

Dr. Jon Ram Mishra
Dr. James M. Pedersen
Dr. David G. Hornak

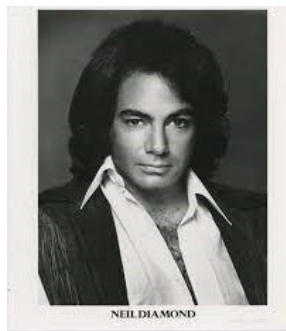
Reexamining Time: School – Life Balance

WASA/AWSP
2023 Summer Conference

Where it Began, with Extraordinary Consistent Progress



“Where it began, I can't begin to knowing
But then I know it's growing strong
Was in the spring
And spring became the summer
Who'd have believed you'd come”



21 Jan. 2021	• Email on January 21, 2021
13 May 2021	• Balanced Calendar Summit & Balanced Calendar 101
15 June 2021	• Teacher Specific/Job Alike Balanced Calendar Professional Development
2 Sep. 2021	• Modified Calendar Learning Session
20 Oct. 2021	• Fall Balanced Calendar Summit
17 Nov. 2021	• Parent/Guardian Balanced Calendar Grant Presentation
19 May 2022	• Balanced Calendar Grant Presentation
27 June 2022	• AWSP/WASA Conference Balanced Calendar Presentation
18 July 2022	• OSPI Cabinet Presentation
11-12 Oct. 2022	• Fall Balanced Calendar Summit
8 Feb. 2023	• Balanced Calendar OSPI Graduation Equity Webinar
18 April 2023	• Statewide Networking Event



With
support
from:

