



# **Review of Year Round School Programs: Enhancing Time and Learning in LCS through the Academic Calendar**

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# Overview

- Data Collection on Year Round Schools (YRS)
  - Research Highlights & JLARC Findings
  - YRS Programming at Bass
  - Site Visits
  - Community Meetings, Town Halls & Surveys
- Recommendations
  - Option 1: Modify the YRS Program at Bass
  - Option 2: Implement a YRS Program in Other Schools
  - Option 3: Modify the Division Calendar
- Overall Recommendations
- Recommended Next Steps
- Recommended Decision Tools

# Research Highlights

- *Research on effects of YRS is mixed*
  - **Frazier and Morrison, 1998**
    - Found K-1 students in YRS made greater gains in reading and math as compared to peers that followed a traditional calendar
  - **Stenvall & Stenvall, 2001**
    - Found greater academic gains among students who attended schools on non-traditional calendar
  - **Cooper, Valentine, Charlton, and Melson, 2003**
    - Found certain subgroups (at-risk or minority students) may benefit more from a YRS

# Research Highlights

- *Research on effects of YRS is mixed*
  - **Sexton, 2003**
    - Found no statistically significant differences in academic achievement between year round and traditional students in an urban middle school
  - **Mitchell-Hoefer, 2010**
    - Found no significant differences in the reading and math scores of students in grades three through five who attended year-round and traditional calendar schools
    - Findings suggest that factors such as culture, population, community support, and teacher transiency can also contribute to the achievement of students

# JLARC Review of YRS Programs

- Achievement Differences
  - In the aggregate, found no appreciable difference in SOL scores between students who follow YRS calendar vs. peers following a traditional calendar
- Impact on Subgroups
  - When disaggregating the data, found some improvements among African American, Hispanic, Limited English Proficient, and economically disadvantaged students who follow YRS calendar vs. peers following a traditional calendar
- YRS as One Factor
  - Assert YRS programs have greatest impact when implemented in a schools with positive climates and those that utilize effective instructional practices

# JLARC Review of YRS Programs

- Cost Reported by VA Divisions
  - In general, YRS programs created an average cost increase of 10% (*not representative of nationwide programs*)
  - Approximately 3% of additional costs are attributable to intersessions
  - Costs varied by Division
- Logistics
  - Academic calendars for YRS programs may conflict with
    - Division-wide professional development dates
    - Recruitment and onboarding timelines and activities
    - Scheduling of afterschool and extra-curricular activities

# Summer Learning Loss

- Key findings presented by the National Summer Learning Association
  - All young people experience learning loss when they are not engaged in educational activities
  - Summer learning loss is greater among socio-economically disadvantaged students
  - Over time, the effects of summer learning loss create significant achievement gaps

# YRS Programming at Bass: SWOT Analysis

- **Strengths**
  - Effective school-based leadership
  - Positive school culture
  - High levels of teacher support and commitment
  - Effective coordination with 21<sup>st</sup> CCLC program
  - Effective mechanisms for teacher collaboration
- **Weaknesses**
  - Minimal program documentation
  - Minimally defined annual goals/objectives
  - Lacks an integrated system for tracking implementation
  - Demand for services exceeds available resources



# YRS Programming at Bass: SWOT Analysis

- Opportunities
  - Increase community awareness through FAST program
  - New leadership supports ongoing program development
  - Expand and enhance remediation options through seamless integration of instructional technology
- Threats
  - Lack of alignment between Bass and LCS calendars
  - No formal professional development to support YRS
  - Targeted students do not always attend
  - Continued 21<sup>st</sup> CCLC funding is not guaranteed

# Stakeholder Feedback: Bass Parents

## Positives

1. Teachers are committed to students' academic success
2. Teachers understand students' specific learning needs
3. Modified schedule creates necessary opportunities for enrichment and remediation
4. Teachers and students seem less fatigued and more engaged
5. Students experience less summer learning loss
6. School has effective family engagement and positive school climate

