Executive Summary:
In 2017 and 2018, Peoria Public Schools formed a balanced calendar committee to explore the development and implementation of a balanced calendar for Peoria Public Schools. That committee conducted several meetings and met with various stakeholders to discuss balance calendar. That committee collected concerns and data from the various stakeholders and concluded that the implementation of a balanced calendar should be paused until such time as all of Peoria Public School's buildings could be outfitted with air conditioning. As a result, the development of a balanced calendar was placed on hold.

Peoria Public Schools has been working diligently to install air conditioning in our buildings over the last five years. These projects are scheduled to conclude in the summer of 2021. The balanced calendar committee was re-started to review the implementation of balanced calendar for Peoria Public Schools.

Due to the negative effects of COVID-19 on student learning, Peoria Public Schools has been exploring and implementing various ways to overcome this learning loss. We believe that balanced calendar will lend itself well to overcoming learning loss and to provide desperately needed remediation.

What is balance calendar?
Balance calendar features a shorter summer break, but apportions those days throughout the school year. This produces more frequent breaks and limits long periods of in-session days with longer vacation days providing a more balanced frequency of in-session days with days on break. The longer breaks throughout the year allows a student to attend an "intersession" if necessary for remediation or enrichment opportunities during the learning cycle.

The pie charts compare the distribution of instructional days and days out of session on a nine-month traditional calendar vs. the distribution of school days on a balanced calendar. Both calendars represent 180 days of instruction, however the difference is the distribution of days.
Why is balance calendar beneficial?
A balanced calendar can provide additional intervention learning options for students that will help with learning loss during COVID and a long summer break. Reducing the amount of time students are out of school for extended periods of time will provide opportunities for students to stay on track and continuity of learning. Summertime can be intellectually detrimental for students without intellectual stimulation, enrichment, or reinforcement during the summer. Schools can provide remediation and enrichment for students during the breaks so that students have opportunities to relearn material, practice skills, catch up or experience nonacademic enrichment activities continuously throughout the year. Increased opportunities for enrichment or acceleration will be available that may not be an option during the regular school session. A balanced calendar may be particularly beneficial for students from low-income families as higher achievement is associated with higher achievement for economically disadvantaged students.
A balanced calendar offers longer breaks throughout the year that prevents burnout of both teachers and students. The breaks allow for great opportunities for family travel throughout the year instead of relying on holiday, spring, and summer breaks. Staff that live in different districts reported a greater opportunity to be involved in their child’s school during the intercession breaks.

Superintendent’s Charge:
The Balanced Calendar Committee will revisit the feasibility of providing a balanced calendar schedule starting with the 2021-22 2022-23 school year to address COVID-19 learning loss and accelerate learning.

In December of 2020, the balance calendar committee reconvened to explore the superintendent’s charge to explore balance calendar. That new committee consisted of the remaining members from the original balance calendar committee along with some new members. This core team developed and identified the strategies, framework, organizations and individuals who will be invited to join the balance calendar committee. The core team developed a 3 tier model for the committee consisting of the core team, an impact committee and several sub-committees.

Core team:
Members will consist of district administration who will determine timeline, create impact committees to gather feedback, communicate to all stakeholders, distribute surveys and compile results, and develop a recommendation based on feedback from all stakeholders. Ongoing updates will be provided to superintendent and Board of Education.

Impact committee:
Members will consist of various stakeholder groups (certified and non-certified staff, board members, community members, parents, building and district administration). Groups will be established to engage in dialogue to determine pros/cons/considerations for a balanced calendar adoption in the school year 2021-22. A core team representative will lead the discussion, gather input and compile information from each impact group. Information will be used for a final recommendation to Dr. Kherat.
**Sub-committees:**
The sub-committees are smaller groups lead by members of the core team and impact committee. Additional stakeholders were invited to these various groups to focus on a single topic, identify the concerns and to develop solutions for these concerns.

The Peoria Public Schools Impact committee along with the various sub-committees met regularly throughout January and February 2021. Each sub-committee developed solutions to the concerns collected from various stakeholders. These sub-committees concluded that most aspects of the operations of Peoria Public Schools would remain unaffected by the implementation of a balance calendar, however, there are six key areas that could be impacted by a balance calendar:

1. Buildings & Grounds
2. Finance
3. Staffing
4. Athletics
5. Students/Achievement
6. Community Activities

The following progress report was developed from the solutions created by the various sub-committees. Please reference the sub-committee concerns and solutions document attached in appendix B.
Dr. Kherat’s charge to examine the feasibility of implementing a balanced calendar has been fully embraced by the Building and Grounds subcommittee. The committee met five times in January and February to problem solve and begin planning for the change from the traditional calendar to the balanced option. While the sub-committee identified impediments to implementation of a new calendar, there was also the recognition that none of these barriers were so difficult that they could not be overcome. Many of the issues centered on making sure that the multiple tasks typically executed over the summer break could be accomplished through a 4-quarter plan.

The members of the sub-committee that work in the Building and Grounds Department created a master list of tasks done annually in a building and then embedded them in a 4-quarter plan (See attached). Other issues like staffing, construction projects, and equipment availability were all issues the committee members determined could be done with careful planning.

Relatedly, communication takes on heightened importance with a balanced calendar. To enhance communication the committee believes a shared calendar should be created to communicate building events to Building and Grounds. Converting from the traditional school calendar to a balanced calendar will take thoughtful effort, however, the B & G subcommittee do not foresee any issue that cannot be overcome with planning and communication.
**Staffing**

**Core team members:** Coleman, Cobb  
**Impact team members:** Mary Fran Wessler, Dr. Ike, Jeff Adkins-Dutto, Geri Hammer, Doug Shaw/BOE

**Sub-committee members:**

- Dan Hiles  
- Ericka Zetterberg  
- Fabian Daniels  
- Krystle Padilla  
- Val Ray  
- Kayla Pierce (community)  
- Laura Vargas (community)

The staffing sub-committee was formed to assess any impact that a balanced calendar could have on Peoria Public Schools staff. The sub-committee was made up of parents, teachers, support staff, administrators, and a member of the Board of Education. This group met for the first time on January 19th to review our charge and to establish additional meetings. This group reviewed all the concerns and how the concerns directly impacted staff. The second and third meetings of the staffing sub-committee were held on February 2nd and February 9th. The purpose of these meetings was to develop solutions for the concerns and create a first draft for staff concerns. At the third meeting on February 9th, it was determined to review the other sub-committee’s plans and how their solutions will then impact staff. The staffing sub-committee will continue to work throughout the balance calendar process and develop plans for staff as it pertains to a balanced calendar.