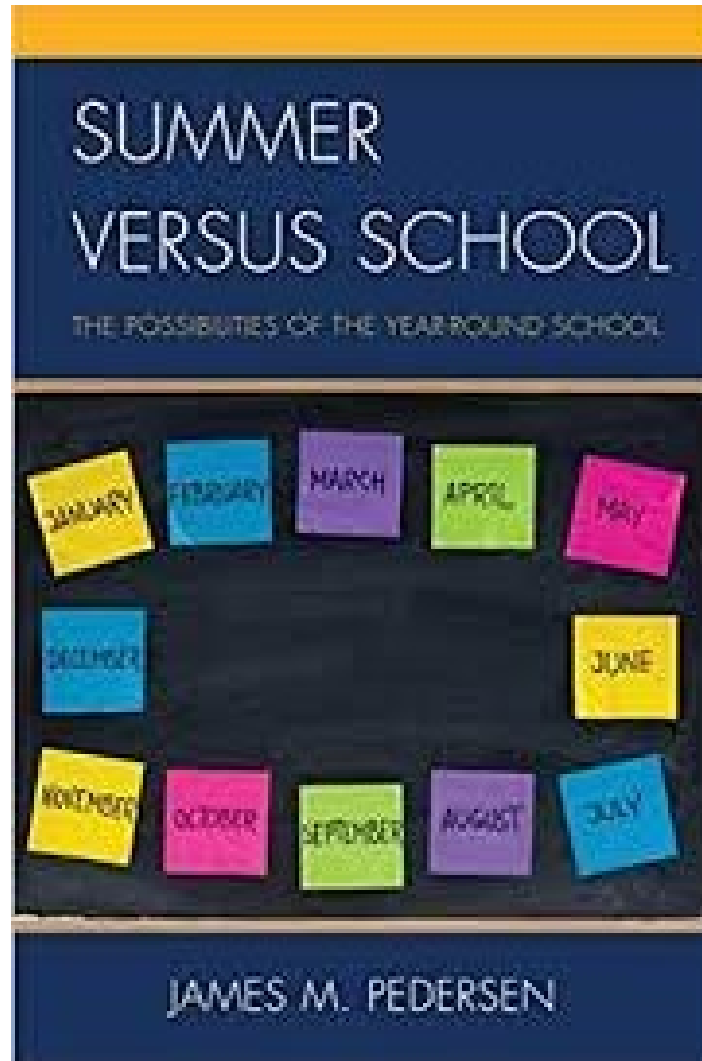
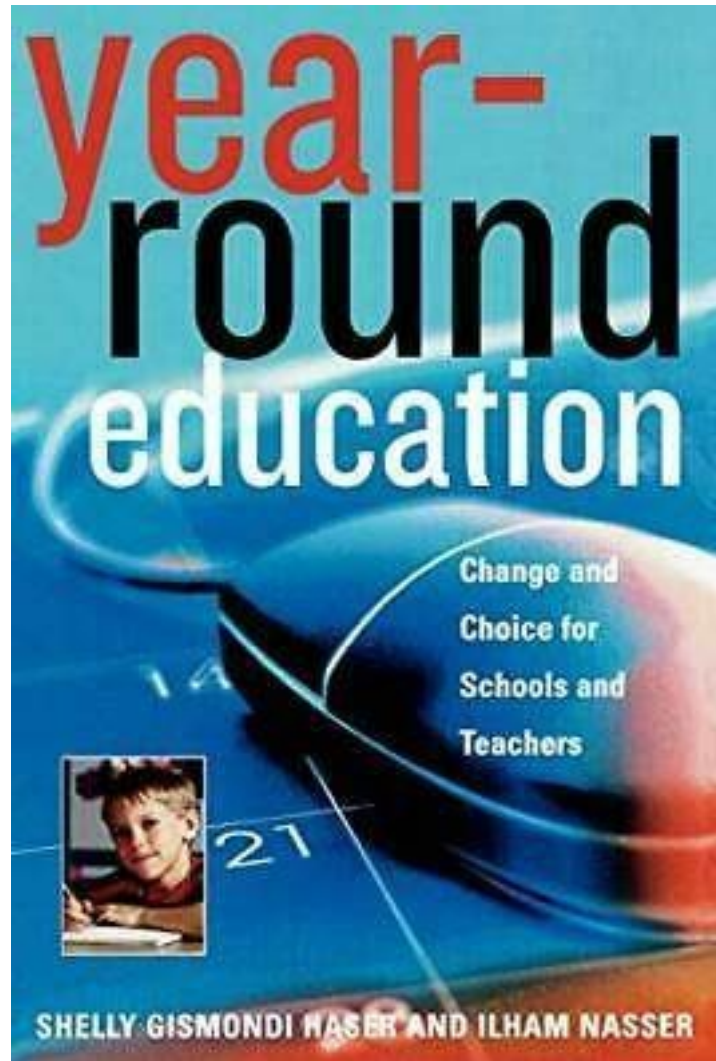


- Susan Bell – Regional Hub Leader
- Jeanette Ozuna – Regional Hub Leader
- Sharon Bower – Regional Hub Leader
- Jessica Vavrus – WAESD
- Sare Webster – WAESD
- Shayna Burmeister – WAESD
- Kevin Chase – ESD105
- Dana Anderson – ESD113
- Steve McCullough – ESD123
- Scott Seaman – AWSP
- Joel Aune – WASA
- Mike Nelson – WASA
- Sally McNair – WEA
- Tim Garchow – WSSDA
- Carolynn Perkins – Bremerton Schools Board of Ed
- Phyllis Frank – Special Contributor