## Opportunities for Improvement

1. Expand program services
2. Recruit more teachers to staff intersessions
3. Expand focus of after school activities beyond reading and math
4. Expand scope of enrichment activities
5. Provide teachers with additional instructional resources
6. Enhance individualization of the instruction

# Stakeholder Feedback: Bass Teachers

## Positives

1. Modified calendar allows for more effective use of instructional time and more teacher collaboration
2. Teachers have more opportunities to use assessment data to differentiate instruction
3. Students experience less summer learning loss and adjust more quickly at the beginning of school
4. Teachers have more time to cover curriculum and prepare students for state assessments
5. Intersessions have immediate effect on student learning
6. There is broad-based support for Bass' academic programs
7. Teachers are committed and willing to put in extra time

## Opportunities for Improvement

1. Facilitate teachers' access to instructional resources to support remediation and differentiation
2. Provide additional support from Instructional Coaches and IT-DARTs
3. Expand opportunities for students to participate in intersessions
4. Ensure Bass staff can engage in division-wide activities
5. Provide Back to School materials in July
6. Improve program documentation
7. Expand intersessions to subjects beyond reading and math

# Site Visits

## Washington, DC Area

- Most schools offer a Fall and Spring 2-week intersession
- Common belief that the quality of instruction, not the number of intersessions, most directly impacts student achievement
- The benefit of a having a shorter summer vacation is reduced summer learning loss and a quicker start at the beginning of school year
- None of the four schools visited had an established method for measuring of impact of the intersessions
- None of the schools would want to return to a traditional calendar

## Wake County, NC

- Most popular calendar option is the "modified calendar" that includes a Fall and Spring 2-week intersession
- Providing Early Release days to support professional development has been very beneficial
- Schedule creates urgency around learning, provides rests/breaks at effective intervals and allows for sustained effort around teaching and learning
- Reduces summer learning loss and facilitates quicker adjustment at the start of school year
- Most churches, community organizations, and childcare providers adjusted their schedules to create opportunities for students and families during breaks
- There is no discernable extra cost for running a year-round schedule

# Stakeholder Feedback

- **Community Meetings and Town Halls**
  - Total of 100 participants
    - Approximately 50% parents
    - Approximately 50% staff
- **Survey Participation Rates**
  - Total of 600 participants
    - Parents: 391 responses
    - Teachers: 209 responses

# Community Meeting: Parent Feedback\*

- Requested
  - Empirical evidence of effectiveness of YRS programs
  - Explanation of how YRS program supports LCS' strategic goals and objectives
  - Division engage all stakeholders in planning and decision making
- Proposed other options
  - Alter start times
  - Implement block scheduling
  - Lengthen school day
  - Create more long weekends
  - Shorten summer vacation

## Possible Concerns

YRS could

1. Increase the complexity of family scheduling (day care, vacations, etc.)
2. Reduce the time available for students to participate in outside enrichment and/or pursue employment
3. Reduce the amount of time families get to spend together during the summer

# Town Hall: Teacher Feedback\*

- Requested
  - Division provide a complete explanation of rationale for change
  - Division engage all stakeholders in planning efforts
  
- Noted differential impact of YRS programs in elementary and secondary schools
  - Elementary schools expressed more interest and fewer logistical concerns
  - Secondary schools highlighted the need to consider stakeholder-specific concerns (i.e. impact on' non-academic activities)

