

Year Round/Continuous Year Calendar

Summary of Research and Evaluation of Local Evidence

Executive Summary

Adams 14 administration has extensively reviewed the body of research relating to Continuous Year Calendars and their impact on student achievement. The following conclusions were reached:

- While there might be some positive achievement impact cited in prior studies, research does not support that calendar is the direct reason for the positive change in student achievement.
- The problems associated with year round/continuous year are greater than any benefits.
- The research suggests that year round schooling (Continuous Year Calendar) is ineffective in improving student achievement and creates additional costs for school districts.

Adams 14 also completed a cost analysis of running a continuous year calendar. Adams 14 found that the cost of early start (July) is approximately \$43,000 and the cost of transportation for choice at Hanson is \$88,000. The total excess cost for the continuous year calendar and choice combined is \$131,000.

Finally, Adams 14 reviewed available data to determine if there was any local evidence to suggest academic progress at Hanson since the transition to continuous year/K-8 structure. The evidence does not suggest there is an increase in student achievement, student attendance, or parent satisfaction as a function of the transition.

The early start cannot be justified by noting that CLA also starts early and Adams 14 needs to compete directly with CLA. In fact, CLA is full and maintains an extensive waiting list for students. Competition is unrealistic and should not be considered when making management decisions.

Review of National Research

What Happens to Summer Learning in Year-Round School? Paul T. von Hippel, Ohio State University, submitted to *Sociology of Education*, October 2006.

This is the latest, and most comprehensive, study regarding the academic impact of year-round school calendars. It compares learning rates in year-round and nine-month schools. In the introductory abstract for the study, Mr. von Hippel summarizes the overall findings:

During summer, children learn more quickly in year-round schools than in nine-month schools, but during the rest of the year, children learn more quickly in nine-month schools. On balance, over a twelve month period, children learn about as much in year-round schools as in schools using a nine-month calendar. The results fit the view that summer setback is a symptom of disadvantages in children's non-school environments – disadvantages that cannot be eliminated merely by rearranging the 180 days of the academic year.

The study also points out that 40% of year-round schools use the calendar as a way to alleviate overcrowding. They do this through multi-tracking, which means that different groups of students attend the school at different sessions throughout the year on a staggered schedule.

Regarding the claim that the Hanson Continuous Year Calendar can alleviate summer setback due to disadvantages of our lower income students, this study states:

...there is little in the sociology of education to suggest that year-round calendars can remedy the disadvantages apparent during summer vacation. If summer setback is a symptom of deficiencies of children's non-school environments (Downey, von Hippel, and Broh 2004), then year-round calendars do not really address the problem. Year-round calendars do not increase the time that children spend in school, nor do they increase the academic stimulation of children's non-school environments.

You might ask, "What about past research that shows a positive academic impact for disadvantaged students?" The OSU study clearly addresses this. Prior to this study, no study specifically addressed summer learning in year-round schools. Von Hippel suggests that the results of past studies "should be viewed skeptically. The published literature is often biased toward showing that reforms have benefits, because research showing no benefits is harder to publish (Gerber, Green & Nickerson 2000; Gerber & Malhotra 2006).

While there might be some positive achievement impact cited in prior studies, research does not support that calendar is the direct reason for the positive change in student achievement.

Year-Round Education: Is it Worth the Hassle? British Columbia Teachers' Federation, written by Charlie Naylor, Researcher, BCTF Research and Technology Division, 1996.

The report is a response to the implementation of a year-round school pilot program in British Columbia. The summary finds that:

After two years of participation in the pilots and detailed analysis of the literature, we say with some confidence that year-round education is not worth the hassle -- the problems associated with it are greater than any benefits.

Additionally, the report cites specific reasons for opposing year-round schooling:

- The motivation for year-round education, or efficiency scheduling, is economic, not educational. Neither year-round education nor other 'efficiency schedules' significantly improve student learning.
- Academic achievement is rarely improved by year-round schools.
- There is no consensus regarding cost effectiveness of single-track or multi-track schools.

Additionally, the report points out that a dual calendar is impractical for a school district to implement, as is the case in Adams 14:

Dual calendars appear inefficient, as the economies of scale realized with a single organizational system are lost. Data show that communication and professional development are also problematic in the multi-track systems, with teachers being on different tracks. But such problems could also occur with single-track schools, especially where a few schools are on such schedules.

Student Achievement in Year Round Schools, Status Report, Denver Public Schools Office of Program Evaluation, March 2003.