District Support



25 Individual
District
Consulting Calls



Book Studies

Three Different Book Studies – 14 Learning Sessions

Benefits to a Balanced Calendar

**SUBSTITUTE
TEACHER
SHORTAGE**

IMPROVING
TEACHER
MORALE

Addressing
**Unfinished
Learning**



ACCESS





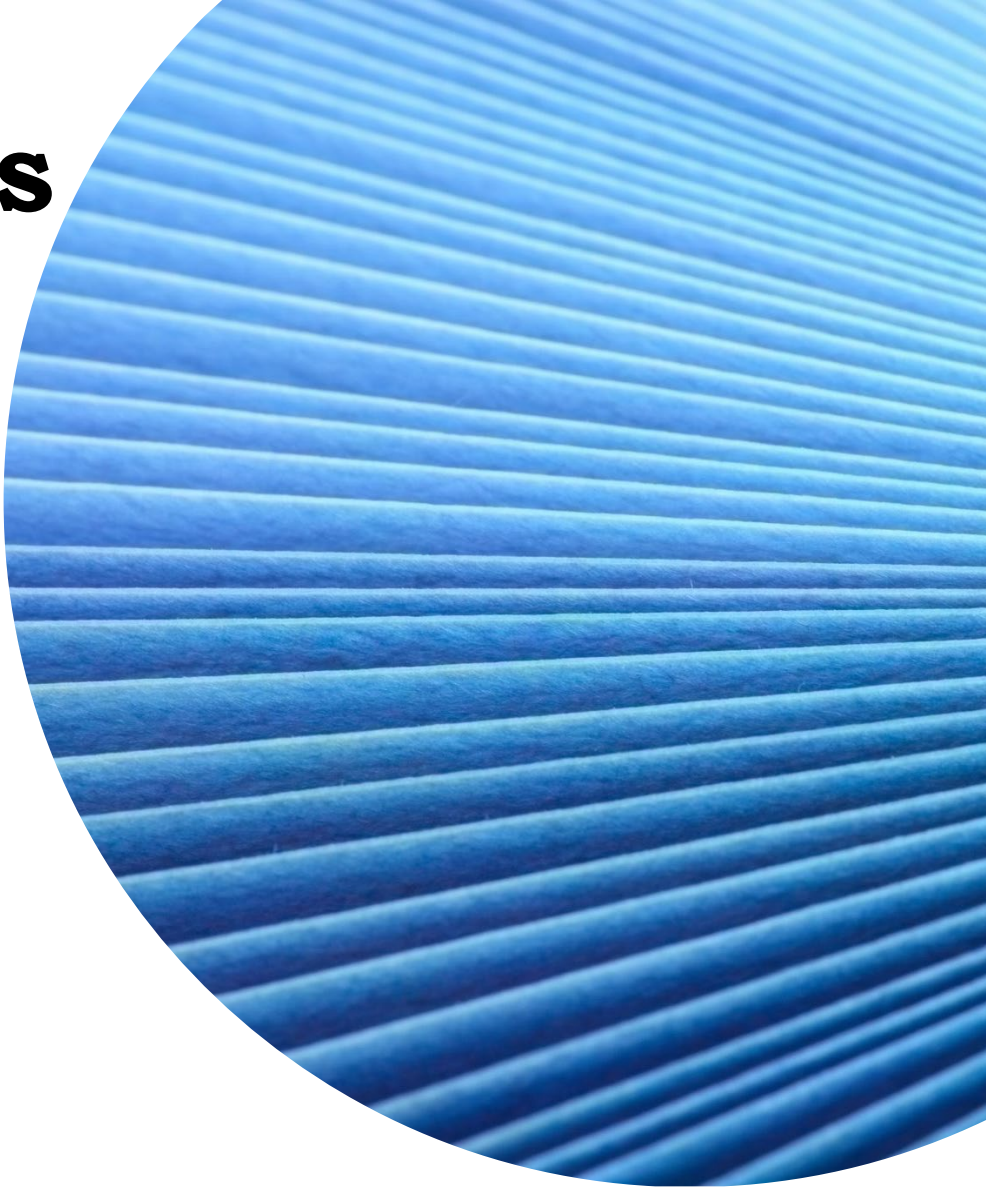
The Why...continued...

