



BALANCED CALENDAR

*OSPI Grant
Information Session*

5/19/22





Welcome!

TODAY'S AGENDA

- Welcome & Initiative Overview
- Deeper Dive: What is a “balanced calendar”?
- Balanced Calendar Exploration “In-Action”
 - District Experiences: North Thurston, Highland, Columbia Burbank
- Next Steps & Closing

Balanced Calendar Initiative is one of Superintendent Reykdal's Policy Priorities

January 2021

Substantially **shrink summer learning loss** in the long term, and **learning loss due to the pandemic** in the short term, by **balancing the school calendar...**

State and National Initiative Partners



National Association for Year-Round Education

Specialists in Time and Learning



Washington Office of Superintendent of
PUBLIC INSTRUCTION



AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS



AWSP
ASSOCIATION OF WASHINGTON
SCHOOL PRINCIPALS



WEA
WASHINGTON
EDUCATION
ASSOCIATION



2021/22 Balanced Calendar Planning Grantees & Supports – 26 planning grants, 2 continuation


Western WA Region <i>(ESD Regions 113, 112, 114, 121, 189)</i>	Central WA Region <i>(ESD Regions 105 & 171)</i>	Eastern WA Region <i>(ESD Regions 123 & 101)</i>
Western “Hub” Lead Sharon Bower sbower@waleadershipacademy.org	Central “Hub” Lead Jeanette Ozuna Jeanette.ozuna@esd105.org	Eastern “Hub” Lead Susan Bell, ESD 123 Susan.bell31@outlook.com
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 Candy Mountain Academy Columbia (Walla Walla) Finley

2022/23 Planning and Continuation Grant information coming in April from OSPI
OSPI Contact: Jon Mishra, jon.Mishra@k12.wa.us

2022/23 Application Process & Timelines

[OSPI bulletin 022-22](#), 4/22/22

- iGrants open now!
 - Study/exploration grant: FP 173
 - 2021/22 current grantees up to \$60,000
 - New prospective grantees up to \$75,000
 - Implementation grant: FP 174
 - Up to \$100,000
- Due August 11, 2022
 - Notice of awards by August 17, 2022
- Funds must be spent by August 31, 2023

Old Capital Building PO Box 47200 Olympia, WA 98504-7200 k12.wa.us	 Washington Office of Superintendent of PUBLIC INSTRUCTION Chris Reykdal, Superintendent
April 22, 2022	() Action Required (X) Informational
BULLETIN NO. 022-22 ELEMENTARY EDUCATION, EARLY LEARNING, SPECIAL PROGRAMS AND FEDERAL ACCOUNTABILITY	
TO:	Educational Service District Superintendents School District Superintendents School District Business Managers
FROM:	Chris Reykdal, Superintendent of Public Instruction
RE:	2022-23 Balanced/Modified Calendar Study Grant Opportunity
CONTACT:	Jon R. Mishra, Assistant Superintendent, Elementary Education, Early Learning, Special Programs and Federal Accountability 360-701-9321, jon.mishra@k12.wa.us
PURPOSE/BACKGROUND In the 2021 Legislative Session, the Washington State Legislature directed \$200 million in a combination of state and federal Elementary and Secondary School Emergency Relief (ESSER) funds to the Office of Superintendent of Public Instruction (OSPI) exclusively for learning recovery. The balanced calendar initiative is part of this overall \$200 million. Research shows that students living in low-income communities attending schools with a balanced/modified calendar outperform their peers in schools with a traditional calendar. In schools where supplemental instruction is offered during some of the vacation periods, it can prevent students experiencing poverty and/or living in low-income communities from falling farther behind academically. A balanced/modified calendar has the potential to improve and equalize academic achievement. A reduction in summer learning loss means less review time at the beginning of the school year, and thus, more instructional time for all students. According to the National Association for Year-Round Education , "A modified calendar transforms traditional nine-month agrarian calendar into a calendar that allows for continuous education by shortening the summer vacation and adding more frequent breaks during the rest of year. Those breaks may be used for 'intersessions' where remediation and enhancement can occur. The shorter breaks stem learning loss and allow educators the opportunity to get the most out of the 180 days that most states mandate for instruction."	

What is a “balanced calendar”?

David Hornak

National Association of Year Round Education



Balanced Calendar Grant Meeting

May 19, 2022

Setting the Stage:

- <http://gohps.net/bcsummerlearningloss>



Contact Information

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Calendar Reform

- **You are being asked to remediate the learning gaps that your traditional calendar creates.**

American children spend the least amount of time in the classroom when compared to other countries. Currently, the school year length in the United States is 180 days. Advocates are pushing further toward a 200-day school year, which would align with Thailand, Scotland and the Netherlands, and leave us a close second with Israel, South Korea and Japan, who leads with a 243-day school year. The modified school calendar does not require more days, but rather reducing the number of days off each summer. With Intersession, students could attend school 215 – 225 days each year.

