INNOVATIVE SCHOOL SCHEDULING WORKGROUP

September 11, 2024

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ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

FEEDBACK FROM MEETING 1

PROS OF CURRENT SCHEDULE

- Familiar and Convenient
- Credit Accumulation
- Flexibility for Seniors
- Syncs with Colleges
- Supports Local Economy

CONS OF CURRENT SCHEDULE

- Inflexible
- Inefficient Infrastructure Utilization
- Summer Learning Loss
- Constrains Teacher Creativity

MODELS FOR CONSIDERATION

- 45/15 and 60/20 (7)
- Trimester (6)
- Shortened School Week (5)
- Condensed School Year (4)
- Year-round School Year(3)
- Extended School Day (2)
- Extended School Year (2)
- International (1)

MOST IMPORTANT CONSIDERATIONS

THE WHY

- Childcare
- Transportation
- Options for Families
- Opportunities for students
- Flexibility
- Equity
- Different Models for Schools

WORKGROUP TIMELINE

Meeting 1
September 3

Meeting 2
September 11
Condensed, Extended, Shortened

Meeting 3
September 25
Trimester, 45/15, 60/20

Meeting 4
October 14
Year Round, International Models

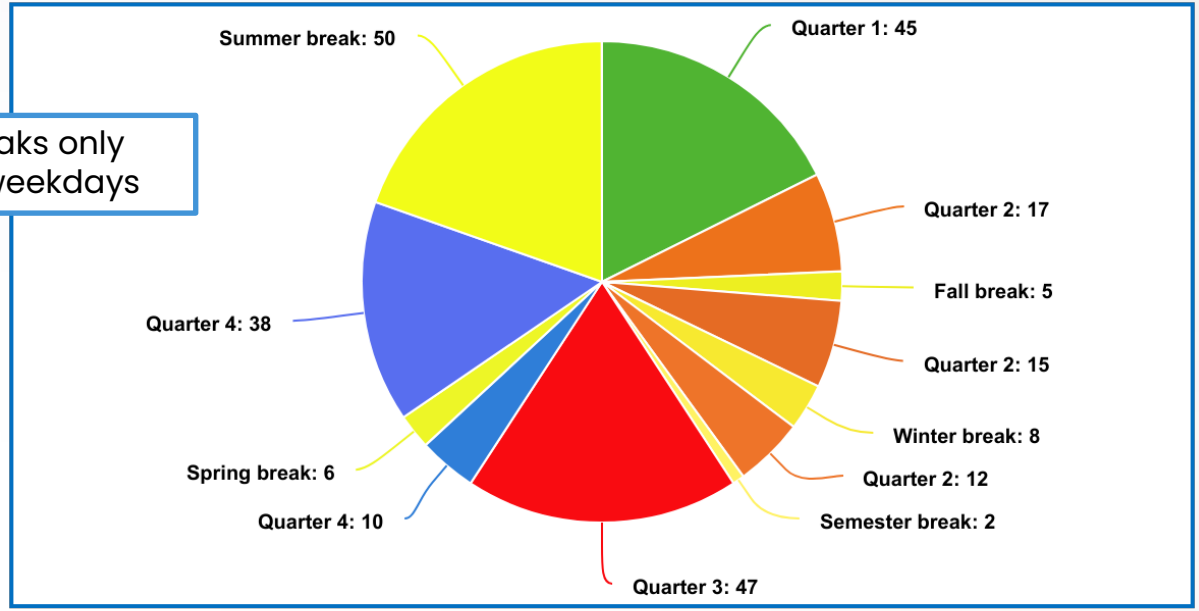
Meeting 5
If Needed

Finalize Report
Before
November 1

CURRENT SCHOOL CALENDAR

Anne Arundel County Public Schools

Note: Breaks only include weekdays



THE MODELS

CONDENSED SCHOOL YEAR

Remove the 180-day requirement to eliminate need for early dismissal days.

EXTENDED SCHOOL YEAR

Extend the school day, week, or year to maximize instructional time for students.