**Athletics**

**Core team member:** Coleman, Rodgers  
**Impact team members:** AJ Guyton, Matt McCaw, Brien Dunphy

**Sub-committee members:**

- Mike Barber  
- Justin Hobin SRO  
- Tracy Zeigenhorn  
- Chase Klaus/BOE  
- Tyson Heerman-PHS  
- Jeannie Williamson (community)  
- Peggy Shadid (parent)  
- Terry Knapp (Invited)

Dr. Kherat’s charge to examine the feasibility of implementing a balanced calendar has been fully embraced by the Athletics sub-committee. The committee met five times in January and February to problem solve and begin planning for the change from the traditional calendar to the balanced option. While the sub-committee identified impediments to the implementation of a new calendar, there was also the recognition that none of these barriers were so difficult that they could not be overcome. Many of the issues centered on making sure facilities were able to accommodate, staffing and student eligibility.

The members of the sub-committee, that are athletic directors and coaches, were able to create a sample of seasons based on IHSA and middle school athletics to see how this might work based in comparison with existing models. It is agreed among committee members that clear communication and careful planning are necessary to ensure successful implementation.
Students/Achievement

Core team member: Wilson, Wood
Impact team members: Dr. Bond, Dr. Grzanich, Beth Crider

Sub-committee members:
Gina Isada/parent                     Devon Hawks
Lisa Gifford                          Marricea Page
Tracy Donath                          Martha Ross/BOE
Nimisha Bhatt                         John Harris- RHS
Barb Closen                           Monica Hayes (parent/teacher)
Kathy Rodriquez                       Dr. Simpson (community)
Sue Malahy                            Susan Martin
Stacy Gehrig/ICC

The students/achievement sub-committee was formed to assess the impact that a balanced calendar would have on our students and achievement. The sub-committee was made up of parents, teachers, curriculum department coordinators, district administration, principals, a high school student, a member of the Board of Education, and community partners including ROE and ICC. This group met for the first time on January 20 to review our charge and to establish agenda items for additional meetings. This group reviewed all the concerns related to students and achievement. The second and third meetings were held on January 27 and February 3. The purpose of these meetings was to determine solution focused strategies to address concerns in the areas of interventions, parents and planning, buy in, sports, high school, community and summer opportunities, special education and ELL. At the last meeting on February 10, the group reviewed feedback from the initial survey and identified solutions for several key areas related to special education and dual credit. Specific solutions were also developed for intercession opportunities for students including academic remediation and enrichment, social emotional support and community involvement for students in primary, middle and high school levels. The students/achievement sub-committee will continue to work throughout the balanced calendar process and develop detailed plans for intercession and impacts on student/achievement as it pertains to a balanced calendar.
Community

Core team member: Bruch, Collins
Impact team members: Coach Booth, Anna Rose, Alyce Jackson, Cindy Morris, Emily Cahill, Greg Wilson/BOE

Sub-committee members:
Rebecca Schulman/Peoria Playhouse
Stephanie Clark/Community Schools Grant
Michael Kuhn
Chief Boone
Alyce Jackson
Carl Cannon/ELITE
Renee Andrews
Christian Lee/Boys and Girls Club
Cheryl Sanfilip (community)

Becky Rossman/Neighborhood House
Paul Larson/YMCA
Heather Maughan
Lynne Costic/BOE
Amir Sykes-MHS
Erica Ibanez (parent and school secretary)
Mike and Shelley Henderson (parents)
Dr. Bell

The community sub-committee was formed to assess the impact that a balance calendar would have on our community stakeholders. This sub-committee was made up of parents, board members, and teachers, community partners including the YMCA, Peoria Park District and the Peoria Library. The focus of this sub-committee was to identify areas of concern as it relates to balance calendar. The group met for the first time on January 21st to review our charge and to begin to identify community concerns. The community sub-committee has met a total of five times over the course of two months. The group has identified several areas for concern along with various solutions to address those concerns in a way that would mitigate the impact of balance calendar.
Initial Survey Results:

PPS Families Balance Calendar Survey

1. Identify which best describes your association with Peoria Public Schools:
   More Details
   - Parent: 913
   - Caregiver: 25

2. In which of the following grade levels do you have children enrolled? (check all that apply):
   More Details
   - Pre-K: 79
   - Elementary (K-4): 458
   - Middle (5-8): 397
   - High (9-12): 402

3. A Balanced Calendar could enhance academic achievement (see pie charts below to see an example of a Balanced Calendar vs. a Traditional Calendar):
   More Details
   - Agree: 456
   - Disagree: 298
   - Not Sure: 184
4. A shorter summer vacation would possibly reduce learning loss by students:

- Agree: 490
- Disagree: 312
- Not Sure: 136

5. A Balanced Calendar would provide an opportunity for respite for staff, students, and families during breaks:

- Agree: 473
- Disagree: 306
- Not Sure: 159

6. Having opportunities for students to receive optional enrichment/remediation after each quarter is an advantage for students:

- Agree: 565
- Disagree: 187
- Not sure: 186
7. Our family will have adequate childcare options during interim breaks:

- Yes: 337
- No: 315
- Not a concern for me: 286

8. A balanced school year would have the greatest positive impact on this family activity (choose one):

- Vacation: 532
- Camps: 89
- Sports: 175
- Summer Employment: 142

9. A balanced school year would have the greatest negative impact on this family activity (choose one):

- Vacation: 307
- Camps: 133
- Sports: 134
- Summer Employment: 364
PPS Staff Survey Results

1. Identify which group best describes your association with Peoria Public Schools:
   - Administration: 37
   - Certified Staff: 659
   - Support Staff: 205

2. In which of the following grade levels do you spend the most time (choose one):
   - Pre-K: 44
   - Elementary (K-4): 365
   - Middle (5-8): 259
   - High (9-12): 233

