

Washington State Board of Education Public Testimony
January 14, 2016/updated 5/12/16

Phyllis (Bunker) Frank
efficient, effective, fair school calendar year advocate

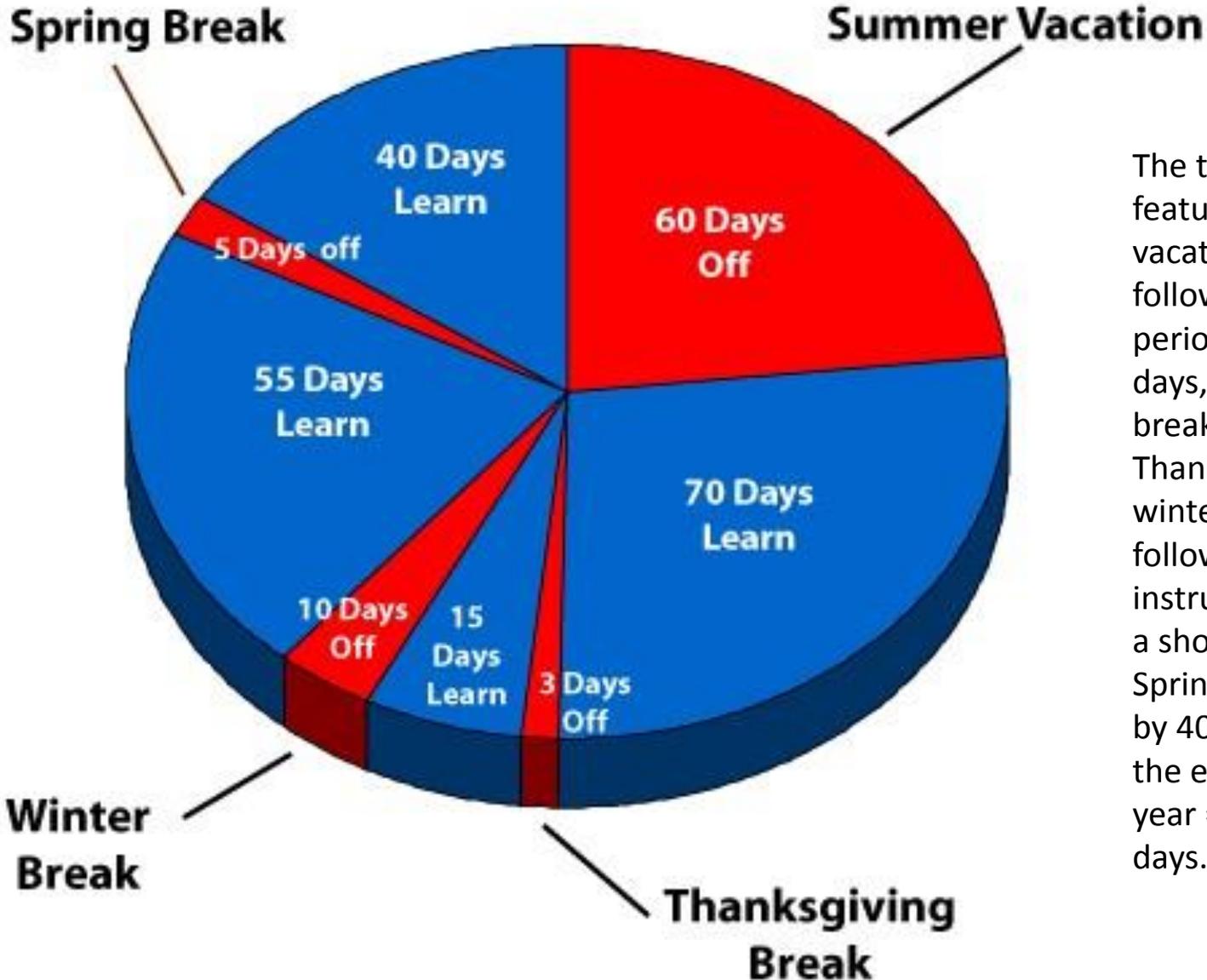
“Opportunity to Learn” (OTL) is a way of measuring and reporting whether students and teachers have access to the different ingredients that make up quality schools. The more ingredients that are present in an individual school, school district, or even in schools across the state, the more opportunities students have to benefit from high quality education. The term also relates to the absence of barriers that interfere with learning.