## Possible Concerns

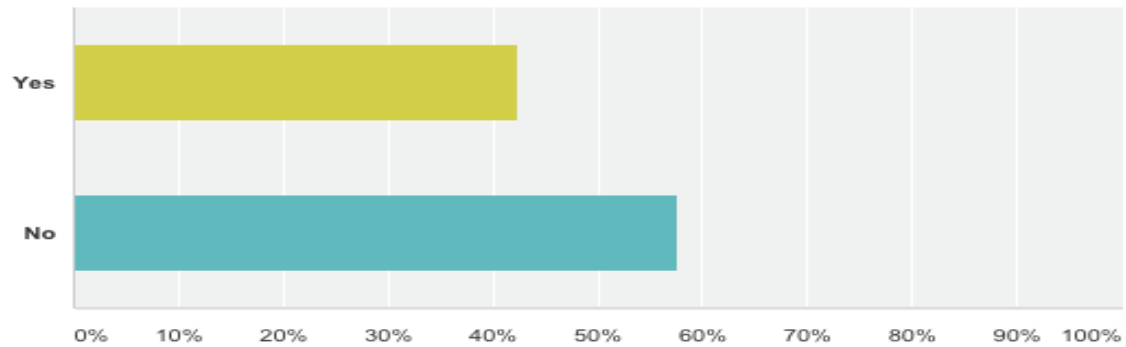
YRS could:

1. Represent a significant change for LCS teachers
2. Create scheduling challenges for teachers who are parents
3. Impact teacher retention