3. A Balanced Calendar could enhance academic achievement (see pie charts below to see an example of a Balanced Calendar vs. a Traditional Calendar):
   - Agree: 421
   - Disagree: 261
   - Not Sure: 219
4. A Balanced Calendar would provide an opportunity for respite for staff, students, and families during the additional longer breaks:

   More Details

   - Agree: 458
   - Disagree: 316
   - Not Sure: 127

5. A shorter summer break would possibly reduce learning loss by students:

   More Details

   - Agree: 462
   - Disagree: 254
   - Not Sure: 185

6. If additional work opportunities were offered during Balanced Calendar breaks, I would take advantage of these opportunities during which seasonal breaks (choose all that may apply):

   More Details

   - Fall: 190
   - Winter: 164
   - Spring: 185
   - I would not like to work during...: 665

7. Having opportunities to receive optional enrichment/remediation after each quarter is an advantage for students:

   More Details

   - Agree: 527
   - Disagree: 142
   - Not Sure: 232
Appendix A

Sample Calendars
Appendix B

Balance calendar sub-committee concerns and solutions
## Buildings & Grounds

<table>
<thead>
<tr>
<th>Area Impacted</th>
<th>Strengths of a Balanced Calendar and Program</th>
<th>Concerns</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodial Cleaning Schedules</td>
<td>Within a calendar year all cleaning tasks can be accomplished.</td>
<td>During a traditional school calendar, longer summer breaks are used to deep clean school buildings. Summer intercessions will be shorter and intensive cleaning will not be possible during this time.</td>
<td>The Building and Grounds department was tasked with compiling a list of summer cleaning tasks. They took this list and successfully distributed the tasks across the modified calendar intercessions. Each quarter a fourth of a building would be cleaned.</td>
</tr>
<tr>
<td>Summer Projects/Renovations</td>
<td>Construction contractors are not as busy during the colder months and could positively impact costs for the district.</td>
<td>Projects typically completed in the summer could not be completed in the shorter summer modified calendar intercession.</td>
<td>Building level projects/renovations would be planned based on the scheduled intercessions. Larger renovations would be scheduled over the longer summer break and could necessitate closure of the building to student academic interventions. Students attending during an intervention may need to be moved to another location.</td>
</tr>
<tr>
<td>School Events</td>
<td>Events can be planned throughout the year during intercessions.</td>
<td>Communication between individual buildings and B &amp; G will be very important due to the increased demand for staff and equipment during intercessions.</td>
<td>Schools will need to plan their school events with foresight. B &amp; G will need to plan in advance the equipment and staff needed to prepare for an event. Creating a “Shared Building Calendar” will help communication</td>
</tr>
</tbody>
</table>
Staffing for maintenance

<table>
<thead>
<tr>
<th><strong>Employment opportunities for district employees during intercessions will be available.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concern that district personnel hired over the summer will be available during the intercessions when maintenance projects would be scheduled.</strong></td>
</tr>
<tr>
<td><strong>Teachers, aides, officers...traditionally hired during the summer for maintenance projects would still have the opportunity to work on the projects which will now be scheduled during intercessions.</strong></td>
</tr>
</tbody>
</table>

Maintenance Equipment

<table>
<thead>
<tr>
<th><strong>All annual maintenance projects will be completed.</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>There is only one set of equipment used for the entire district during the summer. We've been able to rotate the equipment between the schools during the summer. Additional equipment may need to be purchased to complete projects on an annual basis.</strong></td>
</tr>
<tr>
<td><strong>In order to meet the maintenance needs of the district, additional selected equipment may need to be purchased.</strong></td>
</tr>
</tbody>
</table>
## Staffing

<table>
<thead>
<tr>
<th>Area Impacted</th>
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<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hourly employees</strong></td>
<td>- Employees are on different pay systems</td>
<td>- Work with payroll and HR for planning</td>
</tr>
<tr>
<td></td>
<td>- The impact on hourly employees - they may end up going without a paycheck over the intercession (especially related to Cafeteria and hourly staff)</td>
<td>- Provide clear communication to staff about payroll schedule so staff they understand they will potentially earn the same but pay could possibly be spread out differently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicate information in a timely manner so hourly staff can plan</td>
</tr>
<tr>
<td><strong>Clerical staff/ Payroll</strong></td>
<td>- There are clerical that currently work 191 days and get summers off</td>
<td>- Restructuring clerical contract – possibly year round</td>
</tr>
<tr>
<td></td>
<td>- Current timelines/deadlines for enrollment/Registration would need to be changed</td>
<td>- Intentional Planning for starting and ending the school year</td>
</tr>
<tr>
<td></td>
<td>- For 12-month clerical-getting everything done in a timely manner</td>
<td>- Clear Communication and expectations</td>
</tr>
<tr>
<td></td>
<td>- Payroll, HR, Records staff being able to get everything done that they need to if we start the BC next year. Such as beginning &amp; end of year deadlines and rollover, end of year requests, staff changing lanes for pay schedules - the year is usually set up beginning in March, anyone that starts to be paid on 7-1 needs to be processed be prior.</td>
<td>- Human Resources and Labor relations must come together to build it and make it work with payroll and HR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Starting the Balanced Calendar in the 2022-23 school year to allow time to get new protocols, timelines, and processes in place.</td>
</tr>
<tr>
<td><strong>Custodial staff/ schedule</strong></td>
<td>- Custodial work and cleaning schedules will change</td>
<td>- Custodial are 12-month employees.</td>
</tr>
<tr>
<td></td>
<td>- Access to buildings during intercessions</td>
<td>- Create a Master Calendar of the big building project and renovation timelines and projected completion and ensure information is communicated clearly and timely to all involved to allow schools to plan</td>
</tr>
<tr>
<td></td>
<td>- Projects, renovations &amp; cleaning would have to be worked into this schedule</td>
<td>- Create a Master Plan for getting the big projects done in every building (stripping the floors- deep cleaning classrooms, etc.) throughout the year</td>
</tr>
<tr>
<td></td>
<td>- Time for deep cleaning buildings that is usually done in summer</td>
<td>- During BIG projects – use a partnering school for intercession activities.</td>
</tr>
<tr>
<td></td>
<td>- Custodians will be needed in buildings during intercessions, but athletic</td>
<td></td>
</tr>
<tr>
<td><strong>Fields will still need to be mowed, lined etc.</strong></td>
<td><strong>Parking lots will need to be prepped/treated in winter</strong></td>
<td><strong>Athletic events - set up/clean up during intercessions</strong></td>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Principals/Special Ed. Coordinators</strong></th>
<th><strong>Are principals required to work during all intercessions?</strong></th>
<th><strong>Intentional planning for Intercessions-alternating use of buildings, staffing, administrator roles</strong></th>
<th><strong>Communication of expectations for principals and Special Ed Coordinators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transportation Drivers &amp; Monitors</strong></td>
<td><strong>Drivers &amp; monitors will be needed for activities during breaks</strong></td>
<td><strong>Communication and planning to transportation staff (Drivers &amp; Monitors)</strong></td>
<td><strong>Provide clear communication to Transportation staff about payroll schedule so transportation staff can plan</strong></td>
</tr>
<tr>
<td><strong>Therapists/Staff</strong></td>
<td><strong>Therapists/Staff who work with district SPED students and private/parochial SPED students would be on two different calendars</strong></td>
<td><strong>Planning / Scheduling / Communication</strong></td>
<td><strong>Focus on and plan for the proportionate share therapists are to be providing to students.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Therapeutic services – students will go 3 weeks with no therapy PT, OT, Speech</strong></td>
<td></td>
<td><strong>Consider having certain staff follow a traditional calendar to accommodate those parochial/private students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Send home activities for students/parents to work on over the intercession</strong></td>
<td></td>
<td><strong>Special Ed Department has already been discussing possibilities/plans for a balanced calendar/Extended school year</strong></td>
</tr>
<tr>
<td><strong>Staff pay</strong></td>
<td><strong>Staff cannot take on summer or temporary jobs and would lose that income</strong></td>
<td><strong>Increasing the pay rate for staff who choose to work during intercession</strong></td>
<td><strong>Provide opportunity for PPS staff to work over intercession on activities for student-remediation/accelerated learning / academic and enrichment based- if they CHOOSE and are willing</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Planning &amp; scheduling of Intercessions - Keeping track of Who is working what intercession, what hours, what days so Payroll</strong></td>
<td></td>
<td><strong>Human Resources and Labor relations work together for restructuring of contract</strong></td>
</tr>
</tbody>
</table>
can ensure they get their pay in a timely manner