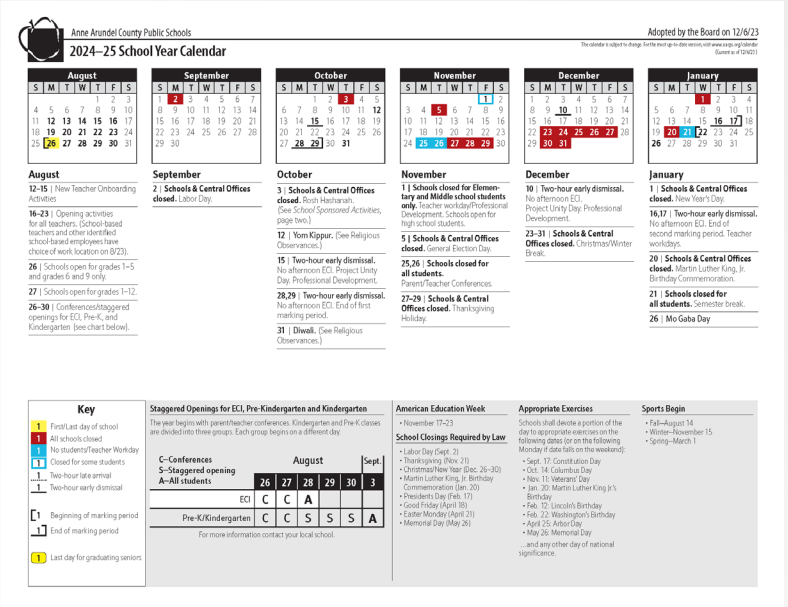
SHORTENED SCHOOL WEEK

One day off the school week, either weekly or bi-weekly.

CONDENSED SCHOOL YEAR

SUMMARY

- Requirement of 180 school days **and** a minimum of 1,080 school hours during a 10–month period
- AACPS has 183 school days and 12 early dismissal days
- Removal of the 180-day requirement would allow AACPS to eliminate 12 early dismissal days



Anne Arundel County Public Schools

Adopted by the Board on 12/6/23

2024–25 School Year Calendar

August

12–15 | New Teacher Onboarding Activities

16–23 | Opening activities for all teachers. (School-based teachers and other identified school-based employees have choice of work location on 8/23).

26 | Schools open for grades 1–5 and grades 6 and 9 only.

27 | Schools open for grades 1–12.

26–30 | Conferences/staggered openings for ECI, Pre-K, and Kindergarten (see chart below).

September

2 | **Schools & Central Offices closed.** Labor Day.

October

3 | **Schools & Central Offices closed.** Rosh Hashanah. (See *School Sponsored Activities*, page two.)

12 | Yom Kippur. (See Religious Observances.)

15 | **Two-hour early dismissal.** No afternoon ECI. Project Unity Day. Professional Development.

28,29 | **Two-hour early dismissal.** No afternoon ECI. End of first marking period.

31 | **Diwali.** (See Religious Observances.)

November

1 | **Schools closed for Elementary and Middle school students only.** Teacher workday/Professional Development. Schools open for high school students.

5 | **Schools & Central Offices closed.** General Election Day.

25,26 | **Schools closed for all students.** Parent/Teacher Conferences.

27–29 | **Schools & Central Offices closed.** Thanksgiving Holiday.

December

10 | **Two-hour early dismissal.** No afternoon ECI. Project Unity Day. Professional Development.

23–31 | **Schools & Central Offices closed.** Christmas/Winter Break.

January

1 | **Schools & Central Offices closed.** New Year's Day.

16,17 | **Two-hour early dismissal.** No afternoon ECI. End of second marking period. Teacher workdays.

20 | **Schools & Central Offices closed.** Martin Luther King, Jr. Birthday Commemoration.

21 | **Schools closed for all students.** Semester break.

26 | Mo Gaba Day

Key

1 First/Last day of school
1 All schools closed
1 No students/Teacher Workday
1 Closed for some students
1 Two-hour late arrival
1 Two-hour early dismissal
[1 Beginning of marking period
1] End of marking period
1 Last day for graduating seniors

Staggered Openings for ECI, Pre-Kindergarten and Kindergarten

The year begins with parent/teacher conferences. Kindergarten and Pre-K classes are divided into three groups. Each group begins on a different day.

