

Rethinking the K-12 Academic Calendar Year: An Overdue Innovation

“If year round education were the traditional school 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?”

Charles Ballinger, “Rethinking the School Calendar,”
Educational Leadership, 45 (5), 1988, pp. 57-61.

“Year-round education centers on reorganizing the school year to provide more **continuous learning** by breaking up the long summer vacation into shorter, more frequent vacations through the year. It does not eliminate the summer vacation, but reduces it and redistributes it as **vacation** or **intersession** learning time during the year (*tied typically to logical endings as quarter, trimester or semester*).... Instructional periods and vacation weeks are more evenly balanced across 12 months than the traditional school calendar. The balanced calendar (4-8 week summer break) minimizes the learning loss that occurs during a typical three-month vacation (10 – 12 weeks).”

National Association for Year-Round Education, www.nayre.org

Opportunity to learn refers to equitable conditions or circumstances within the school or classroom that promote learning for all students. It includes the provision of curricula, learning materials, facilities, teachers, and instructional experiences that enable students to achieve high standards. This term also relates to the **absence of barriers that prevent learning.**”

Northwest Central Regional Educational Laboratory, definition accessed 10/21/07

WSSDA Annual Conference 2012
Phyllis (Bunker) Frank, session contact
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Rethinking the K-12 Academic Calendar Year (cover sheet continued)

Ethical Issues in Year-Round Schooling

“The current school calendar resulted, near the end of the 19th century, from a compromise between urban and rural schools in order to better implement a common curriculum. At the beginning of the 21st century, there is little reason to perpetuate schedules or curriculum that were better suited for a different time, with different economic, social, demographic, political and cultural conditions. For education to be more responsive and responsible in today’s context, it must combine efficiency with equity and excellence. Gaps in achievement among ethnic groups must be addressed and inequitable outcomes based on class and economic advantage must be eliminated. If year-round schooling is implemented carefully and evaluated appropriately, attending to political, social, fiscal, and educational issues, there is clear evidence of its potential to be one educational reform that can improve schooling for all students.”

Dr. Carolyn Shields, paper, National Association of Year-Round Education Annual Conference,
February 2001

Recommendation #1:

“States should constructively align school time with student learning and provide incentives for all school districts to better use the current school day, extend the school day to meet student needs and interests, and **reorganize the school year with short intersession breaks that offer voluntary tutoring or enrichment programs**. In continually low-performing school districts, states should provide an extra 30 days of schooling and hold district officials accountable for significantly improved results. The federal government should help fund extra learning time in these districts and provide technical assistance, materials and personnel to help educators transition to these organizational improvement.”

“**Getting Smarter, Becoming Fairer: A Progressive Education Agenda for Stronger Nation,**”
Center for American Progress, August 2005, prepared by Cynthia brown, Elena Rocha, Amanda Sharkey,
Executive Summary & Full Report, www.americanprogress.org

Washington Learns Goals (November 2006)

Personalized Learning & Helping Every Student Succeed

Strategy #1: Expand and make the most of learning time

WSSDA Annual Conference 2012
Phyllis (Bunker)) Frank, session contact
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School Academic Calendar Schedule

Completed by: Teacher _____ Parent _____ Administrator _____ Student _____ Paraprofessional _____
 School Board Member _____ Community Member _____ District Employee _____ Other _____

1. By statute or rule students are required to attend school _____ days per year. Annually, districts are required to provide an average of _____ hours of instructional time.

2. I believe that the **purpose** of the **academic (funded/allocated) calendar year** is _____

3. State statute or rule determines the placement of days on our calendar.
 Yes _____ No _____ Local Control _____

4. **Supplementary (extended) learning time (days)** offered students in our school/district is for:
 Remediation _____ Enrichment _____ Promotion _____ Acceleration _____ Other _____
 (Check all that apply)

5. Compulsory academic and supplementary learning days appear together on our public calendar?
 Yes _____ No _____ Do not know _____

6. Supplementary learning needs of our students are sufficient and offered in a timely way.
 Yes _____ No _____ Do not know _____ Would like to know _____

7. Our teaching and learning district school calendar is justified by student achievement research:
 Yes _____ No _____ Do not know _____ Would like to know _____

8. Other school calendar year models may be more supportive of learning, teaching, planning, partnering, and play.
 Yes _____ No _____ Do not know _____ Would like to know _____

