



# Student & Staff Centered Calendar

BALANCED CALENDAR 101

BREMERTON SCHOOLS

MAY 18, 2022

Your questions  
are important  
to us...

Submit your questions to the Google form. Questions will be answered, and responses will be shared with your learning community in the future.



# Who is in the room?

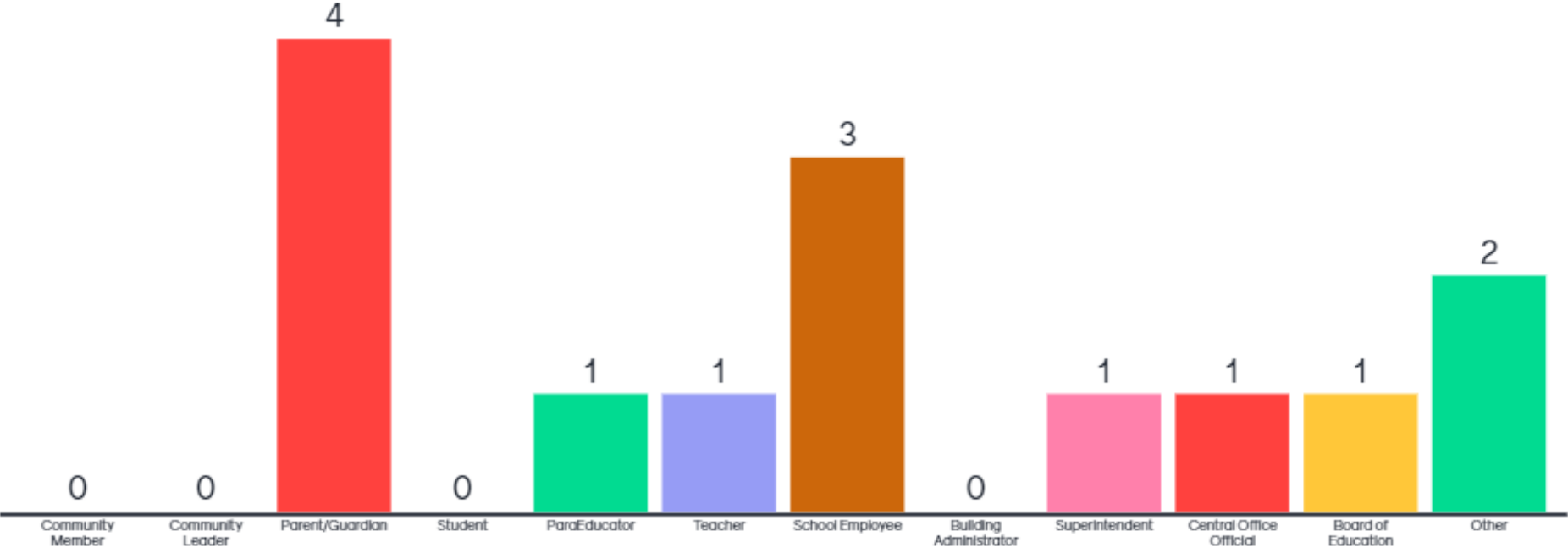
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Go to [www.menti.com](https://www.menti.com) and use the code **2166 2815**