Education Policy Brief, Delaware State Board of Education, 2000
Education Northwest aka Northwest Regional Laboratory, 2004

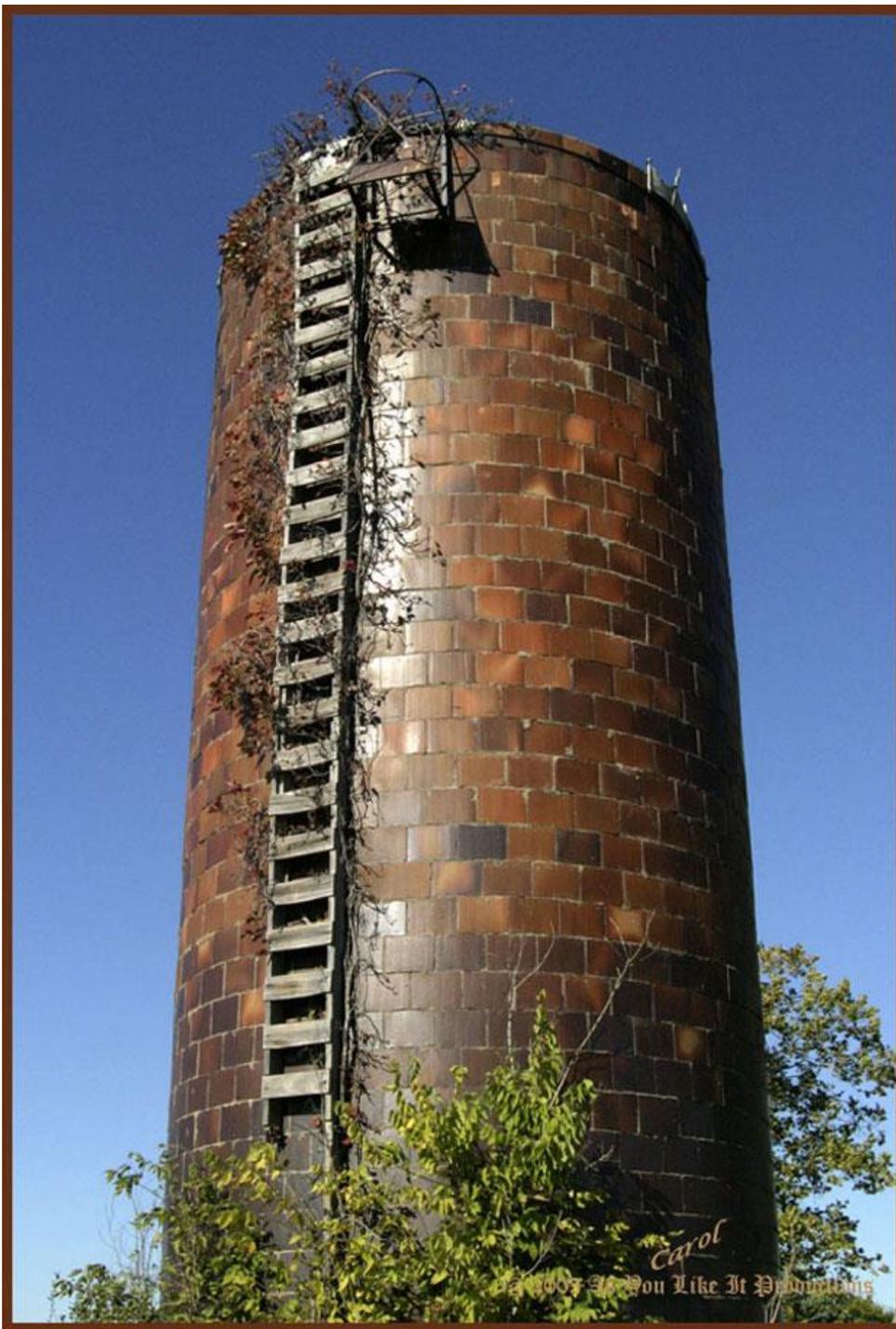
When it comes to the ingredients of learning, teaching, planning, partnering and play, how much summer is enough?

