

March 03, 2020

RESOLUTION No. 6068

Adoption of the Traditional PPS Calendar for Rosa Parks in the 2020-21 school year

RECITALS

- A. In March 2014, Rosa Parks was granted permission to conduct a three-year pilot on a year-round calendar for the 2014-15, 2015-16, and 2016-17 school years. In February 2017, the Board passed Resolution No. 5395 that granted Rosa Parks one more year of the year-round calendar for the 2017-18 school year. On May 8, 2018, the Board voted to end the pilot for the Rosa Parks year-round calendar at the conclusion of the 2018-19 school year.
- B. Board Resolution 5845, passed on March 12, 2019, directed that during the 2019-2020 school year, District and Rosa Parks staff would examine academic and other student outcomes and community satisfaction under the year-round calendar, and provide the Board and community a recommendation on the continuation of the year-round calendar no later than the end of January 2020.
- C. In light of the in-person and survey engagement conducted by District staff and that the four-year summary of student performance on the Smarter Balanced Assessment shows a continued decrease in academic performance of students meeting state grade-level expectations in English Language Arts and Mathematics, staff recommends returning Rosa Parks to the traditional calendar.
- D. The return to a traditional calendar brings better alignment to other educational programming offered in the district and wraparound services available to Rosa Parks students. The addition of a five-week summer school (providing students with additional instructional days), SUN after-school programming, and the Early Kindergarten Transition Program adequately responds to and addresses the priorities surfaced from community members, which have not been fulfilled with the year-round calendar. Additionally, a traditional calendar will provide the school with coordinated calendars with the Clarendon Early Learning Academy, George Middle School, and Roosevelt High School.

RESOLUTION

- 1. The Board approves Rosa Parks concluding the use of the Year-Round Calendar at the end of the 2019-20 school year and returning to the traditional District calendar for the 2020-21 school year.
- 2. This return to the traditional calendar will introduce the following programming at Rosa Parks:
 - a. SUN after-school programming to better align after-school programs in the neighborhood and with George Middle School and Roosevelt High School;
 - b. The Early Kindergarten Transition Program (EKT) that provides a three-week program in July and August for incoming Kindergarten students;
 - c. Five-week summer school program that will make available to students additional extended-learning and enrichment opportunities



PORTLAND PUBLIC SCHOOLS

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Date: February 24, 2020

To: School Board

From: Shawn Bird, Ed.D., Chief of Schools *SB*
Keeley Simpson, Ed.D., Regional Superintendent *KS*

Subject: Rosa Parks Calendar- Staff Recommendation for 2020-2021

BACKGROUND

In March 2014, Rosa Parks was granted permission to conduct a three-year pilot on a year-round calendar for the 2014-15, 2015-16 and 2016-17 school years. In February 2017, the Board passed Resolution No. 5395 that granted Rosa Parks one more year of the year-round calendar for the 2017-18 school year. On May 8, 2018, the Board voted to end the pilot for the Rosa Parks year-round calendar at the conclusion of the 2018-19 school year.

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COMMUNITY ENGAGEMENT

PPS notified the Rosa Parks community of a continued review of their year-round calendar model in late 2017. After an intended board of education vote on the year-round model, community members advocated for authentic engagement to inform the final decision. As staff approached the community engagement efforts with the Rosa Parks community, we strived to engage in dialogue about the ways in which the Rosa Parks students and their families benefit from the current opportunities in the year-round calendar and understand the perceived and real limitations of the year-round calendar. Striving to unpack

Timeline

- September 2019: As Rosa Parks began the 2019-2020 academic year; engagement with the Rosa Parks staff began when District staff met with new principal, Kevin Walker, in September. As a result of planning meetings, a strategy to develop the timeline and plan for community engagement regarding the year-round calendar was created.
- October 2019: Principal Walker spent October inviting parents, staff, and community members to join the School Calendar Advisory Committee.
- November 2019: The School Calendar Advisory Committee held its first meeting on November 1, 2019. The advisory committee identified staff perspectives, experiences, and insight as a way to identify core themes and experiences of the Rosa Parks

community. The next phase of engagement centered on connecting with staff members about what they perceive as benefits and barriers for students within the year-round model.