-How far in advance are people going to know when/where they are working during intercession?

| Staffing duties during Intercessions | Finding staffing for breaks is not just about money. It is also about:
|                                       | - childcare
|                                       | - tutoring
|                                       | - extra projects
| Room cleaning - teachers will need to have time to restructure and reset up their rooms.
| If we’re not using teachers during breaks, then who? And will that be expensive?

| Staff Burnout                      | Using teachers during their breaks could cause burnout
|                                   | Do we want to build the Intercessions as Intentional breaks whereby students and staff recharge before they start over again?

|                                           | Offering camps at school to help offset parent needs for childcare.
|                                           | Rotate camp sites by region, neighborhood, etc. (Summer, Fall and Spring break options more likely than Winter)
|                                           | Centralizing services
|                                           | Use this as an opportunity to accommodate teachers and staff with unique situations by offering opportunities to work partial days or work certain days of the week during intercessions
|                                           | Job sharing during intercessions
|                                           | Use of Paraprofessionals to support credit recovery and staggered cycles.
|                                           | Use of virtual programs and online supports during breaks.
|                                           | Consider bids/ branching out to other organizations to staff.
|                                           | Use ISU or Bradley students or Golden Apple interns to help support during off times.

|                                           | Ensure there is no pressure on staff to work during intercession
|                                           | Provide opportunity for PPS staff to work over intercession activities- remediation/accelerated learning / academic and enrichment based- if they CHOOSE and are willing
|                                           | Planning and scheduling staffing intentionally
|                                           | Planning Health & Wellness opportunities for staff during intercessions
|                                           | Mandatory close @ Christmas for staff self-care break
|                                           | Possibility for having a week off for everyone and then move into the "off cycle" work time (forced break)
|                                           | Create a staggered schedule for staff - different schedules for staff members
## Athletics

<table>
<thead>
<tr>
<th>Area Impacted</th>
<th>Gaps</th>
<th>Solutions</th>
</tr>
</thead>
</table>
| Summer Sports                 | Travel/Club teams; Park District Missing school                      | • Flexible schedules allowed for student athletes  
• Communicate early  
• Allow for more opportunities for middle school programming  
• Find out how many kids this affects? Coaches collect data of how many students are seriously involved in sports? |
| Planning Athletic Schedules   |                                                                      | • Not an issue, IHSA has calendar set 5 years in advance  
• Middle school can set their own schedule |
| for facility usage/staffing   |                                                                      |                                                                                                   |
| Transportation                | Drivers/monitors/hiring Maintenance of buses While we may be off, parents are not...kids may need transportation | • Can be bid out to drivers ahead of time due to breaks  
• Not an issue for transportation  
• Will need to pick up students at home to bring to school for game/practices  
• Communication ahead of time |
| Eligibility                   | Student athletes need access to intercession opportunities (regain credit, etc.) | • Run weekly on Friday then following Monday...give coaches 4 days heads up before break  
• Instruction will be going on during these breaks |
| Coaches/staffing              | Folks on break...will they come back to work?                        | • Communicate expectations of coaches at primary, middle and high school  
• Stipends/possible negotiations  
• Raise rates for gate, clock, etc. |