- The amount of knowledge that is lost during a summer break by children is paramount (Cooper, Charlton, Valentine, & Muhlenbruck, 2000).
- The extent of summer learning loss becomes more dramatic as students get older (Cooper, 2003).
- Hattie (2009), stated with an effect size of **-0.09** summer, has a negative impact on all kids. Hattie also stated techniques at **0.4** or better will have the greatest impact.
- **Smith (2012) indicated that two-thirds of the achievement gap in 9th grade can be attributed to the amount of required time it takes a teacher to reteach and review what was learned prior to the summer intermission.**
- All children attending school on the traditional calendar, according to Cooper et al., (2000) lose an average of 2.6 months of math skills during the summer break annually.
- **We are being asked to remediate the learning gaps that the traditional calendar creates. School districts across the nation are spending millions of At-Risk and Title funds to help close the learning gaps we are contributing to each year.**



Common Concerns

Balanced School Calendars Require More School Days	Athletics	Summer Employment for Staff
Summer Employment for Students	Annual Summer Cleaning	Balanced School Calendars Eliminate Summer
Cost	Family Traditions	Traditional School Calendars Are More Equitable
Balanced Calendars Are More Challenging for Blended Families	Balanced Calendars Only Benefit Struggling Students	



Steps for Successful Calendar Reform

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



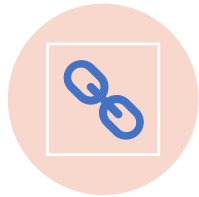
Call on a local expert
or connect with
NAYRE



Communicate often



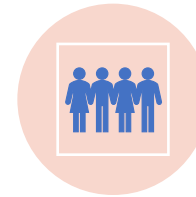
Hold informational
sessions



Link with your local
educational partners

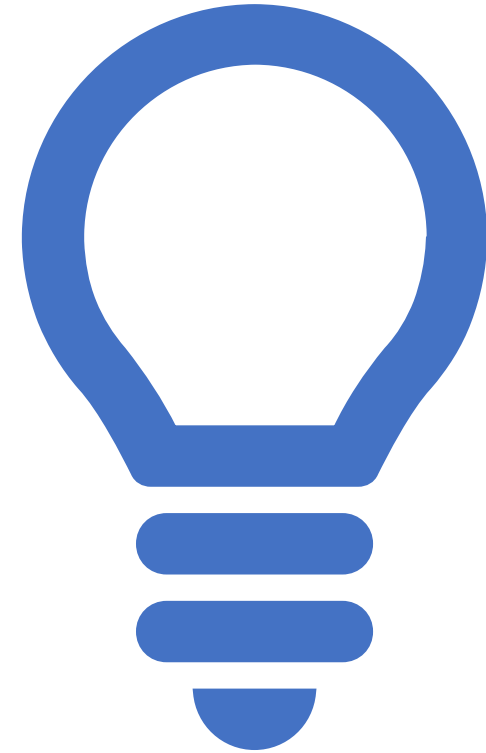


Connect with local
and State level
lawmakers



Work with and
inform your
community

Current Research



Academic Research

The Impact of Summer Programs on Student Mathematics Achievement: A Meta-Analysis (2022)

The authors produced a meta-analysis of 37 studies of summer math programs in mathematics, ranging in grades from pre-K–12. The focus of this analysis sought to determine if student achievement was found in summer math initiatives. The results showed that “children who participated in summer programs that included mathematics activities experienced significantly better mathematics achievement outcomes compared to their control group counterparts.” This study also revealed that achievement was found in different social-economic settings. Finally, their findings suggest that “summer programs are a promising tool to strengthen children’s mathematical proficiency outside of school time.”

Lynch, K., An, L., & Mancenido, Z. (2022). The Impact of Summer Programs on Student Mathematics Achievement: A Meta-Analysis. Review of Educational Research.



Academic Research

Young African American Scholars Make Reading Gains at Literacy-Focused, Culturally Relevant Summer Camp that Combats Summer Reading Loss (2021)

A summer camp designed to assist students with learning loss was studied to determine effectiveness. The students participated in the, “Children’s Defense Fund’s Freedom Schools, [which was] a free, six-week, literacy-focused, culturally relevant summer camp [to address] summer reading loss.” The program consisted of over 100 hundred students from grades 3-5 who attended three different summer programs who were given a pre and post test. The results showed, “that the literacy-focused summer camp provides students with an academically enriching opportunity that may help prevent summer reading loss, particularly for students in Grades 3–5, who experienced small gains on average in vocabulary, fluency, and comprehension.”