C–Conferences
S–Staggered opening
A–All students

	August					Sept.
	26	27	28	29	30	3
ECI	C	C	A			
Pre-K/Kindergarten	C	C	S	S	S	A

For more information contact your local school.

American Education Week

- November 17–23

School Closings Required by Law

- Labor Day (Sept. 2)
- Thanksgiving (Nov. 21)
- Christmas/New Year (Dec. 25–30)
- Martin Luther King, Jr. Birthday Commemoration (Jan. 20)
- Presidents Day (Feb. 17)
- Good Friday (April 18)
- Easter Monday (April 21)
- Memorial Day (May 26)

Appropriate Exercises

Schools shall devote a portion of the day to appropriate exercises on the following dates (or on the following Monday if date falls on the weekend):

- Sept. 17: Constitution Day
- Oct. 14: Columbus Day
- Nov. 11: Veterans' Day
- Jan. 20: Martin Luther King Jr.'s Birthday
- Feb. 12: Lincoln's Birthday
- Feb. 22: Washington's Birthday
- April 25: Arbor Day
- May 26: Memorial Day

...and any other day of national significance.

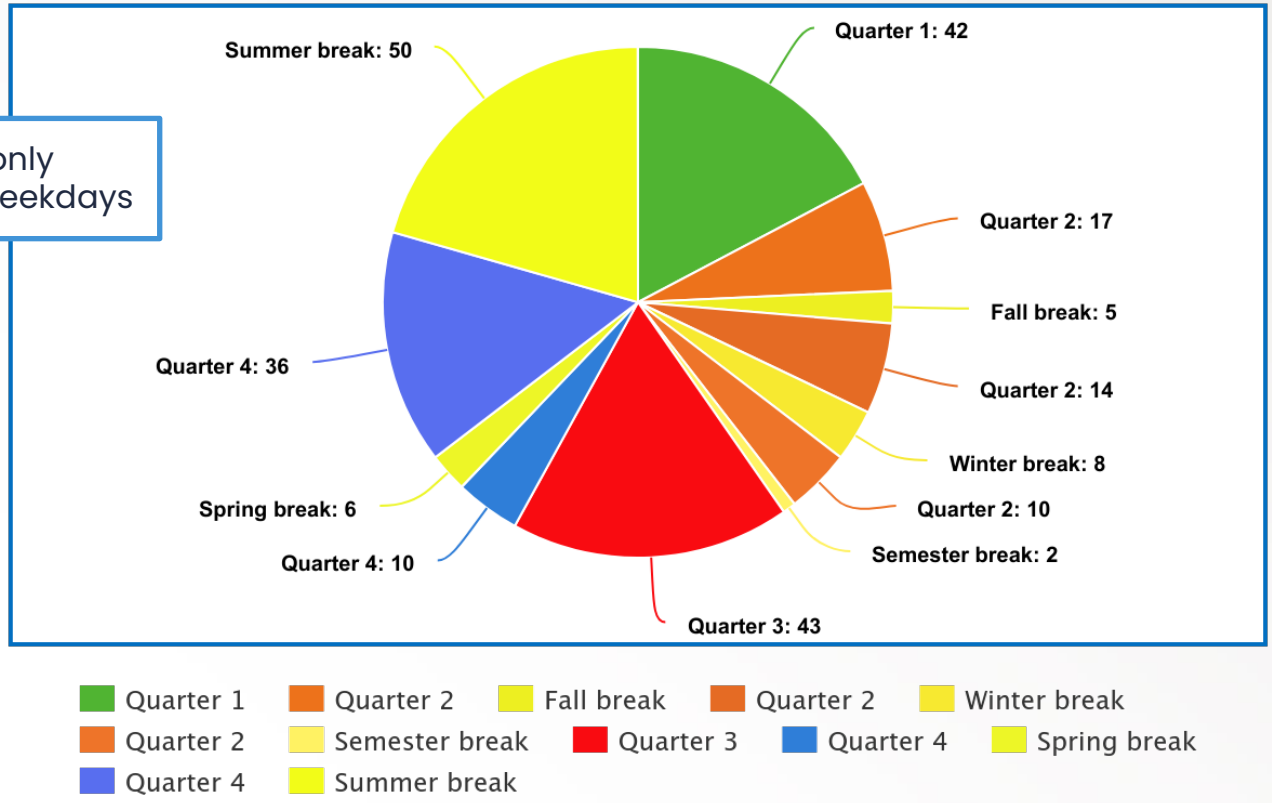
Sports Begin

- Fall–August 14
- Winter–November 15
- Spring–March 1

AACPS Calendar 2024-2025

CONDENSED SCHOOL YEAR CALENDAR

Note: Breaks only include weekdays



Length of School Year by State