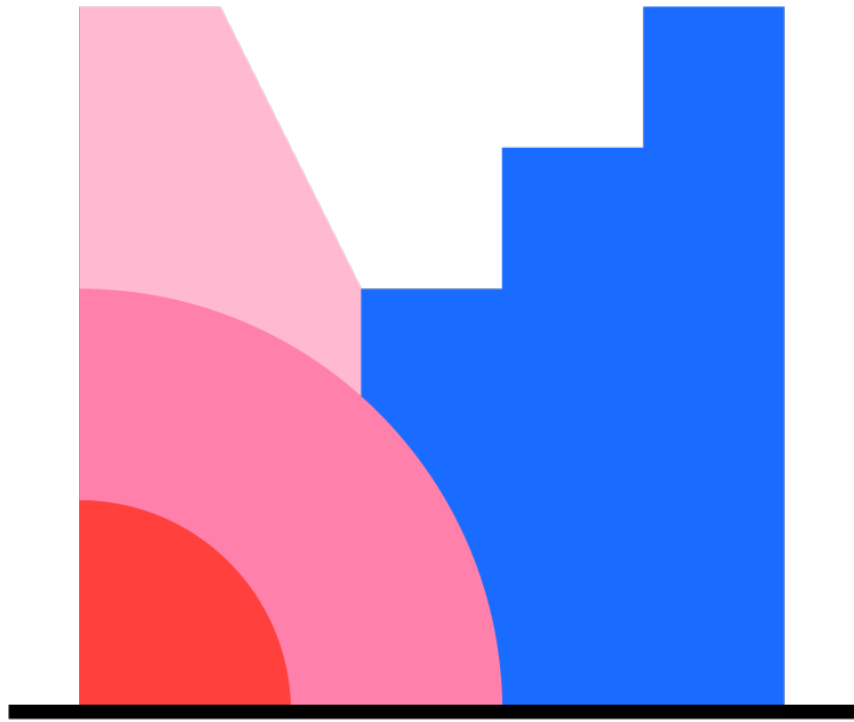


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# Who is in the room today? (Select your best fit)



Go to [www.menti.com](http://www.menti.com) and use the code **2166 2815**



**Mentimeter**

What do you  
hope to learn  
today?

# What do you hope to learn today?



What does a balanced calendar look like for Bremerton?

What are going to be the barriers that we will need to overcome?

How does the Balanced Calendar affect the Payroll Department work oad

Advantages and challenges to consider for a balanced calendar.

How we can best meet the needs of our kids through a school calendar?

What obstacles are there to implement this?

Realistic expectations of support and school staff (non-teachers) that are now required to cover 365 days of potential learning compared to the 182 school year calendar currently in use

Can we rotate students versus them having a designated year assigned to them?

How does a balanced calendar looks like for school?

# What do you hope to learn today?



What schools are currently doing a balanced calendar here in Washington?

What is balanced Calendar and how does it affect a district employee with no student in the district

How would the school district deal with being on a balanced schedule if other districts in the county are on traditional schedules, specifically for things such as sports.

Is there a reason for using the words low income compared to middle income.?

What challenges have schools with the balanced calendar faced, especially the initial years of implementing it?

# Contact Information

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# Setting the Stage

<http://gohps.net/bcsummerlearningloss>



# Calendar Reform

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**We are being asked to remediate the learning gaps that the traditional calendar creates.**

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

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

# What is a balanced calendar?



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



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



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

## The Why...

- The amount of knowledge that is lost during a summer break by children is paramount (Cooper, Charlton, Valentine, & Muhlenbruck, 2000).
- The extent of summer learning loss becomes more dramatic as students get older (Cooper, 2003).

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

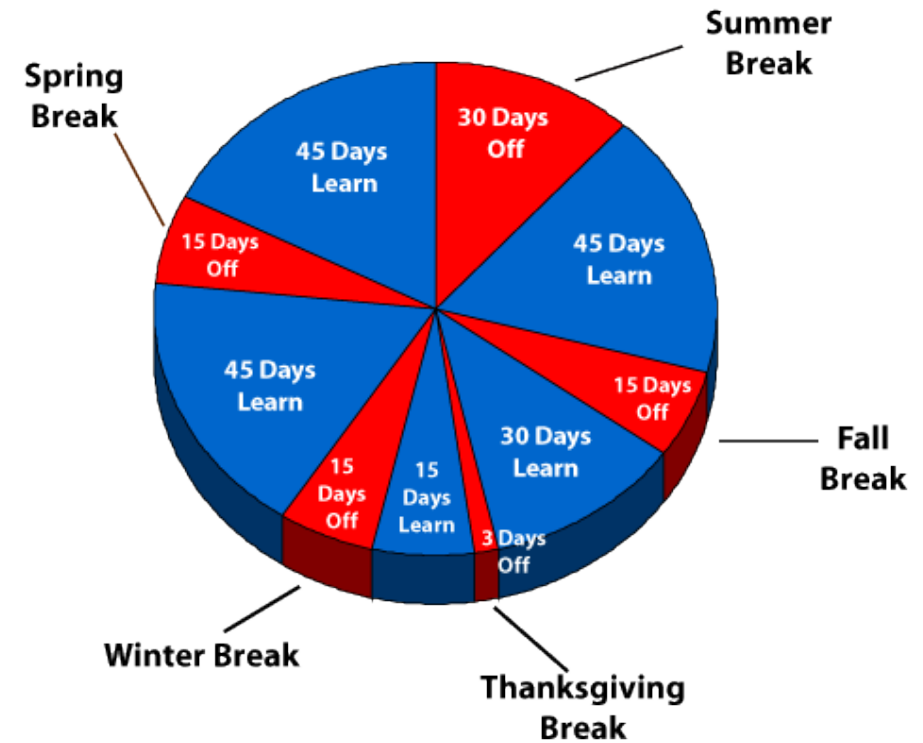
- **Smith (2012) indicated that two-thirds of the achievement gap in 9th grade can be attributed to the amount of required time it takes a teacher to reteach and review what was learned prior to the summer intermission.**
- All children attending school on the traditional calendar, according to Cooper et al., (2000) lose an average of 2.6 months of math skills during the summer break annually.
- **We are being asked to remediate the learning gaps that the traditional calendar creates. School districts across the nation are spending millions of At-Risk and Title funds to help close the learning gaps we are contributing to each year.**