Mesa, M.P., Roehrig, A.D., Funari, C., Durtschi, S., Ha, C., & Rawls, E.S. (2021). Young African American Scholars Make Reading Gains at Literacy-Focused, Culturally Relevant Summer Camp that Combats Summer Reading Loss.



Academic Research

COVID-19 school closures and educational achievement gaps in Canada: Lessons from Ontario summer learning research (2021)

This study explored the effects of the pandemic on student achievement in cohorts of over 12,000 students from Canadian elementary students. The paper references previous research regarding how extended period of time out of school can be counter-productive and connects that research to the effects of COVID-19 especially in the areas of literacy and numeracy skills. A meta-analysis was conducted and found, “learning loss of 3.5 and 6.5 months among typically-performing and lower-performing students respectively, and achievement gaps that grow up to 1.5 years among same grade peers.” The authors recommended summer learning programs to address these losses and ameliorate learning loss.

Aurini, J., & Davies, S. (2021). COVID-19 school closures and educational achievement gaps in Canada: Lessons from Ontario summer learning research. *Canadian Review of Sociology*, 58, 165 - 185.



Academic Research

Effects of a Summer Reading Intervention on the Reading Performance of Elementary Grade Students from Low-Income Families (2020)

This study sought to examine the effects of a summer reading program on third grade students from low-income families who were below reading level. The researchers looked at rising second graders and assigned them into two groups - one with the reading program and the other without. The results showed that the scores on the intervention group were significantly higher than the control group.

Beach, K.D., & Traga Philippakos, Z.A. (2020). Effects of a Summer Reading Intervention on the Reading Performance of Elementary Grade Students from Low-Income Families. *Reading & Writing Quarterly*, 37, 169 - 189.



Academic Research

Four-Day School Week Overview (2020)

In 2020, the National Conference of State Legislatures reported that, “the maximum possible cost savings for districts on a four-day week is 5.43 percent, but average savings range from 0.4 to 2.5 percent.” They further go on to add that although most of these adoptions have been in smaller, rural districts, that the positive implications could possibly be brought to larger, urban districts.

<https://www.ncsl.org/research/education/school-calendar-four-day-school-week-overview.aspx>

Social/Emotional Research

One 2018 study in the Journal of School Health found, “that elementary students gain[ed] weight over the summer.” A year later, Mary Ann Liebert published an online article examining the impact of Year-Round and Traditional School Schedules on Summer Weight Gain and Fitness Loss. She found that, “shorter summer breaks appear to have a protective effect on summer weight gain when compared with a traditional 12-week break.” She went on to add, “schools might consider a year-round school calendar for its potential to protect against summer weight gain.”

<https://www.liebertpub.com/doi/10.1089/chi.2019.0070>

<https://ijbnpa.biomedcentral.com/articles/10.1186/s12966-020-01052-0>



Social/Emotional Research

The International Journal of Behavioral Nutrition and Physical Activity also studied “the impact of summer vacation on children’s obesogenic behaviors and body mass index.” The results from their research showed that, “children’s BMI [Body Mass Index] gain accelerates during summer.” Lastly, in 2019, the Sleep Journal studied changes in children’s sleep and physical activity during a 1-week versus a 3-week break from school. The results indicated, “that during breaks children shifted bed and wake times by more than 1 hour on a 1-week and 3-week break. Further, this study showed that the children slept for approximately 20 to 30 minutes more during breaks from school.”

<https://ijbnpa.biomedcentral.com/articles/10.1186/s12966-020-01052-0>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335866/>



Social/Emotional Research

In the The Dynamic Effects of a Summer Learning Program on Behavioral Engagement in School (2020), the Center for Policy Analysis published a study on how a summer social emotional curriculum benefits students during the regular school year. This program was implemented with, “low-income middle school students and features unusual academic breadth and a social emotional curriculum with year-to-year scaffolding.” Their results showed that their intervention, “led to substantial reductions in unexcused absences, chronic absenteeism and suspensions and a modest gain in ELA test scores.”