This report brings the data closer to Adams 14. DPS compared student achievement from traditional calendar schools to that of their year round schools. The study found that the comparison of CSAP data shows that "year round students...achieved at a significantly higher level than their peers in traditional calendar schools in three out of twelve tests administered." It continues to state that year round students "are not consistently out-performing their peers in traditional calendar schools." This brief report also suggests that the additional cost of operating multiple calendars was a consideration for discontinuing year round schooling in DPS.

The research suggests that year round schooling (Continuous Year Calendar) is ineffective in improving student achievement and creates additional costs for school districts.

Cost Analysis for Early Start

Adams 14 completed a analysis of the cost accrued because of the continuous year calendar. The additional cost is mostly due to the early start which requires services be provided twice, once for Hanson staff and once for the rest of the district.

The following categories were analyzed for cost: transportation, energy use, literacy consultants, inductions, benefits for trainers, and curriculum training. The table below shows the approximate cost of each of these categories.

Transportation July Start	\$9,175
Energy Usage - Air Conditioning	\$3,700
Additional Lindamood Professional Development- 2 days - teacher/para training	\$4,000
Lindamood Bell Consultant on-site	\$20,000
Induction training/support off schedule - 2 reading/Dibels coaches - 3 days & 2 Full Day Kindergarten coaches 1 day	\$3,000
Benefits @ 25%	\$1,750
Curriculum Updates off-schedule 3 days/TOSA + benefits	\$1,500
Total	\$43,125

Review of Local Evidence

Adams 14 reviewed a variety of local evidence to determine whether the continuous year/K-8 model has resulted in changes in student achievement, student attendance, or parent satisfaction. To determine whether any changes have occurred the following data were reviewed: English Language Learner transition rates, school accountability report calculations, overall student achievement, growth on DIBELs, Colorado Growth Model, student attendance (specifically January), and parent satisfaction.

The review of the available evidence does not suggest any measurable positive impact of the continuous year/K-8 model. In fact, in some areas the correlation is negative.

English Language Learner Growth

There does not appear to be a positive impact from continuous year calendar on the acceleration of English Language Learners to English. A review of two periods of ELL growth data: one period before the change to continuous year calendar (2003-2004) and one year following the transition to continuous calendar (2005-2006), do not support the claim that the continuous year calendar results in increased English fluency. One-year fluency growth was compared for students moving from Non-English Proficiency (NEP) to Limited English Proficiency (LEP) between the two periods. One-year growth was compared for students moving from LEP to Full English Proficiency (FEP). The table below shows the results of that comparison. The results of this comparison suggests the change did not result in an increase in students moving to English fluency.

	2003-2004	2005-2006
NEP to LEP (or FEP)	31% (n=18)	19.5% (n=15)
LEP to FEP	24.7% (n=18)	11.2% (n=10)

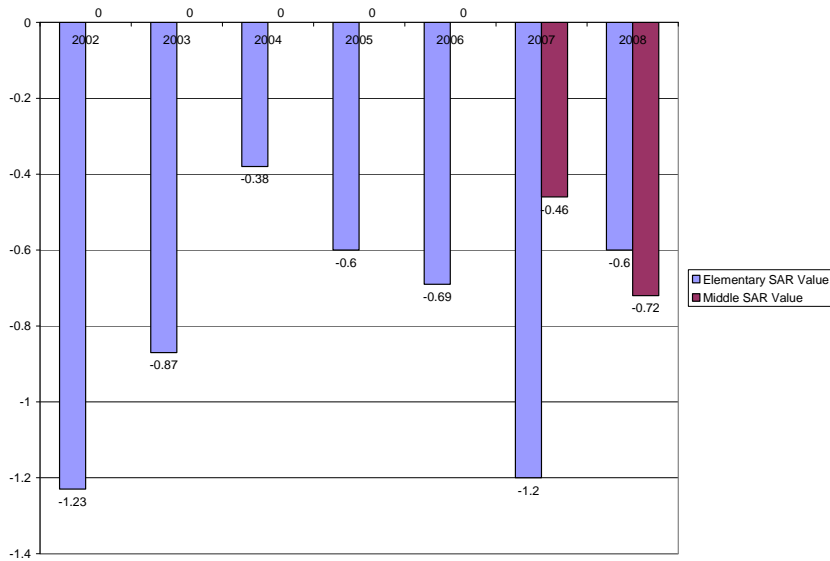
At the behest of Hanson administration an analysis of five years of student Language Proficiency was undertaken. The analysis only looked at NEP students that were enrolled in Hanson in both 2003 (during October Count) and 2008 (during October Count). In other words, the students have six years worth of Language Proficiency reported on October Count. The analysis identified 32 students that meet the minimum criteria. Of those 32 NEP students, after five years 15.5% (n=5) were classified as NEP, 69% (n=22) were classified as LEP, and 15.5% (n=5) were classified as FEP. The table below compares this rate to NEP students who attended other schools in both 2003 and 2008.

