

# *The Board's Role in Exploring a Balanced Calendar*



**BALANCED  
CALENDAR**

*Presented by:  
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&  
Tim Garchow*



A group of diverse students, including a boy in a striped shirt, a girl with glasses, and a girl with curly hair, are gathered around a laptop. They appear to be in a classroom or meeting setting, looking at the screen with interest. The image is overlaid with a semi-transparent blue filter.

# *Welcome!*

## **TODAY'S AGENDA**

- Welcome & Introductions
- Balanced Calendar: Brief Overview
- Myths, Research, and Governance Considerations
- The Stages of Exploring a Balanced Calendar
- Small Group Discussion

# *Introductions!*

Let's get a feel for who is joining us today .....

Go to: [www.menti.com](http://www.menti.com)

Enter the code: 2513 1346

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**What is your name and what district are you from?**

(open ended text box)

**How many students are enrolled in your district?**

(<500 / 500-2K / 2K-5K / 5K-15K / >15K)

**How familiar are you with the concept of a balanced calendar?**

(Very / Somewhat / Not At All)



# Balanced Calendar: A Brief Overview

# Accountability and the School Calendar Year

“**Accountability testing systems**, which measure change from one year to the next, **mix learning that occurs in school with learning that occurs during the summer**. Thus, schools are held accountable for not only the achievement of their students while in school, but also for the achievement of their students that accrues during the summer; over which they have no control.

**If summer growth were the same for all students, summer could be ignored** when comparing the status and progress of students by race/ethnicity and by income. However, **there are large differences in what happens to student achievement** during summer vacations, and changes in scores from year to year **cannot be attributed entirely to what happens during the school year.**”

Barton, Paul E. and Richard J Coley, “*Parsing the Achievement Gap II*,” Education Testing Service April 2009, pp 31-39.



The PK-12 traditional school calendar year where students are required to attend, parents required to send, and teachers/administrators expected to show up with their best professional game on is siloed in the 19<sup>th</sup> century.

The traditional school calendar year framework with an 10-12 week summer break, annually plans for and maintains an infrastructure that supports:  
**summer fade, summer learning loss, summer slide, partnership interruption, professional amnesia, treading water, EDUCATION STAGNATION – Oh My!!!**

# *Question*

What is the most effective way for schools to maintain student success over the summer?

Go to: [www.menti.com](http://www.menti.com)

Enter the code: XXXX XX XXX



## TRANSFER SCREEN TO MENTI

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**What is the most effective way for schools to maintain student success over the summer?**

(Mandate summer school for lowest achievers)

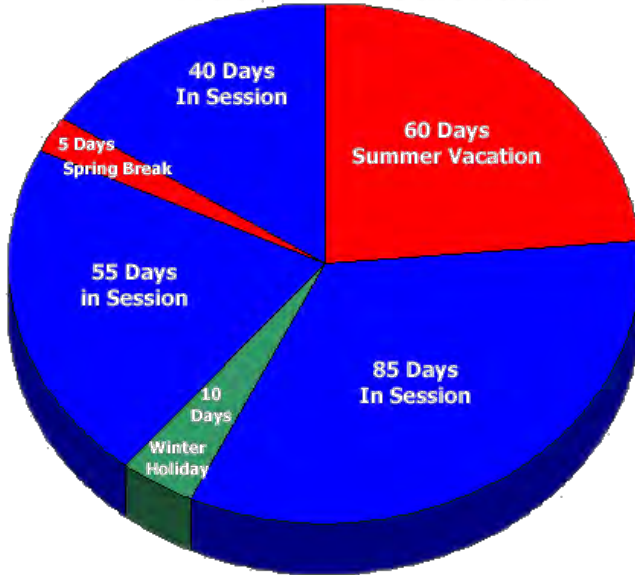
(Assign students/families summer work packets)

(Encourage summer enrichment programs (camps/hobbies)