- December 2019: A school-wide staff session was facilitated by Principal Walker and Shanice Clarke, Director of Community Engagement, on December 3, 2019 during the regularly scheduled staff meeting. The themes were brought back to the Rosa Parks Calendar Advisory Committee to review, which generated themes for questions within the community-wide survey, and focus areas for the engagement sessions.
- January 2020: Phone calls, text messages, fliers, and emails in multiple languages were sent to the school community to bring awareness to the process, and opportunities for in-person and virtual input. Community and staff also had an opportunity to participate in an evening engagement session on January 15, 2020 that was co-facilitated by Shanice Clarke and Principal Walker.
- February 2020: The final convenings with the School Calendar Advisory Committee to discuss the results took place during February, informing the development of the staff report.

During the engagement sessions, participants were guided through a protocol that addressed benefits and obstacles to the year-round calendar by addressing the following:

1. Access to after-school care aligning to the year-round schedule
2. Academic success and preparation of students
3. Serving the needs of students accessing special education services
4. Support model for emerging bilingual students
5. Planning family travel or vacations
6. Teacher ability to access professional development offerings
7. Social and emotional supports for students

ANALYSIS OF SITUATION

The feedback from community members and staff who participated is largely in support of a year-round calendar model. It was also recognized that services, programs, and district-wide school procedures operate within a traditional calendar, which impacts access to support for staff and community members at Rosa Parks.

Engagement Results

Core themes that emerged from community feedback and survey responses included the importance of students retaining class content between breaks, safety, consistency in student scheduling, and social and emotional student needs.

In addition, surveys were sent out to staff and community during early January, teachers helped engaged 3rd-5th student communities by discussing the community engagement process for the year-round calendar with an in-class survey during the week of January 13, 2020. Responses were gathered via a google form, and a team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

There were 174 student respondents to the students survey. While students expressed that they appreciate seeing teachers and adults from school in the summer, their highest priorities were not attending school in the summer (51.6%) and wanting to attend school at the same time as their siblings (51.3%).

Table 1. Top Student Priorities

Top Response	Count of Students who Prioritized the Statement	Ranked Most Important
Not in support of being at school during the summer	81	51.6%
Desire to go school at the same time as their siblings	61	51.3%
Remembering class content a long break away from school	76	50.7%
Appreciates seeing teachers and adults from my school during the summer	81	50.6%
Desire to return to school after a long break away	75	48.4%
Likes breaks away from school	57	36.1%

There were 62 respondents from the parent/staff survey of which:
 60.7% identified as parents or guardians, and
 24.6% identified as staff or employees.

The remaining respondents chose not to identify their role.

Staff and parents had very similar top priorities.

For staff, the top 5 priorities were (in order):

1. Access to special education services,
2. Student academic outcomes,
3. Student social emotional well-being,
4. Student attendance, and
5. Access to food.

For parents, the top 4 priorities were (in order):

1. Student social emotional well-being,
2. Access to special education services,
3. Access to food,
4. Student academic outcomes, and
5. Student attendance.

The combined data is displayed in Table 2.

Table 2. Top Staff and Parent Community Priorities

Top Response	Participant Count	Ranked Most Important
Student Social Emotional well-being	50	98.0%
Access to Special Education Services	46	92.0%
Student academic outcomes	46	90.2%
Access to food	45	90.0%
Student attendance	44	86.3%
Reducing student anxiety around year-start/year-end transitions	41	80.4%
Availability of child care	39	76.5%
Consistency of teacher professional development	39	79.6%
Implementation of Intervention/Enrichment	35	67.3%
Access to ESL/LEP programs and services	34	66.7%
Evenly distributed vacations throughout the year	34	68.0%
Consistency in schedules across feeder schools (MS and HS)	32	64.0%

In addition to community engagement, student performance data was also used to analyze the year-round calendar. Below is a 4-year summary of student performance on the Smarter Balanced Assessment Consortium (SBAC) with implementation of the year-round calendar.

Table 3. SBAC Student Performance: Literacy and Math

4 Year SBAC Trends within Race				
Race	ELA - Achievement	Math - Achievement	ELA - Growth	Math - Growth
All	-6.8	-6.6	-12	-17
Black	-13.2	-11	-5	-26
Hispanic	-1	6	-17.5	15.5
White	8.3	-19.8	-4.5	-23

Table 4. State Grade-Level Expectations: Literacy and Math

Year	Percentage of Students Meeting State Grade-level Expectations	
	ELA	Math
2015-2016	30.9	17
2016-2017	22.7	21.4
2017-2018	28.8	16.5
2018-2019	24.1	10.4

BOARD OPTIONS WITH ANALYSIS

In effort to address community-identified areas of school improvement, the staff proposal is to change to a traditional calendar, with the addition of a SUN School extended-day program, a five-week summer program, and a three-week Early Kindergarten Transition program.