Pyne, J., Messner, E., & Dee, T.S. (2020). The Dynamic Effects of a Summer Learning Program on Behavioral Engagement in School.



Social/Emotional Research

In The Effect of School Summer Holidays on Inequalities in Children and Young People's Mental Health and Cognitive Ability in the UK Using Data From the Millennium Cohort Study (2022) the Bio Med Central from the United Kingdom published a study investigating, "inequality changes in children's mental health and cognitive ability across the summer holidays." Using linear and logistic regression analysis, the researchers interviewed students before and after the summer holiday. The research, "found inequalities in mental health and cognitive ability according to maternal education, and some evidence of worsening mental health and mental health inequalities across school summer holidays."

Kromydas, T., Campbell, M., Chambers, S., Boon, M. H., Pearce, A., Wells, V., & Craig, P. (2022). The effect of school summer holidays on inequalities in children and young people's mental health and cognitive ability in the UK using data from the millennium cohort study. BMC public health, 22(1), 154. <https://doi.org/10.1186/s12889-022-12540-2>



Doctoral Dissertations

A Qualitative Study Examining the Perceptions of Special Education Team Members Regarding the Impact of the Four-Day School Week on Students Who Receive Special Education Services

Data (2022)

This researcher studied four-day and five-day school modes as it impacted the area of Special Education in one Midwestern state. The design included collecting surveys and interviews of special education staff and special education administrators. The results showed that, “the four-day school model was also perceived by special education team members as positive in association with student achievement.”

[https://www.proquest.com/docview/2707659445?fromopenview=true
&pq-origsite=gscholar](https://www.proquest.com/docview/2707659445?fromopenview=true&pq-origsite=gscholar)



Doctoral Dissertations

A Comparison of Academic Achievement for the Four-Day and Five-Day School Week in New Mexico (2022)

This study followed the student scores for English and math from two different districts. One of the districts operated on a four-day school week while the other operated on a five-day school schedule. The research was conducted in New Mexico with 89 public schools within the state. The results showed no statistical impact from the two cohorts of students suggesting that the four days of school was just as effective for students as five days of instruction.

Whipple, M. A. (2022). A comparison of academic achievement for the four-day and five-day school week in new mexico (Order No. 29326091). Available from ProQuest One Academic. (2701100685). Retrieved from <https://login.delval.idm.oclc.org/login?url=https://www.proquest.com/dissertations-theses/comparison-academic-achievement-four-day-five/docview/2701100685/se-2>



Doctoral Dissertations

Stakeholder beliefs, satisfaction and assessments of school climate after implementation of a year-round calendar(2021)

A Tennessee public K-12 school that implemented a year-round calendar was studied over a six year period. The participants were made up of students, parents and teachers and were surveyed regarding their opinions of school climate over that time. Based on the data collected suggested that, “satisfaction levels increased after the implementation of YRS and school climate improved.”

<https://www.proquest.com/docview/2509688015/AAF492AFDDB54F2DPQ/7?accountid=10488>



Doctoral Dissertations

How Teachers Feel Missouri School Schedules Affect Teachers Morale:
A Qualitative Descriptive Case Study (2021)