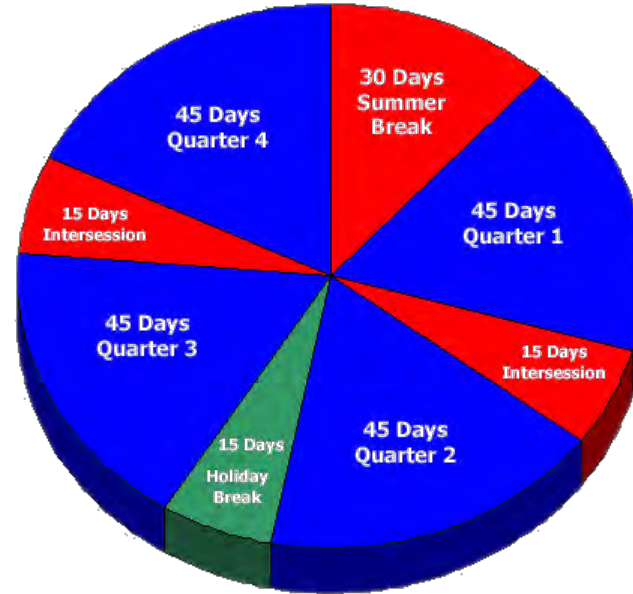
(Shorten the period of time between instructional terms by adopting a balanced calendar)

# Optimizing Time for Student Learning Through a Balanced Calendar

## Traditional Calendar



## Sample Balanced Calendar



*If year round education were the traditional calendar, and had been for over 100 years, and if someone were to suggest a “new” calendar whereby students would be exempt from instruction for up to three months at a time, would the American public allow, or even consider such a scheme?*

# K-12 Not Just About Test Score Changing Any More

- Continuous, connected, personalized opportunity to learn
- Having a balanced presence in the lives of students to offset inequities and to present learning as lifetime practice
- Programs that are working for students have a chance of establishing new behaviors as evidenced in choices, determination, grit and other life skills
- Consistent, around the year mindfulness practices
- Calendar year balanced for metacognitive development to address growth in brain at optimum time and individual student need
- Practice making active choices about one's life path, possessing competencies to adapt to the demands of different contexts, and establishing an integrated identity of how to take charge of learning around the year.
- Whole Child/Whole Year** thought leadership
- Other.....many other.....

# Single-Track K-12 Modified Calendar

## Disadvantages

(usually dissipate after first year due to planning and recognition of advantages)

- Availability of childcare
- The need for and cost of air-conditioning during summer
- Conflicts with the more common district schedule
- Facilitating building cleaning and repair
- Children want same schedule as friends or relatives the other schools
- Complexity of scheduling family vacations if children are in different schools on more than one schedule

## Advantages

- Intersession opportunities: remediation, enrichment & acceleration
- Reduced summer learning loss
- Reduced re-teaching and review on return from breaks
- Time for teacher planning and reflection
- More motivation for both teachers and students
- Decreased vandalism
- Fewer disciplinary referrals
- Regular extended preparation time for teachers
- Relief of both personal and interpersonal tensions
- More conversation and reflection about teaching and learning
- A change in the organization of instructional units
- More regular visits with non-custodial parents
- Increased parental participation
- Increased community involvement

Shields and Oberg, Year Round Schooling: Promises and Pitfalls, Scarecrow Press, Lanham, MA, 2000.

# Modified Calendar for SECONDARY Schools

## Disadvantages

- Extra work is made for secretaries and support personnel to track students' courses and statistics
- Students may have to participate in sports during intersession
- Students may take “unfair” advantage of opportunities for remediation (by slacking off during the regular term)
- Teachers choosing to teach regularly at intersession may experience burnout