# Survey Feedback: More Time

**Do you wish your child had more time for learning?**

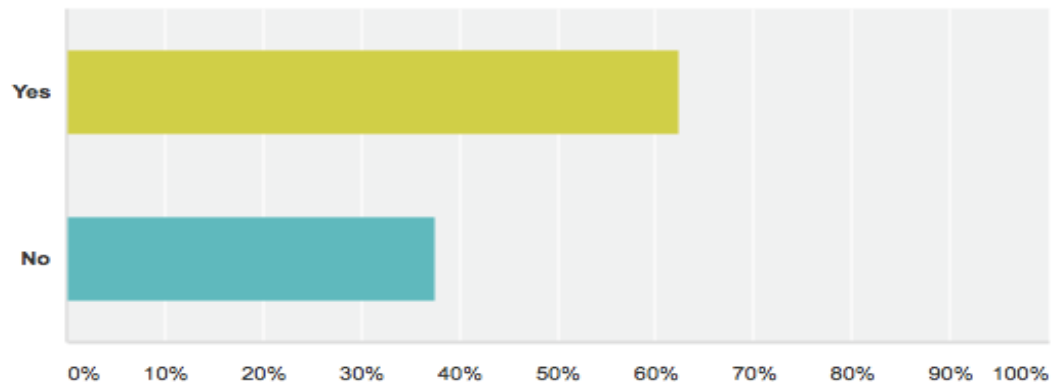
Answered: 384 Skipped: 7



Parent

**Do you wish your students had more time for learning?**

Answered: 189 Skipped: 20



Teacher

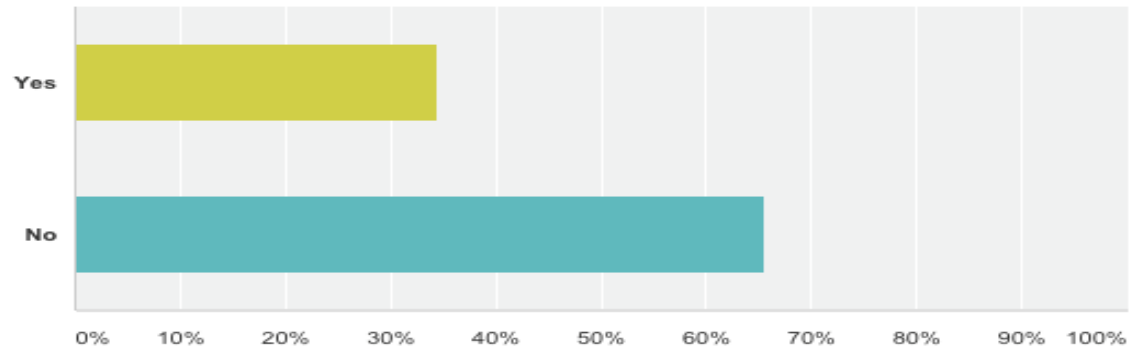


# Survey Feedback: More Breaks

Parent

**Do you wish there were more breaks in the school year?**

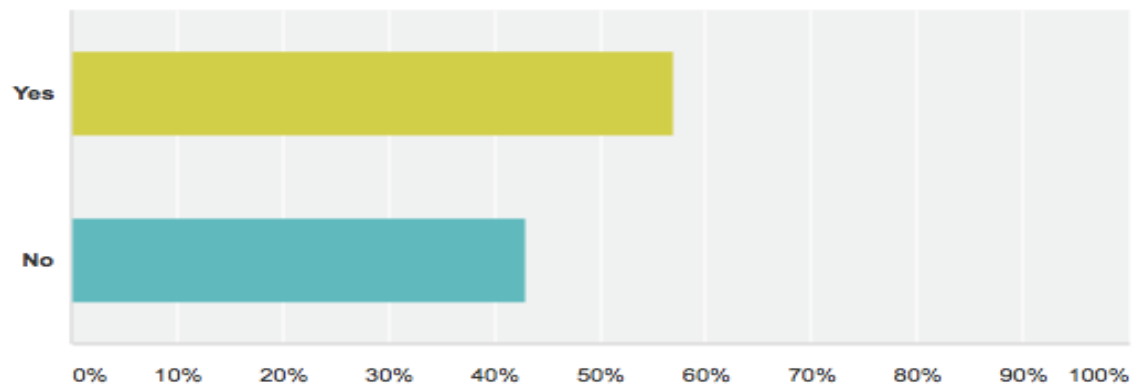
Answered: 383 Skipped: 8



Teacher

**Do you wish there were more breaks in the school year?**

Answered: 202 Skipped: 7

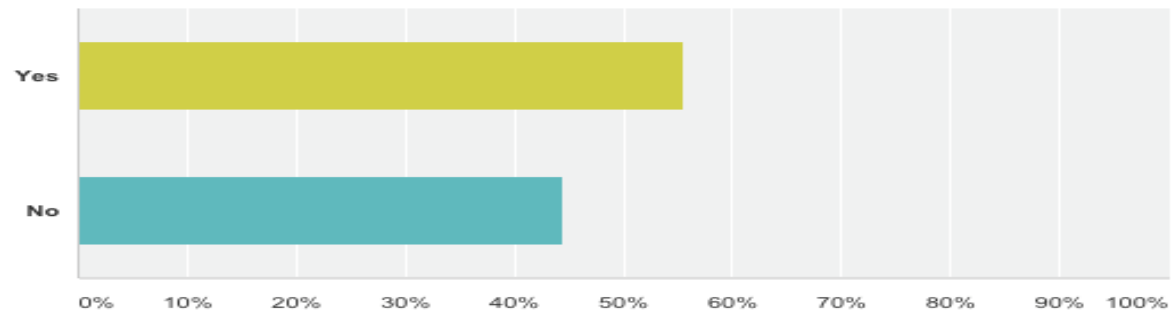


# Survey Results: Common Calendar

**If LCS modified its academic calendar, would you want this to be implemented in all schools in the Division?**

Answered: 375 Skipped: 16

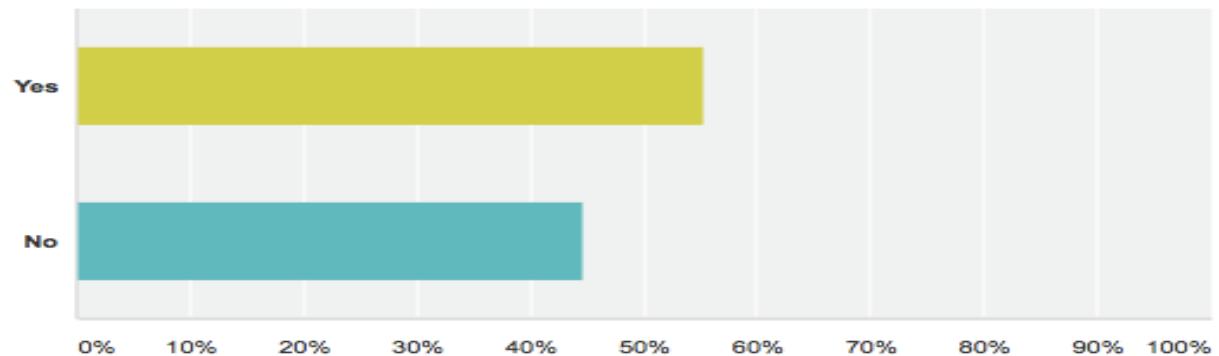
Parent