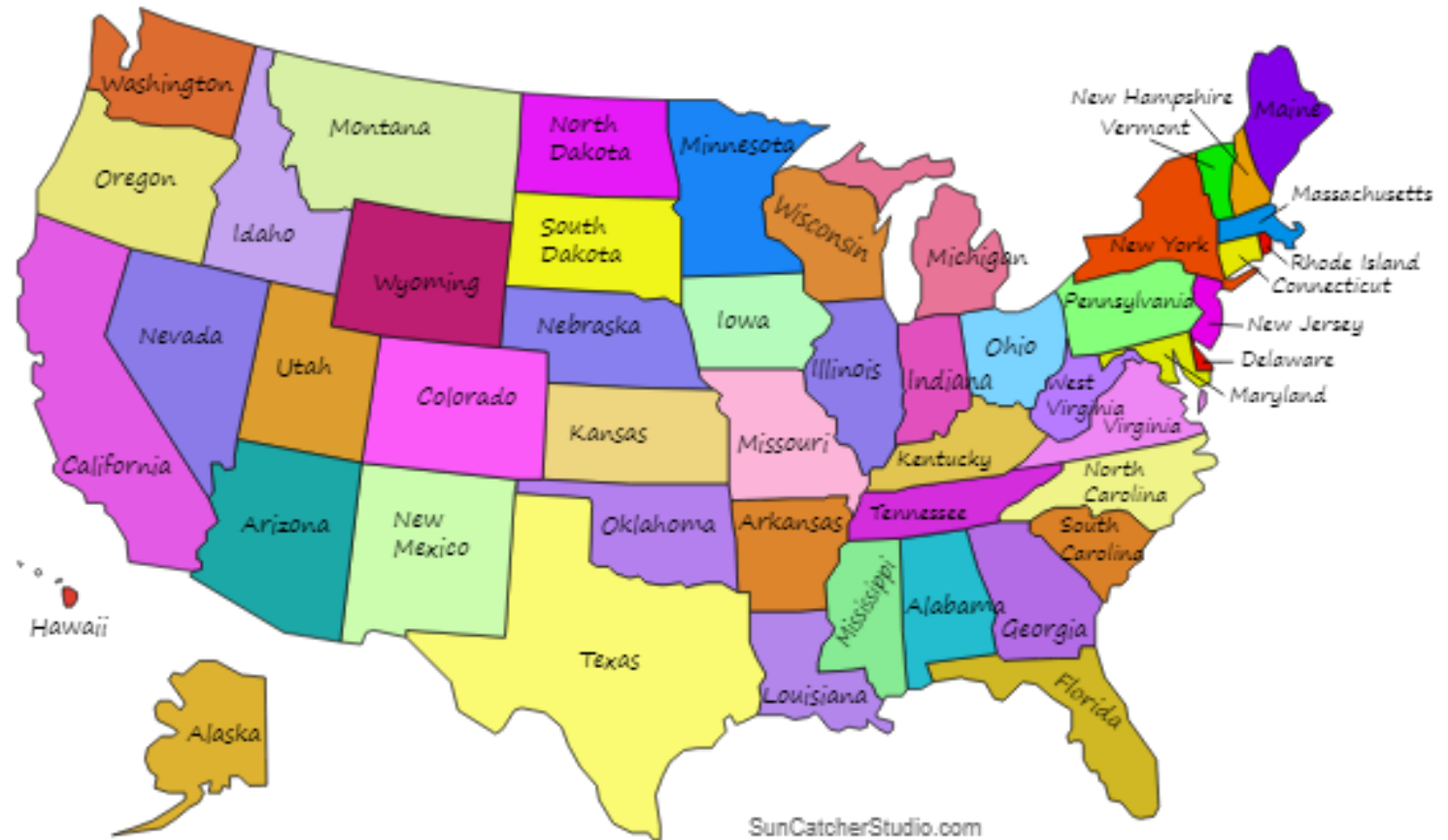
Teachers from Missouri elementary schools volunteered to participate in study, “to understand how different types of school schedules calendars can affect teacher's morale.” The data included interviews and surveys and was collected from the teachers. The results showed that teachers from the year-round schedules increased employee morale and retention.

Smith, T. (2021). How teachers feel missouri school schedules affect teachers morale: A qualitative descriptive case study (Order No. 28867115). Available from ProQuest One Academic. (2650005431).

Retrieved from

<https://login.delval.idm.oclc.org/login?url=https://www.proquest.com/dissertations-theses/how-teachers-feel-missouri-school-schedules/docview/2650005431/se-2>

Balanced Calendars Around the United States





Local Testimony:
What went well,
recommendations,
and pitfalls to
avoid...

Wow, wow,
super, wow!

You Rock!



WASA/AWSP 2023 Summer Conference