9. Our building/district/board should hold a study session(s) regarding the current school calendar to discuss how it supports student achievement, professional practice, parent partnership and full facility use.
 Yes _____ No _____

(Revised 11/1/12)

<u>Formula</u>	
Number of enrolled students	_____
% on Free/Reduced Lunch	X _____
Number of vulnerable students	= _____

Traditional School Calendar Year Survey

Check all that apply: Student_____ Parent_____ Educator_____ Community Member_____

1. Students in my state are asked to attend school _____ days per year
or _____
2. My state has some schools_____ and districts_____ that have balanced the required learning days around the year (12 months). Check as applies
3. My state collects comprehensive supplementary (summer, before/after school, Saturday school, Intersession) data as linked to the compulsory attendance days.
Yes_____ No_____ Do not know_____
4. If year-round education were the traditional school 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? C. Ballinger, 1988 Yes_____ No_____
5. When it comes to student learning, how much summer break is enough?
4-6 weeks_____ 7-8 weeks_____ 10-12 weeks_____ No opinion_____
6. When it comes to teaching how much summer break is enough?
4-6 weeks_____ 7-8weeks_____ 10-12 weeks_____ No opinion_____
7. When it comes to parent/family partnership, how much summer break is enough?
4-6 weeks_____ 7-8 weeks_____ 10-12 weeks_____ No opinion_____
8. When it comes to play, how much summer is enough?
4-6 weeks_____ 7-8 weeks_____ 10-12 weeks_____ No opinion_____
9. What is the most effective way for schools to maintain student success over the summer? Check 1
 Go to a year-round (balanced for learning) school calendar
 Mandate summer school for lower achievers
 Assign students/parents summer work (packets, projects)
 Encourage enrichment activities (camp, hobbies)
10. I believe that our district/school leadership should initiate a study of the benefits and barriers of our academic calendar year to learning, teaching, planning, partnering and play.
Yes_____ No_____

11/1/12

District School Calendar Year Analysis

District Vision:

District Mission:

Student Data: Number of K-12 students _____ Number of Pre-K _____ Total Enrollment _____

Number of Title I students (K-12) _____ % of Students _____ Free/Reduced Meals % _____

Number of English language learner students _____

Number of special education _____ and 504 plan students _____

Number of weeks between the Last Date of School and Fall Start date (2012) _____

Are Summer School dates listed on our school calendar as part of the year? _____

What is the data regarding the contribution of our summer school program to all student achievement?

Are ALL Title I and English language learning students offered summer school programming? Yes ___ No ___

Is summer school invitation primarily for intervention with some enrichment? Yes ___ No ___

What % of the total student population was invited to 2012 Summer School offerings? _____

Is there a summer school attendance policy? What are student attendance outcomes? Yes ___ No ___

What is the district summative grading, reporting and conferencing structure i.e. quarter, trimester, or semester?

Elementary _____ Middle/Junior _____ High School _____

Are there benefits to summative grading/conferencing being reported on different schedules? Yes ___ No ___

Could there be benefits to summative grading/conferencing occurring on the same schedules? Yes ___ No ___

On our current calendar, how much time elapses between the end of one quarter, trimester or semester and the beginning of the next? 1 Day _____ 2-3 Days _____ Weekend _____ Inconsistent Breaks _____

Is that ample time for testing, recording, conferencing with parents and preparing for the next learning period as well as personal faculty attention? Yes ___ No ___

Would it be beneficial to students to end a quarter, trimester or semester BEFORE the Winter Holiday break?

Given the research on summer learning loss (SLL) and “summer slide” are we able to provide adequate summer programming with pre and post reporting for all students? How do we know if it is sufficient? Yes ___ No ___

Could four season supplementary Intersession learning/vacation periods that would reduce the summer separation from _____ to 6-7 weeks be a more efficient and fair use of resources and facilities? Yes ___ No ___

Since Summer Learning Loss (SLL) is measurable, observable and cumulative, should we consider balancing the school calendar year so that it is more natural to learning, provides timely Intersession “catch-up/keep-up” as well as enrichment opportunities around the year? YES _____ NO _____

If YES, what could that look like? See sample diagrams of most frequently modified calendars.