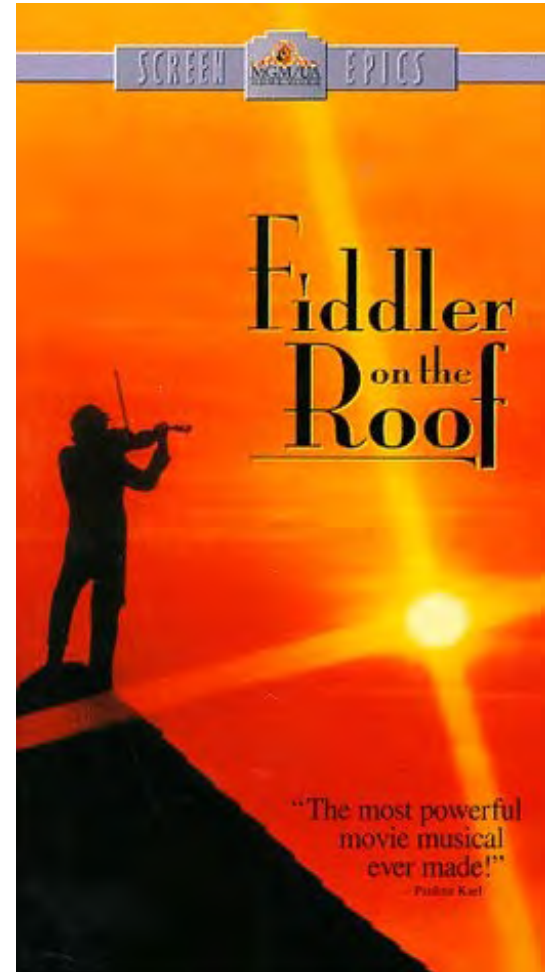
## Additional Advantages

- Increased chances for remediation and acceleration
- Increased numbers in advanced courses
- Increased positive attitude toward self & coursework
- Decrease in dropout rate
- Increased graduation course completion
- Increase graduation rate
- Flexibility for students
- Facilitates student jobs
- Benefits of participating in sports (and other extracurricular activities) during intersession
- Increased opportunities for teacher employment
- Students can accelerate graduation
- Professional development opportunities for teachers (visiting other programs)
- Better college preparation opportunities (students may take more classes)



***“Tradition is its own force and it is easier to oppose change than to make it happen. Change can and will occur when its supporters have a complete understanding of what they want to change, why they want to change it and how to bring it about.”***

