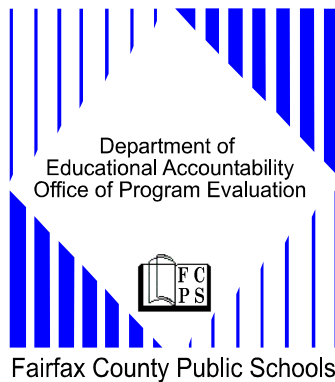


# **MODIFIED SCHOOL CALENDAR (MSC) AT TIMBER LANE ELEMENTARY**

## **DATA SUMMARY**

**1997-1998 through 2000-2001**



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Presented  
October 2001

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**SELECTION OF SCHOOLS**

In 1996, the Timber Lane school community chose to adopt the Modified School Calendar. At that point, the Office of Program Evaluation was asked to provide technical assistance to the school in evaluating their program. Timber Lane Elementary is the only MSC pilot school whose performance is described in this data summary. A comparison school was selected to rule out common conditions that impact student achievement beyond a specific intervention of interest. In this case, the intervention is the organization of the school year, the modified school calendar. A comparison school was selected based on the percent of students on free and reduced-price meals, percent mobility, and the percent of students enrolled in ESL programs. These variables have been found in FCPS and the research to impact student achievement greatly. Table 1 illustrates the similarities between the two schools.

**Table 1  
Demographic Comparison of Timber Lane and Comparison School**

<b>School</b>	<b>Percent of Students on Free/Reduced Price Lunch</b>	<b>Percent Mobility</b>	<b>Percent of students who participate in the ESL program</b>
Timber Lane	52.56	27.01	21.3
Comparison	53.93	26.94	11.0

These two schools are very similar in terms of the variables that tend to impact student achievement to the greatest extent. The percent of students on free/reduced price lunch is the variable that explains the greatest amount of variation in test scores between schools in Fairfax County historically. The comparison school is within 1.5 percentage points on this variable. In addition, schools are concerned with the rate of mobility of students. As students move in and out of a school, they do not receive the full benefits of the school program. Timber Lane and the comparison are almost identical on this variable. The last variable for comparison is the percent of students participating in the ESL program. Although the schools are not as strongly matched on this variable, ESL students who should not participate in testing are exempted by schools or provided with proper accommodations. With appropriate accommodations ESL students' performance is considered the same as regular students.

**EVALUATION DATA**

Throughout the implementation of the modified school calendar, data were collected to determine levels of academic achievement as well as parent satisfaction with the MSC program. Students were assessed with student achievement measures according to the divisionwide testing schedule. Satisfaction information was collected via a survey from parents.

## **Student Achievement Measures**

Multiple measures of student achievement were used to make comparisons between the pilot and non-pilot school. Following is a brief description of each measure.

***Stanford 9 TA – Grades 4 and 6.*** The Stanford 9 TA is a norm-referenced test that is part of the Virginia State Assessment Program. The test is administered in the fall of each school year to students in grades 4 and 6. The test is designed to measure a students’ knowledge in each of the content areas. The Stanford 9 TA is comprised of five subtests: Reading, Mathematics, Language, History/Social Science, and Science.

***Standards of Learning tests – Grades 3 and 5 (Grade 4 for History/Social Science).*** The Standards of Learning (SOL) tests are criterion-referenced tests that are a part of the Virginia State Assessment Program. The tests are designed to measure students’ mastery of the curriculum in each content area. The tests are administered in the spring of each school year to students in grades 3 and 5. Students in grade 4 participate in the grade 5 History/Social Science assessment. The SOL tests are administered in the following areas: English, Mathematics, History/Social Science, Science, and Technology (grade 5 only). The evaluation will focus on assessments in the four core content areas and will not utilize the information from the technology SOL tests.

***Program of Studies Mathematics tests – Grades 1, 2, 4, and 6.*** The Program of Studies (POS) Mathematics tests are locally developed criterion-referenced tests designed to measure a students’ mastery of the mathematics curriculum. The tests are administered in the late spring of each school year. The POS mathematics tests are administered divisionwide at Grades 1, 2, 4, and 6; grade levels at which the SOL tests are not administered.