Days or Hours

12 States

Alabama
Alaska
Florida
Iowa
Kansas
Louisiana
New Hampshire
North Carolina
Oklahoma
Oregon
Rhode Island
Virginia

Days and Hours

16 States

Arizona
California
Colorado
Connecticut
Hawaii
Kentucky
Maryland
Massachusetts
Michigan
Minnesota
Missouri
North Dakota
South Carolina
Utah
Washington
Wyoming

Just Hours

10 States

Delaware
Idaho
Montana
Nebraska
New Mexico
Ohio
Pennsylvania
South Dakota
Texas
Wisconsin

Many states, 48%, allow school districts to just meet minimum hour requirements.

CONDENSED SCHOOL YEAR

PROS

- Successfully implemented elsewhere
- Eliminate early dismissal days, a source of frustration for parents/guardians
- Consistent childcare for families
- Increases opportunity for academic recovery during summer break

CONS

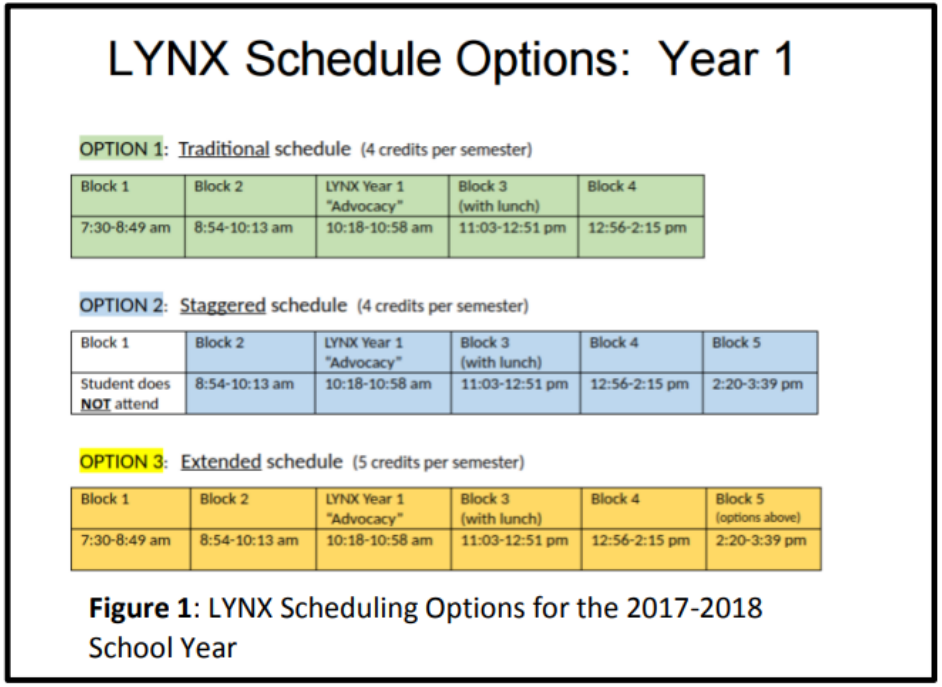
- Restructure professional development
- Learning recovery during summer break

EXTENDED SCHOOL YEAR

SUMMARY

- Extend the school day, week, or year
- MSDE recommends extended school year over extended day or week

Frederick County LYNX School schedule model



LYNX Schedule Options: Year 1

OPTION 1: Traditional schedule (4 credits per semester)