Basic Types of Altered Traditional Calendars AKA Year Round Education (YRE)

Balanced calendar: The balanced calendar is often described as year-round schooling or year-round education. It is also called modified, continuous, alternate or alternative calendar. The design reorganizes the school year to provide more continuous learning by breaking up the long summer vacation into shorter, more frequent, vacations through the year. It does not eliminate the summer vacation, but reduces it and redistributes it as vacation or intersession time during the year. The balanced calendar minimizes the learning loss that occurs during a typical three-month vacation.

Single-track schedule: All students and school personnel follow the same instructional and vacation schedule. The rescheduled vacation is placed throughout the school year into periods called "intersessions", allowing time for remediation, enrichment and vacation throughout the school year. (73% of all calendar modified schools in 2005)

Dual-track: This "school within a school" approach offers both a traditional and balanced-calendar schedule within the same building.

Multi-track YRE is used primarily to alleviate overcrowding, although it also incorporates the educational values of single-track YRE, including intersessions. It was designed specifically for schools with a shortage of classroom space. Multi-track avoids double sessions and the extended school day. It also alleviates the need to build costly new buildings with their attendant operating costs. (27% of all calendar modified schools in 2005)

Multi-track divides students and teachers into groups, or tracks of approximately the same size. Each track is assigned its own schedule. Teachers and students assigned to a particular track follow the same schedule and are in school and on vacation at the same time. Multi-track creates a "school-within-a-school" concept.

Example: implementing a four-track year-round calendar extends the capacity of a school by 33%. A school with the capacity of 750 students can accommodate 1,000 students, as only three tracks of 250 would be in school at the same time; there would always be one track on vacation or intersession every day of the school year.

Extended Year calendars lengthen the school year substantially, from the usual 180 or so days annually up to 245 days of instruction. (extended day and/or add days)

Intersessions are the periods of time (also called **supplementary** and **expanded** learning opportunities) rescheduled from summer vacation and redistributed within the school year. They can be used as vacation but are usually utilized as instructional time for remediation and enrichment with both single and multi-track calendars. Intersessions typically involve school staff and community resources to provide a safety net and an academic boost to avoid failure or enhance achievement.

9 Characteristics of High Performing Schools

Calendar Time & Learning Questions

Clear & Shared Vision & Purpose	Is the current school/district academic calendar compatible with the vision and purpose for ALL learners?
High Standards & Expectations for ALL Students	Does the current school calendar present a barrier for ALL students reaching high standards by imposing summer learning loss?
Effective Instructional & Administrative Leadership	Does leadership raise significant questions regarding the effectiveness of the traditional school calendar to support student learning and professional development in today's accountability climate and advocate for "leveling the playing field" for ALL learners and teachers?
High Levels of Teamwork & Staff Collaboration	Are school/family/community partnerships and staff teamwork potentially affected by the lack of continuity associated with the discontinuous traditional school calendar? (10-11 week break)
Aligned Curriculum and Instruction with the Standards and Assessments	Is there greater potential for ALL students to construct knowledge and demonstrate skill (from a curriculum aligned with standards) when the opportunity to work on "learning gaps" occurs in a timely manner, more adjacent to learning need? Intersessions vs. Summer School?
Closely Monitored Teaching & Learning	Are students more likely to internalize learning that is continuously monitored on a calendar year balanced for remembering and not forgetting?
Focused Professional Development in High Need Areas	Is focused, professional development for ALL educators enhanced when the opportunities are designed based on a 12-month versus a 9-month academic year?
Supportive Learning Environment	Should supportive learning environments for ALL students be based on a learning calendar infrastructure that is equally balanced throughout the year?
A High Level of Community and Parent Involvement	When the school/district operates more continuously, is it more like other helping institutions with start-up/wind down time reduced and increased opportunity to maintain and expand connections to support student learning?

(reviewed 11/1/12)

IMPLEMENTING THE PARAMOUNT DUTY – WA State

Article IX, section 1 “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex,” and are adopted pursuant to **Article IX, section 2** of the state Constitution which states that “The legislature shall provide for a general and uniform system of public schools.”
1889

Academic Calendar Year: RCW 28A.150.020 School year

- Kindergarten offerings of 450 hours funded (half day) full day (local funds)
- **Minimum 180-Day School Year**
- **Minimum district-wide average of 1,000 instructional hours** linked to the essential academic learning requirements and other district-determined subjects/activities as found in **RCW 28A.150.220 (3)**.
- **Funded by:** Basic Education Allocation funding formula
Local levy supplement and state/levy equalization
- **Infrastructure:** bulwark/framework for vision/mission/policies/procedures

