

**STUDY OF THE BARCROFT MODIFIED
SCHOOL YEAR CALENDAR**

Department of Planning and Evaluation

December 2019

INTRODUCTION

In preparation for the 2021-22 School Year, APS conducted a study of the Modified School Year Calendar for Barcroft to determine if adjustments are worth considering as we prepare to redraw all elementary school boundaries and consider program moves that all go into effect for the 2021-22 school year.

As part of this process, staff looked at School Board documentation to understand why Barcroft moved to a modified calendar. At its September 12, 2002 meeting, it accepted the recommendation of then Superintendent Robert Smith to approve a modified calendar for Barcroft. The rationale given for adopting this calendar was the following:

“To increase student achievement, Barcroft Elementary School will provide a continuous learning environment for students through a modified school year calendar. Barcroft will be the first school in Arlington to establish a year-round school calendar based on the philosophy that student learning and teaching benefit from consistent learning periods with shorter and more frequent vacations. The breaks or extended learning sessions will provide an opportunity for students to receive remediation, acceleration, and/or enrichment throughout the calendar year.

Two strategic goals of the Arlington Public Schools are to narrow the achievement gap and raise achievement for all students. Approximately 63% of Barcroft students are in the ESOL/HILT program, 64% are eligible for free/reduced lunch, and most students currently attend a variety of summer school programs. An extended learning period with a shorter summer vacation would minimize learning loss for all students and the Modified School Calendar would provide extra help for the students who need it most.

Students who are in need of review and/or accelerated classes would no longer have to wait until the summer for these learning experiences.

In a modified school year calendar school, specialized learning programs take place during the three extended learning sessions (ELS). (See Appendix A)”

Dr. Smith noted in his approval recommendation that the modified calendar change would not incur additional costs.

Currently, Barcroft’s Modified School Year Calendar (MSYC) reorganizes the school year to provide more continuous learning by dividing the long summer vacation into shorter, more frequent breaks. It does not eliminate the summer vacation, but merely reduces it. The MSYC is an alternative schedule for learning. Students on a MSYC attend the same classes and receive the same amount of instruction as students on the traditional calendar. The MSYC is designed to provide a 182 instructional day school year (beginning in August and ending in June) while creating the flexibility to extend the school year to 207 days through two optional intersessions scheduled during the year. (Source: <https://barcroft.apsva.us/about-us/modified-school-year/>)

Review of Year-Round Calendar in Other School Districts

Hanover Research prepared *A Review of Modified School Year Calendars* (see Appendix B) for Arlington Public Schools in July 2019. The Office of Planning and Evaluation asked for this review to aid APS in reviewing how effective the year-round calendar at Barcroft has been in closing gaps in student achievement and what next steps APS should consider vis a vis the Barcroft calendar.

One key finding in the Hanover report points out that

“Recent research finds limited or nonexistent impacts of year -round calendars on overall student achievement. Some research suggests potentially positive effects of year -round calendars for historically underserved student subgroups, but these findings may reflect unobserved school effects. Researchers agree that calendars are substantially less important for student achievement than instructional best practices such as data-driven remediation and strong school leadership.” (*A Review of Modified School Year Calendars*, pg. 3)

In addition, another key finding from the Hanover report highlights the fact that

“Single-track year -round calendars may increase district operating costs. Transitioning to a year-round calendar may require increased expenditures related to maintenance, administrative staffing, and intersession programs. Charlotte -Mecklenburg Schools in North Carolina decided to discontinue year-round calendars at four K —8 schools after finding that expenditures increased by an average of \$479.77 per student with no consistent impact on student achievement.” (*A Review of Modified School Year Calendars*, pg. 3)

APS staff also noted that locally Fairfax County Public Schools discontinued its use of the modified calendar in some of its elementary schools several years ago.

Review of Barcroft and Comparison Data

Barcroft undertook this initiative in 2003. Since then, the Barcroft year-round model has evolved and the DaVinci Project that was an important instructional component is no longer in place. To aid APS in the decision-making process, staff reviewed data related to the following:

- Free and Reduced-Price Meals,
- Student Achievement,
- Attendance,
- Transfers, and
- Budget

FREE and REDUCED-PRICE Meals Data

Among the Elementary schools, Barcroft has consistently had the third highest proportion of students receiving free and reduced-price meals for the past five years and is one of 8 Title 1 schools. (See Table 1.) Arlington’s Title I program serves students in pre-kindergarten through fifth grade in eight APS elementary schools.

(Source: <https://www.apsva.us/titlei/>)

The schoolwide Title I program model focuses on a school’s overall educational program to raise academic achievement for all students. Abingdon, Barcroft, Barrett, Campbell, Carlin Springs, Drew, Hoffman-Boston, and Randolph operate Title I schoolwide programs. Title I funds are used to supplement—not replace—regularly allocated school resources and classroom instruction to accelerate students’ progress toward reaching the goal of grade-level performance in reading, mathematics, and/or other areas of need.

Table 1. Students Eligible for Free or Reduced-Price Meals, Fall 2015-2019

School	2015			2016			2017			2018			2019		
	Total	F/R Meals		Total	F/R Meals		Total	F/R Meals		Total	F/R Meals		Total	F/R Meals	
		No.	%		No.	%		No.	%		No.	%		No.	%
All Elementary	13755	4341	32%	13958	4451	32%	14380	4599	32%	14331	4384	31%	14315	4402	31%
Abingdon	613	285	46%	641	304	47%	668	315	47%	683	295	43%	755	336	45%
Barcroft	543	333	61%	461	273	59%	491	293	60%	442	299	68%	449	278	62%
Barrett	542	305	56%	546	306	56%	546	336	62%	566	311	55%	570	350	61%
Campbell	422	223	53%	432	241	56%	431	233	54%	440	218	50%	448	225	50%
Carlin Springs	599	490	82%	615	488	79%	626	522	83%	638	514	81%	642	521	81%
Drew	665	360	54%	684	363	53%	706	364	52%	696	331	48%	437	267	61%
Hoffman-Boston	515	273	53%	521	285	55%	535	263	49%	549	282	51%	524	240	46%
Randolph	460	342	74%	462	338	73%	471	347	74%	463	324	70%	465	340	73%
Total Title I	4359	2611	60%	4362	2598	60%	4474	2673	60%	4477	2574	57%	4290	2557	60%

Notes:

1. Data source: Free and Reduced-Price Meals Reports on the APS website at: <https://www.apsva.us/statistics/free-and-reduced-price-meals/>
2. Reports include students in grade levels PreK-12.
3. Reports are produced as of October 31st of each year.

ACHIEVEMENT Data

A review of student achievement on ACCESS and SOL assessments suggests that the year-round calendar at Barcroft has had a neutral effect when Barcroft data is compared with the other Title 1 schools in Arlington. In Table 2 below, ACCESS data for the past three years does not show significant differences with the percentage of EL students among the Title 1 schools meeting *proficient* and *making progress* standards.

Table 2. EL Students who Attained English Language Proficiency or Made Progress in the ACCESS for ELLs 2.0 Test for 2017, 2018 and 2019

School	2017					2018					2019				
	Total	Proficient		Made Progress		Total	Proficient		Made Progress		Total	Proficient		Made Progress	
		No.	%	No.	%		No.	%	No.	%		No.	%	No.	%
All Elementary	3056	485	16%	851	28%	3141	537	17%	964	31%	3147	508	16%	889	28%
Abingdon	222	15	7%	54	24%	234	33	14%	81	35%	228	26	11%	79	35%
Barcroft	181	24	13%	48	27%	185	28	15%	64	35%	185	16	9%	44	24%
Barrett	230	29	13%	74	32%	219	31	14%	66	30%	221	27	12%	72	33%
Campbell	118	21	18%	37	31%	126	15	12%	46	37%	132	17	13%	42	32%
Carlin Springs	291	51	18%	113	39%	314	41	13%	82	26%	338	40	12%	104	31%
Drew	172	17	10%	49	28%	190	20	11%	64	34%	178	23	13%	58	33%
Hoffman-Boston	155	26	17%	38	25%	151	43	28%	41	27%	152	30	20%	46	30%
Randolph	248	37	15%	64	26%	258	35	14%	75	29%	247	38	15%	71	29%
Total	1617	220	14%	477	29%	1677	246	15%	519	31%	1681	217	13%	516	31%

Notes:

1. ACCESS for ELLs test data source: VDOE ACCESS for ELLs Progress and Proficiency Report.
2. Students who attained proficiency are also deemed to have made progress.
3. Progress cannot be measured for students who did not take the ACCESS for ELLs test in the previous year.

Similarly, SOL data for Reading, Math, and Science for the past five years do not reflect significant differences over time when compared with other Title 1 schools. Figures 3, 4, and 5 compare achievement of the Title 1 schools with all APS elementary schools in Reading, Math, and Science.

Figure 1. SOL Reading Pass Rates for APS and Title 1 Schools 2014-15 through 2018-19

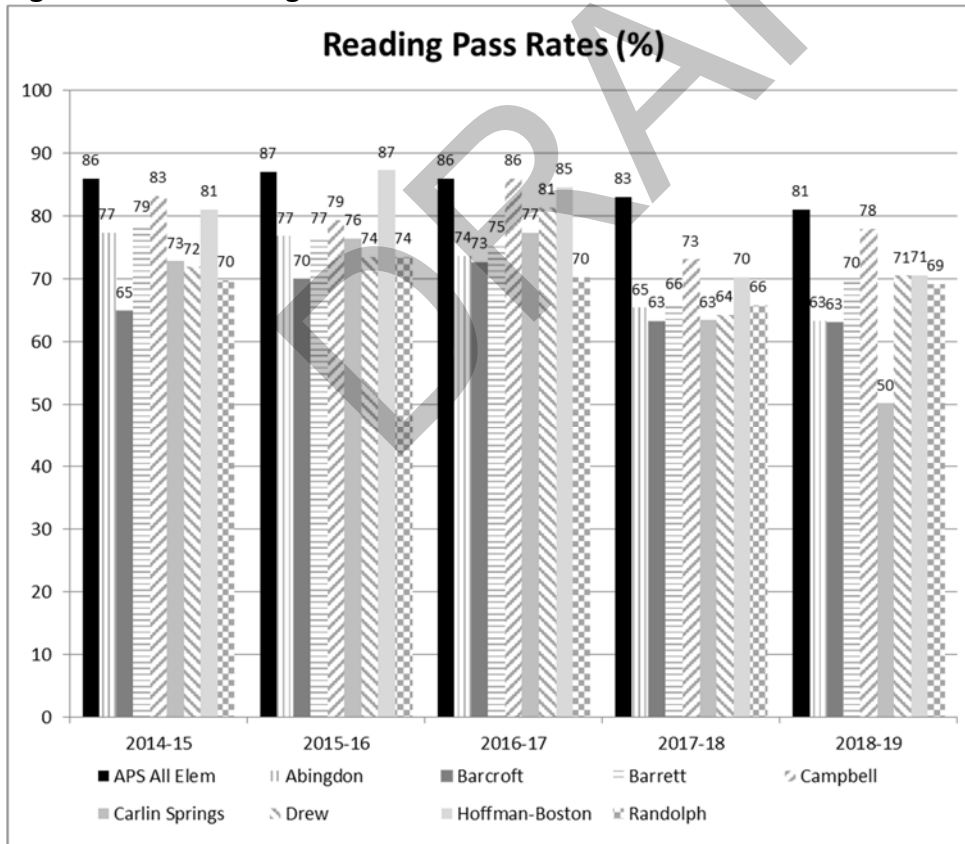


Figure 2. SOL Math Pass Rates for APS and Title 1 Schools 2014-15 through 2018-19