Is the traditional academic calendar year efficient, effective, and fair (equitable) in light of the district vision, mission and goals for all students?

Traditional Calendar



The traditional calendar features a long summer vacation of 12 weeks followed by a long period of instruction days, with the first break coming at Thanksgiving. The winter holidays are followed by 55 instruction days before a short spring break. Spring break is followed by 40 work days before the end of the school year = 180 learning days.



There is ample evidence that the traditional calendar year is scaffolding for measurable, observable, cumulative learning loss that can interfere with secondary and post-secondary choices.

The SBE/OSPI should consider 1) an OTL **accountability** indicator that shifts to a 21st C balanced academic calendar year and distributes supplementary learning days as part of Intersession opportunity to learn and not be restricted to adding on to the beginning and/or end of a traditional calendar year and 2) take an informed position on impact of the traditional school calendar year re OTL, preparation gap, and achievement gap **and design an accountability indicator.**

Reading Comprehension Test Score Decomposition over the First Nine Years of School by Family SES

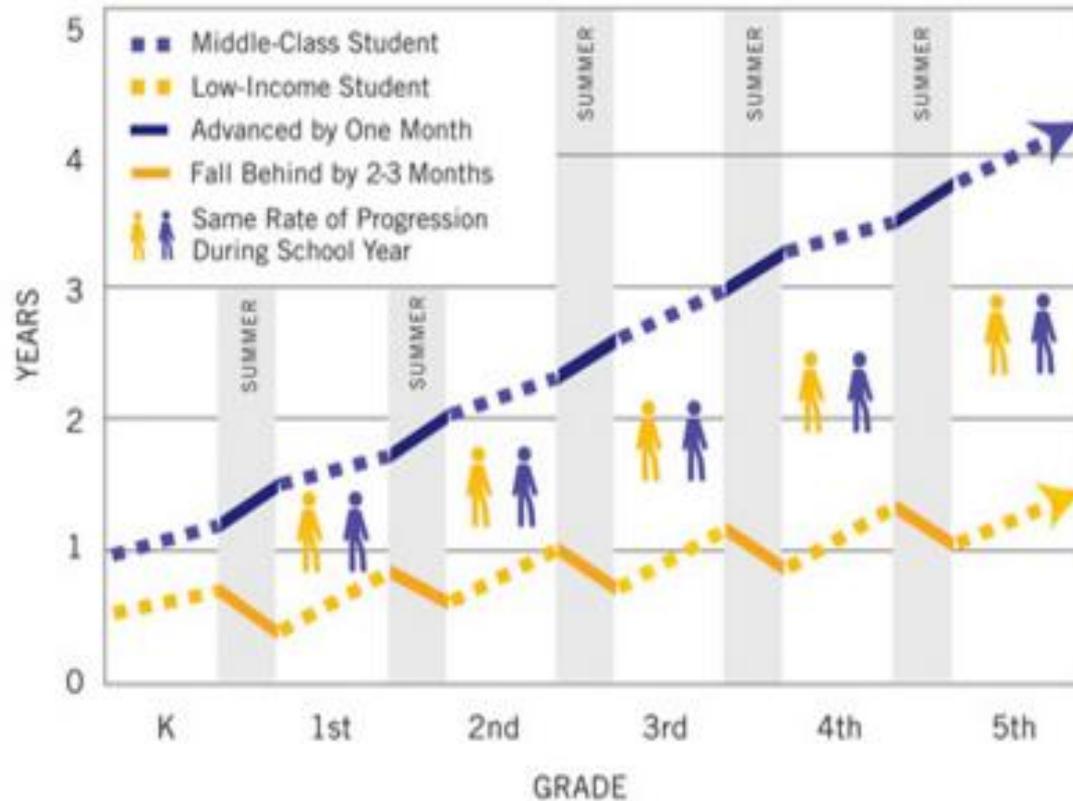
Reading Comprehension CAT Score Gains, Years 1 - 9	Total	Family SES			Gap High-Low
		Low SES	Mid SES	High SES	
Initial Test Score, Fall 1 st Grade	279.81	271.99	277.889	298.47	26.48
Winter Gain (5 winters)	194.97	191.30	210.19	186.11	-5.19
Summer Gain (4 summers)	1.12	-1.90	4.12	46.58	48.48 *
Gain Over Years 6 - 9	61.69	60.95	60.76	64.34	3.39
Test Score, End Year 9	547.55	522.33	552.40	595.49	73.16 *
(N)	(787)	(397)	(204)	(186)	