Country	Days of School
Japan	243
South Korea	220
Israel	216
Luxembourg	216
The Netherlands	200
Scotland	200
Thailand	200
Hong Kong	195
England	192
Hungary	192
Swaziland	191
Finland	190
New Zealand	190
Nigeria	190
France	185
United States	180

What is a Modified School Calendar?



A modified school calendar adjusts the traditional 180-day school calendar to keep the learning process continuous. Students have periodic, shorter breaks rather than one long summer intermission.



The most researched model includes a 45/15 model also known as 9-weeks of instruction with three weeks off.



Modified Calendar districts have several short vacations through the year, rather than one three-month summer break.

The Why...

The amount of knowledge that is lost during a summer break by children is paramount (Cooper, Charlton, Valentine, & Muhlenbruck, 2000).

The extent of summer learning loss becomes more dramatic as students get older (Cooper, 2003).

Hattie (2009), stated with an effect size of **-0.09** summer, has a negative impact on all kids. Hattie also stated techniques at **0.4** or better will have the greatest impact.

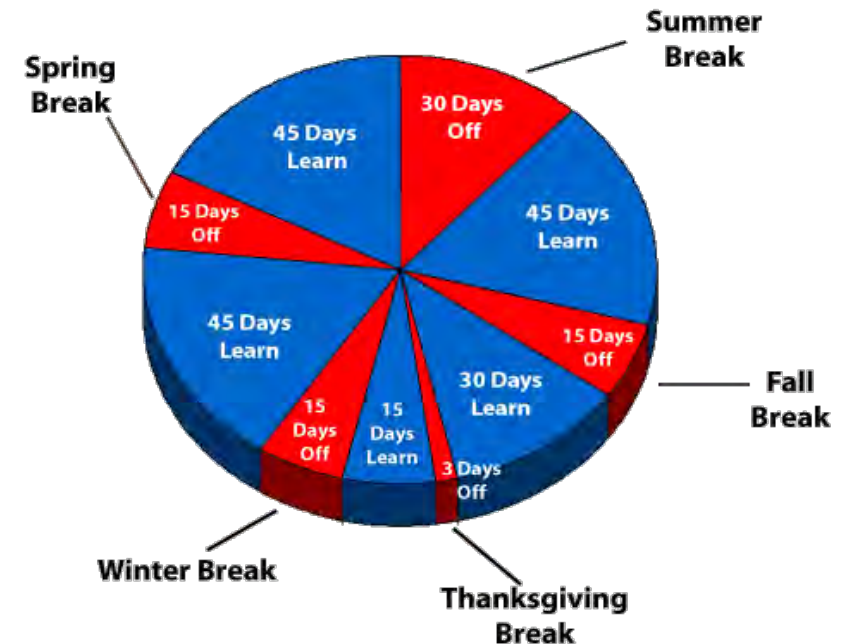
Smith (2012) indicated that two-thirds of the achievement gap in 9th grade can be attributed to the amount of required time it takes a teacher to reteach and review what was learned prior to the summer intermission.

All children attending school on the traditional calendar, according to Cooper et al., (2000) lose an average of 2.6 months of math skills during the summer break annually.

We are being asked to remediate the learning gaps that the traditional calendar creates. School districts across the nation are spending millions of At-Risk and Title funds to help close the learning gaps we are contributing to each year. (New York spends **\$2.3 billion each year to remediate the learning gaps created by summer intermission)**

Modified Calendar

- Strengths
 - Continuity of Instruction = Quality
 - Planning and Preparation
 - Intersession for Remediation & Modified Calendar Enrichment
 - Reduces Summer Learning Loss (Summer Slide)
 - Improvement in Teacher Attitudes
 - Less Teacher Burnout – More Frequent Breaks
 - Positive impact to the nationwide substitute shortage
 - Provides opportunities for learning recovery and to complete unfinished learning (COVID)



What Modified Calendar employees say is also backed by research!



TEACHERS IN MODIFIED PROGRAMS GENERALLY BELIEVE THAT THE QUALITY OF INSTRUCTION IS BETTER THAN IN TRADITIONAL PROGRAMS DUE TO THE CONTINUITY OF INSTRUCTION



THE ORGANIZATION OF THE INSTRUCTIONAL TIME ALLOWS EDUCATORS TO BE REFLECTIVE PRACTITIONERS BECAUSE THEY ARE BETTER ABLE TO PLAN AT REGULAR INTERVALS DURING THE ACADEMIC YEAR WHEN IT IS NEEDED THE MOST



THEY FIND IT MORE EFFICIENT AND PRODUCTIVE TO PLAN CURRICULUM FOR SHORTER BLOCKS OF TIME AND FEEL THAT THE MODIFIED CALENDAR PROVIDES AMPLE TIME SEGMENTS FOR INSTRUCTION.