**If LCS modified its academic calendar, would you want this to be implemented in all schools in the Division?**

Answered: 199 Skipped: 10

Teacher

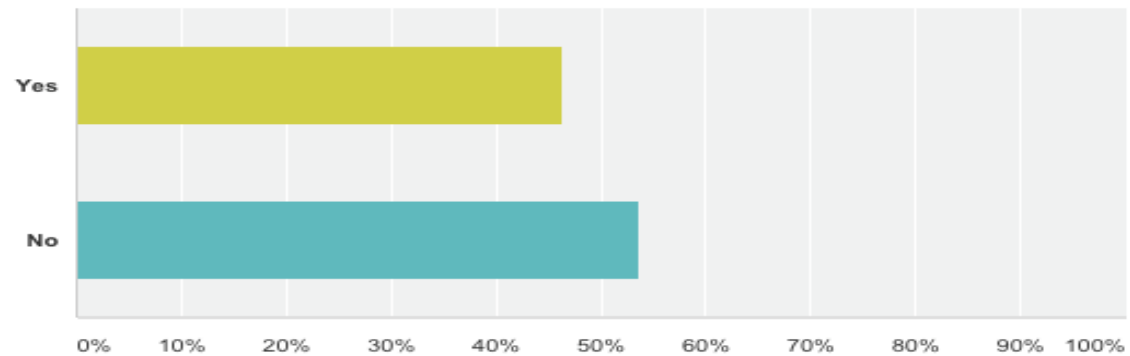


# Survey Results: Start Time

**Would you prefer the school start times to change in any way?**

Answered: 373 Skipped: 18

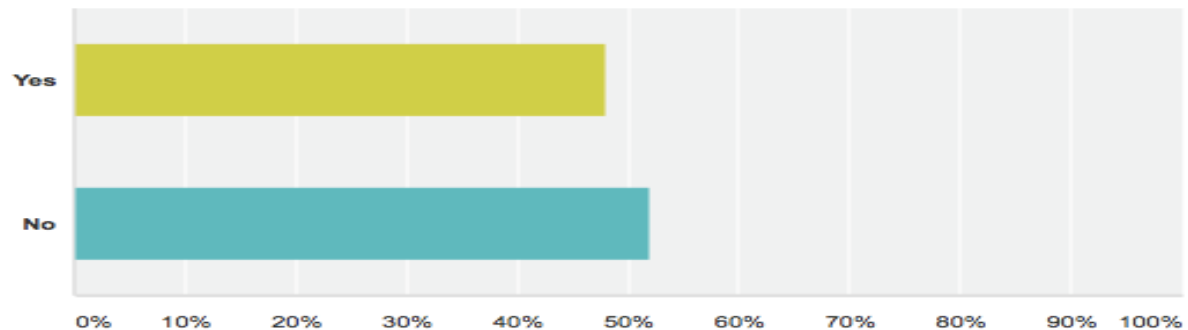
Parent



**Would you prefer the school start times to change in any way?**

Answered: 200 Skipped: 9

Teacher



# Option I:

## Modify the YRS Program at Bass

- Recommendations
  - Systematize the YRS program at Bass
  - Expand services offered at Bass
- Rationale
  - Stakeholders reported high levels of satisfaction with program
  - Stakeholders expressed interest in increasing available services
  - Overall school program appears to have positive effects on school climate, students and achievement