Note: Significant t-tests for mean differences between Low SES and High SES groups are shown in Gap column. * $\leq .05$ (two-tailed tests)

Source: Karl L. Alexander, et al., "Lasting Consequences of the Summer Learning Gap,"
American Sociological Review, v72, April 2007

Reprinted from: "Parsing the Achievement Gap II," written by Paul E. Barton and Richard J. Coley
for Educational Testing Service, April 2009

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 9th 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.

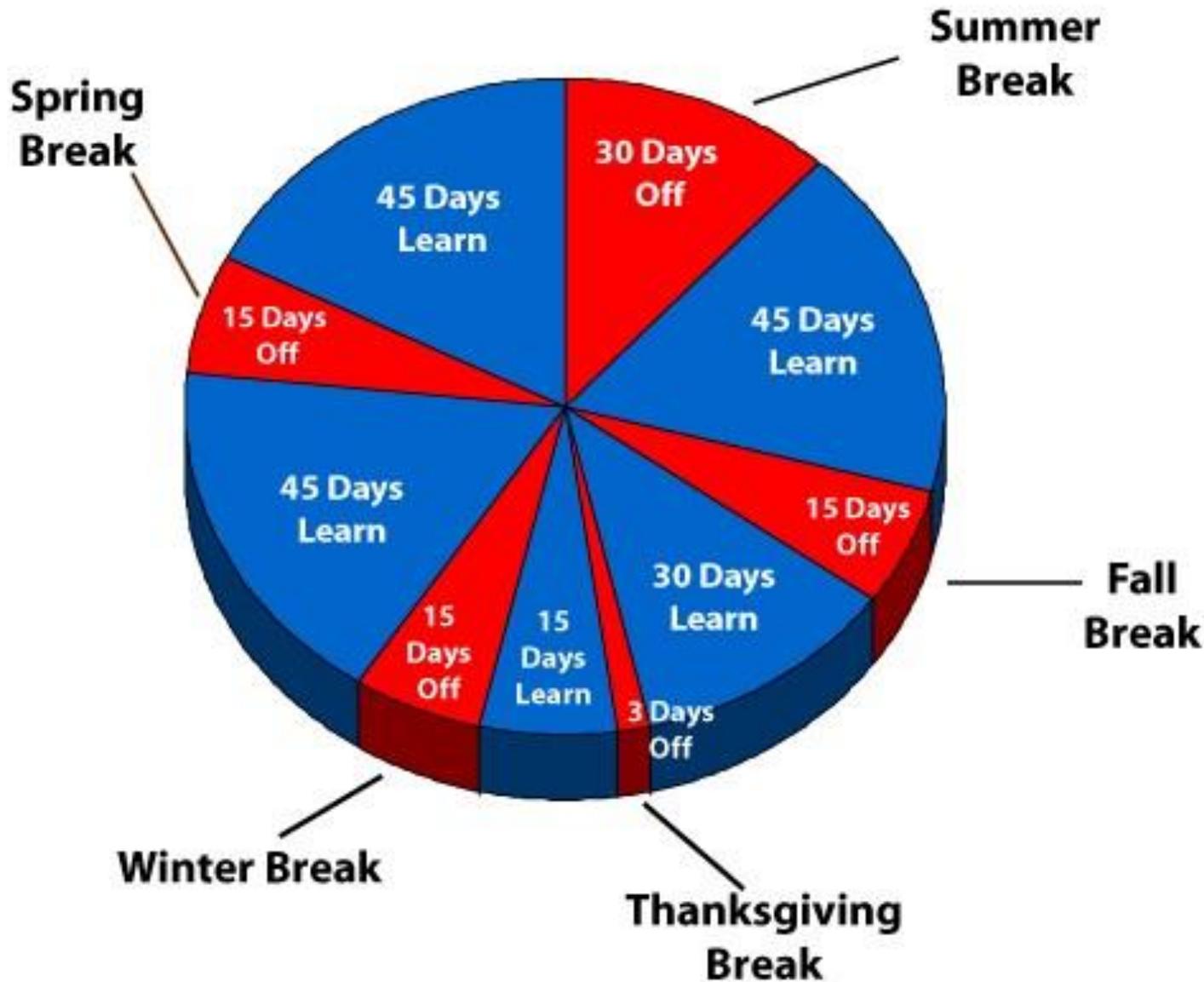
Summer Learning Loss

Implications for Opportunity to Learn Accountability Index

1. We can “choose to live with the diminished learning opportunities and decay in skills that accompany the present dominant school calendar” (Cooper et al., 1996, p. 263)
2. We can increase (*expand;extend*) summer school opportunities and direct these efforts in the most beneficial manner.
3. We can examine alternative school calendars and provide a balanced calendar for a more continuous period of instruction.*