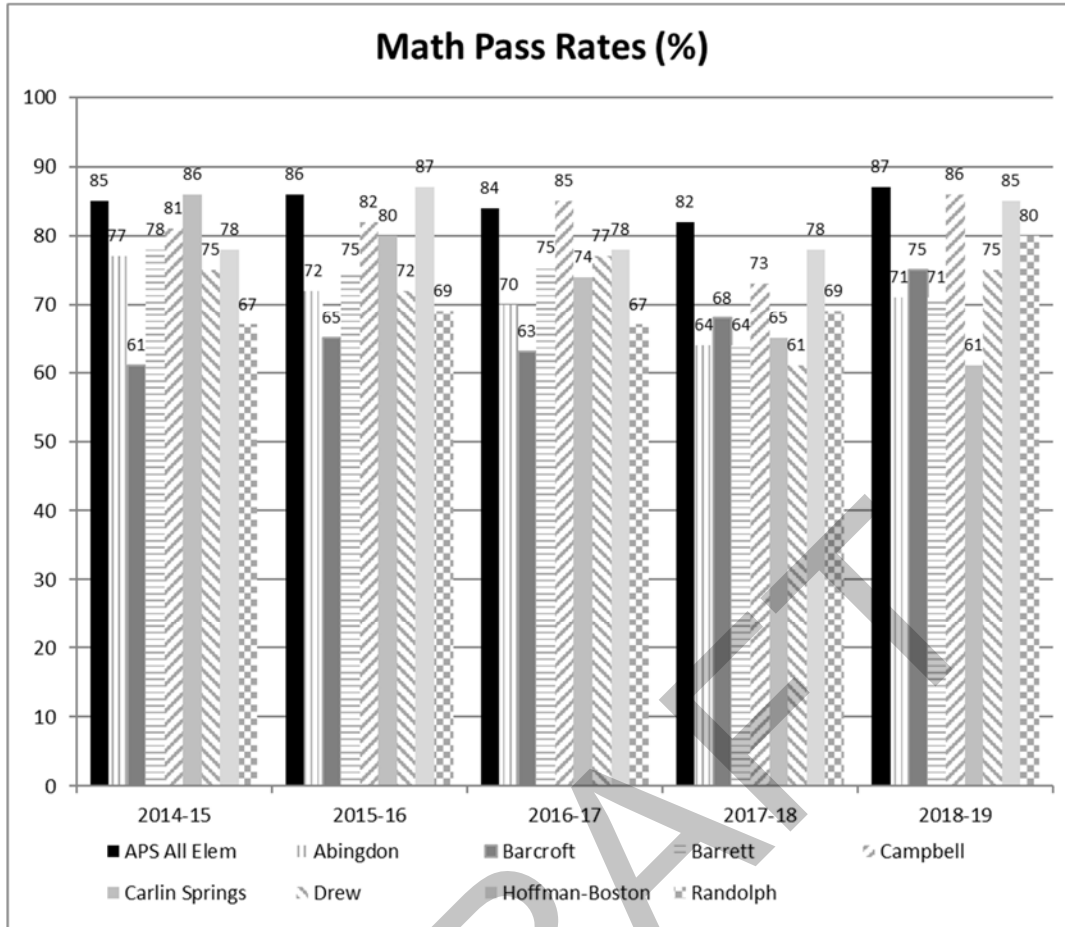
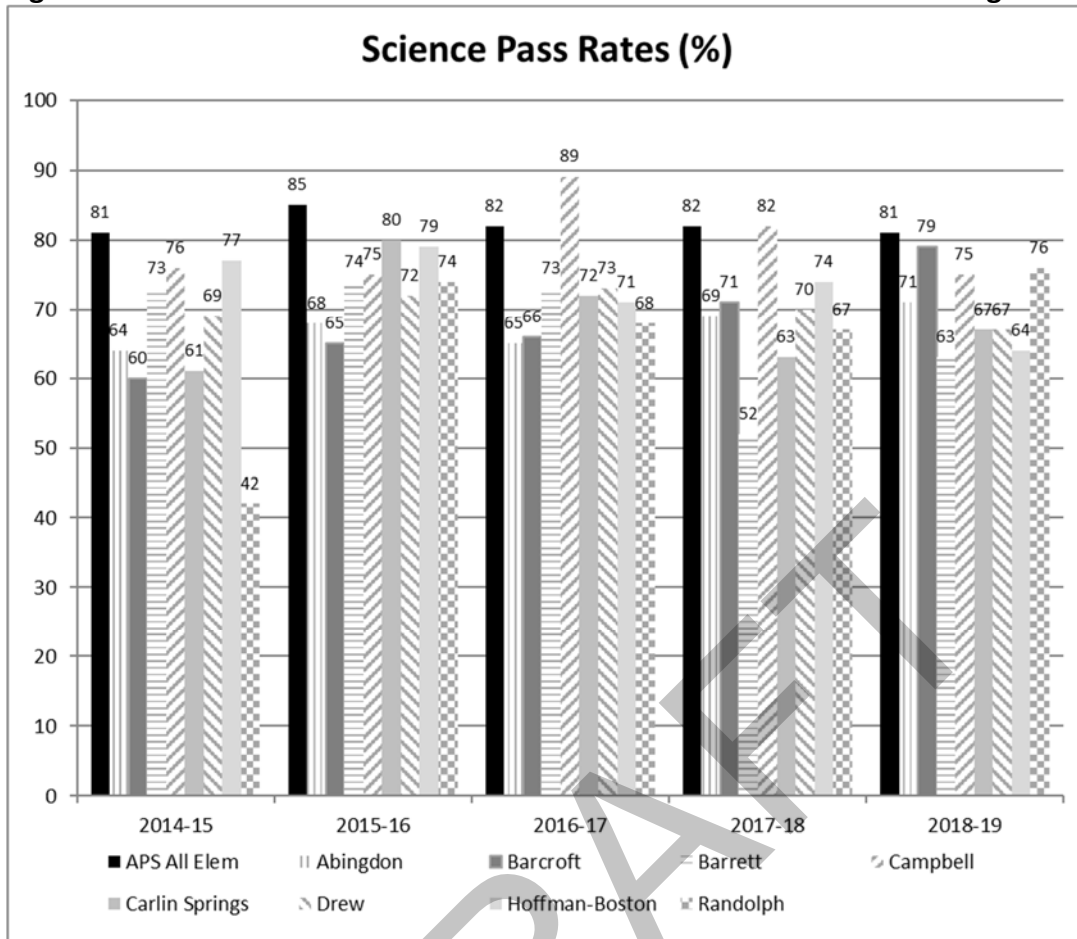


Figure 3. SOL Science Pass Rates for APS and Title 1 Schools 2014-15 through 2018-19



ATTENDANCE Data

With the change in Accreditation standards two years ago, two years of attendance data is available for review in this report. The VDOE School Accreditation report in Table 3 that includes data on chronic absenteeism shows that Barcroft’s rate is not significantly different from other Title 1 schools.

Table 3. School Accreditation - chronic absenteeism for Title 1 Schools, 2018-19 and 2019-20

Note, Accreditation is granted each fall for the current school year, and is based on results (chronic absenteeism) for the prior school year

School	School Quality Indicator	Group	Accreditation Year			
			2018-19		2019-20	
			Level	%	Level	%
Abingdon	English	All	1	89.89%	1	88.89%
		Asian	1	92.86%	1	92.05%
		Black	1	79.79%	1	76.29%
		Hispanic	1	88.98%	1	88.25%
		White	1	94.02%	1	93.07%
		Economically Disadvantaged	1	87.89%	1	87.31%
		English Learners	1	96.30%	1	95.81%
		Students with Disabilities	2	66.67%	1	66.07%
	Math	All	1	87.35%	1	88.85%
		Asian	1	96.30%	1	93.98%
		Black	1	75.82%	1	77.50%
		Hispanic	1	81.72%	1	84.95%
		White	1	94.82%	1	94.74%
		Economically Disadvantaged	1	83.08%	1	84.13%
		Eng Learners	1	93.84%	1	92.93%
		Students with Disabilities	3	56.70%	1	71.43%
	Science	All	1	78.35%	1	78.57%
	Chronic Absenteeism	All	1	5.73%	1	6.26%
	Barcroft	English	All	1	90.00%	1
Asian			1	95.24%	1	92.31%
Black			1	86.36%	1	79.71%
Hispanic			1	89.23%	1	91.01%
White			1	93.04%	1	94.44%
Economically Disadvantaged			1	89.50%	1	88.79%
Eng Learners			1	94.89%	1	94.85%
Students with Disabilities			1	78.50%	2	65.74%
Math		All	1	81.46%	1	94.33%
		Asian	1	100.00%	1	100.00%
		Black	1	70.97%	1	76.92%
		Hispanic	1	74.64%	1	96.74%
		White	1	91.61%	1	96.30%
		Economically Disadvantaged	1	77.48%	1	93.69%
		Eng Learners	1	84.97%	1	99.03%
		Students with Disabilities	2	65.22%	1	79.49%
Science		All	1	75.00%	1	81.25%
Chronic Absenteeism		All	1	5.93%	1	7.08%
Barrett		English	All	1	92.12%	1
	Asian		1	97.37%	1	95.56%
	Black		1	81.25%	2	68.33%
	Hispanic		1	91.93%	1	92.63%
	White		1	94.47%	1	97.37%
	Economically Disadvantaged		1	89.21%	1	86.44%
	Eng Learners		1	96.58%	1	96.45%
	Students with Disabilities		1	81.54%	2	75.38%
	Math	All	1	87.06%	1	86.12%
		Asian	1	97.37%	1	95.65%
		Black	1	70.49%	3	59.32%
		Hispanic	1	83.28%	1	85.71%
		White	1	93.97%	1	94.74%
		Economically Disadvantaged	1	80.29%	1	78.18%
		Eng Learners	1	88.85%	1	90.29%
		Students with Disabilities	3	58.93%	2	54.55%
	Science	All	1	74.01%	1	66.67%
	Chronic Absenteeism	All	1	4.85%	1	3.97%

Table 3 Continued. School Accreditation - chronic absenteeism for Title 1 Schools, 2018-19 and 2019-20

Note, Accreditation is granted each fall for the current school year, and is based on results (chronic absenteeism) for the prior school year

School	School Quality Indicator	Group	Accreditation Year			
			2018-19		2019-20	
			Level	%	Level	%
Campbell	English	All	1	91.72%	1	92.14%
		Asian	1	100.00%	1	100.00%
		Black	1	100.00%	1	92.31%
		Hispanic	1	88.21%	1	90.28%
		White	1	94.34%	1	94.67%
		Economically Disadvantaged	1	90.77%	1	89.89%
		Eng Learners	1	96.38%	1	96.10%
		Students with Disabilities	1	86.67%	2	85.94%
	Math	All	1	89.91%	1	91.67%
		Asian	1	97.83%	1	100.00%
		Black	1	85.00%	1	89.66%
		Hispanic	1	85.16%	1	86.30%
		White	1	94.44%	1	95.88%
		Economically Disadvantaged	1	86.29%	1	86.81%
		Eng Learners	1	93.20%	1	88.89%
	Students with Disabilities	1	71.43%	1	72.92%	
	Science	All	1	84.62%	1	81.94%
Chronic Absenteeism	All	1	4.70%	1	6.62%	
Carlin Springs	English	All	1	93.97%	1	91.93%
		Asian	1	100.00%	1	98.33%
		Black	1	90.80%	1	82.22%
		Hispanic	1	93.26%	1	92.14%
		White	1	100.00%	1	97.67%
		Economically Disadvantaged	1	93.84%	1	91.24%
		Eng Learners	1	97.83%	1	96.46%
		Students with Disabilities	1	83.46%	2	77.27%
	Math	All	1	90.15%	1	87.01%
		Asian	1	100.00%	1	95.31%
		Black	1	86.96%	1	79.55%
		Hispanic	1	89.59%	1	86.96%
		White	1	92.86%	1	87.18%
		Economically Disadvantaged	1	90.11%	1	86.97%
		Eng Learners	1	94.64%	1	92.74%
	Students with Disabilities	2	67.27%	3	55.10%	
	Science	All	1	77.91%	1	72.94%
Chronic Absenteeism	All	1	10.43%	1	6.68%	
Drew	English	All	1	88.05%	1	87.43%
		Asian	1	100.00%	1	97.50%
		Black	1	75.59%	1	74.52%
		Hispanic	1	92.86%	1	93.90%
		White	1	93.22%	1	93.59%
		Economically Disadvantaged	1	84.88%	1	83.86%
		Eng Learners	1	96.14%	1	96.67%
		Students with Disabilities	2	73.28%	2	70.45%
	Math	All	1	82.84%	1	85.26%
		Asian	1	97.83%	1	100.00%
		Black	2	69.42%	1	66.67%
		Hispanic	1	85.98%	1	89.16%
		White	1	89.94%	1	93.42%
		Economically Disadvantaged	1	78.14%	1	82.35%
		Eng Learners	1	91.95%	1	92.31%
	Students with Disabilities	2	65.04%	1	70.21%	
	Science	All	1	73.50%	1	72.32%
Chronic Absenteeism	All	1	6.53%	1	6.09%	

Table 3 Continued. School Accreditation - chronic absenteeism for Title 1 Schools, 2018-19 and 2019-20

Note, Accreditation is granted each fall for the current school year, and is based on results (chronic absenteeism) for the prior school year

School	School Quality Indicator	Group	Accreditation Year			
			2018-19		2019-20	
			Level	%	Level	%
Hoffman-Boston	English	All	1	90.32%	1	90.50%
		Asian	1	100.00%	1	100.00%
		Black	1	83.87%	1	90.00%
		Hispanic	1	90.67%	1	88.08%
		White	1	100.00%	1	96.67%
		Economically Disadvantaged	1	87.63%	1	88.12%
		Eng Learners	1	98.06%	1	100.00%
		Students with Disabilities	2	68.66%	2	71.88%
	Math	All	1	89.75%	1	93.75%
		Asian	1	100.00%	1	100.00%
		Black	1	79.01%	1	90.00%
		Hispanic	1	94.89%	1	92.45%
		White	1	95.65%	1	93.55%
		Economically Disadvantaged	1	88.50%	1	91.82%
		Eng Learners	1	96.50%	1	98.98%
Students with Disabilities		3	59.02%	1	70.97%	
Science	All	1	81.29%	1	80.00%	
Chronic Absenteeism	All	1	4.43%	1	4.69%	
Randolph	English	All	1	93.93%	1	93.06%
		Asian	1	98.21%	1	100.00%
		Black	1	91.47%	1	91.18%
		Hispanic	1	95.00%	1	92.28%
		White	1	92.31%	1	94.44%
		Economically Disadvantaged	1	93.66%	1	92.48%
		Eng Learners	1	97.99%	1	96.91%
		Students with Disabilities	1	85.37%	2	79.25%
	Math	All	1	88.44%	1	94.35%
		Asian	1	94.23%	1	96.43%
		Black	1	91.49%	1	97.06%
		Hispanic	1	87.63%	1	92.63%
		White	1	90.57%	1	93.75%
		Economically Disadvantaged	1	88.11%	1	94.89%
		Eng Learners	1	91.85%	1	95.45%
		Students with Disabilities	2	66.97%	1	70.83%
	Science	All	1	76.92%	1	74.86%
	Chronic Absenteeism	All	1	4.20%	1	5.40%

Notes:

1. Data source: VDOE 2019-2020 School Accreditation Detail Report.
2. The Standards of Accreditation changed for 2018-2019 so years prior to that cannot be compared.
3. Chronic Absenteeism is based on the number of students who are at or above 10% absenteeism out of total students.

TRANSFER Data

Transfer data for the past three years displayed in table 4 shows that Barcroft's transfer out rate has been the highest among the Title 1 schools. Informal feedback given by parents when asked by school staff why they were transferring revealed that the year-round calendar was difficult

for families when they had children attending other levels of school, particularly middle school. In addition, parents reported that the calendar interfered with summer family plans. It is possible to surmise that more families would elect to stay at Barcroft if it reverted to a traditional calendar.