***Timber Lane Parent Survey.*** Each spring, a survey was sent to the families in Timber Lane. The surveys were distributed one per family. The survey was developed to gauge satisfaction with the change in school schedule as well as perception of the impact of the change.

## **DATA SUMMARY FINDINGS**

### **Student Achievement Data**

A variety of student achievement data were analyzed to determine the impact of the modified school calendar. The data for students at Timber Lane were compared to those from students at a demographically similar comparison school. Tables 2-8 summarize the findings of the student achievement comparisons over the 1998-99, 1999-2000, and 2000-2001 school years, the first three years of implementation.

**Table 2**  
**Timber Lane vs. Comparison School Annual Performance**  
**Stanford 9TA**

Test	Content Area	Timber Lane		Comparison	
		Mean Score	n	Mean Score	n
Fall 1998 Stanford Grade 4	English	<b>631.62</b>	52	609.65	48
	Math	<b>611.52</b>	52	586.71	48
	History	623.85	52	607.81	48
	Science	588.67	52	580.06	48
Fall 1998 Stanford Grade 6	English	<b>681.48</b>	42	664.25	60
	Math	<b>686.05</b>	42	650.60	60
	History	<b>663.10</b>	42	638.20	60
	Science	<b>636.17</b>	42	618.10	60
Fall 1999 Stanford Grade 4	English	620.82	67	616.32	50
	Math	<b>622.06</b>	70	594.56	55
	History	<b>639.89</b>	70	615.96	55
	Science	<b>596.20</b>	70	580.39	56
Fall 1999 Stanford Grade 6	English	<b>683.25</b>	40	653.74	47
	Math	<b>681.70</b>	43	644.47	49
	History	<b>659.40</b>	42	637.51	49
	Science	<b>629.00</b>	43	615.43	49
Fall 2000 Stanford Grade 4	English	<b>621.79</b>	57	606.32	75
	Math	<b>624.85</b>	68	590.56	81
	History	<b>637.07</b>	69	609.01	79
	Science	<b>597.35</b>	69	578.69	79
Fall 2000 Stanford Grade 6	English	654.16	56	619.18	62
	Math	<b>667.75</b>	56	647.68	62
	History	<b>649.50</b>	56	637.14	62
	Science	<b>626.29</b>	56	615.79	62

\* If the mean score is listed in bold, the difference between the two schools is a statistically significant in favor of the highlighted school.

The students at Timber Lane outperformed students at the comparison school in each content area at grades 4 and 6 for the fall 1998, 1999, and 2000 administrations of the Stanford 9 TA. These differences are statistically significant for 20 of 24 tests.

The administration of the fall 2000 Stanford 9 TA at Grade 6 captured the performance of students in the cohort in Grade 4 during the fall 1998 administration. These data were analyzed to determine whether growth of students enrolled in Timber Lane from fall 1998 to fall 2000, if any, was statistically significant. Moreover, this growth was compared to that of students enrolled in the comparison school during this time period. These data are contained in Table 3.

**Table 3**  
**Timber Lane vs. Comparison School Academic Growth**  
**Stanford 9TA\***

Test	Subject	Timber Lane		Comparison	
		Mean Scaled Score	N	Mean Scaled Score	N
Fall 1998 Stanford Grade 4	English	625.21*	43	602.54	25
	Math	606.63*	43	586.96	26
	History	628.36	42	613.19	26
	Science	595.00	42	581.00	26
Fall 2000 Stanford Grade 6	English	<b>654.16</b>	43	<b>650.66</b>	25
	Math	<b>667.75*</b>	43	<b>647.68</b>	26
	History	<b>649.50*</b>	42	<b>637.16</b>	26
	Science	<b>626.29*</b>	42	<b>615.79</b>	26

\* Scaled scores in bold indicate that the growth from fall 1998 to fall 2000 was statistically significant. Scaled scores with an asterisk indicate that there is a statistically significant difference between schools in favor of the asterisked school.