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## Students/Achievement

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<th>Strengths of Balanced Calendar and Program</th>
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<tr>
<td><strong>Credit Recovery</strong></td>
<td>Additional opportunities throughout the year for students outside current options.</td>
<td>Credit recovery opportunities for students, when will students be able to gain credits with a shorter summer school?</td>
<td>Summer school is not an option for students now, credit recovery can be provided during breaks, in computer labs with Edgenuity, students who fail first semester we reteach skills and go back and change grades (freshman CBE and other teachers who are interested). Rethinking what we do with students who fail, the intercession will provide time for students to get caught up in the skills while they are in the class instead of waiting until next semester. Students who are exceeding skills, projects or enrichment for students to earn honors credit for doing extra work if they are in regular class. Three-week timeframe could allow opportunities for students to achieve honors credit, students that need additional support in the HS course in MS could have extra support. Could also assist with offering algebra I across the district.</td>
</tr>
<tr>
<td><strong>Dual Credit D2</strong></td>
<td>Additional opportunities for certified and non-certified to earn additional pay during intercession.</td>
<td>Who are teachers that want to spend three breaks to keep working and will there be enough of them?</td>
<td>Staffing-some staff members want to support students, there could be a mechanism for teachers to determine if they want extra compensation for additional time. These could be virtual courses, hub sites with transportation, or use buildings that is not on a cleaning schedule. Consideration for non-certified and certified staff to support supervision of the work.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Students are entirely attending ICC so follow ICC calendar completely</td>
<td>Will need to figure out how PPS staff will be assigned to support students; Potential challenges with students who need to return to HS as students</td>
<td>College Success ICC 110 might actually support determining if a student needs to return to HS instead of staying in D2. Timeline for information sessions will occur sooner.</td>
</tr>
</tbody>
</table>
Peoria Public Schools Balanced Calendar Progress and Overview

<table>
<thead>
<tr>
<th></th>
<th>would have missed five or more weeks of HS; Potential overlap with College Success ICC 110</th>
<th>Gap periods could be filled with job shadow, internships, employability type of courses, etc. if we need to have students in class for attendance purposes.</th>
</tr>
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<tbody>
<tr>
<td><strong>Dual Credit Strong Start</strong></td>
<td>Students attend part of day at HS and part at ICC; Would start at ICC for their calendar</td>
<td>Students would need to be aware that they will not follow the balanced calendar for ICC courses and thus will have openings in their schedule until ICC starts. Potential challenges with students who need to return to HS as students would have missed five or more weeks of HS</td>
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</tbody>
</table>

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<tbody>
<tr>
<td><strong>Dual Credit Monolith at high schools</strong></td>
<td>Students follow balanced calendar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students attend part of day at HS and part at ICC</th>
<th>Students would need to be aware that they will not follow the balanced calendar for ICC courses; WCTC campus closed and possible need online work or meeting at ICC campus during the PPS break.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dual Credit at WCTC/ICC</strong></td>
<td>Students follow balanced calendar</td>
<td>Potentially move to hybrid classes during intercession unless ICC can provide classroom space; Potentially look to hire our own staff for the program.</td>
</tr>
</tbody>
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<thead>
<tr>
<th></th>
<th>Make use of staff who already work with EL families. Providing information in Spanish, Arabic, French, Mandarin, etc. On separate links to meet the needs of our families of various languages. Possibly hold a Spanish town hall. Multi-language communication should be continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dual Credit at WCTC/District</strong></td>
<td>Students follow balanced calendar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Survey &amp; other information in Spanish to get feedback from the EL population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELL</strong></td>
<td>Communication in multi-languages to ensure all families are knowledgeable about changes.</td>
</tr>
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with the upcoming changes and updates to balanced calendar and community resources. Communicate with community partners who to contact within our district for EL support.

| SPED | Readjust the work | Peoria Public Schools' serves as the special education evaluation team and provides academic minutes/therapy for students’ pre-k through 12th who reside within our boundaries, but who attend Head Start/private/parochial schools. Presumably, the private/parochial schools will remain on a traditional school calendar. | Having a dedicated Private/Parochial Team (Coordinator/Teacher/Psych/SSW/Speech/OT/PT) to serve these students. We could explore having this team work the same number of calendar days, but work a calendar year that aligns more so with the private/parochial schools. |
|-------|-------------------|___________________________________________________________________________________________|___________________________________________________________________________________________|
| Readjust the work | Illinois State Board of Education provides guidelines for ESY, but appears to be based on a traditional school year calendar. | Work with our ISBE special education consultant to ensure that our current framework for making ESY eligibility decisions is in compliance with IDEA while working with a shortened summer and the addition of longer breaks throughout the school year. | |
| Readjust the work | The ESY program length is typically 6 consecutive weeks in the summer. On a balanced calendar, we will not be able to run a 6 consecutive week program. | The length of ESY on a balanced calendar will be determined based on consultation with ISBE. It may be that we can take the first year to not run ESY during breaks to gather true regression data in a balanced calendar and move forward for the following year accordingly. If, however, we are required to run a 6-week program, we will run a 3-week consecutive program in the | }
summer and a one-week program in each intersession. The intersession weeks could breakdown as follows:

- **Week 1** – PD for ESY staff which includes reviewing IEPs, reviewing student data, creating lesson plans and materials for their ESY week.
- **Week 2** – ESY Week
- **Week 3** – Forced Break for staff and students

| Readjust the work | ESY requires a site supervisor, several teachers, several teacher aides, a speech pathologist, an occupational therapist, a physical therapist, a nurse, and a social worker. Staffing for ESY is something that must be reliable as ESY is part of a student’s IEP. There is concern that we will not be able to adequately, consistently, and reliably staff ESY in the summer and throughout the intersession breaks. |
| Community | Interference with travel sports; coordination with Peoria Park District, Christian Center, JFL, etc. |
| Additional opportunities for students and staff throughout the year instead of just summer. | Work with community agencies to move stats of sports seasons and camps. Many travel sports are evening and weekend activities. Enlist the support of agencies to assist with childcare, in particular with older siblings may be taking classes. Childcare costs will be spread out over a larger period of time. Students may make money providing childcare. Maybe the district oversees a program to use older students to provide childcare. Kids may enjoy having shorter summer activities. Attendance at school may improve with longer breaks to travel to visit families. |