Table 4. Students Not Attending Their Neighborhood Title 1 School, 2017-18 through 2019-20

Neighborhood School	Subgroup	2017-2018			2018-2019			2019-2020		
		Total	Transferred To Another APS School		Total	Transferred To Another APS School		Total	Transferred To Another APS School	
			No.	%		No.	%		No.	%
All Elementary Neighborhood Schools	All	13127	3453	26%	13229	3206	24%	13250	3273	25%
	Asian	1235	369	30%	1245	252	20%	1261	265	21%
	Black	1177	388	33%	1209	360	30%	1235	352	29%
	Hispanic	3470	1066	31%	3446	1181	34%	3415	1148	34%
	White	6277	1345	21%	6321	1171	19%	6230	1221	20%
	Other	968	285	29%	1008	242	24%	1109	287	26%
	Econ Disadv	3935	1150	29%	3834	1156	30%	3849	1095	28%
	EL	4005	1130	28%	3964	1083	27%	3965	1086	27%
SWD	1523	490	32%	1595	481	30%	1620	470	29%	
Abingdon	All	1034	418	40%	1087	459	42%	1173	471	40%
	Asian	83	26	31%	79	20	25%	90	22	24%
	Black	102	37	36%	120	44	37%	165	58	35%
	Hispanic	414	176	43%	424	209	49%	405	183	45%
	White	369	147	40%	389	153	39%	424	167	39%
	Other	66	32	48%	75	33	44%	89	41	46%
	Econ Disadv	417	134	32%	430	164	38%	459	156	34%
	EL	418	142	34%	395	146	37%	409	142	35%
SWD	122	67	55%	150	76	51%	165	73	44%	
Barcroft	All	695	322	46%	685	310	45%	685	304	44%
	Asian	35	17	49%	40	21	53%	35	16	46%
	Black	82	39	48%	82	42	51%	85	41	48%
	Hispanic	316	127	40%	294	102	35%	292	101	35%
	White	226	117	52%	228	119	52%	223	116	52%
	Other	36	22	61%	41	26	63%	50	30	60%
	Econ Disadv	352	139	39%	332	113	34%	331	110	33%
	EL	347	132	38%	307	101	33%	308	96	31%
SWD	86	42	49%	86	35	41%	94	39	41%	
Barrett	All	547	109	20%	588	120	20%	588	120	20%
	Asian	33	6	18%	44	14	32%	42	15	36%
	Black	58	15	26%	48	15	31%	50	14	28%
	Hispanic	276	50	18%	277	45	16%	288	41	14%
	White	151	35	23%	188	40	21%	182	43	24%
	Other	29	3	10%	31	6	19%	26	7	27%
	Econ Disadv	323	50	15%	313	51	16%	333	49	15%
	EL	290	47	16%	315	53	17%	324	45	14%
SWD	76	14	18%	90	15	17%	115	8	7%	

Table 4 Continued. Students Not Attending Their Neighborhood Title 1 School, 2017-18 through 2019-20

Neighborhood School	Subgroup	2017-2018			2018-2019			2019-2020		
		Total	Transferred To Another APS School		Total	Transferred To Another APS School		Total	Transferred To Another APS School	
			No.	%		No.	%		No.	%
Carlin Springs	All	824	317	38%	875	351	40%	840	301	36%
	Asian	63	19	30%	81	27	33%	85	25	29%
	Black	107	48	45%	118	56	47%	111	43	39%
	Hispanic	527	169	32%	543	179	33%	520	154	30%
	White	96	68	71%	100	71	71%	93	62	67%
	Other	31	13	42%	33	18	55%	31	17	55%
	Econ Disadv	628	204	32%	650	219	34%	629	179	28%
	EL	546	184	34%	586	204	35%	580	176	30%
SWD	141	64	45%	147	71	48%	137	65	47%	
Drew	All	380	150	39%	390	155	40%	638	281	44%
	Asian	11	3	27%	16	7	44%	47	21	45%
	Black	118	36	31%	126	41	33%	168	49	29%
	Hispanic	188	72	38%	170	59	35%	244	102	42%
	White	41	26	63%	53	33	62%	130	78	60%
	Other	22	13	59%	25	15	60%	49	31	63%
	Econ Disadv	252	72	29%	246	73	30%	320	94	29%
	EL	182	58	32%	180	56	31%	279	98	35%
SWD	68	37	54%	73	33	45%	106	48	45%	
Hoffman-Boston	All	355	102	29%	368	93	25%	516	148	29%
	Asian	91	9	10%	92	12	13%	129	19	15%
	Black	72	24	33%	74	19	26%	74	20	27%
	Hispanic	116	43	37%	110	33	30%	150	55	37%
	White	63	23	37%	75	22	29%	134	46	34%
	Other	13	3	23%	17	7	41%	29	8	28%
	Econ Disadv	183	44	24%	183	41	22%	211	51	24%
	EL	205	45	22%	202	36	18%	271	65	24%
SWD	33	13	39%	36	10	28%	38	14	37%	
Randolph	All	516	164	32%	490	141	29%	496	132	27%
	Asian	62	8	13%	59	6	10%	55	3	5%
	Black	95	18	19%	91	19	21%	94	20	21%
	Hispanic	258	85	33%	233	60	26%	246	62	25%
	White	76	40	53%	81	42	52%	75	36	48%
	Other	25	13	52%	26	14	54%	26	11	42%
	Econ Disadv	348	88	25%	332	70	21%	327	64	20%
	EL	364	88	24%	339	70	21%	334	69	21%
SWD	78	30	38%	81	30	37%	76	18	24%	

CALENDAR Considerations

Barcroft staff report that approximately 2/3 of the students attend the intersession classes; half of the time is devoted to academics and the other half to enrichment activities like camp and cooking classes. Staff reports that it would be possible for these same academic and enrichment activities to take place within the traditional calendar.

Over time, the Barcroft calendar has evolved so that the second semester calendar is now aligned with the traditional calendar; for example, parent teacher conferences are held on the same days in March as all other elementary schools. In addition, Barcroft students were able to attend APS elementary summer school in 2019.

Currently APS is considering starting the traditional school year before Labor Day as many of our neighboring jurisdictions do and is now allowed by the Virginia Commonwealth. It is important to note that if the APS calendar changes to a before Labor Day start, the time difference with the Barcroft calendar school year start would be significantly narrowed.

BUDGET data

APS has budgeted \$17,470 per pupil for Barcroft for FY2020, \$1,409 more than for the next highest average cost per pupil (Barrett.) This represents a total cost of \$676,320, more for the MSYC. The amount is calculated by multiplying \$1,409 by the projected enrollment at Barcroft of 480. Table 5 presents the APS budgeted cost per pupil for the Title 1 schools for the past 3 years.

In addition to the budgeted costs, there are other costs that are not found in Table 5. For example,

- curriculum supervisors need to develop separate pacing guides for Barcroft.
- Human Resources needs to develop a separate set of contracts for Barcroft staff.
- Information Services needs to set up a different timeline for Barcroft report cards.
- APS also needs to use E days (additional work days assigned beyond the 196 days in the T-scale contract) to provide Barcroft with Special Education services like speech and psychological and educational testing because these staff members are on traditional year contracts as they serve students in more than one school.

Table 5. Cost Per Pupil by School

Elementary School	Budget	Budget FTE	Enrollment	SPED Students	% SPED	English Learners	% English Learners	Average Cost Per Pupil by School	Ratio Student/FTE
FY 2020									
Elementary Schools Total	\$196,152,419	1,984.60	14,667	2,035	13.87%	3,230	22.02%	\$13,374	7.39
TITLE I Schools Total	\$68,298,315	700.60	4,384	761	17.36%	1,768	40.33%	\$15,579	6
Abingdon	\$9,052,552	87.60	679	75	11.05%	200	29.46%	\$13,332	8
Barcroft	\$8,385,631	79.30	480	89	18.54%	181	37.71%	\$17,470	6
Barrett	\$9,347,557	101.40	582	134	23.02%	227	39.00%	\$16,061	6
Campbell	\$7,041,989	71.10	454	87	19.16%	132	29.07%	\$15,511	6
Carlin Springs	\$9,968,138	101.50	643	99	15.40%	347	53.97%	\$15,503	6
Drew	\$7,784,512	82.70	502	88	17.53%	216	43.03%	\$15,507	6
Hoffman-Boston	\$9,203,177	99.40	574	102	17.77%	222	38.68%	\$16,033	6
Randolph	\$7,514,759	77.60	470	87	18.51%	243	51.70%	\$15,989	6
FY 2019									
Elementary Schools Total	\$190,598,609	1,962.70	14,655	1,888	12.88%	3,316	22.63%	\$13,006	7.47
TITLE I Schools Total	\$68,038,858	708.00	4,512	687	15.23%	1,737	38.50%	\$15,080	6
Abingdon	\$9,187,700	89.50	688	72	10.47%	236	34.30%	\$13,354	8
Barcroft	\$7,488,235	70.80	436	59	13.53%	199	45.64%	\$17,175	6
Barrett	\$8,554,090	93.30	538	103	19.14%	233	43.31%	\$15,900	6
Campbell	\$7,017,773	71.60	458	80	17.47%	125	27.29%	\$15,323	6
Carlin Springs	\$9,184,743	96.90	613	94	15.33%	322	52.53%	\$14,983	6
Drew	\$9,910,895	108.10	748	94	12.57%	187	25.00%	\$13,250	7
Hoffman-Boston	\$8,963,892	98.20	546	97	17.77%	168	30.77%	\$16,417	6
Randolph	\$7,731,528	79.60	485	88	18.14%	267	55.05%	\$15,941	6
FY 2018									
Elementary Schools Total	\$185,660,464	1,950.20	14,401	2,052	14.25%	3,184	22.11%	\$12,892	7.38
TITLE I Schools Total	\$67,306,310	708.60	4,475	728	16.27%	1,646	36.78%	\$15,041	6
Abingdon	\$9,129,392	88.20	658	77	11.7%	219	33.3%	\$13,874	7
Barcroft	\$7,570,154	72.90	444	63	14.2%	186	41.9%	\$17,050	6
Barrett	\$8,338,471	90.30	558	106	19.0%	226	40.5%	\$14,943	6
Campbell	\$6,837,472	71.20	442	88	19.9%	127	28.7%	\$15,469	6
Carlin Springs	\$9,193,306	96.90	611	97	15.9%	303	49.6%	\$15,046	6
Drew	\$10,030,634	113.30	724	101	14.0%	172	23.8%	\$13,854	6
Hoffman-Boston	\$8,780,776	98.70	553	112	20.3%	162	29.3%	\$15,878	6
Randolph	\$7,426,104	77.10	485	84	17.3%	251	51.8%	\$15,312	6

CONCLUSION and POSSIBLE NEXT STEPS

Closing the achievement gap among all groups of learners remains a high priority for APS. From the data one can conclude that the effect of the modified school year has not had a significant effect on achievement.

As APS continues to move from being a system of schools to a school system, consideration should be given to aligning Barcroft’s calendar with the calendar for all schools. The Modified School Year Calendar might meet its goals if multiple schools across elementary, middle and high school shifted to the same calendar; however, at this time no school is seeking to change the calendar.

If Barcroft shifts its calendar to close the achievement gap, it might be worthwhile to rethink the instructional focus to better meet the needs of its student population. In FY 2020 the Barcroft student population is approximately 51% Hispanic, 38% English learners, and 46% are Spanish Speakers. In 2019-20, 99 students from Barcroft’s attendance zone are attending immersion at Claremont and Key as noted in table 7.

Barcroft is a strong candidate to pilot dual immersion kindergarten classes for neighborhood students in coordination with the programs at Claremont and Key.

Table 7. Students in Barcroft’s Attendance Zone by School Attending and Grade, Sept. 30, 2019

	K	1	2	3	4	5	Total
Total in Barcroft's Boundary	119	126	117	104	102	117	685
Attending Barcroft	64	75	70	48	56	68	381
Attending Randolph <i>avail. when MSYC does not work</i>	3	5	2	10	5	6	31
Attending Option School	48	43	41	43	36	38	249
ATS	11	10	6	7	6	6	46
Campbell	12	13	13	14	8	8	68
Claremont Immersion	20	14	17	11	15	15	92
Key Immersion	1		1	1	1	3	7
Montessori	4	6	4	10	6	6	36
Attending a different neighborhood school	4	3	4	3	5	5	24

Barcroft today looks like Key Elementary School in 1986. As the Hispanic population grew in the area surrounding the school, a Spanish Immersion Program established with a first-grade class, and one grade was added each year as the initial cohort advanced (full day kindergarten was added in 1991).

George Mason University researchers Wayne P. Thomas and Virginia Collier in their comprehensive study of dual language immersion programs concluded that in well implemented dual language programs, not only did students develop social and academic language fluency in two languages, but also students’ intellectual growth was accelerated, and problem-solving skills enhanced. (Source: <https://www.apsva.us/world-languages/immersion-program/dual-language-immersion-research/>)

A recent three-year study by Portland Public Schools, in collaboration with researchers from Rand Corporation, American University and American Councils for Education, examined the teaching strategies used by teachers and how teachers and students used the target languages. The study concluded that:

- Randomly selected Dual Language Immersion Program students outperformed their non-immersion peers in reading at grades 5 and 8.
- Dual Language Immersion Program students by grade 8 achieved intermediate proficiency on the Standards-based Measurement of Proficiency (STAMP) 4S language

assessment while students enrolled in non-immersion foreign language classes achieved at the novice level.

- By high school, students who were identified as English learners lost this designation earlier than their English learner peers who had not participated in a Dual Language Immersion Program.

Portland Public Schools, Rand Corporation, American University and American Councils for Education <https://www.pps.net/page/269>

Although this study did not seek input from staff or families on changing Barcroft's calendar, the principal included a notice to families in her Back to School Welcome letter in 2018. This year it has been on the agenda at two Barcroft staff meetings.

We recognize that any change is hardest on the individuals involved. We also know that the input changes as plans become more concrete and supports for the transition are put in place. A decision to change the calendar must focus on what is best for the students, the school and APS. If a decision is made to realign the Barcroft calendar, we believe that some of the funds saved from the transition to the APS calendar should go towards helping with staff and families make the transition.

DRAFT

SUBJECT TO CHANGE

School Board meeting: 7:30 p.m./Public convocation for motion and closed meeting: 6:30 p.m.

(*The School Board will convene at 6:30 p.m. to make a motion to convene in a closed meeting. General public business and television broadcast will commence no earlier than 7:30 p.m.)

Presentation of Colors: VA 821st AFJROTC CADET CORPS**A. ANNOUNCEMENTS:***Meetings:*

- September 23, 2002, Work session on exemplary projects, instructional changes, and school foci, rms. 101/102, 7:45 – 9:00 a.m.

Other Events:

- September 18, 2002, Elementary school Back-to-School Night
- September 19, 2002, Middle school Back-to-School Night
- September 23, 2002, County Council of PTAs meeting, rms. 101/102, 7:30 p.m.
- September 26, 2002, Reception for support services Employee-of-the-Year award recipient and nominees, rms. 101/102, 7:00 p.m.