# Balanced Calendar

## Strengths

- Continuity of Instruction = Quality
- Planning and Preparation
- Intersession for Remediation & Balanced Calendar Enrichment
- Reduces Summer Learning Loss (Summer Slide)
- Improvement in Teacher Attitudes
- Less Teacher Burnout – More Frequent Breaks
- Positive impact to the nationwide substitute shortage

## 45/15 Balanced Calendar



# What Balanced Calendar employees say is also backed by research!

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



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



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



ENHANCING THE CLIMATE OF PROFESSIONALISM



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



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

# Benefits of the Balanced Calendar

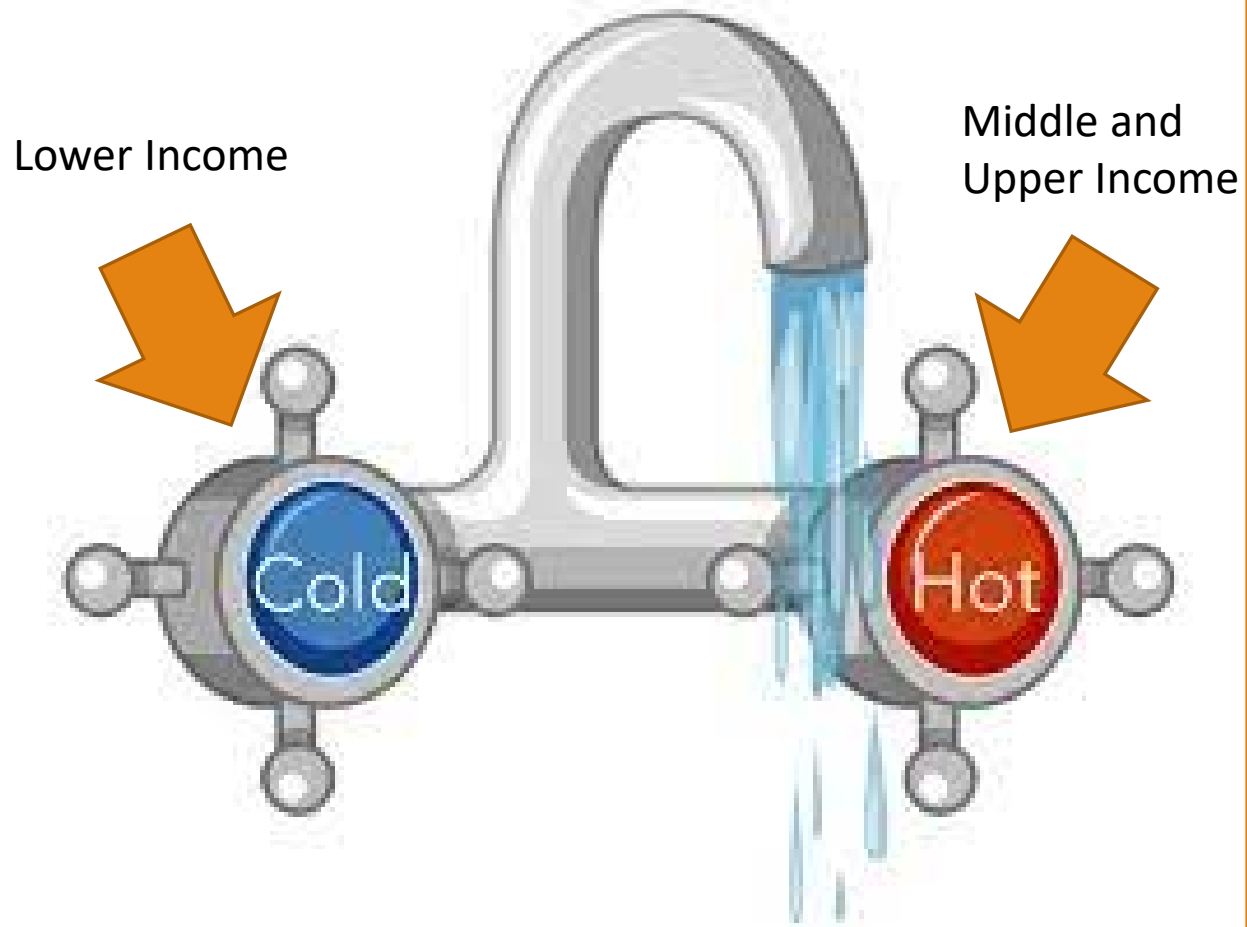
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In schools offering intersession programs during the vacation periods, teachers credit the intersession instruction with enhancing and supplementing the regular curriculum (Haser & Nasser, 2005; Quinlan, George, & Emmett, 1987).