Block 1	Block 2	LYNX Year 1 "Advocacy"	Block 3 (with lunch)	Block 4
7:30-8:49 am	8:54-10:13 am	10:18-10:58 am	11:03-12:51 pm	12:56-2:15 pm

OPTION 2: Staggered schedule (4 credits per semester)

Block 1	Block 2	LYNX Year 1 "Advocacy"	Block 3 (with lunch)	Block 4	Block 5
Student does **NOT** attend	8:54-10:13 am	10:18-10:58 am	11:03-12:51 pm	12:56-2:15 pm	2:20-3:39 pm

OPTION 3: Extended schedule (5 credits per semester)

Block 1	Block 2	LYNX Year 1 "Advocacy"	Block 3 (with lunch)	Block 4	Block 5 (options above)
7:30-8:49 am	8:54-10:13 am	10:18-10:58 am	11:03-12:51 pm	12:56-2:15 pm	2:20-3:39 pm

Figure 1: LYNX Scheduling Options for the 2017-2018 School Year

EXTENDED SCHOOL DAY

LYNX MODEL

- Goal: increase student achievement and promote college and career readiness
- Provides individualized, self-directed learning opportunities
- Allows students to select coursework, method of instruction, and pace of learning

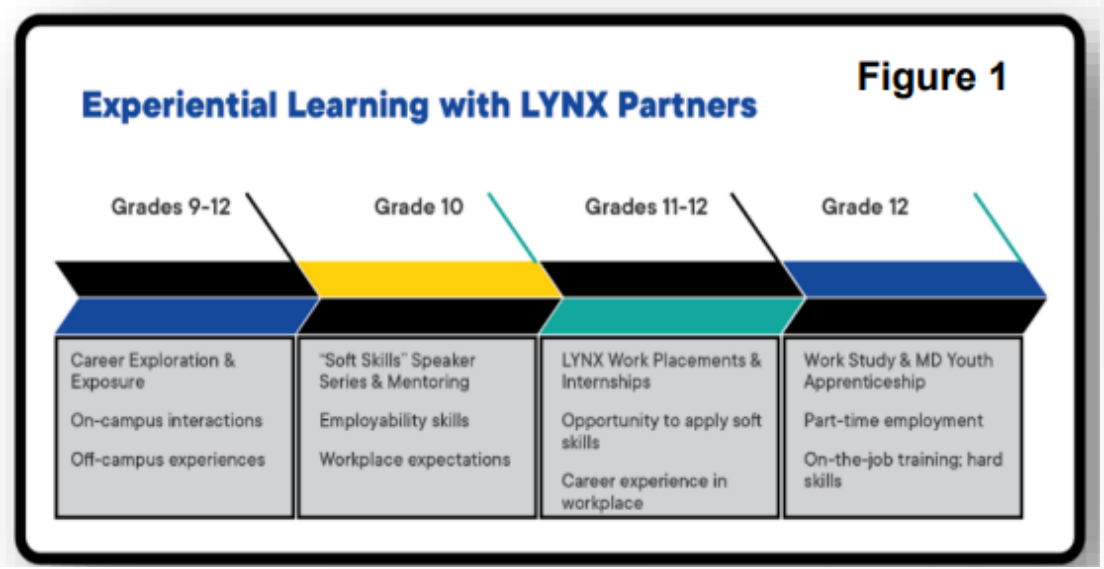
Frederick High School operates on an expanded daily schedule:

Breakfast	7:00 - 7:30 AM
First Block	7:30 - 8:50 AM
Second Block	8:55 - 10:15 AM
Advocacy	10:20 - 10:55 AM **
Third Block	11:00 AM - 12:50 PM
Lunch	*1st lunch 10:55 - 11:25 AM (late bell 11:30)* *2nd lunch 11:35 AM - 12:05 PM (late bell 12:10)* *3rd lunch 12:20 - 12:50 PM*
Fourth Block	12:55 - 2:15 PM (buses depart daily at 2:25)
Fifth Block/Learning Lab	2:20 - 3:40 PM
Supper	3:45 - 4:15 PM (buses depart daily at 4:15 PM)

**AM CTC will return at 10:30 AM
**PM CTC will leave for lunch at 10:45 AM

Frederick County LYNX School Extended Day

EXTENDED SCHOOL DAY



Frederick County LYNX School partnerships

Table 1. Overall, how satisfied are you with the variety of options offered to all LYNX students, e.g., LYNX experiences*, flexible scheduling (traditional, staggered, extended day), free supper, learning lab availability, and course credit by demonstrated mastery?