ENHANCING THE CLIMATE OF PROFESSIONALISM



THE RESEARCH RESULTS CLEARLY INDICATE THAT MOST TEACHERS IN MODIFIED CALENDAR SCHOOLS FAVOR THE ALTERNATIVE CALENDAR AND BELIEVE IT SUBSTANTIALLY ENHANCES THE PROFESSIONAL ENVIRONMENT. DUE TO THE FREQUENCY OF BREAKS ON THE MODIFIED CALENDAR, TEACHERS EXHIBIT IMPROVED MORALE AND MOTIVATION, AND LESS BURNOUT AND STRESS



IT HAS BEEN REPORTED THAT TEACHERS WERE ABSENT CONSIDERABLY LESS ON MODIFIED SCHEDULES (SUBSTITUTE SHORTAGE)

Benefits of the Modified Calendar



In schools offering intersession programs during the vacation periods, teachers credit the intersession instruction with enhancing and supplementing the regular curriculum (Haser & Nasser, 2005; Quinlan, George, & Emmett, 1987).



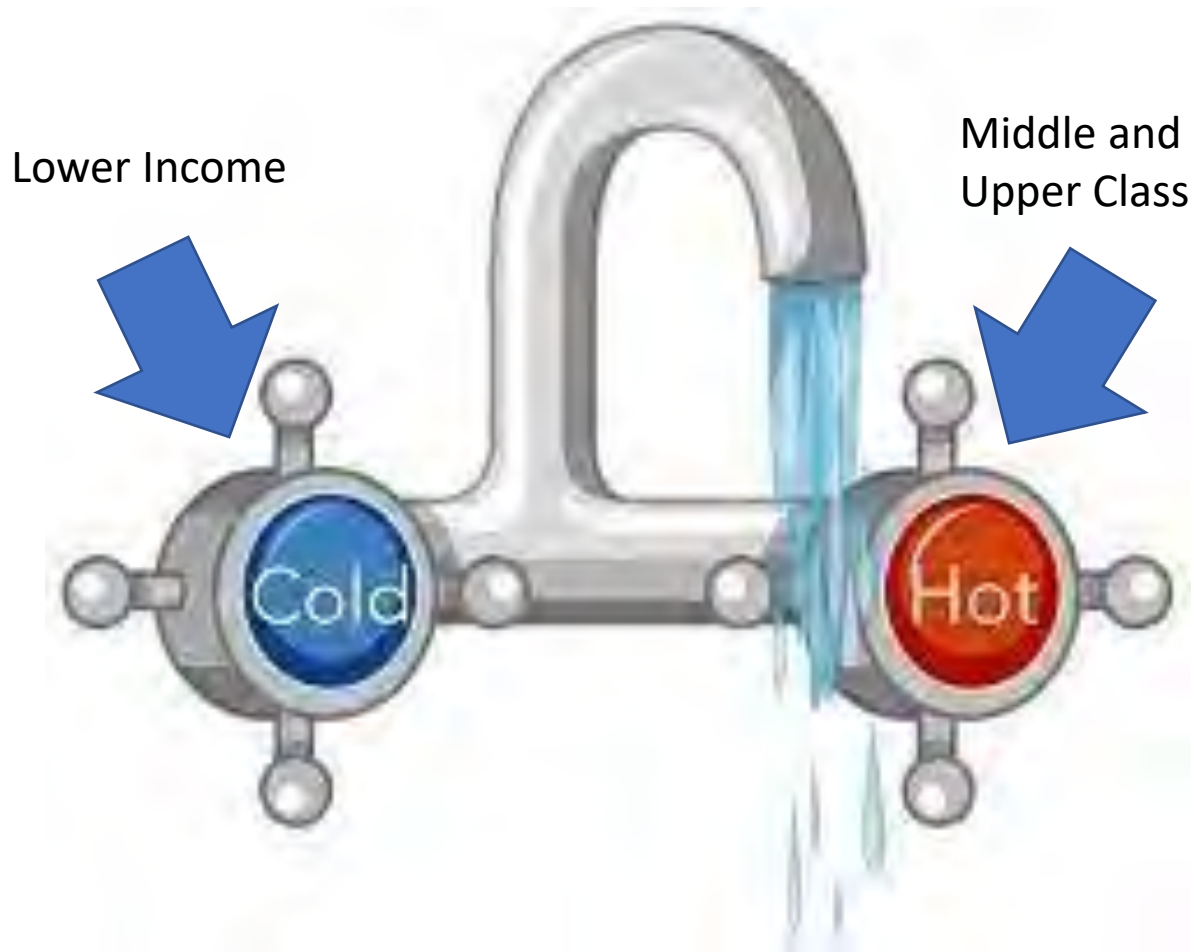
In addition, intersession courses provide opportunities for teacher experimentation with different curriculum and grade levels (Haser & Nasser, 2005; Zykowski et al., 1991). Intersession allows for real time remediation and enrichment as well as advanced learning opportunities.