Extended Learning (Supplemental Learning) Opportunities:

- **Time:** unregulated; varies with funding; need; district preferences; optional attendance
- **Funded by:** local levy and equalization dollars; foundation funding: grants (21st Century Learning Grants); special programs as Title I/Categorical Programs; PTA or other parent group support; community based organizations
- **RCW 28A.320.500 Summer and/or other student vacation period programs – Authorized – Tuition and Fees.** Every school district board of directors is authorized to establish and operate summer and/or other student vacation period programs and to assess such tuition and special fees as it deems necessary to offset the maintenance and operation costs of such programs in whole and in part...attendance shall be voluntary.

Local Education Agency: Local control by 295 school districts a critical feature

Basic Education Act (1209) of 1993: The goal of the Basic Education Act for the schools of the state of Washingtonshall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for students to develop the required knowledge and skills....

School Improvement Plan WAC 180-16-220(2)(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors **(b)** At a minimum the annual approval shall require each school to have in place, and reviewed annually for implementation progress and possible changes, a school improvement plan or process that is data driven and promotes a positive impact on student learning (ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements **(c)** ...input by building staff, students, parents and community members **(d)**shall address but not limited to. **1), 2), 3), 4),** consider adding **5) Evaluation of the traditional September – June calendar, schedules and issues surrounding the use of instructional time and the impact on student opportunities to learn (local suggestion)**

Academic Calendar Time and Opportunity to Learn

Overarching Local Discussion Question: How do the schools currently structure their school day and school year to maximize academic learning opportunities for ALL children?

1. *What can the Board consider to “level the playing field” for learning needs of all children that makes sense, costs little, and can have transformational impact?**
2. Is modifying the calendar for learning something that should be discussed by schools in the district? How is the district addressing the challenge of summer learning loss for students? *If not, why not?**
3. What assessment procedures do the schools have in place to identify students in need of specific, targeted remediation?
4. What developmental and remedial learning opportunities do the schools currently provide during the school day, after school and in the summer? How are they staffed and are adequate resources targeted to those programs and strategies. What assessment data exists to show how successful these current programs are?
5. To what degree have new ways to increase academic learning time for students most in need been examined and implemented?
6. To what extent is the district providing extended learning opportunities for primary age students who are not reading at grade level?
7. What possibilities have been explored regarding modification of the existing K-12 school calendar for education purposes? Are the opportunities to learn for students in need of remediation placed at the most strategic times throughout the year? What would the most effective academic calendar look like?

Policy Recommendations

1. Develop and adopt policies that direct the resource of time to closing the achievement gap, including a clear focus on using *the academic calendar year and** extended time effectively based on assessment of students’ needs. Allocate resources for remediation and acceleration of students’ annual growth targeted to the students in the lowest quartile.
2. Ensure that policies and practices establish clear links between the extended time programs and the regular academic program.
3. Implement policies that develop and use collaboration among schools, parents, and communities to widen the pool of resources, expertise, and activities available to extended learning programs, such as recruiting parents and community members as individual tutors and mentors. Explore collaborations with traditional after school programs to provide extended academic learning opportunities.
4. Direct staff to search for outside funding to support extended learning opportunities, including state, federal and private sources.
5. In implementing new policies or practices to increase learning opportunities and time directed at closing the achievement gap, be sure to include a thoughtful evaluation plan to measure program effectiveness. Include assessments that measure rate of annual growth in reading and mathematics.

*** Suggested Italicized Edits from testimony by Phyllis Frank, panel chair and convener**

*Text adapted from: **Closing the Achievement Gap:** A Policy Action Guide for Washington State’s School Directors, “Time and Opportunity to Learn”, November 2002, pp 30-33.*

Entire Document Available: <http://www.wssda.org>

12 Good Reasons to Change to a 12 Month Calendar That Address Learning/Teaching Effectiveness, Efficiency (\$), and Equity *

(based on empirical, survey, case study and anecdotal data)