B. CITIZEN COMMENT ON NON-AGENDA ITEMS**C. CONSENT ITEMS:**

1. Minutes:
August 20, 2002, School Board meeting and closed meeting
2. Personnel actions
3. Scholarships
4. Grants and restricted programs:
#11–The Caring Equation (Formerly the Home Visitation Program for the Family Center) (967)
#12–Carl D. Perkins – Vocational Education (951)
#13–Gaining Early Awareness and Readiness for Undergraduate Programs, (GEAR UP)
#14–Youth Experiencing Success (YES) – (959)
5. Quarterly report on capital programs
6. Appointments to ACI and ACI advisory committees
7. School Plan Advisory Committee appointments
8. Appointments to Boundary Development/Program Planning Committee (Henry ES)
9. Appointments to the Arlington Citizens Committee for the Extended Day Program

D. INSTRUCTIONAL PRESENTATIONS:

- *Report on the First Day of School*
The Superintendent will report on the opening of school for the 2002-2003 school year.
- *Report on Accomplishment of Annual Priorities of the Strategic Plan*
The Superintendent will present a report on the accomplishment of the 2001-2002 annual priorities of the 1999-2005 Strategic Plan.

September 12, 2002

E. ACTION ITEMS:

1. Direction for Development of FY 2003 CIP Work Plan
The Board will act on the proposed priorities for development of the fiscal year 2003 CIP work plan.
2. School Board's New Budget Advisory Council
The Board will act on the proposed charge and structure of the School Board's new Budget Advisory Council.
3. New School Board Policy on Policy Monitoring
The Board will act on the proposed new School Board policy on policy monitoring.
4. New School Board Community Engagement Policy
The Board will act on the proposed new School Board policy on community engagement.
5. New School Board Instructional Policy on Communication About Instruction
The Board will act on a proposed new School Board instructional policy on communication about instruction.

F. INFORMATION ITEMS:

1. Modified Calendar for Barcroft Elementary School
Staff will present a proposed modified 2003-2004 calendar for Barcroft Elementary School.
2. Replacement of Student Services ASDs with New School Board Policies
The Board will review the proposed new School Board policies to replace the existing Student Services ASDs.

G. NEW BUSINESS:

H. ADJOURNMENT

Meeting materials for this agenda will be available by the close of business on September 10 at: http://www.arlington.k12.va.us/schoolboard/minagen/0203/091202ag.pdf .

ARLINGTON COUNTY SCHOOL BOARD

Item No. **F-1**

INFORMATION ITEM

Arlington School Board Information Item:

Modified Calendar for Barcroft Elementary School

Date Prepared: 09/05/02	Meeting Date: 09/12/02	For Information	X
	Meeting Date: 09/26/02	For Action	X

Initiated by: Policy

Staff contact: Kathleen F. Grove

Explanation of Subject/Issue :

Staff will present a proposed modified 2003-04 calendar for Barcroft Elementary School.

Superintendent's Recommendation:

The Superintendent recommends approval.

Comments:

ARLINGTON PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTION
Arlington, Virginia

Memorandum

September 5, 2002

TO: **Robert G. Smith, Superintendent**

FROM: Kathleen F. Grove, Assistant Superintendent, Instruction

SUBJECT: **Proposed Modified School Year Calendar for Barcroft Elementary School**

Attached is the proposal for a modified school year calendar for Barcroft Elementary School beginning in 2003-3004.

Please note the following.

- The dates shown on the calendar are intended to represent the division of segments of the calendar. They are not the proposed dates. The staff will develop a final calendar in parallel to that for the rest of the school system if the School Board approves the concept.
- Staff included a budget for the implementation of the modified school year calendar. This budget request will follow the regular budget procedure for review. The modified school year calendar can be implemented without additional expenditures. We anticipate shifting Barcroft's summer school costs to the intersessions, for example.

Thus, the School Board is acting on the proposed concept of the modified school year not the actual dates or an increase in funding.

I look forward to the meeting on September 12.

Attachment

C: M. Hughey-Guy
M. Macekura

ARLINGTON PUBLIC SCHOOLS
Barcroft Elementary School – Exemplary Project/School Focus Proposal
Barcroft Elementary School: Where Learning Is Continuous

Statement of Purpose/Rationale

To increase student achievement, Barcroft Elementary School will provide a continuous learning environment for students through a modified school year calendar. Barcroft will be the first school in Arlington to establish a year-round school calendar based on the philosophy that student learning and teaching benefit from consistent learning periods with shorter and more frequent vacations. The breaks or extended learning sessions will provide an opportunity for students to receive remediation, acceleration, and/or enrichment throughout the calendar year.

Two strategic goals of the Arlington Public Schools are to narrow the achievement gap and raise achievement for all students. Approximately 63% of Barcroft students are in the ESOL/HILT program, 64% are eligible for free/reduced lunch, and most students currently attend a variety of summer school programs. An extended learning period with a shorter summer vacation would minimize learning loss for all students and the Modified School Calendar would provide extra help for the students who need it most. Students who are in need of review and/or accelerated classes would no longer have to wait until the summer for these learning experiences. In a modified school year calendar school, specialized learning programs take place during the three extended learning sessions (ELS).

Response to the proposed changes from parents

Barcroft sent surveys to 407 families and 352 surveys were returned. Of the surveys returned, 79% of families supported the modified school year calendar change. For families that will have children at Barcroft during the 2003-2004 school year, 86 percent of the families voted in favor of the switch to the new calendar. Although most families support the plan, as can be seen by the attached survey results, some concerns raised include the disruption of traditional family vacations, particularly in August, problems juggling the new calendar with those of older children in the household attending other schools, too many school days for children, and delaying the change until after the boundaries are changed. Parents in favor of the calendar change indicated that the new calendar would provide flexibility in family trips throughout the school year, increase student achievement through continuous learning opportunities in extended learning and help children to improve their English skills.

Overview of the Modified School Year Calendar

The proposed school calendar changes:

1. Change the school calendar start time from early September to early August.
2. Continue the school year through June and include 3 breaks between grading periods
3. Implement extended learning classes during the breaks. Families could have holidays during the breaks or they could choose to send their children to Barcroft for extra learning. For the convenience of families with children in other schools, the winter and spring breaks often overlap with traditional vacation times.
4. Hold parent/Teacher Conferences will be held on four early-release Wednesdays from 3:30 – 8:00 p.m., four mornings from 7:00-9:00 a.m., and four early evening days from 3:30-6:00 p.m.

Draft Calendar for 2003-04	Traditional	Modified School Year
Students in School	182	182
Extended Learning Sessions	0	25
Vacation	68	47-68
Teacher Work days	8	8
Total Days	258	258-283
Other Differences		
Parent Teacher Conference Days	4 days (30 Hours)	30 Hours
Summer School	24 Days	

See the attached calendar immediately following the proposal for more details.

Desired Results and Evaluation Indicators

1. Rising student achievement as measured by:

- increased rate of progress in acquisition of English by LEP students
- increasingly positive Standards of Learning (SOL) assessment results
- increased scores on selected performance assessments
- increased Stanford 9 Achievement Test in grade 4
- increased SOL performance (grades 3 and 5)
- decreased percentage of students identified for remediation according to DRP, grade 2
- positive response from student survey on feelings about the modified school year calendar and motivation to learn
- decreased student and staff absenteeism
- decreased student discipline referrals

2. Eliminating the gap in achievement between African/African-American students and white students and between Hispanic students and white students as measured by:

- elimination of performance differences by ethnicity on standardized assessment tools
- evidence of staff efforts to promote and sustain high achievement of African/African-American and Hispanic students, according to measures listed in the APS Strategic Plan
- observed teaching effectiveness when working with minority students
- number and effectiveness of partnerships focused on supporting elimination of the achievement gap
- reduction of the number of minority students needing review or remedial extended learning classes
- increased number of minority students participating in enrichment and accelerated classes during the Extended Learning Sessions (ELS).

3. A rich and rigorous curriculum that values and addresses cultural diversity, expands upon the Virginia Standards of Learning, and uses technology as an instructional tool as measured by:

- evidence of student projects and curriculum that integrates technology skills and addresses cultural diversity into the instructional program for all students.
- increase in teacher reported use of higher level thinking strategies identified by Gifted Services throughout the curriculum and in the Extended Learning Sessions.

4. Engage and involve Barcroft parents, staff, and community as measured by:

- participation in parent teacher conferences and other school events.
- increased communication and participation between the school staff and families in planning the implementation of the MSYC schedules and Extended Learning Sessions.
- increased connections between Barcroft and the school community (e.g., businesses, community organizations and/or associations, and individual citizens).

Targeted Group(s)

The Modified School Year Calendar will involve the entire school community: students, families, and staff.

Knowledge Base

Research on year round schooling, shows that:

- Students achieve higher scores on standardized test measures when they have shorter summer breaks and have opportunities for continuous learning.
- Teacher surveys suggest that less time is spent on review of materials when students are engaged in the curriculum throughout the year.
- Students who need accelerated instruction or review can receive this specialized instruction in focused extended learning sessions before another grading period begins.
- Student and school staff absenteeism decreased.
- Student discipline referrals decreased.
- Students from low income families experience loss of academic progress during the summer.

The three tables that follow provide data of the need for the Modified School Year Calendar at Barcroft.

Student Demographics																
School	Total	F/R Lunch	Ethnicity								English as a First Language					
			W		B		H		A		Total		W	B	H	A
			#	%	#	%	#	%	#	%	#	%	#	#	#	#
Barcroft	552	64	108	20	49	9	328	59	66	12	176	32	91	29	38	17
Arlington	9,806	4,264 (43%)	4,034 (41%)		1,304 (13%)		3,561 (36%)		894 (9%)		5,615 (57%)	3,803	1,091	422	288	

Grade 3 SOL Result

SCHOOL	Year	English		Mathematics		History		Science	
		#	%	#	%	#	%	#	%
		Tested	Passing	Tested	Passing	Tested	Passing	Tested	Passing
Barcroft	2000/01	48	72.9	48	89.6	49	81.6	49	67.3
	1999/00	54	79.6	54	85.2	54	77.8	54	87.0
	1998/99	40	82.5	42	78.6	41	73.2	41	80.5
	1997/98	48	60.4	49	69.4	48	56.3	48	68.8
Arlington	2000/01	996	79.5	1002	88.5	1005	83.2	1005	84.5
	1999/00	995	76.3	1008	84.6	1010	76.4	1011	82.2
	1998/99	1024	76.1	1040	81.7	1038	77.3	1039	82.7
	1997/98	1043	69.1	1049	74.7	1050	63.0	1051	75.5

Grade 5 SOL Results

SCHOOL	Year	Reading		Writing		Mathematics		History		Science		Technology	
		#	%	#	%	#	%	#	%	#	%	#	%
		Tested	Passing	Tested	Passing	Tested	Passing	Tested	Passing	Tested	Passing	Tested	Passing
Barcroft	2000/01	43	81.4	44	93.2	43	90.7	48	75.0	43	81.4	43	90.7
	1999/00	37	89.2	38	92.1	39	87.2	33	54.5	36	83.3	36	94.4
	1998/99	47	66.0	47	85.1	47	48.9	97	48.5	46	69.6	47	91.5
	1997/98	44	81.8	45	82.2	44	56.8	44	52.3	44	70.5	44	93.2
Arlington	2000/01	1085	80.4	1089	87.5	1092	77.3	1048	65.2	1079	81.5	1091	87.6
	1999/00	1092	77.1	1100	83.8	1105	74.1	981	65.0	1099	73.5	1108	90.1
	1998/99	1061	79.3	1039	86.3	1076	67.8	2141	54.6	1066	77.6	1064	89.0
	1997/98	1021	76.2	999	76.5	1019	63.1	1022	42.6	1022	68.0	1019	81.6

Implementation Plan

Barcroft plans to implement the Modified School Year Calendar for the 2003-2004 school year; however, the precise timetable and other aspects of the program will be developed by staff/parent committees that will begin work after Board approval. In addition, this plan will set forth specific goals (benchmarks) to meet each year that will be aligned with state benchmarks established through *No Child Left Behind* that will move the project toward meeting the desired results. Using the Modified School Year Calendar, and as seen through the lens of the APS elementary curriculum, we strongly believe that Barcroft can achieve, as a school, the systemwide objectives described in the APS Strategic Plan.

Objectives for the 2002-2003 school year:

1. Finalize a modified school year calendar
2. Develop program and curriculum for the Extended Learning Sessions.
3. Anticipate and plan for needed changes (see table of *Issues to be Considered and Clarified 2002-2003*)
4. Maintain two-way communication continuously with the Barcroft School community
5. Collect baseline data on absenteeism of students and staff.
6. Collect baseline data on student discipline referrals.

Issues to be Considered and Clarified 2002 - 2003

Instruction	Facilities	Finance	Personnel	Admin Services School Community	Student Services
Testing	Transportation	Food Services	Staffing	Media information	Special Education
Intersessions	Custodial	Extended Day	School Calendar	Kindergarten Registration	Student Transfers
Staff Development	Maintenance	Purchasing	Parent/Teacher Conf.		Options
	Projections	Budget			

Budget

Extended Learning Session (ELS) Coordinator (1.0 t-scale)	\$55,000
ELS planning and curriculum development (30 teachers x 15 hours x 22.50 per hour)	10,125
Extended Learning staff (68 Classes-34 AM and 34 PM) 34-68 t-scale @ 25 days, 10-20 a-scale @ 25 days (ESOL/HILT, Sp. Ed., K, and Prek assistants)	
ELS Materials (34 classrooms at \$200 x 3 intersessions)	15,000
Transportation (Mid-Day Service)	5,000
Food	2,500
Custodian	1,000
Total:	88,625
Tuition: 2003 Summer School Registration Fee	

DRAFT

ARLINGTON PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTION
Arlington, Virginia

Memorandum

May 2, 2002

TO: **Robert G. Smith, Superintendent**

FROM: Kathleen F. Grove, Assistant Superintendent, Instruction

SUBJECT: **Barcroft Elementary School Study of Modified School Year Calendar**

As you know, the Barcroft Elementary School staff and community are exploring a modified school calendar that extends the instructional days throughout the calendar year with intersessions between each nine week quarter. Suzanne Swendiman, Director, Alternative and Extended Instruction, serves as the department of instruction liaison to this process and has worked with Miriam Hughey-Guy, Principal of Barcroft Elementary School. Many meetings occurred, and questions and answers have gone home over several weeks. Attached are the following materials going to Barcroft Elementary School families and staff this week. The Committee developed these materials which are also available in Spanish.