# Option 2:

## Implement YRS Programs in Other Schools

- Recommendations
  - Do not link the decision to implement YRS programs with academic improvement strategies in LCS' Priority and Focus schools
  - Engage stakeholders from interested elementary schools in further discussion about YRS options
- Rationale
  - Insufficient data to support claim that the Bass program will improve achievement in Priority and Focus schools
  - General interest in YRS programming among some elementary stakeholders
  - Need additional time to develop elementary stakeholders' understanding of and support for YRS programs

# Option 3:

## Modify the Division Calendar

- Recommendations
  - Further engage the community and plan for modifications to academic calendar (*i.e. earlier August start, Fall/Spring intersessions*)
  - Create a division initiative to improve instructional practices and the use of existing time (*i.e. use of block scheduling*)
- Rationale
  - Insufficient data to demonstrate that YRS programming will improve achievement in all division schools
  - Anecdotal feedback indicating the quality of instructional time is more important than the quantity of that time
  - Some stakeholder support for a shorter summer break
  - General interest among stakeholders' for exploration of time-related interventions

# Overall Recommendation

1. Systematize the program at Bass
2. In addition to modifying the LCS academic calendar, identify ways to improve use of existing instructional time
3. Actively and continuously engage the stakeholder community

# Recommended Action Steps: Bass

- Action Steps
  - Create a school-based team at Bass that will
    - Document the existing program
    - Recommend program improvements
    - Develop tools and templates to formalize planning and service delivery
    - Set and track attainment of performance targets in the 2015-2016 school year
  - Identify division level staff responsible for
    - Ensuring Bass can access materials and division level supports
    - Document program costs
    - Evaluate program effects



# Recommended Action Steps: Other Schools

- Action Steps
  - Create a division-level YRS Work Group that will
    - Develop communication campaign to raise awareness and understanding of YRS options
    - Confirm elementary schools' interest
    - Hold meetings with interested elementary schools
    - Collaborate with stakeholders to plan and make decisions
    - Lead school-level teams implementation planning
    - Estimate per-school YRS costs and develop budgets
    - Propose alternative use of available funds
    - Coordinate involvement of Bass faculty and staff
  - Timeline
    - Allow at least one year to plan
    - Use Bass model to be formalized in 2015-2016