**Byron Kemp, The ABCs of Year-Round Education, NAYRE, 1999.**





# Myths, Research, and Governance Considerations



# **Myth Buster #1**

**The traditional school calendar year  
IS NOT an agrarian calendar.**

**The traditional school calendar  
IS a compromise calendar between urban  
and rural learning environments.**

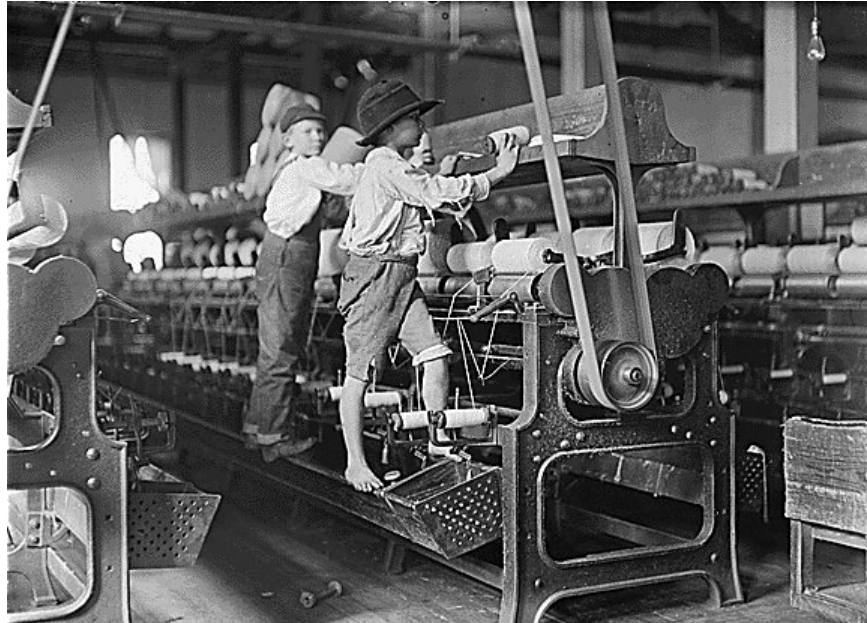
## **Myth Buster #2**

**The first summer schools were not adopted for remediation.**

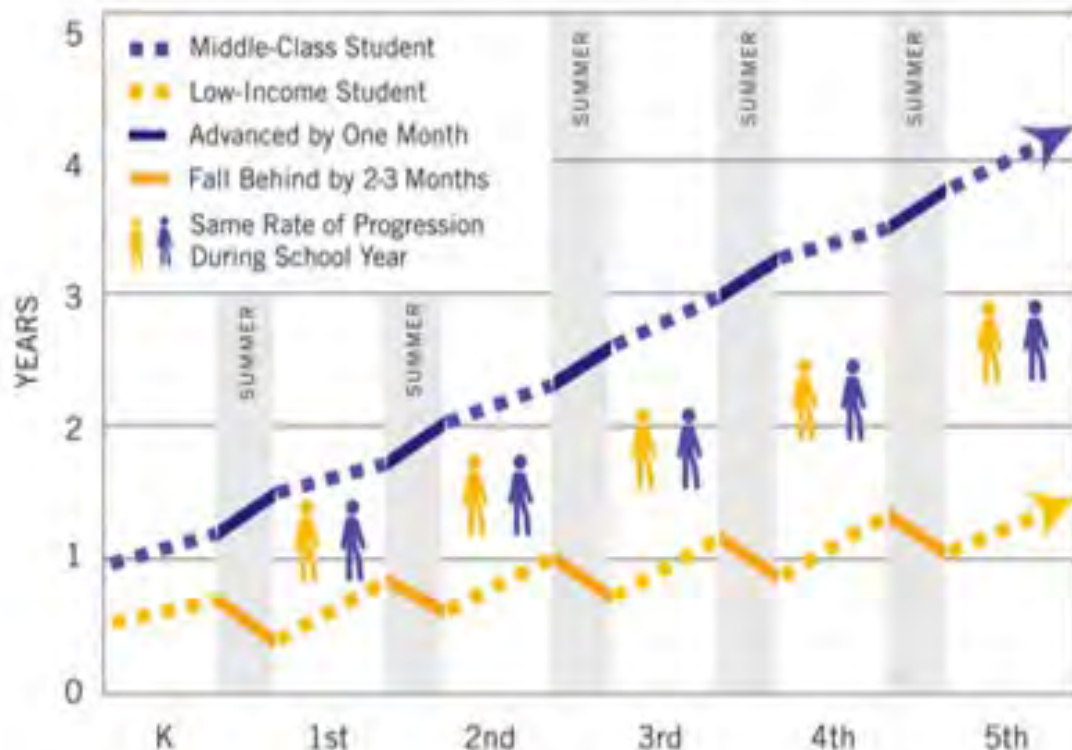
**In 1870 “vacation schools” were adopted to assist immigrant and second-generation youth to learn English, 12-month access to vocational training, accelerate graduation, and reduce the number of dropouts..... beginning of continuous year, extended year, all-year learning terminology.**

**The first summer schools (1870) were called “vacation schools” to assure that immigrant children would retain the English they learned during schooling. The other intent was “to keep the urchins, not in school and not working, off the street.”**

**Ken Gold, School's In: The History of Summer Education in America**



## Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade



Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

# Lasting Consequences of the Summer Learning Gap

**“Cumulative achievement gains over the first nine years of children’s schooling mainly reflect school-year learning, whereas the high SES-low SES achievement gap at the 9<sup>th</sup> grade mainly traces to differential summer learning over the elementary years.**

**Early out-of-school summer learning differences, in turn, substantially account for achievement-related differences by family SES in:**

**High school track placements (college preparatory or not)**

**High school noncompletion – need for credit retrieval**

**Four-year college attendance.”**

Alexander, Karl, Doris Entwisle, and Linda Olson, “Lasting Consequences of the Summer Learning Gap,” American Sociological Review, April 2007, pp.167-180.

# Research Summary

- **All** young people experience learning losses when they do not engage in educational activities during the summer. (Cooper, 1996; Alexander, Entwisle, and Olson, 2001, 2006)
- On average, students **lose approximately 2.6 months of grade level** equivalency in **mathematical computation skills, (factual and procedural knowledge) over the summer months**. (Cooper, 1996; Alexander and Entwisle, and Olson 2007)
- **Lower-income children and youth experience greater summer learning losses** than their higher income peers who show limited growth for the time away from formal education – 1 month growth in reading for high socioeconomic students. (Cooper, 1996; Alexander, Entwisle, and Olson, 2001.2006)
- **Many English Language Learners (ell) and low –income students experience loss of academic language skills and thinking skills in the English language** over the summer. (Guardana, 1999)
- **Summer learning loss contributes to the achievement gap** in reading performance between lower and higher income children and youth, high-school placement, high school noncompletion, and **four year college attendance and completion** (Alexander, Entwisle, and Olson 1996, 2007)