We will explore a variety of options for ESY staffing including offering a flexible calendar for ESY staff. If that does not garner enough staff, we will need to look at outside staffing agencies to help us support this program.
| **Meal programs will adjust schedule** | **Summer meal programs will need feedback/cooperation from community partners (YMCA, Park District, Community Centers etc.)** | **Community partners are flexible and accommodating and will most likely work with us.** |
| **Additional opportunities for students and staff throughout the year instead of just summer.** | **Summer employment opportunities for students – summer jobs** | **Continue with current plan/process.** |
| **Work/sports scheduling conflicts** | **Teachers who work in summer athletics may need to adjust.** |
| **Minimal impact** | **Some summer work programs go all summer long – communication with community partners (i.e. Peoria Mayor’s Youth Corps)** | **Continue with current program. Minimal impact if any. Students might work after school if there is overlap.** |
| **No impact** | **Sports – Summer travel league participation** | **Travel leagues often meet in the evenings and weekends.** |
| **No impact, use social media to stay in contact. Sports already occur over breaks.** | **Communication of athletic schedule changes etc. will become more difficult during breaks – school announcements not possible (will have to use social media/technology)** | **School announcements can be possible. Coaches already utilize social media, group chats in order to stay in contact with students. Sports already occur during breaks.** |
| **Intercession opportunities** | **Model the summer school program to ensure specific interventions are provided.** | **Structure for interventions and acceleration regarding requirements for struggling students?** |
| | | **Intervention manager at all locations to monitor where students are at: tracking for progress made, early release, credit recovery, interventions, etc. Students able to recover learning loss during break times to be more on track with grade level peers to maximize time on task during school weeks.** |
| | | **Instead of having all three weeks for interventions or enrichment, possibly explore having a week off for everyone and then move into the “off cycle” work time. Staggered breaks** |
| | | **Creative use of community partners, student teachers, etc.** |
| | | **Staff burnout during intervention times** |
could benefit this as well. Use of virtual programs and online supports during breaks, could be done remotely or online. Camp sites could be rotated by region, neighborhood, etc. To give different options for buildings and staff. Funding options and offering camps at schools could help offset parent needs for childcare and could be staffed by community partners. Student teachers could be used to help provide targeted interventions or acceleration.

| Possible creative ideas to give staff options for contractual days throughout the year. | Bargaining with staff to provide interventions during breaks | Different schedule options could be explored for non-certified and certified staff members. Maybe staggered breaks or other creative ideas. |

**Intercession Options**

Additional academic and SEL support offered in a timely fashion, during the semester without disrupting daily academic schedule.

How can high school benefit from intercession?

- Credit Recovery
  - Edgenuity (Failed previous courses or initial credit)
    - Labs open at High Schools or KCSS
    - Check out streams and work from home
      - Cert and/or Non-Cert supervise
  - Mini-mester (currently failing or needing additional support)
    - Teachers reteach missing skills
    - Students show mastery of missing skills and get credit for work
      - Gradebooks are modified
      - One teacher from each content area available
<table>
<thead>
<tr>
<th>Additional, intentional activities and support offered by many community agencies.</th>
<th>How can community provide supports during intercession?</th>
<th>Need District liaison specifically to work with camps/community people so there is one point person for all community services to talk to and communicate ICC/high school students to work at camps – students who are interested in education could work at camps or earn credit for volunteering/student teaching/novice teachers STEAM/STEM camps Community Service or Mission work within our community/internships/job shadowing. Junior police officers, fire fighters, medical, trade groups...could tie it to Xello/Career Spark/school</th>
</tr>
</thead>
</table>
| • Could rotate or alternate  
  • Could be through MS Teams or in person (flexibility for teachers)  
  • Enrichment  
    o Students could gain honors credit during interim breaks  
    o Fine arts  
  • Personalized Engagement Opportunities  
    o Lights On Concept extended  
    o Quarterly interest survey (to gain ongoing ideas)  
    o Field Trips  
    o College Visits  
    o Career Spark  
    o SAT Prep/FAFSA/College Applications  
    o Internships/Job Readiness Skills  
    o Hobbies/Interests |
counselors or point person to support students and partnerships with community. Job placement resources/personnel
District wide themes for the interim breaks
Regions – offering interventions and enrichment opportunities within RHS, Central, and Manual Regions. Which sites would be offering different classes?
Plan in place for the entire year – what are the options for fall, winter, and spring? Some type of catalog or booklet that has all the offerings for every community service/camp/prices/etc. Would need to also have all district offerings prepared for the year so parents know what all the options may be.
Use of district facilities throughout the interim – conflicts with projects, deep cleaning, typical summer type work, construction, etc. Could facilities be used by other agencies?
- YMCA
- Park District
- Childcare Connection (licensed daycare centers and in-home options)
- River City
- Christian Center
- Peoria Academy
- Chamber of Commerce
- Smaller businesses who would offer camps/Lego League/Destination Imagination/OM/Destination Technology
- ICC/BU
- Friendship House
- Salvation Army
- Southside Mission
- Dream Center
- River West community center
| **Focused support for students throughout the school year in addition to school attendance days.** | **How can interventions be provided for students over intercession breaks?** | **- Churches – Vacation Bible School**  
**- Children’s Theatre/drama/Cornstalk**  
**- Hire site manager at each building to oversee organization and planning for breaks.**  
**- Hire/assemble teacher teams who volunteer to work during the break (for stipend). Different teacher teams for spring/fall/summer**  
**- Teachers recommended students to participate in learning over break (Need to provide guidelines on characteristics for students who get priority). Teachers add student academic information to shared database.**  
**- Problem solving Team meets prior to extended break to plan for students who are recommended on shared database.**  
**- Interventions could be K-8 reading and math focus on district provided interventions online (Waterford, Dreambox, Lexia) with teacher checking progress. Additional options for students to come to school building for LLI and Do the Math interventions.** |
## Community

<table>
<thead>
<tr>
<th>Area Impacted</th>
<th>Concerns</th>
<th>Solutions</th>
</tr>
</thead>
</table>
| Summer Employment | • Woodruff summer internships/employment programs  
• Working seasonal summer jobs (pools, etc.) that extend through July  
• Summer work programs (Mayor’s Youth Program, etc.)                                                                                                                                                  | • Bolstering employment opportunities through our Youth Employment Programs run through Woodruff Career and Technical Center  
• Change the grant language for Woodruff internship programs for year-round internship opportunities and not just limited to the summer months  
• Work with Joshua Gunn, president of the Peoria Chamber of Commerce, to identify hiring strategies that fit the Balanced Calendar schedule, communicate to employers of the calendar change and providing a larger employer base  
• As noted by several members of our committee, many of our high school aged students’ employment is year-round and the Balanced Calendar could serve as an advantage for students by providing opportunities for increased hours throughout the year during the intersessions  
• Explore the feasibility of a work study/co-op program for high school students to continue working at summer camps, swimming pools and other seasonal jobs at the end of the summer  
• Work in tandem with the Tri-County Urban League, which |
also serves as a district partner for our Youth Employment Programs, on employment opportunities in the Balanced Calendar schedule.