Consistent with schoolwide performance, Timber Lane students in this sub-analysis outperformed students in the comparison school. The differences were statistically significant for five of eight tests. In addition, both groups significantly improved their scores from fall 1998 to fall 2000. The difference between fall 1998 and fall 2000 was statistically significant for all subjects for Timber Lane and the comparison school. The rate of improvement was similar in both schools and the growth at Timber Lane was not significantly different than the growth at the comparison school (p-values >.05 for all subject areas).

**Table 4**  
**Timber Lane vs. Comparison School Annual Performance**  
**Standards of Learning tests**

Test	Content Area	Timber Lane		Comparison	
		Mean Score	n	Mean Score	n
Spring 98 SOL Grade 3	English	387.15	66	366.97	58
	Math	404.62	66	396.17	58
	History	387.02	66	384.55	58
	Science	<b>408.06</b>	66	384.79	58
Spring 98 SOL Grade 5	English	413.82	55	388.79	67
	Math	<b>415.85</b>	55	377.85	67
	History	<b>393.78</b>	55	354.54	67
	Science	408.51	55	398.36	67
Spring 99 SOL Grade 3	English	405.31	74	399.08	60
	Math	439.23	74	428.25	60
	History	<b>426.18</b>	74	404.27	59
	Science	<b>436.18</b>	74	402.53	59
Spring 99 SOL Grade 5	English	414.90	51	394.52	58
	Math	<b>416.62</b>	50	379.63	56
	History	375.34	65	366.39	56
	Science	<b>429.90</b>	51	395.97	58
Spring 2000 SOL Grade 3	English	412.19	68	394.51	81
	Math	<b>458.62</b>	68	421.61	83
	History	413.22	68	397.95	82
	Science	<b>427.71</b>	69	392.40	82

**Table 4 continued**  
**Timber Lane vs. Comparison School Annual Performance**  
**Standards of Learning tests**

Test	Content Area	Timber Lane		Comparison	
		Mean Score	n	Mean Score	n
Spring 2000 SOL Grade 5	English	<b>428.15</b>	53	378.74	42
	Math	<b>402.01</b>	51	366.86	42
	History	<b>389.13</b>	47	353.76	38
	Science	<b>417.87</b>	47	371.24	42
Spring 2001 SOL Grade 3	English Math History Science	Data unavailable at this time			
Spring 2001 SOL Grade 5	English Math History Science	Data unavailable at this time			

\* If the mean score is listed in bold, the difference between the two schools is a statistically significant in favor of the highlighted school.

During the spring 1998 administration of the SOL tests, the students at Timber Lane and the comparison performed at similar levels at Grade 3 and 5. There were significant differences only in science scores at Grade 3 and in math and history scores at Grade 5 favoring Timber Lane. The students at Timber Lane have outperformed students at the comparison school in each content area at grades 3 and 5 for the spring 1999 and 2000 administrations of the Standards of Learning tests. These differences are statistically significant for ten of sixteen tests.

The administration of the spring 2000 SOL at Grade 5 captured the performance of students in the cohort in Grade 3 during the spring 1998 administration. These data were analyzed to determine whether growth of students enrolled in Timber Lane from spring 1998 to spring 2000, if any, was statistically significant. Moreover, this growth was compared to that of students enrolled in the comparison school during this time period. These data are contained in Table 5.

**Table 5**  
**Comparison of Growth Over Time on the SOL test\***

Test	Subject	Timber Lane		Comparison	
		Mean Scaled Score	N	Mean Scaled Score	N
Spring 1998 Stanford Grade 3	English	399.75*	44	361.31	29
	Math	420.21	42	390.10	29
	History	383.79	37	384.86	29
	Science	425.72*	39	380.45	29
Spring 2000 Stanford Grade 5	English	<b>437.27*</b>	44	<b>388.10</b>	29
	Math	411.38*	42	375.90	29
	History	376.41	37	<b>367.38</b>	29
	Science	418.92*	39	382.52	29

\* Scaled scores in bold indicate that the growth from spring 1998 to spring 2000 was statistically significant. Scaled scores with an asterisk indicate that there is a statistically significant difference between schools.

