KEY CONSIDERATIONS

IMPACT OF BREAKS ON LEARNING
Summer Slide and COVID-19 “Cliff”

STAKEHOLDER FEEDBACK
Employees, Parents, Students, Community and Business members

NEED FOR “REAL TIME” STUDENT SUPPORT
Provide intervention, cycle/credit recovery, enrichment and acceleration opportunities

TEA SUPPORT
Local calendar flexibility HB3 ADSY Funding
### INSTRUCTIONAL TIME & PERFORMANCE

Top performing countries have taken measures to address summer slide.

<table>
<thead>
<tr>
<th>PISA Ranking</th>
<th>Location (Instructional Days)</th>
<th>Start</th>
<th>Primary School Calendar</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 (USA)</td>
<td>Texas (173 days avg.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Finland (183 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ireland (187 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Canada (194 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Hong Kong (190 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Singapore (193 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>South Korea (220 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Japan (210 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TRADITIONAL SUMMER SLIDE

Declining Achievement during Summer Breaks

As noted in the Texas Commission on Public School Finance report, student achievement levels drop during the summer months, commonly referred to as the “summer slide”.

Years of learning

Student Type:
- Middle-class student
- Low-income student

School Year Growth:
- Students progress at same rate during school year

Summer Growth:
- Advanced by one month
- Fall behind by 2-3 months

Note: No variance in amount of summer slide by grade

The impact of summer slide may create a gap of up to three grade levels for low income students by fifth grade.

COVID-19 school closures are predicted to have a devastating impact on student achievement. Students are projected to return from break nearly a full year behind than what normally occurs.
GISD Cohort Meets Grade Level Performance: Reading

Year | Hispanic | Hispanic x ECDIS | Black | Black x ECDIS | White | White x ECDIS
--- | --- | --- | --- | --- | --- | ---
2014 (Gr 3) | 34.6% | 29.2% | 26.0% | 21.2% | 51.2% | 47.5%
2015 (Gr 4) | 31.9% | 26.0% | 30.5% | 23.8% | 47.5% | 50.6%
2016 (Gr 5) | 38.3% | 30.5% | 21.2% | 23.8% | 50.6% | 50.6%
2017 (Gr 6) | 33.8% | 23.8% | 38.3% | 33.8% | 47.5% | 50.6%
2018 (Gr 7) | 44.4% | 38.3% | 33.8% | 38.3% | 50.6% | 50.6%
2019 (Gr 8) | 42.8% | 39.4% | 33.8% | 39.4% | 50.6% | 55.8%
GISD Cohort Meets Grade Level Performance: Mathematics
Flexible Calendar Options

Benefits of an intersessional calendar:

- provides extra days/weeks for makeup time
- spread out school days so they reach into the summer
- encourages students to attend for remediation, enrichment, or acceleration
- provides dedicated time to focus on smaller group of students to meet specific needs

HB3 Additional Days School Year (ADSY) Funding
adds half-day formula funding for school systems with additional instructional days for grades PreK-5
Focus Groups
(included presentation, opportunity to ask questions, and reaction survey)
➔ 7 Teacher Sessions
➔ 7 Administrator Sessions
➔ 4 District Personnel Sessions
➔ 1 Counselor Session
➔ 1 Parents/Community Member Session

Stakeholder Survey
➔ 4,377 Employee Responses
  ◆ 2,530 Teachers
  ◆ 1,098 Paraprofessional/Auxiliary Staff
  ◆ 884 Campus & District Administrators/Professional Support

➔ 13,955 Community Responses (English, Spanish, & Vietnamese)
  ◆ 11,428 Parents
  ◆ 2,417 Students
  ◆ 2,445 Business/Community Members
The Results Are In!