- Reduces a design flaw (lengthy summer break) that interferes with learning and teaching also known as “summer learning loss” and “professional amnesia” after 6 weeks away from formal opportunities to learn (Prisoner’s of Time 1994,2000)**
 - Reduces inefficiency (\$) – less review and re-teaching; prompts continuous readiness to learn and engage school setting behavior; modernizes school calendar to meet high expectations
 - Provides timely supplemental learning/teaching opportunities to recover and discover at a personalized rate and style of student learning
 - Promotes effectiveness– developmental learning; timely credit retrieval; continuous study that is in a preventative and not remediation framework
 - Equitable– “levels the playing field” among students; significantly contributes to addressing issues of disproportionality for example: balances availability of technology, libraries, regular planned physical activity and other resources for students and teachers
 - Recaptures dollars for building/district programming from increased student attendance (\$); reduced teacher absence (\$); reduced retention (\$); reduced vandalism (\$)
 - Enhances chance that school becomes the place children want to be and teachers want to teach – consistent safe/supportive environment
 - Increases regular and reliable food service for all who qualify – nutrition feeds cognition
 - Addresses special populations/reduces disproportionality
 - eliminates retention/recruitment decisions;
 - where reliable/timely intersessions occur, there is evidence of reduced referrals for testing and special education program placement;
 - 2nd language learners as well as new language learners are more continuously engaged in meaning based, context rich and cognitively demanding language learning environment
 - Reduces social promotion and increases challenging course selection at middle and high school
 - More closely models school to work – school experience and the teaching profession no longer trapped by and in a 9 month calendar
 - Works with changes in the American family and BONUS *Offers the community full facility use*
- (§) Documented savings to buildings and districts
- * Washington Learns Commission full funding of education study asks that recommendations address: Effectiveness, Efficiency, and Equity
- ** National Commission on Time and Learning, 3 part report, Prisoners of Time 1994 and reissued in 2000 with a statement by John Hodge Jones, Commission Chair, “The Call That Fell on Deaf Ears”

Bardstown City Schools 2012-2013 Calendar

Board Approved 02/21/2012

July 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012

S	M	T	W	T	F	S
			1 ^{open}	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012

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23	24	25	26	27	28	29
30						

October 2012

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012

S	M	T	W	T	F	S
				1	2	3
4	5 ^{FDEA}	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012

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						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Date

- AUGUST**
1 First Day of School for Students
- SEPTEMBER**
3 Labor Day Holiday (Schools Closed)
- OCTOBER**
1 – 5 Fall Intersession (Regular Schools Closed)
8 – 12 Fall Vacation (Schools Closed)
15 First Day of 2nd Quarter for Students
- NOVEMBER**
5 FDEA- (Schools Closed)
6 Professional Day (Schools Closed)
21 – 23 Thanksgiving Holidays (Schools Closed)
- DECEMBER**
18 Last Day of 2nd Quarter for Students (End of 1st Semester)
19 – 21 Winter Intersession (Regular Schools Closed)
24 – 31 Winter Holidays (Schools Closed)
- JANUARY 2013**
1 Winter Holiday (Schools Closed)
2 First Day of 3rd Quarter for Students
21 Martin Luther King Holiday (Schools Closed)
- FEBRUARY**
15 Professional Day (Schools Closed -Make up #1)
18 Professional Day (Schools Closed -Make up #2)
- MARCH**
5 ACT Testing
11 Professional Day (Schools Closed – Make up #3)
- APRIL**
1 – 5 Spring Intersession (Regular Schools Closed- Make up #6-10)
8 – 12 Spring Vacation (Schools Closed)
15 First Day of 4th Quarter for Students
- MAY**
3 Professional Day (Schools Closed -Make up #4)
13 -30 State Testing
27 Memorial Day Holiday (Schools Closed)
30 Last Day of School for Students (End of 2nd Semester)
31 Professional Closing (Staff Only or Make up #5)
- JUNE**
3 - 7 Summer Intersession (Regular School Closed)

January 2013

S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
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27	28	29	30	31		

February 2013

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17	18 ^M	19	20	21	22	23
24	25	26	27	28		

March 2013

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17	18	19 ^{ACT}	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013

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19	20	21	22	23	24	25
26	27	28	29	30	31 ^M	

June 2013

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23	24	25	26	27	28	29
30						

*Make Up Days-Please note that there are 10 make up days built into this calendar that will be used if we must dismiss school for any reason, including weather. They are designated on the calendar, marked with an M. If a missed day occurs after a make up day, the next make up day will be used. If more than the 10 designated days are needed, Summer Intersession will be potential make up days.

- Holiday
- Professional Day
- Intersession Day
- Non-School Day - Campus closed, or M = Weather Day Make-up
- State Testing Dates

Students First Day August 1st / Students Last Day May 30th