Consistent with schoolwide performance, Timber Lane students in this sub-analysis outperformed students in the comparison school in seven of eight areas. The comparison school outperformed Timber Lane in history in spring 1998 by one point, which was prior to MSC implementation. The differences were statistically significant for five of eight tests. In addition, Timber Lane improved their scores from spring 1998 to spring 2000. The difference between spring 1998 and spring 2000 was statistically significant for the English SOL test for Timber Lane. For the comparison school, the students' scores decreased from spring 1998 to spring 2000 in mathematics and history. These decreases were statistically significant. Controlling for initial level of performance in spring 1998, the difference in scores between Timber Lane and the comparison school in spring 2000 was statistically significant for all subject areas. This indicates that Timber Lane students exhibited more growth than students in the comparison school in all subject areas.

**Table 6**  
**POS Mathematics Achievement of Timber Lane and Comparison School**

Test	Content Area	Timber Lane		Comparison	
		Mean Score	n	Mean Score	n
Spring 99 POS Grade 1	Math	76.92	62	82.19	83
Spring 99 POS Grade 2	Math	<b>75.77</b>	70	62.44	86
Spring 99 POS Grade 4	Math	<b>57.82</b>	72	51.74	61
Spring 99 POS Grade 6	Math	<b>69.44</b>	73	44.54	72

\* Mean scores in bold indicate that the differences are statistically significant in favor of the highlighted school.

The students at Timber Lane outperformed students at the comparison school at grades 2, 4 and 6 for the spring 1999 administration of the Program of Studies mathematics tests. These differences are statistically significant on all three tests. The comparison school outperformed Timber Lane at grade 1; however, the difference was not statistically significant. The POS mathematics tests were made optional during spring 2000. Therefore, the data were not analyzed for the past two school years.

### Achievement of LEP students

One purpose for adopting the modified school calendar was to address learning loss over the summer for students with limited English proficiency. Therefore, the SOL and Stanford 9 TA data were disaggregated for these students. These comparisons looked at any gains made for LEP students at Timber Lane from grade 3 to 5 on the Standards of Learning tests and from grade 4 to 6 for the Stanford 9 TA.

The students included in this analysis were those who took the test in their respective schools in both administrations. The number of LEP students tested during both administrations at the comparison school is less than five for the SOL tests. The change in percentages may appear large but may be influenced by the change in score of one or two students. The data for LEP students are displayed in Tables 7 and 8.

**Table 7**  
**Comparison of SOL Achievement of LEP students**

SOL Content Area	School	n	Grade 3 Spring 1998		Grade 5 Spring 2000		Change from Grade 3 to 5	
			Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing
English	Timber Lane	24	390.58	40.7	429.63	70.8	39.05	30.1
	Comparison	4	423.25	100.0	444.50	100.0	21.25	0.0
Mathematics	Timber Lane	22	424.36	59.3	412.27	59.1	-12.09	-.20
	Comparison	4	440.25	75.0	389.00	50.0	-51.25	-25.0
History	Timber Lane	18	352.89	11.0	352.11	11.0	-.78	0.0
	Comparison	3	397.33	33.0	377.67	33.0	-19.66	0.0
Science	Timber Lane	19	420.21	55.6	417.52	63.2	-2.69	7.6
	Comparison	4	432.25	100	410.50	50.0	-21.75	-50.0

In Table 7, students with limited English proficiency at Timber Lane had mean scaled scores lower than in the comparison school in each content area in spring 1998. By the next administration of the SOL tests for these students, the LEP students at Timber Lane exhibited more growth or less of a decrease in the mean scaled score than the LEP students in the comparison school.