## Research Summary (con't)

- College persistence is linked to **high school rigorous course taking**, Advanced Placement/International Baccalaureate courses, **periodic communication with an academic advisor**. (Center for Education Policy, National School Boards Association, October 2012)
- Large numbers of students who qualify for **federally subsidized meals do not have the same level of access** to nutritious meals during the summer as they do during the school year. (Food Research and Action Center, 2002)
- **Student body mass index (BMI) increases June – September** and decreases September – June. (University of Indiana, 2006)
- Studies show that **out-of-school time is a dangerous time** for unsupervised, unoccupied children and unemployed teens. (Carnegie Council, 1994)
- **Parents greatest concern** for their children occurs over the **lengthy summer break**. (Public Agenda, 2004)
- **Students** present concerns about summer learning loss and **are at a readiness state to consider school calendar change**. (Public Agenda, 2004)

# Effects of Modified Calendars

- 1. A significant difference favoring districts that offered intersessions – effect on achievement is cumulative.**
- 2. Noticeably improves achievement with economically disadvantaged or poor-achieving students out-performing traditional calendar counterparts by .20 SD.**
- 3. Suburban and rural modified calendar programs revealed greater effects than urban programs (multi-track effect?).**
- 4. Students, parents, and staffs are overwhelmingly positive**
- 5. There are specific actions policymakers can take – such as involving the community planning a program and providing quality intersession activities – that can improve community acceptance.**

Cooper, Harris, et al, *The effects of modified school calendars on student achievement and on school and community attitudes*, *Review of Educational Research*, Washington: Spring 2003, Vol. 73, Iss. 1: p. 14.



# Schoolfield Elementary Story (Danville, VA)

2005-2006

## Report cards issued

October 5, 2005

January 30, 2006

April 3, 2006

June 14, 2006

## Intersession Dates

October 10-28, 2005

January 23-27, 2006

April 10-14, 2006

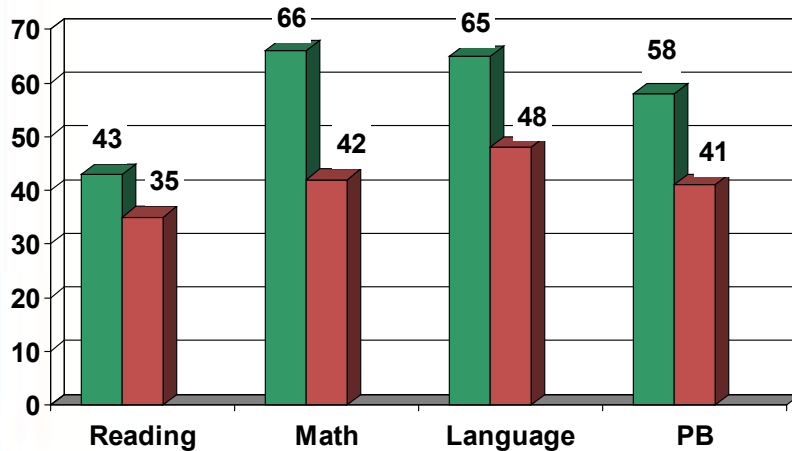
15 days in June/July


F - First Day	Teacher Work Day	H - Half Day	L - Last Day
O - Optional Intersession	W - Winter Break	S - Spring Break	V - Vacation

August							September							October						
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
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November							December							January						
6	7	8	9	10	11	12	4	5	6	7	8	9	10	1	2	3	4	5	6	7
13	14	15	16	17	18	19	11	12	13	14	15	16	17	8	9	10	11	12	13	14
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				
February							March							April						
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# Schoolfield Elementary Story (Danville, VA)