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

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

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



## Theoretical Framework: Faucet Theory

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



# Current Research

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Seeking to better understand the relationship between the balanced school Calendar and summer learning loss, I asked the following research questions:

1) To what extent does the length of summer recess impact student mathematical learning retention?

**Pre-test/Post-test comparison quasi-experimental quantitative research design**

2) Is there a relationship between student mathematical learning retention and economic status of students, gender, intersession attendance, and academic calendar?

2016 National Dissertation of the Year:

**National Council of Professors of Educational Administration**

# The Results: Multiple Regression

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- ❑ Gender did not make a difference
- ❑ The school a student attended made a difference
- ❑ The Balanced Calendar is good for **all** children not just “at-risk” students
- ❑ All students on average did better on the pre-test
- ❑ Attending math camp, engineering camp, or summer school mitigates summer learning loss

# The Results: T-test

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School	Mean Test Results			Mean Difference
	Pre-test Mean (Spring)		Post-test Mean (Fall)	
Traditional	41.94	12-weeks	34.03	7.913
Balanced	42.88	6-weeks	40.11	2.773
Overall				5.527

# TIMSS Report, 2011 & 2015 (Math)

Country	Number of Instructional Days	Calendar Type	TIMSS 4 <sup>th</sup> Grade Math 2011 & 2015
Singapore	200	Balanced	606/618
Republic of Korea	220	Balanced	605/608
Hong Kong	195	Balanced	602/615
Chinese Taipei (Taiwan)	190	Balanced	591/597
Japan	243	Balanced	585/593



United States	180	Traditional	541/539
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## Impacting Behaviors

Focused and engaged children tend to behave better

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

Brief behavior expectation review following each break

Example Calendars:  
Balanced Calendar  
Schools & Traditional  
Calendar Schools

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

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

## Frequently Asked Questions

Does the Balanced School Calendar have a positive impact on the children that score within the bottom 30% on standardized tests?

- Faucet Theory
- New research indicates the Balanced School Calendar benefits *all* students

How would our families manage two calendars if we only had our elementary students attend a balanced calendar?

- Individualized parenting time

Does the entire District need to transition at once?

- No, however, districts are most efficient when operating on one calendar
- Multi-Track and a School within a School are also considered at times.

With strong partnerships with the ESD, how would we honor IEPs?

Offer make-up sessions in September and May

Pay an ESD employee to service balanced calendar children/Offer comp time for those working in August/June

Allow families to seek their own services to be paid by the district



Does the balanced school calendar require specific adjustments to employee contracts?

No, the entire Holt district has one contract; however, the contract has two different calendars guiding work time.

More FAQs



# More FAQs

If our district/school were to adopt the balanced school calendar, what kind of enrollment numbers do you forecast?

- Waiting list at many grade levels
- Increase in overall numbers
- Better fit with current lifestyles and workloads

# Books to Study

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Children, Schools, and Inequality by Doris R. Entwisle, Karl L. Alexander, & Linda Steffel Olson (1997)

Year-round education: change and choice for schools and teachers by Haser & Nasser(2005)

Balancing the School Calendar: Perspectives from the public and stakeholders by Carolyn Kneese & Charles Ballinger (2006)

School calendar reform by Charles Ballinger & Carolyn Kneese (2009)

Summer versus School: the possibilities of the year-round school by James M. Pedersen(2015)



Once you live it,  
you love it!

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