When looking at percent passing the SOL tests, the percents were higher in the comparison school in all areas at Grade 3. At Grade 5, the percent of LEP students passing at Timber Lane exceeded the percent at the comparison school in mathematics and science. In addition, the percent of LEP students at Timber Lane passing the SOLs at Grade 5 increased in English and science and remained the same in mathematics and history. The percent of students passing at the comparison school stayed the same for English and history and decreased in mathematics and science. Controlling for initial levels of performance in spring 1998, the difference in LEP scores between Timber Lane and the comparison school in spring 2000 was not statistically significant for any subject area.

**Table 8**  
**Comparison of Stanford 9 TA Achievement of LEP students**

Stanford Content Area	School	n	Grade 4 (Fall 1998)	Grade 6 (Fall 2000)	Change in Mean Score
			Mean Score	Mean Score	
English	Timber Lane	26	611.42	658.81	47.39
	Comparison	6	610.33	654.83	44.50
Mathematics	Timber Lane	26	598.96	669.50	<b>70.54</b>
	Comparison	6	600.50	637.17	36.67
History	Timber Lane	25	585.24	622.32	37.08
	Comparison	6	577.50	611.83	34.33
Science	Timber Lane	25	619.64	645.68	26.01
	Comparison	6	626.50	631.67	5.17

\*Change in mean scores in bold indicate that the differences are statistically significant in favor of the highlighted school.

In Table 8, students with limited English proficiency at Timber Lane exhibited more growth in the mean scaled score than the LEP students in the comparison school for all content areas from fall 1998 to fall 2000 on the Stanford 9TA. The difference in growth in the mean scaled score was statistically significant for mathematics.

### Parent Survey Data

Each spring, a survey of all Timber Lane parents has been conducted to gauge the level of satisfaction with the Modified School Calendar. A total of 300 surveys were distributed for each administration. The return rates for the 1999, 2000 and 2001 administrations were 64, 58, and 31 percent, respectively. Advance notice and follow-up procedures were used to boost the return rates. The results of the past three administrations of the survey are included in Table 9.

**Table 9**  
**Timber Lane Parent Survey Data**  
**Spring 1999, 2000, and 2001**

Survey Question	Percentage 1999	Percentage 2000	Percentage 2001
	n=192	n=175	n=136
Please select the grade level of your child/children at Timber Lane:			
Kindergarten	7%	13%	15.0%
First	17%	10%	14.3%
Second	14%	13%	12.1%
Third	16%	14%	14.3%
Fourth	16%	20%	12.9%
Fifth	17%	11%	12.1%
Sixth	13%	19%	19.3%
Do you have any other children in other schools?			
Yes	35%	37.8%	31.5%
No	65%	62.2%	68.5%
Please indicate the type of school your other children attend.			
Another FCPS elementary school	19.7%	21.2%	20.5%
An FCPS middle school	33.8%	22.7%	18.2%
An FCPS high school	33.8%	43.9%	45.5%
Another school outside FCPS	12.7%	12.1%	15.9%
Did your child/children participate in any intersessions during the school year?			
Yes	89.4%	93.0%	91.6%
No	10.6%	7.0%	8.4%
How satisfied were you with the intersessions in which your child participated?			
Very Satisfied	40.5%	43.9%	51.6%
Satisfied	46.8%	41.5%	34.7%
Not Sure	8.1%	8.5%	10.5%
Dissatisfied	3.5%	4.9%	1.6%
Very Dissatisfied	1.2%	1.2%	1.6%
Do you feel that your child was/children were well rested and ready to learn after the three-week break?			
Yes	79.8%	76.7%	79.1%
No	7.4%	11.0%	8.5%
Unsure	12.8%	12.2%	12.4%