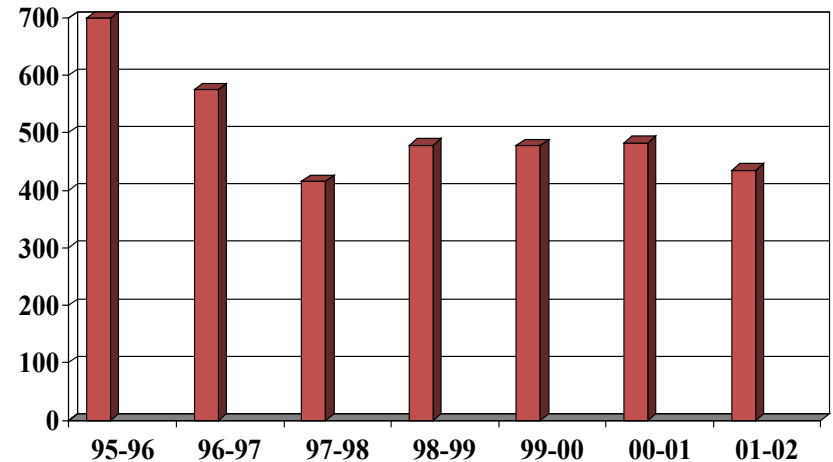
## Stanford 9 – 2001 Minority to DPS



 Schoolfield – African American

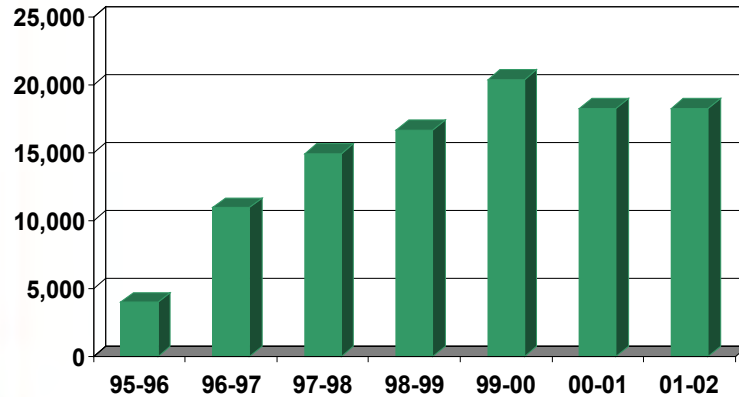
 TOTAL DPS

## Faculty/Staff Absences Schoolfield

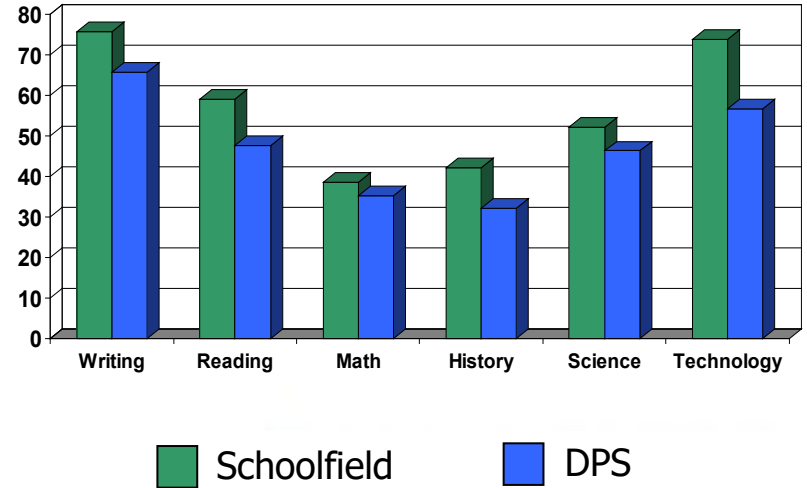


# Schoolfield Elementary Story (Danville, VA)

## Accelerated Reading - Schoolfield

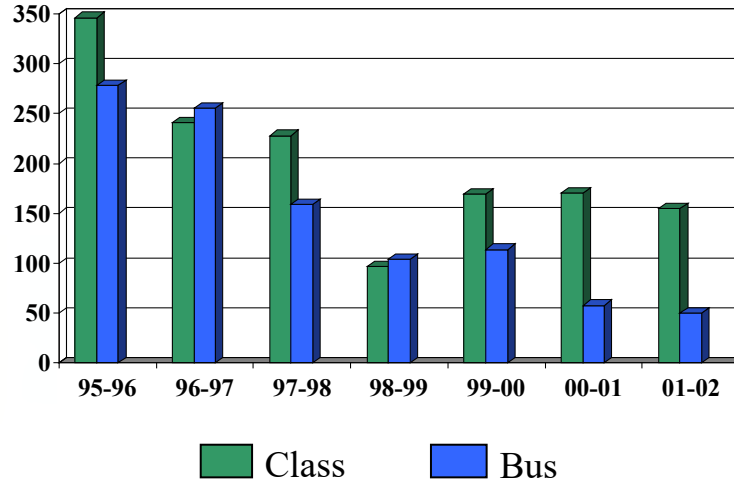


## SOL – Fifth Grade - 2001

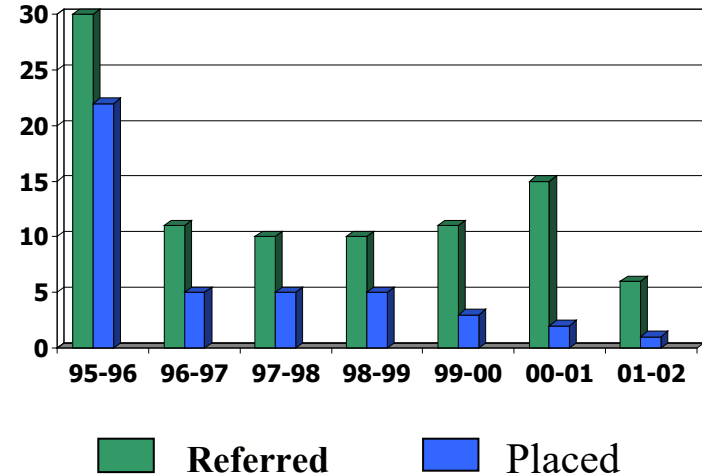


# Schoolfield Elementary Story (Danville, VA)

## Discipline Referrals



## Special Education Referrals



# The Board's Role

## Governance Considerations

- District position statement on learning time and calendar year
- District policy and procedures: Authorizing school calendar year modifications
- Annual summative report to school board describing calendar-based outcomes
- Instructional calendar part of District Strategic Plan and School Improvement Plans
- Periodic district/building calendar review
- Understanding of community offerings and opportunity for students year-round
- Include calendar time and learning questions in interview processes

# The Board's Role

## Reflective Policy Questions

- Why do we continue to plan the school calendar year resources to disconnect students for up to 12 weeks from their caring, dedicated teachers without formally questioning the wisdom?
- Should the local school board become the policymaker group that constructively advocates for our district to develop a school calendar year that evidences seamless connections between allocated and supplemental opportunities to learn in a safe, supportive environment?
- What role can our strategic planning committee and/or our district school calendar year committee have in exploring options for the traditional school calendar year and supplementary opportunities to learn?

# Modified Calendar Planning Grants & Regional Supports

<b>Western WA Region</b> <i>(ESD Regions 113, 112, 114, 121, 189)</i>	<b>Central WA Region</b> <i>(ESD Regions 105 &amp; 171)</i>	<b>Eastern WA Region</b> <i>(ESD Regions 123 &amp; 101)</i>
<b>Regional Contact</b> Dana Anderson, ESD 113 danderson@esd113.org	<b>Regional Contact</b> Kevin Chase, ESD 105 Kevin.chase@esd105.org	<b>Regional Contact</b> Darcy Weisner, ESD 123 dweisner@esd123.org