• When asked, “Using the scale below, rate the degree to which you agree that Calendar Option 1 will meet the academic needs of our students,” a majority of respondents, 55.9%, selected Strongly Agree/Agree.
  (14.0% selected disagree/strongly disagree)

• When asked, “Using the scale below, rate the degree to which you agree that Calendar Option 2 will meet the academic needs of our students,” a majority of respondents, 37.5%, selected Strongly Agree/Agree.
  (32.0% selected disagree/strongly disagree)

• When asked, “Considering the proposed intersessional calendar options, which option do you believe will best meet the academic needs of GISD students?,” respondents indicated a willingness to consider possible calendar changes, with 41.2% preferring Option 1,
  20.2% preferring Option 2,
  21.8% preferring either option, and
  16.8% preferring neither option
### 2020-2021 Calendar

#### Option 1 Highlights

- Maintains student start date in same week - Monday, August 10, 2020
- Extends last day of school to June 8, 2021
- Introduces quarterly (i.e., 9-week) grading cycles
- Adds 10 minutes to school day for a total of approx. 78,000 min. per year (includes mid-cycle and end of semester early release days)
- Adds instructional days - total of 180
- Maintains 187-day teacher contract (7 full-day professional development/work days and 6-8 early release professional development/work days)
- Adds fall, spring, and summer intersessions

<table>
<thead>
<tr>
<th>Month</th>
<th>Days</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>1-31</td>
<td>-</td>
</tr>
<tr>
<td>September</td>
<td>1-30</td>
<td>-</td>
</tr>
<tr>
<td>October</td>
<td>1-31</td>
<td>-</td>
</tr>
<tr>
<td>November</td>
<td>1-30</td>
<td>-</td>
</tr>
<tr>
<td>December</td>
<td>1-31</td>
<td>-</td>
</tr>
<tr>
<td>January</td>
<td>1-31</td>
<td>-</td>
</tr>
<tr>
<td>February</td>
<td>1-28</td>
<td>-</td>
</tr>
<tr>
<td>March</td>
<td>1-31</td>
<td>-</td>
</tr>
<tr>
<td>April</td>
<td>1-30</td>
<td>-</td>
</tr>
<tr>
<td>May</td>
<td>1-31</td>
<td>-</td>
</tr>
<tr>
<td>June</td>
<td>1-30</td>
<td>-</td>
</tr>
<tr>
<td>July</td>
<td>1-31</td>
<td>-</td>
</tr>
</tbody>
</table>
2020-2021 CALENDAR

OPTION 2 HIGHLIGHTS

+ includes earlier student start date - **Monday, August 3, 2020**
+ extends last day of school to **June 15, 2021**
+ introduces quarterly (i.e., 9-week) grading cycles
+ adds 10 minutes to school day for a total of approx. 78,000 min. per year (includes mid-cycle and end of semester early release days)
+ adds instructional days - **total of 180**
+ maintains 187-day teacher contract (7 full-day professional development/work days and 6-8 early release professional development/work days)
+ adds **fall, winter, spring, and summer intersessions**
+ adds **fall break** in October
2021-2022 CALENDAR

HIGHLIGHTS

+ student start date would be Monday, Aug. 2, 2021
+ student last day of school to June 3, 2022
+ maintains approx. 78,000 min. per year (includes mid-cycle and end of semester early release days)
+ maintains 180 instructional days for all students
+ maintains 187-day teacher contract (7 full-day professional development/work days and 6-8 early release professional development/work days)
+ continues fall, spring, and summer intersessions
+ adds a fall break (Oct. 4-8)
WHY INTERSESSION?

- Embed additional time for student support within the school year
- Provides dedicated time to focus on smaller groups of students and meeting specific needs
- Includes frequent, smaller breaks for all students and teachers to reduce burn-out and allow for recharging
- Spreads out compulsory instructional days into summer months to reduce traditional “summer slide”
- Additional state funds available to support increased instructional time
- Strategically scheduled to take place at the end of the grading cycle; therefore no homework should be assigned

Student support through intervention/remediation
- MAP reading & mathematics results
- STAAR/EOC prior year results
- Grade/cycle course failure

Student support through enrichment
- Coding, eSports, Robotics, GISD Camp, VAPA Camps, Discovery Days
- AVID, Leadership University
- Campus-based clubs