SUN School Program

Rosa Parks communities experience some of the highest levels of income inequality, and serves a significant level of students in need of improvement. The SUN School extended-day program would provide Rosa Parks with a reliable community partner, expanding the ability to provide wraparound services, after-school programming, quality instruction, enrichment, and extracurricular activities. Beyond meeting the basic needs and academic needs of students, extending the school day and school year provides continuity to the feeder schools in the cluster – George Middle School and Roosevelt High School are both SUN schools. This would also

provide some stability for the community by offering the extended day programming for the entire neighborhood.

To implement the additional SUN program, the Office of Student Support Services will work with Multnomah County to select the lead agency for the site. (Note - at this time The Boys and Girls Clubs is not a qualified provider). The timeline is to submit to the county in the spring of 2020 so that the hiring of the SUN site manager could take place over the summer, after an application by providers is vetted and awarded. If the timeline progresses as laid out, programming would begin in January of 2021, possibly earlier if the provider is able. The County allows agencies to hire staff, learn the culture of the building, and do a basic needs assessment prior to the start of programming.

Per SUN program instructions, 200 students per year need to be served. Typically service is Monday through Thursday for about two and a half hours a day after school. The program can serve students in grades K-5.

Summer School

Access to quality and continued learning opportunities will still be available to Rosa Parks students who need to continue attending school during the summer. In collaboration with the Office of Teaching Learning, we are planning a 20--day summer school program, similar to models applied to other schools in the district. The 20--day summer school program, and SUN school services through the school year, will replace the 13 days of intervention classes that occur throughout the year-round calendar. The summer program will tentatively occur June 22nd - July 23rd (no classes July 3) – 4 days per week, for a total of 20 instructional days. The program will serve incoming 1st-5th graders and will be open to all students, with breakfast and lunch provided at no cost to students.

Teachers will tentatively engage in professional development June 18th & 19th and curriculum will be provided centrally from the Office of Teaching Learning, focused on STEM, Reading, and Math. Final details, including dates for the student days and teacher professional development, will be shared by late March.

Early Kindergarten Transition (EKT)

EKT is a three-week school-based, family-oriented summer program designed to increase family engagement in school, improve children's attendance and success in school. Incoming Kindergarten students attend school Monday-Thursday every morning for three weeks in summer. Parents or caregivers gather twice a week to meet school staff and discuss ways to support their child's learning. Interpreters are hired. Meals are provided. Child Care is offered during parent meeting times. EKT will occur at Rosa Parks from June 29 - July 16 with the return to the traditional calendar.

FISCAL IMPACT

Under the current 2019-2020 year-round calendar, there are three intervention weeks that include a total of 13 additional instructional days for identified students. The total cost for the intervention weeks is \$59,280.

In order to support the transition and to address some of the concerns of the community, the following are being recommended as supplemental services for the school: (1) A SUN School extended day program for K-5 students and (2) a four-week summer school program both as described below. The addition of the SUN School will cost an estimated \$120,000; the summer school program will cost an estimated \$107,700; and EKT will cost an estimated \$16,000. This would be a net increase of approximately \$184,000. A portion of this cost may be offset by the Student Success Act.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The transition to the traditional PPS school calendar will begin at the end of the 2019-2020 school year. Rosa Parks Elementary School's academic year ends on the same day as the other district schools, which is June 5, 2020 and a robust 4-week summer program and EKT will be offered in late June through mid-July. The 2020-2021 school year will begin on the PPS traditional calendar and communication will be sent to families immediately following the February 25, 2020 board meeting.

Evaluation of the transition to the traditional school calendar will occur through the 2020-2021 SBAC performance, MAP assessments throughout the 2020-2021 school year, and community and staff feedback in the spring semester of 2021.

CONNECTION TO BOARD GOALS

Improved student learning outcomes are the primary goal of the transition to a traditional calendar. Transitioning to the traditional calendar with the influx of additional support will allow district staff to provide appropriate and aligned support and resources to achieve the following board goals:

1. To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.
2. To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.

STAFF RECOMMENDATION

Staff recommends that Rosa Parks Elementary School follow PPS's traditional calendar beginning with the 2020-2021 school year, with summer school and EKT programming starting in June 2020 and SUN programming starting at the latest in early 2021.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

KC (Initials)