- Collaborate on adjustments for summer-long work programs like the Mayor’s Youth Corps and Job Corps to establish new timelines and explore expanding the work throughout the year to include intersessions.

Even though the Staffing subcommittee was tasked with handling the impact of a Balanced Calendar on staffing, our committee also suggested collaborating with the Chamber of Commerce on any concerns around staff employment during breaks.

<table>
<thead>
<tr>
<th>Summer Camps/Summer Activities</th>
<th>Summer Camp start and end dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Camps and activities hosted in PPS buildings in late summer</td>
</tr>
<tr>
<td></td>
<td>Peoria Public Library Summer Reading Program</td>
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<tr>
<td></td>
<td>Peoria Park District summer camps/aquatics</td>
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- Adjusting the time and length of the summer program and activities, taking into consideration when school starts and ends.

- Network with YMCA, swimming clubs about swimming (this might fall under the Athletics subcommittee plan).

- Identify activities and camps that are normally in our schools during the summer, communicate the new start and end date of summer and then adjust new dates/locations accordingly.

Peoria Public Library Summer Reading program
| Library will continue with business as usual by starting the program on the first Sunday in June and run it for 7 weeks |
| Library will also likely offer ramped up programming and opportunities during the Fall and Spring breaks |

**Peoria Park District**

- To address staffing at both summer camps and aquatics, the Park District would need to hire more lifeguards/camp counselors. PPS and the Park District will explore establishing a pipeline of high school students to supply that staffing
- Communicating on facility availability in the fall and spring to navigate competing with sports in those seasons
- Hold detailed conversations between PPS and Park District around resource and information sharing during breaks to navigate the remediation and enrichment opportunities offered. This will assist the park district in allocating the proper resources toward camps.

**Childcare**

- What opportunities will be available to PPS families for childcare during the intersessions/breaks
- What will be available at the schools before or after the remediation/enrichment activities during the intersessions
- Establish a Childcare point-person to communicate with childcare organizations and to facilitate any answers to parent questions
- One-stop shop at individual schools as a resource to families – identifying a building champion at each school that can assist that school’s families on
<table>
<thead>
<tr>
<th>Childcare Concerns</th>
<th>Recommendations</th>
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</thead>
<tbody>
<tr>
<td>Since Peoria Public Schools cannot cover the expenses of childcare, how can it be a resource to parents to efficiently connect them to options for their students?</td>
<td>Explore the need for an ongoing committee, at least for the first year, to meet regularly to address concerns, hurdles that arise at different break points.</td>
</tr>
<tr>
<td>How can the district promote and guide parents to Childcare Connection applications?</td>
<td>Determine the potential capacity at different camps/childcare sites.</td>
</tr>
<tr>
<td>Ensuring parents are all hearing the same information at every school of childcare options.</td>
<td>Explore the need for an ongoing committee, at least for the first year, to meet regularly to address concerns, hurdles that arise at different break points.</td>
</tr>
<tr>
<td>Childcare concerns and connect them to resources</td>
<td></td>
</tr>
<tr>
<td>Create a detailed list of possible childcare providers/options for their student during breaks as a one-stop shop for parents. Include all key contact information and regularly maintain the list.</td>
<td>Emphasize Childcare Connection applications through a variety of different mediums, forums and events throughout the school year to assist in limiting childcare costs.</td>
</tr>
<tr>
<td>Breakdown into different parts of the city if necessary to provide convenient childcare options to families</td>
<td>Explore the need for Latchkey before and aftercare services during breaks for students participating in remediation/enrichment at schools.</td>
</tr>
<tr>
<td>Collaborate with the Heart of Illinois United Way’s 2-1-1 service to connect parents/guardians to childcare options. The United Way is a dedicated partner of Peoria Public Schools and could supply</td>
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<tr>
<th>Change Management/transitioning to Balanced Calendar</th>
<th>Volunteers or resources around this topic as well</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensuring all stakeholders have a clear understanding of the Balanced Calendar</td>
<td>• Grant programs for Glen Oak, Harrison, Trewyn and Roosevelt (21st Century, Full Service Community Schools, etc.) can be revised to include programming during breaks for students</td>
</tr>
<tr>
<td>• Being creative and meeting families where they are to clearly communicate a transition to a Balanced Calendar, if implemented</td>
<td>• Work with larger employers (OSF, UnityPoint, etc.) on ways to offer additional childcare support</td>
</tr>
<tr>
<td>• Meet families where they are and bring them together in small groups to meet. Ensure that families are hearing the same information and receive a clear understanding of the transition</td>
<td>• PPS will be a proactive and prominent resource to families on childcare</td>
</tr>
<tr>
<td>• School-hosted family forums to bring that group of parents together (in-person or virtual) either through Parent University sessions, conferences and other events</td>
<td>• Establish talking points on the benefits of a Balanced Calendar to students, families and communities</td>
</tr>
<tr>
<td>• Create a brochure and/or plan document that describes what the Balanced Calendar will look like in PPS and distribute to stakeholders through multiple channels</td>
<td>• Organize forums where current PPS parents can hear from</td>
</tr>
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</table>
current or former Valeska parents on how the Balanced Calendar works and to answer questions. Same could be applied for PPS staff as many staff members are current/former Valeska parents

- Meet with small groups across the community under a variety of categories – non-profits, Chamber of Commerce, childcare groups, rotaries, PTOs, etc.

- Providing detailed information to PTO leaders on Balanced Calendar changes to allow them to communicate clearly with their parent members

- Meet with private/parochial schools to discuss any relevant impacts on a change to Balanced Calendar and collaborate on common ground

- Grandparents/Guardians of students – make the information available to those caregivers. Use the churches to communicate and work with parents/caregivers to provide resources and information
Appendix C

Research Material
Balanced Calendar Research Study Findings

Listed are several studies and articles that discuss balanced calendar implications.