- A letter from the committee to parents and families
- A possible calendar (Ms. Hughey-Guy indicates that this may not be the final proposed dates and knows the School Board must adopt the calendar.)
- A survey for families
- A form for questions (Ms. Hughey-Guy intends to call each family individually to answer questions.)
- Compilation of Modified School Year Calendar Questions and Answers
- A staff survey

Ms. Hughey-Guy has communicated with the Committee that the process will involve drafting a proposal to share with me and then the Senior Staff, revisions, a proposal to the Superintendent, and then, if approved by staff, a proposal to the School Board. This follows the process outlined in the Exemplary Project and Focus School document.

Ms. Hughey-Guy will share the results of the survey with us in the next few weeks.

Attachments

C: M. Hughey-Guy
M. Macekura
S. Swendiman

Barcroft Elementary School
625 South Wakefield Street
Arlington, VA 22204
(703) 228-5838~ Fax (703)271-0948

Miriam D. Hughey-Guy, Principal
Miguel Ley, Assistant Principal

May 24,

2002

Dear Families,

Thanks to all of you for your overwhelming approval. Out of 352 returned surveys, 276 families support changing the school year at Barcroft. As you know we have been moving forward with plans to provide better education to our students. One way that we feel we can help our children is through “year-round” schooling. Now that we have your support, the proposal will go to Superintendent Dr. Robert G. Smith and then to the School Board. We propose to implement the new calendar with the 2003-2004 school year, but the dates and details of the program would be worked out by consulting with parents and school staff.

For families that will have children at Barcroft during the 2003-2004 school year, about 86 percent of the families voted in favor of the switch to the new calendar. Barcroft sent surveys to 407 families and 352 surveys were returned. Although most families support the plan, a group of parents mainly from Alcova Heights, do not support the change until after south Arlington school boundaries are revised in 2003. Their concern is that the student population and funding could change if boundaries are redrawn to eliminate overcrowding. Barcroft could lose students, since there are currently 541 students in a building meant for 437. Other concerns were the disruption of traditional family vacations, particularly in August, problems juggling the new calendar with those of older children in the household attending other schools; and concern that the intersessions would mean too many breaks and transitions for parents and children alike. Parents in favor of the calendar change indicated that the new calendar would provide flexibility in family trips throughout the school year, increase student achievement through continuous learning opportunities, allow more one-on-one time with each child, and help children to improve their English skills.

The Modified School Year would make Barcroft the first school in Arlington to offer a modified school year calendar. We plan to change the start time from early September to early August. The school year would continue through June and include 3 breaks between grading periods. During these breaks or “intersessions”, families could have holidays or they could choose to send their children to Barcroft for extra learning. In Arlington schools, there are gaps in achievement for Hispanic students and for students from low-income families. At Barcroft, 63% of the students are in the ESOL/HILT program and 64% are eligible to receive lunch at a reduced cost. An extended learning period would help all students and the Modified School Year would provide extra help for the students who need it most. In our research on year round schooling, we have found evidence that students achieve higher scores when they have shorter summer breaks and have opportunities for continuous learning.

At Barcroft, our plan is to make these opportunities affordable. Your strong support will help our proposal to the School Board this summer, since we are asking for additional funds to pay for part of the intersession costs and to hire a coordinator to manage the extra learning.

The proposal has not been approved yet. There will still be many details to be worked out if we can get support from the Superintendent and the School Board. However, with your support, we will continue working to ensure that Barcroft School provides the best learning for your children.

Sincerely,

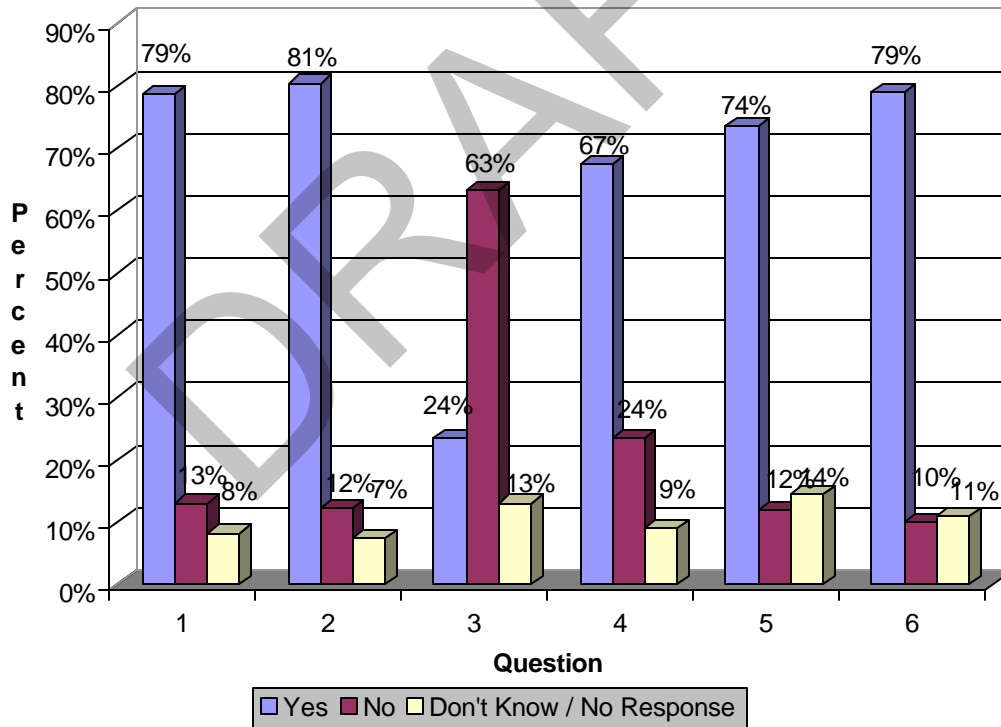
Miriam Hughey-Guy
Principal

Attachments

**BARCROFT ELEMENTARY SCHOOL
Modified School Year Calendar – Family Survey Results**

Questions:

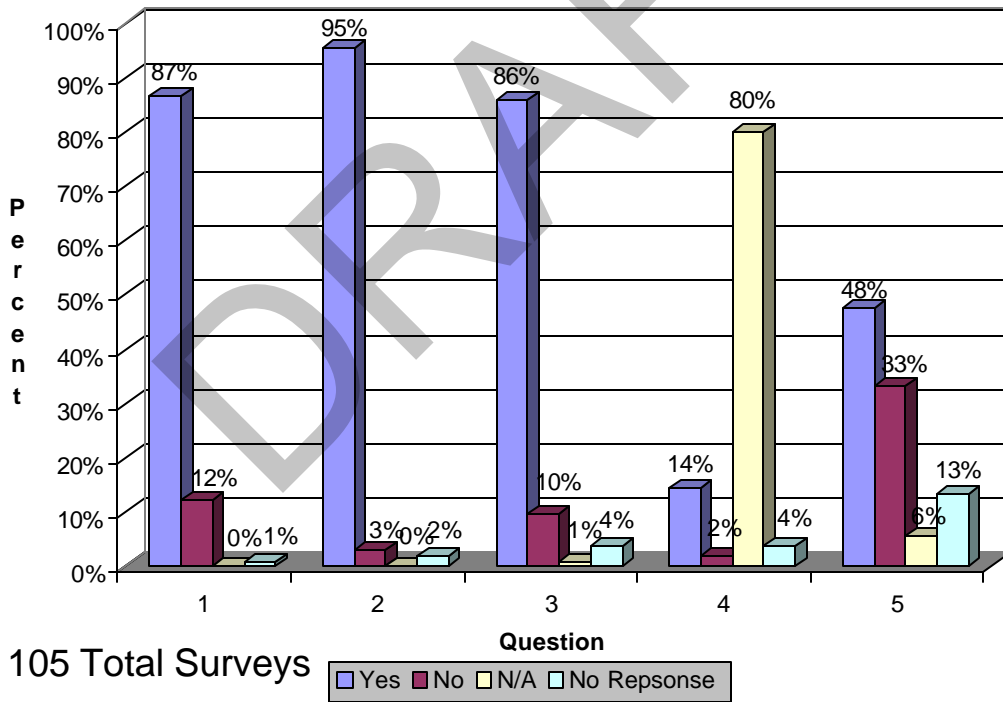
1. I support changing to a Modified School Year Calendar.
2. I have received sufficient information from Barcroft School about the modified school year.
3. I would like more information. Please contact me.
4. I will have a child/children enrolled at Barcroft during or after the 2003-2004 school year.
5. I believe that my child/children will attend the intersession (enrichment) programs.
6. I believe that a Modified School Year Calendar will improve my child/children’s learning opportunities.



**BARCROFT ELEMENTARY SCHOOL
Modified School Year Calendar – Staff Survey Results**

Questions:

1. At this time, I believe that I will work at Barcroft under a modified school year calendar beginning in the 2003-2004 school year.
2. I have received sufficient information from Barcroft School about the modified school year.
3. I believe that a Modified School Year Calendar will improve students learning opportunities.
4. If my child can attend Barcroft, the Modified School Year Calendar will adequately address my childcare concerns.
5. I might be interested in teaching an Intersession program.





APPENDIX B

Review of Modified School Year Calendars

Prepared for Arlington Public Schools

07/02/2019

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DRAFT

INTRODUCTION

In this report, Hanover Research reviews the available literature on modified school calendars, particularly year-round calendars. This report includes the following sections:

- **Section I** reviews literature examining the impacts of year-round calendars, including fiscal impacts and impacts on student achievement;
- **Section II** reviews implementation strategies, including best practices for supporting student achievement within a year-round calendar and alternative strategies to prevent summer learning loss.

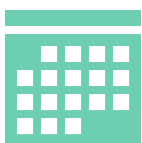
KEY FINDINGS

- Schools can use a variety of calendar options to support year-round scheduling. Districts using year-round calendars typically use single-track calendars, in which all students attend school on the same calendar. Less commonly, some districts also use multi-track calendars, in which students attend school on rotating tracks, to address overcrowding issues.
- Recent research finds limited or nonexistent impacts of year-round calendars on overall student achievement. Some research suggests potentially positive effects of year-round calendars for historically underserved student subgroups, but these findings may reflect unobserved school effects. Researchers agree that calendars are substantially less important for student achievement than instructional best practices such as data-driven remediation and strong school leadership.
- Single-track year-round calendars may increase district operating costs. Transitioning to a year-round calendar may require increased expenditures related to maintenance, administrative staffing, and intersession programs. Charlotte-Mecklenburg Schools in North Carolina decided to discontinue year-round calendars at four K–8 schools after finding that expenditures increased by an average of \$479.77 per student with no consistent impact on student achievement. Some research suggests that multi-track year-round calendars can reduce district costs by reducing the need to construct new facilities.
- School districts should include stakeholders in decision-making processes related to school calendars. For example, Hopewell City Public Schools established a committee of school staff, administrators, teachers, and parents to study calendar options and survey district staff before deciding to adopt a year-round calendar. Districts that fail to engage stakeholders before announcing calendar changes often face stakeholder resistance to new calendars.
- School districts can address stakeholder concerns by incorporating year-round calendars into a school choice framework. For example, Alexandria City Public Schools allows families to request program transfers into or out of the modified calendar program at Samuel W. Tucker Elementary School. This strategy allows families to select their preferred calendar option, rather than imposing a calendar option by district policy.

SECTION I: EFFECTS OF YEAR-ROUND CALENDARS

In this section, Hanover Research reviews research examining the academic and financial impacts of year-round calendars. This section begins with a summary of year-round calendars, including the goals of year-round calendars, the most commonly used calendar options, and the prevalence of year-round calendars nationally and in Virginia. This section goes on to discuss the impacts of year-round calendars on academic achievement and financial expenditures.

Summary of Year-Round Calendar Options



The Congressional Research Service defines year-round schools as “schools that reorganize a traditional school year without allowing for any extended breaks in instruction.” Year-round schools typically reallocate days from summer vacation to shorter breaks, commonly referred to as intersessions, throughout the school year. Year-round calendars are also sometimes referred to as “balanced calendars.”¹

Schools can use single-track or multi-track scheduling options for a year-round calendar. In a single-track calendar, all students attend school on the same schedule. In a multi-track calendar, students attend in four to five rotating tracks, so that the school building is in use for almost the entire year.² Multi-track calendars allow districts to increase school capacity without building new facilities, while schools typically adopt single-track calendars with the aim of improving student achievement.³ Both single-track and multi-track year-round schools can select from a variety of calendar options. Calendar options can be classified based on the length of academic sessions and intersessions. Figure I.1 summarizes the most commonly used calendar models.⁴

FIGURE I.1: YEAR-ROUND CALENDAR OPTIONS

Number of Academic Sessions	Academic Session Length	Intersession Length
Four	45 days	15 days
Three	60 days	20 days
Two	90 days	30 days

Source: *Education Week*⁵

Although year-round calendars are intended to redistribute existing learning time rather than extend learning time, the Congressional Research Service reports that

¹ Skinner, R.R. “Year-Round Schools: In Brief.” Congressional Research Service, 2014. p. 1. <https://fas.org/sgp/crs/misc/R43588.pdf>

² “Year-Round Education Program Guide - Multitrack Year-Round Education.” California Department of Education. <https://www.cde.ca.gov/ls/fa/yr/guide.asp>

³ “Review of Year-Round Schools.” Virginia Joint Legislative Audit and Review Commission, October 2012. p. 7. <http://jlarc.virginia.gov/pdfs/reports/Rpt430.pdf>

⁴ Zubrzycki, J. “Year-Round Schooling Explained.” *Education Week*. <https://www.edweek.org/ew/issues/year-round-schooling/index.html?cmp=SOC-SHR-FB>

⁵ Chart contents obtained through: Ibid.

year-round schools provided an average of 189 days of instruction during the 2011-2012 school year, slightly longer than the standard 180-day school year.⁶

Year-round schools often offer additional courses during intersessions to provide opportunities for enrichment and remediation.⁷ Remediation courses support students who are failing to make adequate progress in core academic subjects, while enrichment courses support in-depth study of core concepts or extending learning to topics outside the core curriculum.⁸ Surveys of teachers in Virginia identify intersession remediation as a major benefit of year-round calendars.⁹

Some districts have reverted from year-round calendars to traditional calendars due to changes in district needs or stakeholder opposition. For example, Los Angeles Unified School District (LAUSD) in California adopted multi-track year-round calendars at several schools to address overcrowding during the 1980s. However, most of these schools reverted to traditional calendars as overcrowding challenges subsided.¹⁰ The last school in the district reverted to a traditional calendar in 2017 as part of a district initiative to ensure that calendars were consistent across schools in LAUSD.¹¹ West Clark Community Schools in Indiana adopted a year-round calendar to support academic remediation during voluntary intersession courses but reverted to a traditional calendar due to low enrollment in intersession courses.¹²

Prevalence of Year-Round Calendars

The National Center for Education Statistics (NCES) reports that around 3,700 public schools in the United States used a single-track year-round calendar during the 2011-2012 school year, the most recent year for which data are available. These schools made up 4.1 percent of the approximately 90,000 public schools in the United States at that time. The NCES does not appear to collect data on the prevalence of schools with multi-track year-round calendars.¹³

A report on year-round schools prepared by the Virginia Joint Legislative Audit and Review Committee (JLARC) finds that a total of nine elementary schools in Virginia used single-track year-round calendars as of the 2011-2012 school year. In addition, 12 school districts had used single-track year-round calendars at some point since the year 2000 but discontinued these calendars before the 2011-2012 school year. The

⁶ Skinner, Op. cit., p. 3.