 - Rescheduled vacation is placed throughout the year into periods called “intersessions.” Intersessions can be used as vacation and/or instructional time for remediation, enrichment, promotion or acceleration, *thereby serving to expand/extend opportunity to learn.*

** italics added to original text*

Balanced Calendar



The balanced calendar reduces the long summer break and simply apportions those days throughout the school year, producing more frequent breaks and thus limiting long periods of instruction days, as well as longer vacations. Both calendars feature 180 days of instruction, with the modified calendar balancing the frequency of in-session days with vacation break days = timely supplemental learning opportunities.

Balanced for Learning Calendars

45-15 Quarter/Semester

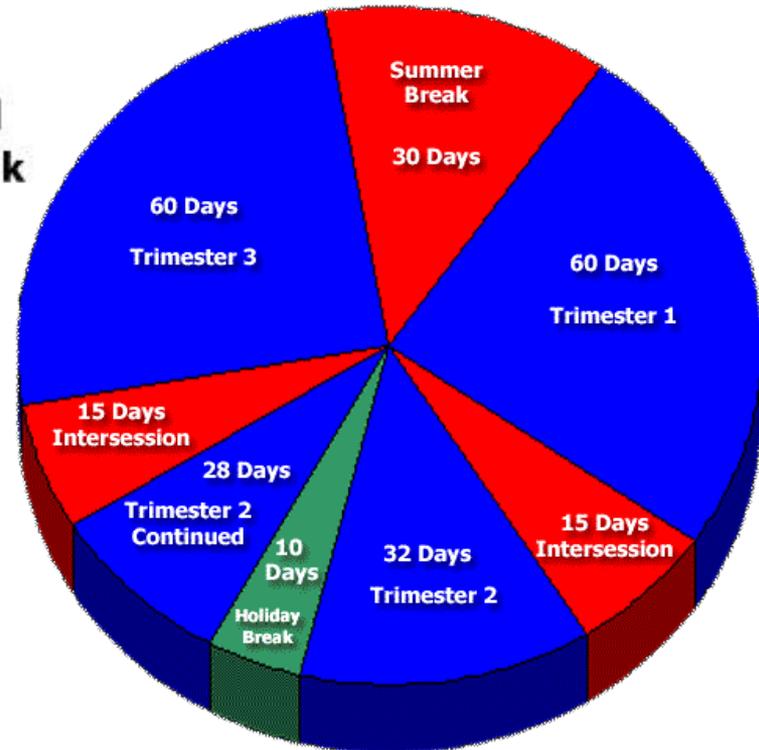
Summer
Break

Spring
Break



60-15/20 Trimester

Fall
Break



K-12 Not Just About Test Score Changing Any More

- Continuous, connected, personalized opportunity to learn
- Value of education as 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 and ultimately set realistic, attainable post-secondary goals
- Other.....many other.....