	Hanson (n=32)	Other Schools (n=49)
NEP	15.5% (n=5)	6% (n=3)
LEP	69% (n=22)	74% (n=36)
FEP	15.5% (n=5)	20% (n=10)

Student Achievement (School Accountability Reports)

School Accountability Results (SAR) between 2002 and 2008 do indicate a trend of increasing student performance. In fact, from 2003 (when Hanson achieved an “Average” rating) to 2007 the rating slipped three fold. The SAR rating for Hanson Elementary recovered in 2008 (see graph below). Hanson Middle School has had two years of rating.

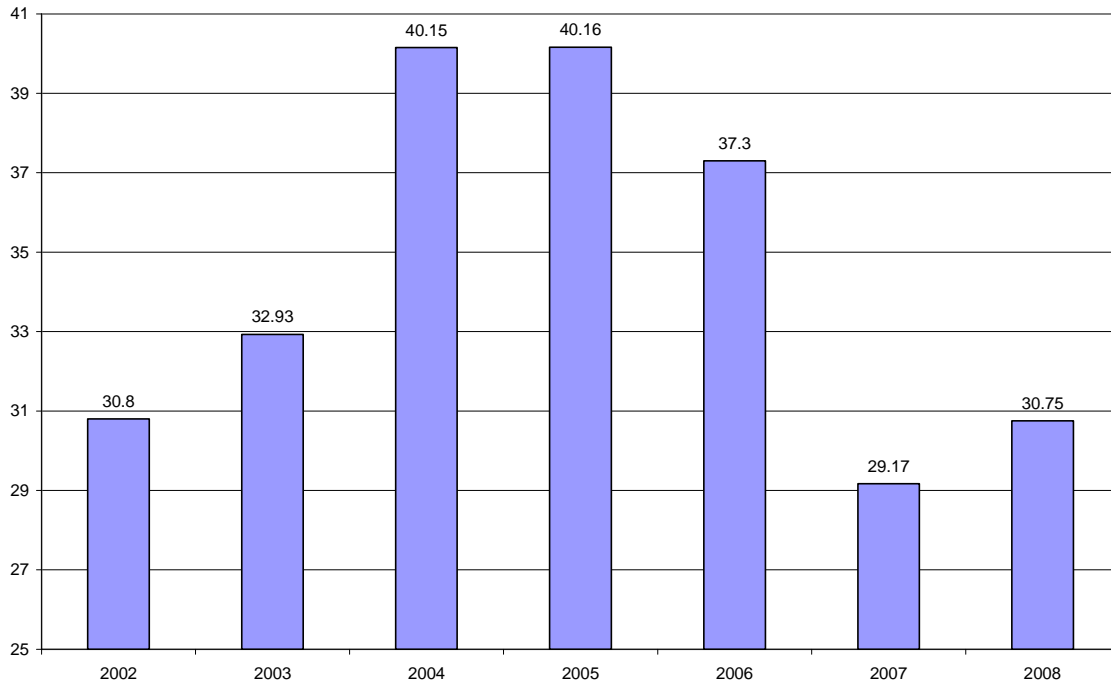
In year one (2007) Hanson Middle received an “Average” rating. In year two (2008) Hanson Middle received a “Low” rating as the SAR value slipped considerably.



Student Achievement (CSAP Overall)

In 2008 the Pacesetter Award was given to Hanson PK-8. The pacesetter is given to the school with the greatest one year growth in overall CSAP. The district as a whole decreased in 2008, but Hanson PK-8 made small gains. However, Hanson has decreased in proficiency 10% since 2004 (see graph below). A greatest proportion of students since 2002 were proficient in 2005, the final year of the traditional calendar.

CSAP Proficiency



Student Achievement (Growth Model)

The Colorado Growth Model is effective method to measure growth from 2007 to 2008. The table below shows the result of the Colorado Growth Model data for transition from 5th to 6th grade. For the Colorado Growth Model a score of 35-60 is typical and above 60 is high. Hanson shows higher results in one area, writing. In both reading and math Hanson results around approximately typical growth and lower than KMS.

	Reading	Math	Writing
Community Leadership Academy	36	46	57
Hanson	43	53	72
ACMS	24	32	33
KMS	55	73	56

Over SAR growth for Hanson Elementary was “Low” for 2008 and for Hanson Middle it was “Typical”. At the elementary level there were several schools that showed “Typical” growth this year and at the middle level KMS showed “High” growth.