⁷ Zubrzycki, Op. cit.

⁸ "Review of Year-Round Schools," Op. cit., p. 10.

⁹ Ibid., p. 23.

¹⁰ Zubrzycki, Op. cit.

¹¹ Szymanski, M. "Back to School, ALL Together Now: For the First Time in 36 Years, All LAUSD District Schools Will Start on the Same Date." LA School Report, August 1, 2017. <http://laschoolreport.com/back-to-school-all-together-now-for-the-first-time-in-36-years-all-laUSD-district-schools-will-start-on-the-same-date/>

¹² Walden, E. "Clark County Public Schools Ditching Year-Round Calendar." *News and Tribune*, November 30, 2017. https://www.newsandtribune.com/news/clark_county/clark-county-public-schools-ditching-year-round-calendar/article_f2ea1f9c-d624-11e7-975f-13524e391469.html

¹³ "Number and Percentage of Public Schools That Have All Students Attending a Year-Round Calendar Cycle and Average Number of Days in the Cycle, by Selected School Characteristics: 2011-12." Digest of Education Statistics, 2013. https://nces.ed.gov/programs/digest/d13/tables/dt13_234.12.asp

JLAR report finds that no school districts in the state used multi-track year-round calendars as of 2012. Two school districts in the state reported having used multi-track year-round calendars to accommodate increasing enrollment in the 1970s and 1980s, but these districts reverted to traditional calendars after constructing new facilities.¹⁴

The Virginia Department of Education (VDOE) does not appear to have published data on year-round calendars since 2012. However, local media outlets reported that 29 schools across 13 districts received state funding to implement year-round calendars in 2014, suggesting increased interest in year-round calendars across the state.¹⁵ In 2019, the Virginia General Assembly authorized grants of up to \$50,000.00 for planning costs and up to \$300,000.00 in implementation costs per year for most districts implementing year-round programs in the 2019-2020 school year, with up to \$400,000.00 in implementation costs available for schools identified as in need of improvement.¹⁶ Section II of this report includes a case study of Hopewell City Public Schools, which used planning grant funding to facilitate its stakeholder engagement process before the adoption of a year-round calendar.¹⁷

Impacts on Student Achievement

Research examining the impacts of year-round calendars on student achievement is limited and presents inconclusive results.¹⁸ The Congressional Research summarizes arguments in favor of and opposed to year-round calendars, as shown in Figure 1.2. Historically, research has suggested modest positive effects of year-round calendars on student achievement. A major meta-analysis examining research on year-round calendars published between 1973 and 2000 finds an overall effect size on student achievement of .06 standard deviations.¹⁹ However, the authors acknowledge that the studies included in this meta-analysis lack methodological rigor, and that effect sizes vary substantially depending on the statistical methods used.²⁰ The meta-analysis also finds very limited research examining the impact of year-round calendars on English language development for English learners (ELs).²¹

¹⁴ “Review of Year-Round Schools,” Op. cit., p. 9.

¹⁵ Landau, L. “No More Summer Vacation for Some Students At 29 Virginia Schools.” WAMU, October 13, 2014. https://wamu.org/story/14/10/13/no_more_summer_vacation_for_some_students_at_29_virginia_schools/

¹⁶ “Year-Round and Extended Year Schools.” Virginia Department of Education. <http://www.doe.virginia.gov/instruction/year-round/index.shtml>

¹⁷ “The Balanced School Calendar.” Hopewell City Public Schools. p. 2. <https://4.files.edl.io/8dc3/12/07/18/154653-e193fc28-97b6-476a-98d4-7285154b9ce0.pdf>

¹⁸ Skinner, Op. cit., p. 4.

¹⁹ Cooper, H. et al. “The Effects of Modified School Calendars on Student Achievement and on School and Community Attitudes.” *Review of Educational Research*, 73:1, 2003. p. 15. <https://www.jstor.org/stable/3516042>

²⁰ Ibid., pp. 37–38.

²¹ Ibid., p. 6.

FIGURE I.2: POTENTIAL PROS AND CONS OF YEAR-ROUND CALENDARS

Pros	Cons
<ul style="list-style-type: none"> • Reduction of summer learning loss • Additional opportunities for remediation or enrichment • Increased student achievement • Potential for cost savings • More frequent breaks for staff 	<ul style="list-style-type: none"> • Cost of initial implementation • Inconclusive data on academic advantages • Increased salaries for administrative and maintenance staff • Scheduling challenges for families with children in multiple schools • Lack of summer work and extracurricular opportunities for older students • Reduced time available for maintenance • Challenges related to remediation, class space, and communication in multi-track year-round schools

Source: Congressional Research Service²²

More recent research finds limited or no difference in achievement between students attending schools with year-round and traditional calendars. For example, a 2010 study examining all schools in California finds no significant difference in overall academic achievement or growth in academic proficiency over time between schools with year-round and traditional calendars when controlling for other school factors.²³ Another 2010 study which compares outcomes at 28 Texas elementary schools with year-round calendars to a demographically matched sample of schools with traditional calendars finds that academic outcomes are slightly stronger at schools with traditional calendars.²⁴ This study also finds that average attendance rates are higher at schools with traditional calendars, which the authors suggest may have contributed to stronger academic achievement at these schools.²⁵

A 2017 study published in *The Annals of the American Academy of Political and Social Science* uses data from the Early Childhood Study-Kindergarten (ECLS – K), which tracks longitudinal outcomes for a nationally representative sample of 22,780 students from Kindergarten to Grade 3, to estimate the impact of year-round calendars on student achievement. This study compares outcomes for ECLS-K participants enrolled in year-round schools to outcomes for demographically equivalent participants enrolled in schools with traditional calendars.²⁶ The study finds that achievement growth in reading and math over a calendar year is lower for

²² Chart contents adapted from: Skinner, Op. cit., pp. 5–6.

²³ Wu, A.D. and J.E. Stone. “Does Year-Round Schooling Affect the Outcome and Growth of California’s API Scores?” *Journal of Educational Research & Policy Studies*, 10:1, 2010. p. 93. https://eric.ed.gov/?q=year-round+school&ft=on&ff1=dtYSince_2010&pg=2&id=EJ930166

²⁴ Crow, K. and D. Johnson. “A Comparison of Achievement and Attendance in Schools Using Traditional Academic Year Calendars and Year-Round Calendars.” *Journal of Border Educational Research*, 8:1, Spring 2010. p. 25. <https://journals.tdl.org/jber/index.php/jber/article/viewFile/7182/6427>

²⁵ Ibid., p. 27.

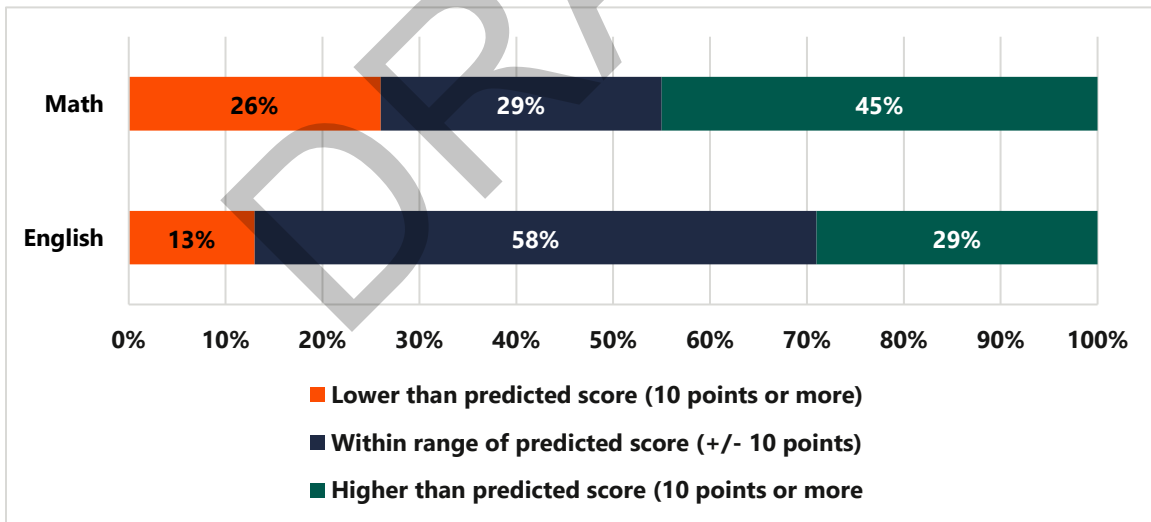
²⁶ Johnson, O. and M. Wagner. “Equalizers or Enablers of Inequality? A Counterfactual Analysis of Racial and Residential Test Score Gaps in Year-Round and Nine-Month Schools.” *The Annals of the American Academy of Political and Social Science*, 674:1, November 1, 2017. pp. 245–246. <https://doi.org/10.1177/0002716217734810>

students in schools with year-round calendars than students in schools with traditional calendars.²⁷

Some research suggests that year-round calendars may benefit students from historically underserved student subgroups. However, the 2017 *Annals of the American Academy of Political and Social Science* study finds no significant effect of year-round calendars on achievement for racial student subgroups but does find a significant positive effect of year-round calendars for students living in neighborhoods with high crime rates.²⁸

The JLARC report finds no overall difference in student achievement between schools with year-round and traditional calendars, but significantly higher achievement for African American students attending schools with year-round calendars. Figure I.3 compares actual achievement for African American students enrolled in year-round schools to predicted achievement based on scores for demographically similar students attending schools with traditional calendars. This study also finds higher achievement for Hispanic students, students classified as economically disadvantaged, and students classified as limited English proficient (LEP) in year-round schools, although the effects of year-round calendars were less substantial for these subgroups than for African American students.²⁹ The authors of the JLARC report recommend that schools with large populations of African American, Hispanic, LEP, or economically disadvantaged students consider adopting year-round calendars as a strategy to improve achievement.³⁰

FIGURE I.3: PREDICTED VS. ACTUAL ACHIEVEMENT FOR AFRICAN-AMERICAN STUDENTS ATTENDING YEAR-ROUND SCHOOLS IN VIRGINIA



Source: Virginia Joint Legislative Audit and Review Commission³¹

²⁷ Ibid., pp. 254–256.

²⁸ Ibid., pp. 251, 257.

²⁹ “Review of Year-Round Schools,” Op. cit., pp. 19–21.

³⁰ Ibid., p. vi.

³¹ Chart taken verbatim from: Ibid., p. 20.

However, other research finds no significant effects of year-round calendars across student subgroups. A 2012 study examines academic outcomes for 22 schools in the Wake County Public School System (WCPSS) in North Carolina that adopted year-round calendars during the 2007-2008 school year to alleviate overcrowding.³² This study finds no significant impact of year-round calendars on academic achievement when controlling for school-level factors for all students or for any demographic subgroup of students.³³ This finding may suggest that previous findings of a positive impact of year-round calendars may have reflected unobserved school characteristics.

“Educational best practices affect student performance more than the school calendar.”

—VIRGINIA JOINT LEGISLATIVE AUDIT AND
REVIEW COMMISSION

An internal evaluation conducted by WCPSS in 2015 finds no evidence for a positive effect of year-round calendars on academic achievement for ELs. This study examines English language development and academic achievement for all ELs who entered Kindergarten in WCPSS during the 2008-2009 and 2010-2011 school years.³⁴ This study finds that only one of the 13 schools with the strongest improvement in outcomes for ELs between Kindergarten and Grade 3 used a year-round calendar, while 12 of the 13 schools with the worst outcomes for ELs between Kindergarten and Grade 3 used a year-round calendar.³⁵ The authors attribute this finding to factors other than the schools’ calendars, such as the concentration of ELs in schools, but warn that “further exploration is warranted” to examine the potential for year-round calendars to affect the availability of support services for ELs negatively.³⁶

Likewise, the JLARC study of year-round schools in Virginia notes that site observations suggest that schools with year-round calendars also implement educational best practices, such as data-driven student supports and strong principal leadership. The authors report that “division- and school-level staff in Virginia and other states indicate that educational best practices affect student performance more than the school calendar.”³⁷

³² McMullen, S.C. and K.E. Rouse. “The Impact of Year-Round Schooling on Academic Achievement: Evidence from Mandatory School Calendar Conversions.” *American Economic Journal: Economic Policy*, 4:4, 2012. p. 17. <https://www.elon.edu/docs/web/academics/business/economics/faculty/rouse/2011-02-14%20The%20Impact%20of%20year%20round%20schooling.pdf>

³³ *Ibid.*, pp. 24–25.

³⁴ Huebeler, A. and N. Baenen. “Limited English Proficient Students: Progress of Kindergarten Cohorts. Research Watch.” Wake County Public School System, March 2015. p. 1. <https://eric.ed.gov/?q=modified+school+calendar&ft=on&id=ED565244>

³⁵ *Ibid.*, p. 24.

³⁶ *Ibid.*, p. 26.

³⁷ “Review of Year-Round Schools,” *Op. cit.*, p. 26.