**Table 9 continued**

Survey Question	Percentage 1999	Percentage 2000	Percentage 2001
	n=192	n=175	n=136
Do you feel that your child/children made more progress academically this year because of the Modified School Calendar?			
Yes	51.6%	58.0%	57.6%
No	18.9%	14.4%	16.7%
Unsure	29.5%	27.6%	25.8%
Do you feel that your child/children were more focused on learning this year because of the Modified School Calendar?			
Yes	54.2%	57.5%	60.0%
No	20.5%	17.2%	16.2%
Unsure	25.3%	25.3%	23.8%
Please indicate which issues may have occurred while on the Modified School Calendar.			
Child care problems	4.8%	4.8%	3.9%
Less summer learning loss	9.6%	8.8%	13.0%
Siblings in other schools	7.1%	5.3%	8.2%
Increased child's enthusiasm for learning	15.2%	14.5%	17.0%
Decreased family time	9.3%	7.0%	18.0%
Increased family time	11.5%	12.7%	5.4%
School schedule confusion	6.4%	7.0%	11.5%
Increased extracurricular activities	11.9%	13.6%	5.4%
No issues	17.8%	21.9%	13.0%
Other issues	6.4%	4.4%	5.4%
Did you originally support the adoption of the Modified School Calendar?			
Yes	74.6%	69.8%	70.6%
No	25.4%	30.2%	29.4%
If you had the opportunity to return to the traditional school calendar, would you want to?			
Yes	40.2%	37.7%	35.5%
No	59.8%	62.3%	64.5%
How satisfied are you with the Modified School Calendar?			
Very satisfied	46.3%	45.7%	54.8%
Satisfied	34.0%	29.5%	25.4%
Not sure	12.8%	12.7%	8.7%
Dissatisfied	4.3%	7.5%	6.3%
Very dissatisfied	2.7%	4.6%	4.8%

These data indicate that opinions of the parents have stayed stable over the past two years. The majority of parents in Timber Lane have indicated that they are satisfied with the Modified School Year (1999-80.3%, 2000-75.2%, 2001-80.2%). The majority of parents would also choose to stay on the Modified School Calendar if they had the opportunity to return to the traditional calendar (1999-59.8%, 2000-62.3%, 2001-64.5%). The percent of parents indicating that they would like to remain on the modified school calendar are lower than the percent of parents indicating satisfaction with the calendar.

In addition, parents indicated that issues have arisen during the implementation of the modified school calendar such as childcare or less summer learning loss. The positive responses such as less summer learning loss and increased child's enthusiasm for learning were selected more often than the negative responses such as child care issues. However, the one response choice with the largest frequency of responses in the first two years was "no issues" with the modified school calendar. In spring 2001, the issue of decreased family time was selected most frequently.

Open-ended comments from the parent survey also indicated that the majority of parents are satisfied with the modified school calendar. A total of 45 open-ended comments were received during the administration of the spring 2000 parent survey. Of those comments, 67 percent of the comments were positive. The majority (11 of 15) of the remaining comments spoke to issues with implementation not negative comments regarding the adoption of the modified school calendar. The issues with implementation referred to intersession course selection, lunches during intersession, and conflicts between the modified school calendar and childcare or extracurricular activities such as band camp or boy scout camp. Similar results were yielded in spring 2001. 67% of comments (12 of 18) were positive. The remaining comments dealt with childcare, having children on different school schedules with older siblings, or missed opportunities with summer camps.

### **Data on Unanticipated Impacts**

Additional data were collected that reflect unanticipated impacts of the change to the modified school calendar. These data include teacher stress level, teacher absences, and disciplinary referrals.

A survey of staff was conducted in spring 1998 to gauge the stress levels of the teachers prior to implementation of the modified school calendar as well as capture their perceptions of the educational climate of the school. This survey was repeated in spring 1999 to ascertain if the change in calendar impacted the perceptions of classroom teachers. Responses to survey items are contained in Table 10.