Another advantage for teachers is that less review time is necessary at the beginning of each instructional block, as research has demonstrated that the shorter vacation periods reduce the summer slide.



Researchers claim that this is especially true for the low socio-economic status (SES) level and high-risk students, however, the newest research indicates the Modified Calendar benefits all students.



Theoretical Framework: Faucet Theory

- When children are in school, all children learn at the same rate. When on a recess (vacation), the middle class/upper class child maintains levels and the lower-class child loses knowledge (Entwisle, Alexander, & Olson, 1997).

Impacting Behaviors

Focused and engaged
children tend to behave
better

Less time teaching
behavior expectations
annually allows for
more instructional time
on current curriculum

Brief behavior
expectation review
following each break

Example Calendars:

- Modified School Calendar
- Traditional Hybrid Calendar

2021-22 School Calendars (Tentative and Subject to Change)

	Balanced Calendar	Traditional Calendar
First Day of School	August 3	August 18
No School	August 13	
No School	August 16	
No School	September 3	September 3
No School: Labor Day	September 6	September 6
No School: Fall Break	October 11-15	October 11-15
No School: Fall Break	October 18-22	
No School: Thanksgiving Break	November 22-26	November 24-26
No School: Winter Break	December 20-31	December 20-31
No School: MLK, Jr. Day	January 17	January 17
No School: Mid-Winter Break	February 18-25	February 21-25
No School: Spring Break	March 25-April 1	March 25-April 1
No School: Spring Break	April 4-8	
No School: Memorial Day	May 30	May 30
No School: Memorial Break	May 30-June 3	
Last Day of School	June 22	June 10

Questions?

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Balanced Calendar Exploration “In Action”

District Experiences:

North Thurston

Highland

Columbia Burbank

Next Steps

Next Steps

1. Consider the opportunity with your district team
 - How might this grant opportunity be helpful as you consider your overall district goals for student learning and support?
2. Check out resources available & reach out to current grantees
3. Apply by August 11, 2022!
 - [OSPI Web Page](#) & [Bulletin](#)

Balanced Calendar

OSPI is accepting applications for grants for the 2022-23 school year. Interested local educational agencies may apply through iGrants by August 11, 2022 at 4 pm. The two grants are: Pilot Grant (Form Package 173) and Implementation Grant (Form Package 174).

In Washington state, a traditional school year lasts 180 days. Students have a few short breaks along the way and a long break in the summer. Instead of concentrating 180 school days into nine months, a balanced calendar spreads them throughout the year. Schools may use the breaks to host “intersessions,” where they can provide additional learning experiences if needed.

Many students experience a loss of learning and continuity during the extended (summer) break in a traditional calendar. Balanced calendar modifies the traditional 180-day calendar to keep the learning process continuous, while still ensuring all students receive 180 days of instruction. This may lead to less review time at the beginning of the school year and more instructional time for all students. See the [Balanced Calendar Q&A \(PDF\)](#) for more information.

- [WAESD Web Page](#)

The screenshot shows the WAESD website with a green header containing the logo and navigation links: About, Network Services, Professional Learning, and News. The main heading is "Balanced Calendar Initiative". Below it, a section titled "Planning Support" explains the initiative's purpose: to support public school districts, tribal compact schools, and charter schools in exploring the feasibility and effectiveness of a student-centered balanced school calendar. It also mentions that the AESD is one of several statewide organizations partnering with the Office of Superintendent of Public Instruction (OSPI) to implement this initiative, which is funded by state and federal ESSER funds. At the bottom, there are two buttons: "Upcoming Events" and "Grant Opportunities - Apply Now!".

Balanced Calendar Initiative

Planning Support

This initiative is intended to support public school districts, tribal compact schools, and charter schools in exploring the feasibility and effectiveness of a student-centered balanced school calendar in their school districts with the goal of positively impacting student learning and success.

The AESD is one of several statewide organizations partnering with the Office of Superintendent of Public Instruction (OSPI) to implement their Balanced Calendar Initiative. OSPI's state and federal Elementary and Secondary School Emergency Relief (ESSER) funds are financing this initiative.

Upcoming Events

Grant Opportunities - Apply Now!



Thank you!

FOR MORE INFORMATION

<https://www.k12.wa.us/policy-funding/grants-grant-management/balanced-calendar>

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