Study Findings:

- At Best: Students show little or no academic growth over summer. At worst: Students lose one to three months of learning.
- Summer Loss: Greater in math than reading
- Summer Loss: Greatest in math computation and spelling
- Summer vacation increases disparities between advantaged and disadvantaged students' reading scores
- The detrimental effect of summer vacation increases as grade level increases.
- No difference because of gender or race


Study Findings:

- After looking at over 400 studies about year-round education, and focusing on 39 school districts, although effect size was small, nevertheless positive for those schools with a modified calendar.
- The team found that parents and staff who participated in modified calendar programs were quite positive about their experiences.
- All opposition to a modification of a school calendar comes from those who have not experienced the calendar first-hand.


Study Findings:

- Early interventions to keep the achievement gap from opening wide in the first place should be a high priority, and the earlier the better.
- Once in school, disadvantaged children need year-round, supplemental programming to counter the continuing press of family and community conditions that hold them back. Seasonal studies of learning suggest that schooling compensates, to some degree for a lack of educationally enriching experiences in disadvantaged children’s family life—these youth come closer to keeping up with better-off students during the school year than they do during the summer months. S
• Summer and after-school programs are the most obvious approaches, but what counts is how that extra learning time is used.


**Study Findings:**

• On average, children’s achievement test scores were at least one-month lower when they returned to school in the fall than they had been when the children left school in spring.
• Modified calendars were associated with higher achievements for economically disadvantaged students.
• Students, parents and staff who participated in modified calendar programs were positive about their experiences.


**Study Findings:**

• The convention of requiring students to attend (school) for 9 or 10 months and then take a long vacation is counterproductive to long-term learning.
• The summer learning loss is greatest among low-income children, who often lack the enriching out-of-school opportunities available to their more affluent peers.
• If students in continually low-performing school districts are to have a chance at catching up and meeting standards, they will need much more time engaged in learning activities.
• Today’s publicly supported learning time was designed to respond to the needs of students and their families-the students and families of the 19th century.


**Study Findings:**

• Our usage of time virtually assures the failure of many students.
• There is the pretense that because yesterday’s calendar was good enough for us, it should be good enough for our children-despite major changes in the larger society.
• The potential for time to be a change agent depends on how it is used and whether its use is serving students that are most in need of extra learning opportunities.
• Schools and school districts must choose a school calendar that will better serve the needs of their students while emphasizing efforts to boost student achievement.

*Prisoners of Time.* National Education Commission on Time and Learning, 1994
Study Findings: (benefits)

- Offers greater opportunity for increased student achievement.
- Improves pace of instruction and learning through a continuous and balanced school year.
- Helps schools incorporate innovative education programs into the curriculum.
- Decreases the effects of summer learning loss.
- Provides more time for extra tutoring, remediation and enrichment activities throughout the year.
- Offers opportunities for teacher and staff salary enhancements.
- Can create more motivated teachers and students due to frequent intersessions/vacations.

*Focus on the Alternative School Calendar: Year-Round School Programs and Update on the Four-Day School Week.* Southern Regional Education Board, January 2011

Study Findings:

*The research indicates that when year-round schooling has resulted in higher academic achievement, the schools in question are usually doing more than just rearranging the school calendar. These schools are also providing remediation and enrichment for students during the breaks so that students have opportunities to relearn material, practice skills, catch up, or experience nonacademic enrichment activities continuously throughout the year.*


Study Findings:

- Students in year-round schools do as well or slightly better in terms of academic achievement than students in traditional schools.
- Year-round education may be particularly beneficial for students from low-income families.
- Students, parents, and teachers who participate in a year-round school tend to have positive attitudes about the experience.


Study Findings:

- Shorter breaks may reduce the learning loss caused by longer summer or winter breaks.
- Administrators can use shorter, more frequent intersession breaks in single-track calendars for remediation or enrichment to address student learning gaps.
- Administrators can provide year-round access to school-based services (e.g., counseling, meals).
- The single-track (i.e., not staggered) model facilitates districts increasing instructional time.
- Multi-track calendars expand the capacity of school buildings, but complicate districts’ ability to provide intersession remediation/increase instructional time.
- Teachers can earn more pay through intersession employment.
• Year-round school may decrease student and teacher burnout through more frequent, balanced breaks.


Study Findings:

“Students with learning disadvantages may receive academic benefits. Student achievement scores improve when those students are attending year-round schools. The explanation is simple: the loss of retention of information that occurs during the three-month summer vacation is minimized by the shorter, more frequent vacations that characterize year-round calendars. For those students without intellectual stimulation, enrichment, or reinforcement during the summer, summertime can be intellectually detrimental.

Also, summer school, the typical time for remediation in traditional calendar schools, is held just once a year. It is scheduled after the school year has been completed, which is often too late. Year-round calendars replace summer school with intersession (those periods of shorter vacations that punctuate the instructional year). Because intersessions take place more frequently, remediation can occur in sequence, offering to help a student in a timely manner.

Of course, there are other benefits associated with the year-round calendar: teacher and student stress are relieved by regular breaks throughout the year; vacation time can be used more creatively; and the curriculum can creatively incorporate seasonal learning.

Implementing a year-round education calendar has both facility and programmatic implications. In its multitrack and single-track forms, it can be an important strategy for ensuring that a district can deliver the best possible educational program.”


Article Findings:

“The problem of summer vacation, first documented in 1906, compounds year after year. What starts as a hiccup in a 6-year-old’s education can be a crisis by the time that a child reaches high school. After collecting a century’s worth of academic studies, summer-learning expert Harris Cooper, now at Duke University, concluded that, on average, all students lose about a month of progress in math skills each summer, while low-income students slip as many as three months in reading comprehension, compared with middle-income students. Another major study, by a team at Johns Hopkins University, examined more than 20 years of data meticulously tracking the progress of students from kindergarten through high school. The conclusion: while students made similar progress during the school year, regardless of economic status, the better-off kids held steady or continued to make progress during the summer—but disadvantaged students fell back. By the end of grammar school, low-income students had fallen nearly three grade levels behind, and summer was the biggest culprit. By ninth grade, summer learning loss could be blamed for roughly two-thirds of the achievement gap separating income groups."