Student support through acceleration
- Original credit virtual course offerings
- Dyslexia camp
- College readiness assessment prep (PSAT, SAT, AP/IB and TSIA)
<table>
<thead>
<tr>
<th>RECURRING QUESTIONS</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILL TEACHERS GET PAID DURING INTERSESSION?</td>
<td>TEACHERS SELECTED FOR INTERSESSION WILL BE PAID $30 AN HOUR.</td>
</tr>
<tr>
<td>IS TEACHING INTERSESSION MANDATORY?</td>
<td>INTERSESSION IS NOT MANDATORY FOR TEACHERS SINCE IT IS OUTSIDE THEIR CONTRACT DAYS.</td>
</tr>
<tr>
<td>WILL ALL STUDENTS ATTEND INTERSESSION?</td>
<td>NO, ONLY STUDENTS SELECTED FOR INTERVENTION OR ENRICHMENT PURPOSES.</td>
</tr>
<tr>
<td>IS STUDENT INTERSESSION ATTENDANCE MANDATORY? ARE THERE ANY CONSEQUENCES FOR NOT ATTENDING IF RECOMMENDED?</td>
<td>INTERSESSION PARTICIPATION FOR SELECTED STUDENTS IS STRONGLY ENCOURAGED, BUT NOT MANDATORY.</td>
</tr>
<tr>
<td>DOES INTERSESSION REPLACE AFTER SCHOOL TUTORING AND ANY OTHER STUDENT SUPPORT THROUGHOUT THE YEAR?</td>
<td>NO. HOWEVER, TAKING ADVANTAGE OF AFTER SCHOOL TUTORING AND OTHER SUPPORTS MAY REDUCE LIKELIHOOD OF BEING INVITED TO INTERSESSION FOR INTERVENTION/REMEDICATION.</td>
</tr>
<tr>
<td>WILL INTERSESSION CALENDARS HAVE A SHORT-TERM IMPLEMENTATION (1-2 YEARS) OR OUR NEW NORMAL?</td>
<td>THIS DECISION IS PENDING. WILL BE BASED ON OBSERVED BENEFITS TO STUDENTS.</td>
</tr>
<tr>
<td>WHAT SUPPORTS OR SERVICES WILL BE AVAILABLE FOR SPECIAL POPULATIONS - ELL, SPED, DYSLEXIA, ETC?</td>
<td>ALL SITES WILL BE STAFFED WITH SPECIALIZED PERSONNEL TO ENSURE STUDENTS RECEIVE ELIGIBLE SUPPORTS AND ACCOMMODATIONS.</td>
</tr>
</tbody>
</table>
## INTERSESSION LOGISTICS FAQ

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>RECURRING QUESTIONS</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN RESOURCES</td>
<td>WILL THERE BE ANY CHANGE IN CONTRACTS?</td>
<td>THERE ARE NO CHANGES IN CONTRACTS.</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>WILL THERE BE TRANSPORTATION FOR STUDENTS IN INTERSESSION?</td>
<td>TRANSPORTATION WILL BE PROVIDED TO ALL ELIGIBLE PARTICIPATING STUDENTS.</td>
</tr>
<tr>
<td>NUTRITIONAL SERVICES</td>
<td>WILL STUDENTS IN INTERSESSION BE FED LUNCH?</td>
<td>BREAKFAST AND LUNCH SERVICES WILL BE PROVIDED DURING INTERSESSION.</td>
</tr>
<tr>
<td>ATHLETICS, VAPA &amp; UIL ACTIVITIES</td>
<td>HOW WILL ATHLETICS AND VISUAL &amp; PERFORMING ARTS BE AFFECTED DURING INTERSESSION?</td>
<td>ACTIVITIES WILL CONTINUE DURING INTERSESSION PER UIL GUIDELINES.</td>
</tr>
<tr>
<td>COLLEGE FOR ALL</td>
<td>HOW WILL STUDENTS TAKING COLLEGE COURSES BE AFFECTED?</td>
<td>STUDENTS WILL CONTINUE TO FOLLOW BOTH THE GISD AND COLLEGE CALENDARS; NON-COLLEGE INSTRUCTIONAL DAYS WILL INCLUDE SUPPORT FOR COLLEGE TRANSITION.</td>
</tr>
<tr>
<td>STAAR AND EOC</td>
<td>WITH THE EXTENDED ACADEMIC CALENDAR, WHAT WILL STUDENTS DO A WHOLE MONTH AFTER STAAR AND EOC?</td>
<td>TEA HAS INDICATED THEY WILL BE ANNOUNCING FLEXIBLE, EXTENDED ONLINE TESTING WINDOWS.</td>
</tr>
</tbody>
</table>
BUDGET IMPLICATIONS

Potential Costs
- Supplemental Pay - Teachers, Administrators, & Support Staff
- Transportation
- Facilities
- Student Nutrition Services
- Supplies and Materials