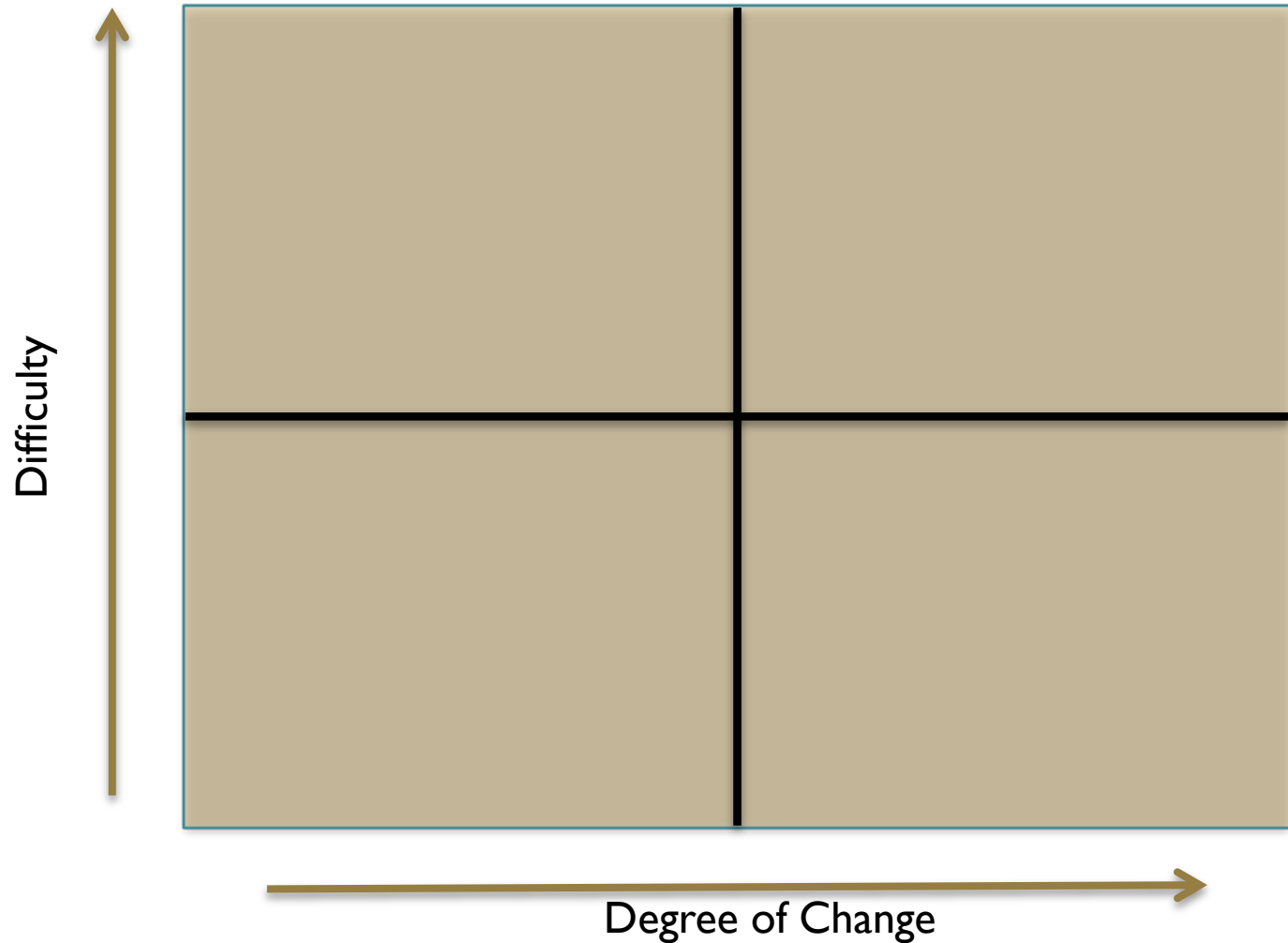
# Recommended Action Steps: Modify Calendar

- Action Steps
  - Create two division-level Work Groups, each with a specific focus
    - Modifications to the Academic Calendar
    - Use of Instructional Time