Stakeholder Group	2017-2018 (Year 1)	2018-2019 (Year 2)	2019-2020 (Year 3)*	2020-2021 (Year 4)*	2021-2022 (Year 5)
Students					
Grade 9	96%	95%	99%		
Grade 10	**	96%	97%		
Grade 11	**	**	98%		
Grades 9-12	**	**	**	97%	96%
Advocacy Teachers					
Grade 9	100%	94%	93%		
Grade 10	**	86%	93%		
Grades 11-12	**	**	94%		
LYNX Advocates	100%	100%	100%		
Advocacy Teachers/LYNX Advocates* **				97%	92%
Parents/Guardians	91%	100%	97%	97%	93%

* Survey responses may have been influenced by the impact of the pandemic, e.g., virtual/hybrid learning models, related school

Satisfaction with LYNX Model

Table 2. Number of LYNX Partners & Number of FHS Students Participating in At Least One LYNX Experience by Program Year

School Year (LYNX Year)	Number (Cumulative) of Partners	Number of Students Participating ≥ 1 LYNX Experience		
		All FHS Students	Grade 9 and 10	Grade 11 and 12
2017-2018 (Year 1)	65	*	*	*
2018-2019 (Year 2)	135	769 (50%[a])	572	197
2019-2020 (Year 3)	145	739 (50%[a])	407	332
2020-2021 (Year 4)	156	418 (25%[a])	232	186
2021-2022 (Year 5)	167	1,001 (60%)	565	436

* LYNX experiences were only offered to 9th graders in Year 1; thus, data cannot be compared to Years 2-5 and are not reported.

[a] Percent of student population

Participation in LYNX Experience

Table 8. Frederick High School Graduation Rates (Baseline, LYNX Year 1 and Year 4)—by Student Group (includes Comparison School Data)					
Student Group	**2017 SY**	**2018 SY (Year 1)**		**2021 SY* (Year 4)**	
	FHS Baseline	FHS/LYNX	Comparison School	FHS/LYNX	Comparison School
All Students	**78.4**	**79.6**	**82.0**	**84.5**	**91.0**
Asian	94.7	≥ 95.0	93.3	96.3	88.2
Black/African American	84.2	88.8	82.9	90.8	92.2
Hispanic/Latino	58.3	60.3	67.3	70.5	86.6
Two or More Races	84.6	94.1	76.5	94.7	≥ 95.0
White	94.0	93.5	90.1	≥ 95.0	92.5
English Learners	25.6	42.6	20.8	44.8	88.2
Students with Disabilities	60.7	74.1	51.2	63.6	66.0
Free/Reduced Meals	72.1	74.5	72.3	78.4	84.3

* Due to state assessment waivers granted by MSDE to graduating seniors in the 2020-2021 SY, graduation rates may be higher than during a non-waiver/non-pandemic school year.

Graduation Rates

EXTENDED SCHOOL DAY

PROS

- Improved academic results for all students, not just those at low-performing schools (Kidron & Lindsay)
- Improved graduation and drop out rates (LYNX)

CONS

- Additional funding needed to support model

EXTENDED SCHOOL YEAR

SAIL (Student Adventures in Learning)

- Montgomery County schools
- 4-week summer program for 4.5 hours a day
- Offered in Title I schools for K-8
- Enriches student learning and helps to mitigate summer learning loss

EXTENDED SCHOOL YEAR

SAIL Key Findings

- 51% of eligible students voluntarily participated
- 76% of participating students FARMS eligible, 59% receiving ESOL services, and 11% receiving special education services
- Students demonstrated stronger reading and mathematics skills and avoided summer learning loss

Extended School Year

PROS

- Reduce summer learning loss (MSDE)
- Improve student assessment scores, particularly for low-income student groups (MSDE)