Testimony Request

Washington State Board of Education consider requesting the OTL/**new** **Accountability** Index include an item to examine expanded learning opportunities as occur 1) when accompanying a school calendar year that has been balanced for student achievement; 2) time assigned to an expanded day as before/after school; 3) availability of additional learning time in general and how spent and/or offered

In a performance-based learning environment, personalized to student need, it is imperative to link the regular academic program with supplementary learning time in ways that:

- Provide timely assistance close to the identification of a learning concern
- Contribute to continuity of learning for all students
- Open “downtime” for reflection, play and innovation for learners & teachers
- Maintain consistent parent/school/community partnerships
- Utilize our public education facilities and equipment full-time

Thereby, increasing the opportunity for districts to be learner fair and focused as intended by district vision and mission statements.

Not Getting Our Money's Worth

An Outdated School Schedule is **Costing New York \$2.3 Billion a Year** More & Better Learning Time Can Change that.....because of skills lost over summer, low income students are effectively **only getting 8 out of the 10 months** of education we pay for, **wasting \$3,910 per child**.... wasted educational spending for higher-income children is not as large, but still substantial.
Footnote 8 Ready Nation for calculation description Clifford, Kara, Christeson, Bill and O'Connor, Jenn, "Not Getting Our Money's Worth," Ready Nation, 2012, @www.readynation.org 2012.

Washington State: \$916, 369, 112 cost of 2 months x students in poverty wasting \$1,977 per student in poverty.....see next slide

Data:	Yakima	Moses Lake	Spokane	WA State
	2013-14	2013-14	2013-14	2012-13
2013-14 Student Enrollment	15,545	7,929	28,995	1,018,977
Oct 1, 2013 Poverty %	83.00%	63.67%	59.83%	45.49%
2013-14 Total Expenditures	\$159,605,807	\$78,951,520	\$325,176,869	\$10,073,319,785
2013-14 Per Pupil Expenditures	\$10,267.34	\$9,957.89	\$11,215.03	\$9,885.71
Calculations:				
Per pupil Expenditures	\$10,267.34	\$9,958	\$11,215	\$9,886
months average school year	10	10	10	10
Cost of 1 month	\$1,006	\$996	\$1,122	\$989
months lost	2	2	2	2
Cost of 2 months	\$2,012	\$1,992	\$2,243	\$1,977
Student Enrollment	15,545	7,929	28,995	1,018,977
	83.00%	63.67%	59.83%	45.49%
Students in Poverty	12,902	5,048	17,348	463,482
Cost of 2 months x Students in poverty	\$25,959,528	\$10,053,687	\$38,910,664	\$916,369,112
Total Expenditures	\$159,605,807	\$78,951,520	\$325,176,869	\$10,073,319,785
2 months loss in %	16.26%	12.73%	11.97%	9.10%

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.

Academic Calendar Year Contribution: Achievement Gap? Opportunity Gap?

- Early Childhood/Head Start –ECAP (128 Days) HeadStart (140)
BSD PreK – same calendar as K-12?
- Beginning Kindergarten – typically Before or After Labor Day
- Kindergarten – 3th grade: cumulative summer learning loss
contributes to Ready to Read by 3rd Grade development
- 4th Grade FADE OUT –typically ascribed to HeadStart but
now considered as “convergence fade out”
- 9th Grade – course selection opportunity, drop-out potential
post-secondary choices begin to be defined
- Graduation???? 4 year – 5 year
- College Success: Summer Melt – 40% end up not going –test into 0
credit classes to qualify for credit bearing \$\$\$

Planning for Authentic Yearly Progress

Governance Consideration/Accountability Measures

- District position statement: Time & Learning.
- District policy and procedures: Authorizing school calendar year modifications.
- Annual summative report to school board describing outcomes regarding K-12 student-tailored opportunities to learn, i.e., linkage between academic calendar year and expanded learning opportunities.
- Calendar opportunity to learn linkages apparent in District Strategic Plan documents and building-based School Improvement Plans.
- Periodic district/building calendar review.
- Orient new school board members; new hires; offer site visits
- Include calendar time and learning questions in interview processes



IPS School Year Calendars 2015-16 and 2016-17

Calendar purpose

Statute requires district administration to submit a school calendar for approval by the corporation's governing body. The calendar specifies days of student and teacher attendance, identifies purpose of days, and indicates attendance totals. The submitted drafts reflect district priorities for ensuring effective instruction and providing seamless delivery of school support services throughout the year.