DIBELs Growth

DIBELs is a reading assessment given to students K-5. A stronger indicator for reading performance is *Oral Reading Fluency (ORF)* on the DIBELs. To measure school impact Adams 14 routinely compares the ORF scores from the end of two consecutive years. It is expected that a school or grade-level that had high performance would move students from “Intensive” the lowest category to “Strategic” the next highest category or all the

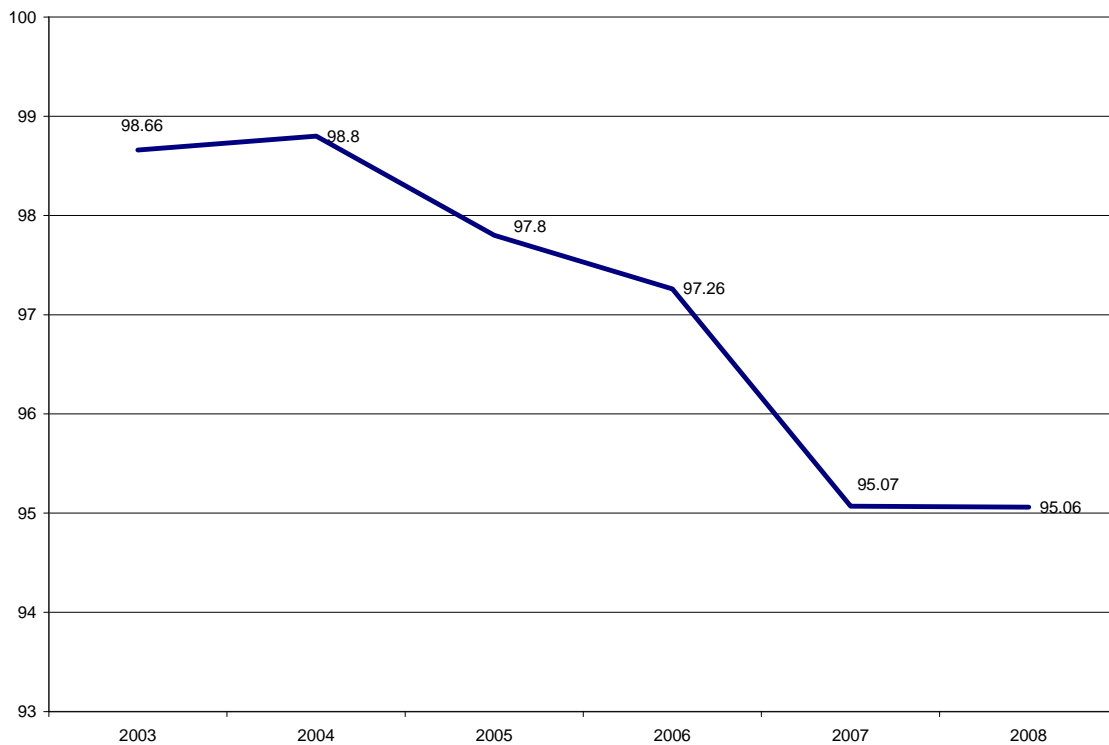
way to “Benchmark” within one year. Only grades 2-5 are evaluated because ORF is significant at these grades.

The end of 2007 was compared to the end of 2008 at Hanson, which included a total of 96 matched students. At the end of 2007 34% (n=33) students were in the lowest category (Intensive). The middle category (Strategic) included and 36% (n=35), while the highest category included 30% (n=28). At the end of 2008 42% (n=40) were now in the lowest category, 23% (n=22) were in the middle category, and 35% (n=34) were now in the highest category. An increase of 5% in the Benchmark category is important to note, but equally important is the 8% increase in students in the Intensive category.

	2007	2008
Intensive	34%	42%
Strategic	36%	23%
Benchmark	30%	35%

Student Attendance

A review of six years of January attendance for Hanson suggests a decrease in student attendance since the transition to a continuous year calendar with a longer holiday break. The decrease is not significant, but the data do not indicate a positive impact on attendance relating to the implementation of the continuous year calendar.



Parent Satisfaction

Adams 14 examined data from the Parent Satisfaction Survey from 2005-2008. The 2005 survey is in the final year of the traditional calendar and the 2006-2008 are with continuous year calendar. There are no differences on Hanson parent satisfaction on any of the 30 survey items. An identical analysis for the other elementary schools showed the same results for other schools (no differences for 2005-2008 on any parent satisfaction items).

No differences between the parental satisfaction numbers at Hanson or other elementary schools could be identified.