Crescent Elma Lopez Island Mount Vernon North Mason North Thurston Oakville Olympia Rainier Valley Leadership Academy Vancouver Winlock	Cashmere Highland Kittitas Mount Adams Selah Soap Lake Thorp Toppenish Union Gap Wahluke Yakima	Benge Columbia (Walla Walla)

25 current district grantees (funding available for up to 40!)  
Planning Grant Applications open through December - iGrants FB 173  
More information in OSPI Bulletin 060-22 (8/13/21)

# The Stages of Exploring a Balanced Calendar

- **Discussion/Research**
  - The Board/ Superintendent team asks questions, gathers input from stakeholders (including labor groups), reviews current calendar, and reviews data/research
- **Planning**
  - The Board/Superintendent team begins to map out what this could look like in your district and explores the grant opportunity
- **Implementation**
  - The Board/Superintendent team begins the work of transitioning the calendar
- **Monitoring/Reflection**
  - The Board/Superintendent team examines data and gathers feedback on the effectiveness of the new calendar, making adjustments as necessary



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**What stage of exploring a balanced calendar do you consider your district to be in?**

**(Discussion/Research)**

**(Planning)**

**(Implementation)**

**(Monitoring/Reflection)**

# Small Group Discussion

In breakout room of 3-4 people, use about 15-20 minutes to have a discussion around the following questions:

- What stage are you in?
- What is going well and what has been a challenge?
- What questions do you need answers to?
- How are you feeling about this topic?

## TRANSFER SCREEN TO MENTI

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**What has been going well?**

(open ended text box)

**What has been a challenge?**

(open ended text box)

**What questions do you need answers to?**

(open ended text box)



*Thank you!*

FOR MORE INFORMATION

<https://www.waesd.org/services/calendar/>

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Tim Garchow - [t.garchow@wssda.org](mailto:t.garchow@wssda.org)