Fiscal and Logistical Impacts

The financial impact of year-round calendars varies depending on the model selected. Some research suggests that multi-track year-round schools can realize cost savings related to facilities expenditures. Because students attend multi-track year-round schools on a rotating basis, districts can accommodate greater numbers of students in a given amount of classroom space.³⁸

However, single-track year-round calendars typically increase overall costs. Research suggests that most of the additional costs of single-track year-round calendars reflect the decision to offer remediation and enrichment activities during intersession periods, which requires increased expenditures for staff compensation and student transportation.³⁹ Some schools opt to charge a tuition fee for intersession enrichment courses.⁴⁰ Beecher Community School District in Michigan reallocated Title I funding originally used to pay for summer programming to support the transition to a year-round calendar.⁴¹ In other cases, districts have reverted to traditional calendars due to the costs of year-round calendars. For example, Columbus City Schools in Ohio changed calendars at two schools from a year-round calendar to a traditional calendar as part of districtwide budget cuts in 2014.⁴²

Case Study – Charlotte-Mecklenburg Schools



Charlotte-Mecklenburg Schools in North Carolina provides an example of a district which decided to revert from a year-round calendar to a traditional calendar after determining that the academic benefits of a year-round calendar did not justify the additional costs. The district initially implemented year-round calendars at four K-8 schools for the 2013-2014 school year as part of a larger grant-funded initiative to improve student achievement, titled Project Leadership and Investment for Transformation (LIFT).⁴³ Project LIFT serves 29 schools within a geographic learning community of Charlotte-Mecklenburg Schools through public-private partnerships.⁴⁴

Project LIFT referred to its year-round calendar as a continuous learning calendar (CLC).⁴⁵ At two schools with CLCs, the school year was extended by 19 days, while the

³⁸ Skinner, Op. cit., p. 4.

³⁹ "Review of Year-Round Schools," Op. cit., p. 30.

⁴⁰ Ibid., p. 11.

⁴¹ DeNisco, A. "Year-Round Schooling Gains Popularity." *District Administration*, 51:9, September 2015. <https://districtadministration.com/year-round-schooling-gains-popularity/>

⁴² Mallett, T. "Columbus City Schools Make Cuts for Next Year's Budget." WBNS-10TV, May 6, 2014. <https://www.10tv.com/article/columbus-city-schools-make-cuts-next-years-budget>

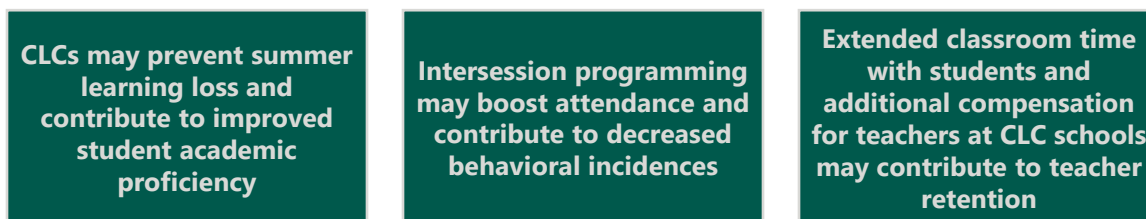
⁴³ Helms, A.D. "Year-Round School Seemed So Promising. So Why Did CMS Just Kill It?" *Charlotte Observer*, February 27, 2019. <https://www.charlotteobserver.com/news/local/education/article226836809.html>

⁴⁴ "About Project L.I.F.T./Central 1." Project L.I.F.T. <http://www.projectliftcharlotte.org/about>

⁴⁵ Norton, M. and K. Piccinino. "Project LIFT: Year 1 Report." Research for Action, April 18, 2014. p. ES-3. https://docs.google.com/a/kelso-communications.com/file/d/0B_KAbeAWPiQfMnBpNTZJazhvQ1U/edit?usp=embed_facebook

other two schools maintained a 180-day calendar.⁴⁶ Project LIFT partnered with a community organization, the Arts and Science Council, to support intersession programs at schools with CLCs.⁴⁷ Figure I.4 shows anticipated student benefits of CLCs at Project LIFT schools.

FIGURE I.4: ANTICIPATED BENEFITS OF CLCS AT PROJECT LIFT SCHOOLS



Source: Research for Action⁴⁸

Project LIFT also supports summer programming, titled Building Educated Leaders for Life (BELL) at schools not adopting CLCs. This programming targets low-achieving students but supplemented academic remediation with personal mentoring and cultural activities.⁴⁹ According to the program's developer, BELL has demonstrated positive effects on student achievement in multiple independent studies, including a randomized control trial conducted by the Urban Institute and a program evaluation conducted by Montgomery County Public Schools in Maryland.⁵⁰

A program evaluation of Project LIFT examining data from the 2015-2016 school year finds "no clear evidence that CLCs are having an effect on academic outcomes." The authors note that the methodological rigor of the evaluation was limited by small sample sizes at participating schools and a lack of comparison groups within other schools participating in Project LIFT.⁵¹ Overall, differences in academic achievement between students in schools with CLCs and students in other Project LIFT schools were mixed, with a significant negative effect of enrollment in a CLC school on mathematics growth in Grades 3-5 and a positive but statistically insignificant effect of enrollment in a CLC school on reading achievement.⁵²

Discontinuation of Year-Round Calendars

After reviewing these findings, Charlotte-Mecklenburg Schools elected to discontinue funding for extended school years, but to continue using a year-round calendar at all

⁴⁶ Helms, "Year-Round School Seemed So Promising. So Why Did CMS Just Kill It?" Op. cit.

⁴⁷ Norton and Piccinino, Op. cit., p. 34.

⁴⁸ Chart contents taken verbatim from: Ibid.

⁴⁹ Kim, D. et al. "Project LIFT: Year Four Student Outcomes Memo." Research for Action, January 2017. p. 17. <http://www.projectliftcharlotte.org/wp-content/uploads/2017/02/RFA-Project-LIFT-Outcomes-Memo-January-2017-Final.pdf>

⁵⁰ "Evidence-Based." BellXcel. <https://www.bellxcel.org/impact-on-academic-achievement/evidence-based>

⁵¹ Kim et al., Op. cit., p. v.

⁵² Ibid., p. 19.

CLC schools for the 2017-2018 school year. The *Charlotte Observer* reports that extending the school year for both participating schools cost around \$2 million.⁵³

The Charlotte-Mecklenburg Board of Education voted to discontinue year-round calendars in 2019, following the publication of a report examining the operating costs of the program, summarized in Figure I.5. In addition to operating costs, the decision to discontinue CLCs reflected a finding that student attendance was substantially lower during July and August than during the traditional school year from September to June.⁵⁴ Families moving into the attendance area of Project LIFT cited the CLCs as a deterrent to enrolling their children in participating schools, although families already enrolled in these schools expressed support for continuing CLCs.⁵⁵

FIGURE I.5: CLC COST SUMMARY

Cost	Description	Total Cost	Cost Per Student
Transportation	Buses for students from CLC start of school (July) to CMS start of school (August)	\$80,000.00	\$46.24
Intersession Camps	Pays for teachers to work during intersession breaks to provide students with academic support and enrichment activities	\$250,000.00	\$144.51
Compensation	Additional month of employment for assistant principal, social worker, counselor, psychologists, BMT, campus security, and 10-month learning community staff	\$500,000.00	\$289.02
Total	--	\$830,000.00	\$479.77

Source: Charlotte-Mecklenburg Board of Education⁵⁶

⁵³ Helms, A.D. "Not Enough Bang for 2 Million Bucks: Project LIFT Drops Extra Days at 2 Schools." *Charlotte Observer*, March 24, 2017. <https://www.charlotteobserver.com/news/local/education/article140553433.html>

⁵⁴ "Continuous Learning Calendar Report." Charlotte-Mecklenburg Board of Education, February 26, 2019. p. 22. <https://www.charlotteobserver.com/news/local/education/article226836809.html>

⁵⁵ Helms, "Year-Round School Seemed So Promising. So Why Did CMS Just Kill It?" Op. cit.

⁵⁶ Chart adapted with cost descriptions taken verbatim from: "Continuous Learning Calendar Report," Op. cit., p. 16.

SECTION II: IMPLEMENTATION STRATEGIES

In this section, Hanover Research discusses implementation strategies to support school calendars. This section begins with a discussion of best practices to support student achievement in schools with year-round calendars before examining the use of out-of-school time (OST) programming to address summer learning loss within a traditional calendar. This section concludes with a discussion of the importance of stakeholder engagement for calendar changes, including the use of school choice frameworks to accommodate families' calendar preferences.

Best Practices to Support Student Achievement in Year-Round Schools

Districts seeking to improve student achievement through year-round calendars should implement instructional best practices to maximize the impact of instructional time. Changes to instructional time allocation are unlikely to improve student achievement unless time is used effectively.⁵⁷ The Virginia JLARC identifies the instructional best practices listed in Figure II.1 as associated with improved student achievement in schools with both year-round and traditional calendars.⁵⁸

FIGURE II.1: INSTRUCTIONAL BEST PRACTICES ASSOCIATED WITH IMPROVED STUDENT ACHIEVEMENT IN YEAR-ROUND SCHOOLS

Best Practice	Impacts on School Performance
Strong and stable leadership by principals	<ul style="list-style-type: none"> • Serve as instructional leaders of school • Develop overall instructional strategy of school
Data-driven assessment of student strengths and weaknesses	<ul style="list-style-type: none"> • Assess students' competence in core areas of the curriculum • Identify areas of strength and weaknesses at the individual, class, and grade levels • Allow teachers to adjust approach to instruction, or re-teach material not understood the first time
Effective teaching staff	<ul style="list-style-type: none"> • Receive relevant skills through appropriate professional development • Continually work to address personal and student weakness

Source: Virginia Joint Legislative Audit and Review Commission⁵⁹

⁵⁷ Dessoff, A. "Is Year-Round Schooling on Track?" *District Administration*, 47:7, July 2011. pp. 36-37. <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=65050347&site=ehost-live>

⁵⁸ "Review of Year-Round Schools," Op. cit., p. 26.

⁵⁹ Chart taken verbatim from: Ibid., p. 27.

Out-of-School Time Strategies to Prevent Summer Learning Loss

School districts can address summer learning loss within a traditional calendar by offering afterschool and summer enrichment activities. Research finds that engaging OST programs can enhance and sustain literacy skill development, leading to improvements in academic achievement as measured by standardized test scores.⁶⁰ In particular, high-quality summer programming can provide additional learning time to improve academic outcomes and reduce achievement gaps for underserved student subgroups.⁶¹ Summer programs can also help schools address issues related to child care and nutrition for students from low-income families.⁶²

Effective OST programs support students with the factors outlined in Figure II.2. Research focusing specifically on summer learning programs also finds positive effects of small class size, intensive academic learning time, and strategies to encourage attendance and participation.⁶³

FIGURE II.2: FACTORS SUPPORTING STUDENT ACHIEVEMENT IN OST PROGRAMS



Source: Afterschool Alliance⁶⁴

⁶⁰ "Taking a Year-Round Approach to Literacy." Afterschool Alliance, March 2016. p. 4. https://eric.ed.gov/?q=year-round+school&ft=on&ff1=dtysince_2015&id=ED582339

⁶¹ Perry, M., N. Khalilnaji-Otto, and K. Brackenridge. "Summer Learning - A Smart Investment for California School Districts." Policy Analysis for California Education, January 2018. pp. 2-3. https://eric.ed.gov/?q=summer+learning&ft=on&ff1=dtysince_2015&id=ED591096

⁶² Pitcock, S. "The Case for Summer Learning: Why Supporting Students and Families All Year Is Vitally Important." *American Educator*, 42:1, 2018. p. 6. https://eric.ed.gov/?q=summer+learning&ft=on&ff1=dtysince_2015&id=EJ1173455

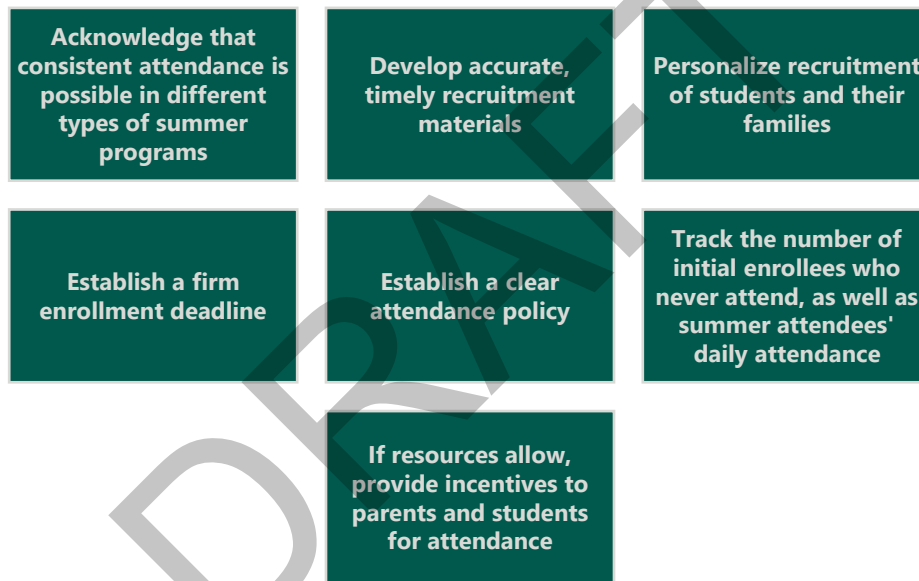
⁶³ McEachin, A., C.H. Augustine, and J. McCombs. "Effective Summer Programming: What Educators and Policymakers Should Know." *American Educator*, 42:1, 2018. pp. 10-11. https://eric.ed.gov/?q=summer+learning&ft=on&ff1=dtysince_2015&id=EJ1173313

⁶⁴ Chart contents taken verbatim from: "Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices." Afterschool Alliance, 2014. p. 16. <https://files.eric.ed.gov/fulltext/ED557914.pdf>

Ensuring Attendance and Engagement in Summer Learning Programs

Ensuring that students benefit from summer learning opportunities also requires strategies to promote student attendance and engagement. A 2016 study of summer learning programs at five large urban school districts finds a significant and persistent positive effect of participation on reading and math achievement for students who attended at least 20 days of the programs, but minimal effects for students who attended less than 20 days.⁶⁵ However, schools often face challenges sustaining attendance due to issues such as conflicting family plans and opportunities, students' dislike of summer programs, or the need for students to care for younger siblings.⁶⁶ Districts can use the strategies listed in Figure II.3 to promote student attendance in voluntary summer learning programs.