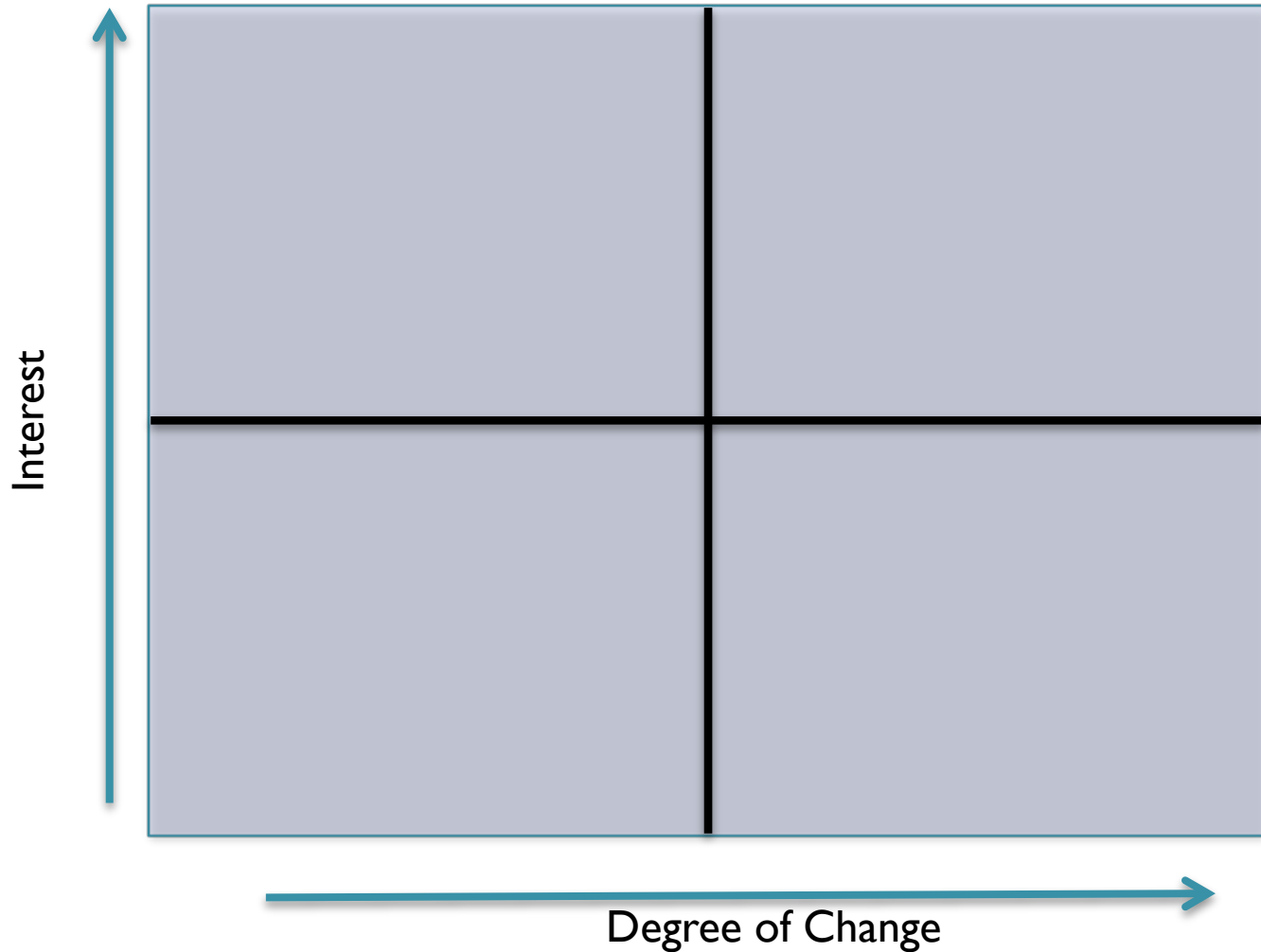
# Decision Analysis Tools

- Difficulty Change Matrix
- Interest Change Matrix
- Sample Calendars Trade Off Analysis

# Decision Tool: Difficulty/Change Matrix



# Decision Tool: Interest/Change Matrix



# Decision Tool: Sample Calendars Trade-off Analysis

	Bass	Sample 1	Sample 2	Sample 3
Start Date	Current Bass Start	August 3 Start	August 10 Start	August 17 Start
LCS Back to School	July 1	July 20	July 28th	August 3
Intersession 1	Week 6 (Fall)	Week 12 (Fall)	Week 10 (Fall)	Week 9 (Fall)
Intersession 2	14 Weeks	NA	NA	NA
Winter Break	Dec/Jan	Dec/Jan	Dec/Jan	Dec/Jan
Intersession 3	Week 7 (Spring)	Week 7 (Spring)	Week 7 (Spring)	Week 7 (Spring)
Intersession 4	Week 8 (Spring)	NA	NA	NA
Intersession 5	Week 14 (Spring)	NA	NA	NA
Last Day of School	June 2	TBD	TBD	TBD