Potential Funding Sources
- ADSY Funding
- Existing Summer Programs Funding
- Title I Funds
- State Compensatory Education Funds
## PROJECTED BUDGET - Option 1

### Available Funding

- **ADSY Estimate:** $2,500,000
- **Title 1:** $600,000
- **199:** $2,000,000

**Total:** $5,100,000

*Note: 100% of the Title I and 199 funds listed are currently available in existing summer programming budget allocations.*

### Total Anticipated Intersession Cost:

- **Fall Intersession - 4 days:** $257,640
- **Spring Intersession - 5 days:** $629,184
- **Summer Intersession - 8 days:** $1,914,776

**Total:** $2,310,048

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### Payroll and Non-Payroll Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall Intersession - 4 days</th>
<th>Spring Intersession - 5 days</th>
<th>Summer Intersession - 8 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll</td>
<td>$257,640</td>
<td>$629,184</td>
<td>$1,914,776</td>
</tr>
<tr>
<td>Non-Payroll</td>
<td>$32,205</td>
<td>$41,225</td>
<td>$247,045</td>
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<tr>
<td>Subtotal</td>
<td>$289,845</td>
<td>$670,409</td>
<td>$2,161,821</td>
</tr>
</tbody>
</table>

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### Additional Costs

- **Student Nutrition:** $105,936
- **Supplies/Materials:** $32,980
- **Utilities:** $52,244
- **Transportation:** $76,000

**Subtotal:** $395,272

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### Total

- **Total Payroll:** $1,155,024
- **Total Non-Payroll:** $1,443,780
- **Total:** $2,310,048
# PROJECTED BUDGET - Option 2

<table>
<thead>
<tr>
<th></th>
<th>Fall Intersession - 5 days</th>
<th>Winter Intersession - 5 days</th>
<th>Spring Intersession - 5 days</th>
<th>Summer Intersession - 8 days</th>
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<tbody>
<tr>
<td></td>
<td>Payroll</td>
<td>Non-Payroll</td>
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<tr>
<td>Nurses</td>
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<td>$51,528</td>
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<td>Office Para</td>
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<td>$31,640</td>
<td>$31,640</td>
<td>$50,624</td>
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<tr>
<td>Instructional Para</td>
<td>$31,640</td>
<td>$31,640</td>
<td>$31,640</td>
<td>$50,624</td>
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<tr>
<td>Teachers - Special Education</td>
<td>$59,325</td>
<td>$59,325</td>
<td>$59,325</td>
<td>$94,920</td>
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<tr>
<td>Teachers</td>
<td>$786,480</td>
<td>$786,480</td>
<td>$786,480</td>
<td>$1,258,368</td>
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<td>Student Nutrition</td>
<td>$132,420</td>
<td>$110,515</td>
<td>$132,420</td>
<td>$211,872</td>
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<tr>
<td>Supplies/Materials</td>
<td>$41,225</td>
<td>$41,225</td>
<td>$41,225</td>
<td>$65,960</td>
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<tr>
<td>Utilities</td>
<td>$65,305</td>
<td>$65,305</td>
<td>$65,305</td>
<td>$104,488</td>
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<td>Transportation</td>
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<td>$152,000</td>
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<td>$247,045</td>
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<tr>
<td>Total</td>
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<td>$1,443,780</td>
<td>$1,443,780</td>
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</table>

**Available Funding**

- **ADSY Estimate:** $3,300,000
- **Title 1:** $600,000
- **199:** $2,000,000

**Total Anticipated Intersession Cost:** $6,641,388

*Note: 100% of the Title I and 199 funds listed are currently available in existing summer programming budget allocations.*
Will virtual instruction be an option? Will returning to campus be an option? How will high academic standards be maintained?

Will there be staggered daily schedules? If so, how will the District ensure families are on the same schedules?

How will students/staff movement be impacted? Changing classes? Recess? Lunch?

Will absence policies be changed to encourage ill students to stay home?

Will amount of homework be reduced due to increase in school days and number of days?

What safety precautions will be taken, including cleaning protocols and personal protective equipment (PPE) for students and employees?

Are there any supports available for families that have to work and/or do not have daycare to support at-home learning?

How will more minutes in the instructional day be used to improve student learning?

What social-emotional supports will be available to students to assist with trauma recovery from spring school closures?

How will the district respond in the event of another surge in COVID-19?