Calendar Functions	
The calendar:	The calendar does not:
<ul style="list-style-type: none">✓ identifies attendance days for students and teachers✓ identifies days off due to national holidays✓ indicates purpose of teacher days✓ specifies total days of student and teacher attendance	<ul style="list-style-type: none">✗ specify paid vs. unpaid days off for all employees✗ assign work schedules for non-teachers✗ affect negotiated contracts✗ establish graduation schedules

Past District practice attempted to capture compensation information for all employees on the school year calendar document, leading to considerable confusion. This summary, in conjunction with reformatted graphic calendars, provides needed clarity for students, families, and staff.

Calendar development process

The presented calendar is the work-product of the calendar development committee, a collaborative team comprised of representatives of relevant stakeholder groups. Committee members were selected through an open application process to include parents, teachers, principals and district staff. Over the course of several weeks, the committee used an iterative process to draft and refine potential school year calendars. Each successive draft reflected the addition of pertinent stakeholder feedback. The presented recommendations are reflective of student and family needs, teacher and administrator suggestions, and district priorities and requirements.

Calendar development process

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Key points

- Includes five District Professional Development (PD) days
 - Designed to provide a coherent and strategic PD sequence for the District
 - Ensures that all teachers understand common instructional expectations and available curricular and instructional supports
 - Two days during the week prior to school opening; three days embedded throughout the school year
 - Placed carefully to follow existing days off; easing childcare provisions and ensuring minimal impact on instructional continuity
- Increases school opening preparation from one day to two days
 - Provides adequate time for school-based meetings, classroom work time, and District convocation
 - Reporting schedules for non-teaching employee groups will be determined by managerial discretion
- Maintains structure of Parents In Touch (PIT) day for family engagement opportunities
- Retains balanced calendar design with two-week breaks in Fall and Spring
- Reduces Thanksgiving break in November from a full week to three days in consideration of Fall and Winter breaks in October and December/January
- Compensation contract negotiations with bargaining units would occur after the school year calendar is approved



2015-16 School Year Calendar

JULY						
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						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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29	30					

DECEMBER						
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27	28	29	30	31		

JANUARY						
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31						

FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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JUNE						
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19	20	21	22	23	24	25
26	27	28	29	30	1	2

First Semester

Friday, July 31	District Convocation
Monday, August 3	First Day
Tuesday, September 8	Professional Development
Wednesday, September 23	Parents In Touch Day
Mon, Oct 5 - Fri, Oct 16	Fall Break
Monday, October 19	Professional Development
Wed, Nov 25 - Fri, Nov 27	Thanksgiving Break
Thursday, December 17	Last Day of 1st Semester
Friday, December 18	Semester Close (Flex day)

Second Semester

Monday, January 4	First Day
Tuesday, January 19	Professional Development
Mon, Mar 21- Fri, Mar 25	Spring Break (flex days)
Mon, Mar 28 - Fri, Apr 1	Spring Break (guaranteed)
Wednesday, June 8	Last Student Day
Thursday, June 9	Yearly Close & Graduation Day
Mon, June 13 - Fri, July 1	Summer School Session

Professional Development Days
• All instructional personnel report
• Students DO NOT attend
School Opening Preparation Days
• All school-based employees attend to prepare for the opening of school
• District Convocation, School staff meetings, full teacher workday
Days of Student Attendance
Parents in Touch Day
Holidays
Records and Close-out
Flex Days
• As needed to make-up days of school closure
Break
Summer School
Summer Break

Summary of Days	
Students	
Semester 1	82
Semester 2	98
Total	180
Staff	
PD days	4
Work days	4
Student Days	82
Semester 1	90
PD days	1
Work days	1
Student Days	98
Semester 2	100
Total	190



2016-17 School Year Calendar

JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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Second Semester

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Mon, Mar 20- Fri, Mar 24	Spring Break (flex days)
Mon, Mar 27 - Fri, Mar 31	Spring Break (guaranteed)
Wednesday, June 7	Last Student Day
Thursday, June 8	Yearly Close & Graduation Day
Mon, June 12 - Fri, June 30	Summer School Session

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- All instructional personnel report
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