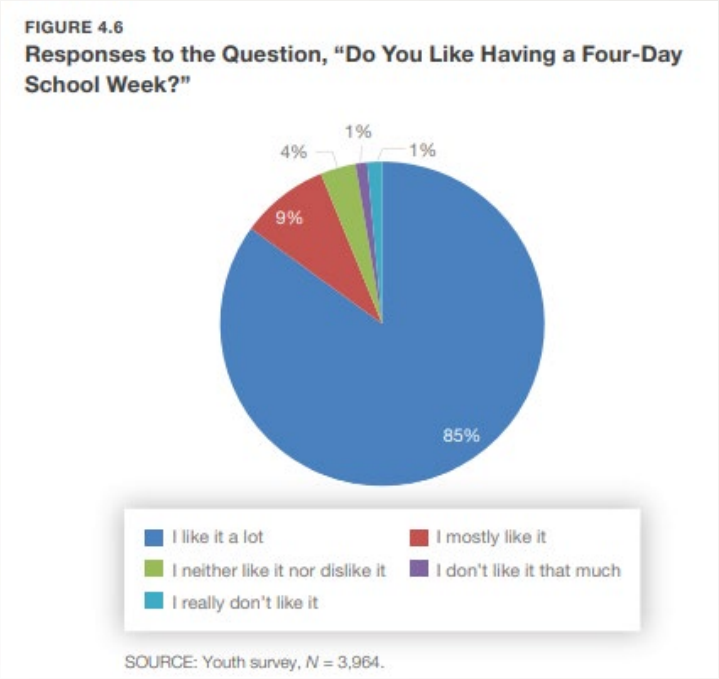
CONS

- Additional funding needed to support model (MSDE)

SHORTENED SCHOOL WEEK

SUMMARY

- One day off during the school week, either weekly or bi-weekly
- Implemented in almost 900 school districts in US (out of approx. 13,000)
- Could be used to provide mental health days for students and teachers or to support college and career readiness
- * Could require the school system to extend school day length



*Data from RAND Corp. 2021 report

SHORTENED SCHOOL WEEK

HOW TO USE THE FIFTH DAY

- Tutoring or intercessions for students
- Sports and extracurricular activities
- Teacher professional development & lesson planning
- Students can work, intern, or take college classes
- Catch up on missed work or concepts

TABLE 6.1

Summary of Findings for Factors Playing a Role in Policy Decisions Regarding the Four-Day School Week

Factor	Qualitative Finding	Quantitative Finding
Districts save money or reallocate funds (small amount)	Positive	N/A
Recruit and retain teachers	Positive	N/A
Teacher attendance	Positive	N/A
Satisfaction with the 4dsw	Positive	Positive
Students have additional time to spend with family	Positive	Positive
Student attendance	Positive	No difference
Behavioral and emotional well-being	Positive	No difference
Parent stress	Positive	No difference
School climate	Positive	No difference
Sleep and fatigue	Positive/ negative[a]	Positive/ no difference[b]
Student achievement	Positive/ no difference/ negative[a]	Negative/ no difference[c]
Food insecurity	No difference	No difference
Family resources	No difference	No difference
Student enrollment	No difference	No difference
Physical activity	N/A	No difference

RAND findings on factors impacting decision regarding four-day school week.

SHORTENED SCHOOL WEEK

PROS

- Alignment with Blueprint for Maryland's Future, post-CCR pathways and non-instructional time for classroom teachers
- Proven to improve teacher recruitment, retention, and morale (National Conference of State Legislatures)
- Supported by teachers and parents (RAND)
- Increased student and teacher attendance (RAND)
- Increase opportunity for professional development (RAND)

CONS

- Childcare

DISCUSSION QUESTIONS

QUESTION 1

What are the advantages and disadvantages of this model?

QUESTION 2

Who benefits from this model?

QUESTION 3

Who is negatively impacted by this model?

QUESTION 4

Are any guardrails needed to implement this model?

Question 5

Would you recommend this model for implementation in AACPS?

THANKS!

Do you have any questions?

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ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

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