FIGURE II.3: STRATEGIES TO PROMOTE ATTENDANCE IN SUMMER LEARNING PROGRAMS



Source: The RAND Corporation⁶⁷

To ensure student engagement and improve achievement, summer learning programs should integrate enrichment and engagement activities into academic programming, rather than focusing entirely on remediation and academic skills.⁶⁸ Schools should embrace a conceptual shift from a summer school model focused on remediation for low-achieving students to a summer learning model which embraces academic and social-emotional learning for all students, as shown in Figure II.4.

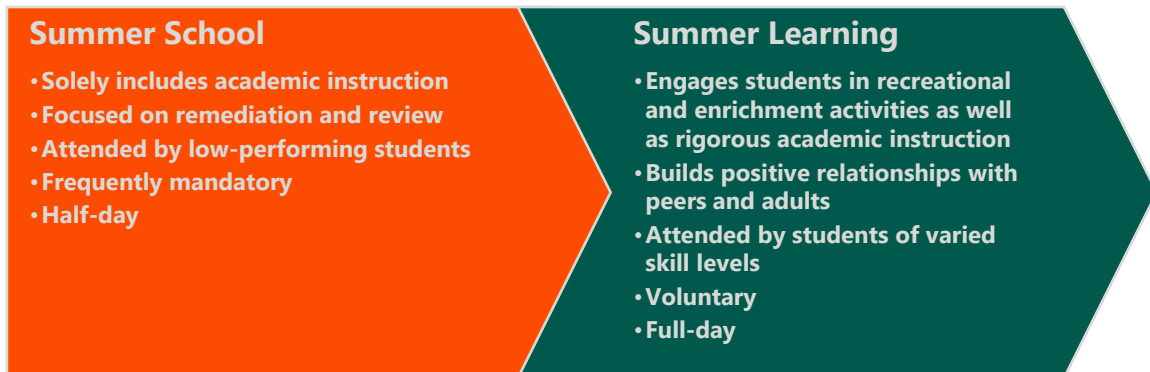
⁶⁵ Augustine, C.H. et al. "Learning from Summer." Product Page. RAND Corporation, 2016. p. xvi. https://www.rand.org/pubs/research_reports/RR1557.html

⁶⁶ Ibid., p. xiii.

⁶⁷ Chart contents taken verbatim from: Schwartz, H.L. et al. "Getting to Work on Summer Learning." Product Page. RAND Corporation, 2018. p. xii. https://www.rand.org/pubs/research_reports/RR366-1.html

⁶⁸ Perry, Khalilnaji-Otto, and Brackenridge, Op. cit., p. 4.

FIGURE II.4: SUMMER SCHOOL TO SUMMER LEARNING SHIFT



Source: The Wallace Foundation⁶⁹

Research shows improved outcomes for summer learning programs that broaden their focus beyond remediation to include academic enrichment and social-emotional learning (SEL). A 2018 study of an enrichment-focused mathematics summer program for gifted students finds that students enrolled in this program, including students eligible for subsidized lunches, made significantly greater progress in mathematics than students who did not participate.⁷⁰ A 2010 meta-analysis of research examining after-school programs with an emphasis on SEL finds that these programs significantly improve academic achievement, school engagement, and behavior. Effects are strongest for programs which implement a sequenced, active, focused, and explicit (SAFE) curriculum to develop SEL skills.⁷¹

Stakeholder Engagement

School districts should engage stakeholders in any decisions related to school calendars. Districts that fail to engage stakeholders before announcing calendar changes often face opposition to proposed calendars. For example, Portland Public Schools in Oregon decided to end a pilot year-round calendar program at Rosa Parks Elementary School in 2019. This decision reflected a desire to ensure consistent calendars across the district to facilitate districtwide activities such as teacher professional development and avoid scheduling problems for families with children in multiple schools. However, the decision was opposed by both parents and teachers

⁶⁹ Figure content adapted from: Terzian, M., K.A. Moore, and K. Hamilton. "Effective and Promising Summer Learning Programs and Approaches for Economically Disadvantaged Children and Youth." The Wallace Foundation, July 2009. p. 10. <http://www.wallacefoundation.org/knowledge-center/documents/effective-and-promising-summer-learning-programs.pdf>

⁷⁰ Little, C.A. et al. "Early Opportunities to Strengthen Academic Readiness: Effects of Summer Learning on Mathematics Achievement." *Gifted Child Quarterly*, 62:1, January 2018. p. 85. https://eric.ed.gov/?q=summer+learning&ft=on&ff1=dtYSince_2015&id=EJ1163397

⁷¹ Durlak, J.A., R.P. Weissberg, and M. Pachan. "A Meta-Analysis of after-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." *American Journal of Community Psychology*, 45:3-4, June 2010. pp. 298-299. http://www.flume.com.br/pdf/Durlak_A_meta-analysis_of_after_school.pdf

who claimed that the district did not take student needs into account.⁷² In March of 2019, Portland Public Schools decided to postpone any calendar changes through at least 2020.⁷³

Case Study – Hopewell City Public Schools



Hopewell City Public Schools in Virginia provides an example of a district with a strong stakeholder engagement process to support calendar changes. The district is planning to implement a year-round calendar for all schools in the district beginning with the 2020-2021 school year. The district began the process of studying school calendars in 2017.⁷⁴ Using funding from a grant provided by the Virginia Department of Education (VDOE), Hopewell City Public Schools established a committee to research calendar options. This committee included representatives of the stakeholder groups listed in Figure II.5.⁷⁵

FIGURE II.5: HOPEWELL CITY PUBLIC SCHOOLS CALENDAR STUDY COMMITTEE STAKEHOLDER REPRESENTATIVES



Source: Hopewell City Public Schools⁷⁶

The calendar study committee recommended that Hopewell City Public Schools adopt a year-round calendar using the four-session model outlined in Figure II.6 for all schools in the district, citing research on summer learning loss.⁷⁷ The calendar committee also cited research, particularly the JLARC report, finds particularly positive impacts of year-round calendars for African American students, and noted that Hopewell City Public Schools faces a substantial achievement gap for African American students, who make up around 60 percent of total enrollment.⁷⁸ In a local media interview, the superintendent identifies anticipated benefits for low-income students and students of color as a key factor motivating the decision to adopt a year-

⁷² Morrison, E. "PPS Ending Year-Round School at Rosa Parks. Parents, Teachers Say That Came as A Surprise." Oregon Public Broadcasting, February 18, 2019. <https://www.opb.org/news/article/portland-public-schools-rosa-parks-elementary-year-round/>

⁷³ Campuzano, E. "Portland Elementary School's Year-Round Calendar Guaranteed through 2020." *The Oregonian*, March 5, 2019. <https://www.oregonlive.com/education/2019/03/portland-elementary-schools-year-round-calendar-guaranteed-through-2020-superintendent-says.html>

⁷⁴ "Hopewell to Start Year-Round School." WTVR.com, May 17, 2019. <https://wtvr.com/2019/05/17/hopewell-year-round-school-calendar/>

⁷⁵ "The Balanced School Calendar," Op. cit., p. 2.

⁷⁶ Chart contents adapted from: Ibid.

⁷⁷ Ibid., p. 8.

⁷⁸ Ibid., pp. 17-19.

round calendar.⁷⁹ The committee recommended that all schools in the district, rather than a subset of schools, adopt a single-track year-round calendar to avoid problems associated with students in the same family having different school calendars.⁸⁰

In addition to reviewing secondary research, the calendar committee conducted interviews and site visits to other schools and districts that have implemented year-round calendars.⁸¹ In a report to the school board, the calendar committee notes that stakeholders at peer districts provide consistently positive feedback on year-round calendars, highlighting increased engagement as a result of more regular breaks from school and families' ability to schedule vacations during off-peak travel times.⁸² The committee also conducted a survey of staff members in Hopewell City Public Schools, which found that 52 percent of teachers and 77 percent of administrators supported the committee's calendar recommendation.⁸³

FIGURE II.6: HOPEWELL CITY PUBLIC SCHOOLS FOUR-SESSION CALENDAR

Session	Length
Session I	45 days
Fall Break	15 days
Session IIA	30 days
Thanksgiving Break	Three days
Session IIB	15 days
Winter Break	15 days
Session III	45 days
Spring Break	15 days
Session IV	45 days

Source: Hopewell City Public Schools⁸⁴

The calendar study committee report highlights the importance of intersession programming for school districts using year-round calendars and recommends that Hopewell City Public Schools use intersessions to support enrichment as well as remediation opportunities. The calendar committee also recommends that teachers consider using intersession courses to pre-teach content which students have faced challenges mastering in the past.⁸⁵ The superintendent reports that Hopewell City Schools plans to develop intersession programming that offers instruction in core academic content areas during the morning and extension activities such as field trips and community projects during the afternoons, evenings, and weekends.⁸⁶

⁷⁹ "Superintendent: Year-Round School Would Benefit Hopewell Students." WTVR, May 2, 2019. <https://wtvr.com/2019/05/02/hopewell-year-round-school/>

⁸⁰ "The Balanced School Calendar," Op. cit., p. 17.

⁸¹ Ibid., p. 2.

⁸² Ibid., p. 10.

⁸³ Ibid., pp. 22-23.

⁸⁴ Chart contents adapted from: Ibid., p. 7.

⁸⁵ Ibid., pp. 13-14.

⁸⁶ "Superintendent," Op. cit.

School Choice

Districts can address stakeholder concerns by incorporating year-round calendars into a school choice framework. For example, the School District of La Crosse in Wisconsin offers a year-round calendar at two elementary schools of choice.⁸⁷ Cabarrus County School System in North Carolina allows families zoned to attend Wolf Meadow Elementary School, which uses a year-round calendar, to attend other schools in the district through an opt-out policy. Parents who do not wish to enroll their child in a year-round school complete a transfer request which is approved by the district. The district then enrolls the student at another school in Cabarrus County School System for the following year.⁸⁸

CASE STUDY – ALEXANDRIA CITY PUBLIC SCHOOLS



Alexandria City Public Schools in Virginia uses a program transfer policy to facilitate parent choice for enrollment in the modified calendar program at Samuel W. Tucker Elementary School.⁸⁹ Tucker Elementary School adopted a modified calendar program with a year-round calendar during the 2004-2005 school year. Figure II.7 summarizes Tucker Elementary School’s Calendar for the 2018-2019 school year. This calendar incorporates a month-long break for students in July along with intersessions and extended holiday breaks in October, December, and April.⁹⁰ The calendar uses the same winter and spring breaks and last day of school as schools with a traditional calendar to support families with children enrolled in multiple schools.⁹¹

FIGURE II.7: TUCKER ELEMENTARY SCHOOL CALENDAR SUMMARY

Session	Dates
Session I	August 2, 2018 -October 12, 2018
Intersession	October 15, 2018 – October 26, 2018
Session II	October 29, 2018 – December 21, 2018
Winter Break	December 24, 2018 – January 2, 2019
Session III	January 3, 2019 – March 29, 2019
Intersession/Spring Break	April 1, 2019 – April 19, 2019
Session IV	April 23, 2019 – June 20, 2019

Source; Alexandria City Public Schools⁹²

⁸⁷ “Choice and Charter Opportunities.” School District of La Crosse. <https://www.lacrosseschools.org/programs-services/career-choice-education/choice-charter-opportunities/>

⁸⁸ “FAQ about Year-Round School / Overview.” Wolf Meadow Elementary School. <http://www.cabarrus.k12.nc.us/site/default.aspx?DomainID=7543>

⁸⁹ “Enrollment / How to Enroll.” Alexandria City Public Schools. <http://www.acps.k12.va.us/site/Default.aspx?PageID=347>

⁹⁰ “2018-2019 Modified Academic Calendar.” Alexandria City Public Schools, January 11, 2017. <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/4/calendar-2018-2019-modified.pdf>

⁹¹ “Modified Calendar Program / Overview.” Samuel W. Tucker Elementary School. <http://www.acps.k12.va.us/site/default.aspx?DomainID=1050>

⁹² Chart contents obtained through: “2018-2019 Modified Academic Calendar,” Op. cit.

Tucker Elementary School uses intersessions to offer extended learning opportunities for both remediation and enrichment. Students identified as needing remediation are required to attend school during an extended learning session, while attendance in enrichment activities is optional for other students.⁹³ Each enrichment class is proposed by a teacher and approved by the school's principal. Enrichment activities include sports, cultural activities, cooking, student performances, and peer tutoring.⁹⁴

According to the school's website, enrollment in remediation classes is free for students, while enrollment in enrichment activities costs \$125.00 per intersession. Families eligible for free or reduced-price lunch pay \$10.00 per intersession. Alexandria City Public Schools provides transportation and school meals during intersessions.⁹⁵ A local newspaper article published in 2016 reported that around 600 of the 750 students enrolled in Samuel W. Tucker Elementary School at that time participated in extended learning.⁹⁶

Parents living in Tucker Elementary School's attendance boundary who do not wish to enroll in a year-round program can apply for a program transfer to another school in the district. Alexandria City Public Schools places these students in other district elementary schools based on proximity and school capacity. At the same time, families living outside Elementary School's attendance zone can apply for a program transfer into the school depending on capacity.⁹⁷ Alexandria City Public Schools uses a lottery to determine enrollment if more students apply for program transfers than the school can accommodate. However, siblings of currently enrolled students are allowed to enroll in the same school regardless of class size caps.⁹⁸ Forms and policies for program transfer requests can be accessed [here](#).⁹⁹

⁹³ "Modified Calendar Program / Overview," Op. cit.

⁹⁴ Ruhe, S.L. "Alexandria: Tucker Modified Calendar Yields a Win-Win." *Alexandria Gazette Packet*, February 25, 2016. <http://www.connectionnewspapers.com/news/2016/feb/25/alexandria-tucker-modified-calendar-yields-win-win/>

⁹⁵ "Modified Calendar Program / Overview," Op. cit.

⁹⁶ Ruhe, Op. cit.

⁹⁷ "Enrollment / How to Enroll," Op. cit.

⁹⁸ "Student Placement Policy." Alexandria City Public Schools, May 19, 2016. p. 2. <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Shared/documents/school-board-policies/jc.pdf>

⁹⁹ "Enrollment / Elementary Transfer Requests." Alexandria City Public Schools. <http://www.acps.k12.va.us/site/Default.aspx?PageID=349>

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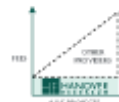
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