**Table 10  
Timber Lane Teacher Survey  
Spring 1998 and 1999**

	Percentage in Spring 1998	Percentage in Spring 1999
	n=23	n=28
1. Rate your level of stress at the time of this survey:		
No stress	4%	11%
Slightly stressed	17%	25%
Moderately stressed	52%	45%
Greatly stressed	36%	18%
2. I am burned out on school.		
Strongly Disagree	4%	10%
Disagree	29%	52%
Neutral/No Opinion	24%	23%
Agree	42%	13%
Strongly Agree	4%	3%

**Table 10 continued**

	Percentage in Spring 1998	Percentage in Spring 1999
	n=23	n=28
3. I have enough time to complete everything I want to complete. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	42% 50% 4% 4% 0	55% 35% 0% 6% 3%
4. I am feeling guilty about not teaching everything I want to teach. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	4% 17% 4% 54% 21%	6% 10% 19% 61% 3%
5. I am not as patient with the students as I would like to be. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	4% 17% 13% 63% 3%	13% 35% 19% 32% 0%
6. I feel that parents are not as cooperative as I would like the to be. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	0% 21% 13% 41% 25%	6% 52% 13% 19% 10%
7. I am getting the support from the administration that I need to do my job well. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	4% 25% 13% 46% 13%	6% 6% 16% 65% 6%
8. I have become to feel frustrated with certain students because I do not know what else I can do to help them. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	0% 17% 13% 42% 29%	16% 48% 10% 13% 13%
9. Students are not as focused as they were earlier this spring. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	4% 33% 4% 33% 25%	6% 55% 13% 26% 0%
10. Students have more problems now than earlier this spring. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	0% 42% 8% 29% 21%	16% 48% 10% 13% 13%
11. The attitude of my students is not as good as it was earlier this spring. Strongly Disagree Disagree Neutral/No Opinion Agree Strongly Agree	4% 33% 8% 46% 8%	7% 57% 13% 20% 3%

**Table 10 continued**

	Percentage in Spring 1998	Percentage in Spring 1999
	n=23	n=28
12. The quality of work from my students is not as good as it was earlier this spring.		
Strongly Disagree	4%	13%
Disagree	38%	50%
Neutral/No Opinion	21%	13%
Agree	29%	20%
Strongly Agree	8%	3%
13. I will be ready to return to work after only 5 weeks of summer break		
Strongly Disagree	13%	14%
Disagree	13%	14%
Neutral/No Opinion	33%	17%
Agree	33%	52%
Strongly Agree	8%	3%

Responses to these items indicate that a greater proportion of teachers at Timber Lane were less stressed and were more positive regarding the educational climate in the school in spring 1999 compared to spring 1998 prior to implementation of the modified school calendar. However, the survey items regarding completing everything that they had wanted to complete and feeling guilty not teaching everything they had wanted to teach remained constant from spring 1998 to spring 1999. In addition, a larger proportion of teachers in spring 1999 indicated that they would be ready to return to school after a five-week break than in spring 1998.

In addition to the teacher survey data, the school reported that teacher absences have decreased. The amount of money spent on substitute teachers during the 1998-99 school year was \$3000 less than the money spent the prior school year. Disciplinary referrals to the principal or assistant principal declined by 50 percent during the 1999-2000 school year compared to the numbers in the 1997-98 school year, the year prior to implementation. The decreases in teacher absences and disciplinary referrals were maintained during the subsequent school years.

### **SUMMARY**

In summary, the achievement of students at Timber Lane consistently exceeded that of students at a demographically similar comparison school between 1998-1999 and 2000-2001. The differences in achievement were found on the Stanford 9 TA, the SOL tests, and the POS mathematics tests. The majority of these differences were statistically significant.

When data are analyzed to determine growth over time, Timber Lane students enrolled during the entire period of implementation exhibited statistically significant growth on both the Stanford 9TA and the SOLs. Timber Lane students outperformed students in the comparison school on all tests except one. The rates of growth in each school were not significantly different.

LEP students were a targeted group with the implementation of the MSC. These data were disaggregated to determine growth over time. Again, growth in achievement on both the SOLs and the Stanford 9TA was statistically significant and was greater than for similarly identified students in the comparison school. LEP students made more progress over time at Timber Lane

than at the comparison school. The rate of growth in achievement in mathematics on the Stanford 9TA at Timber Lane was significantly different than in the comparison.

The majority of parents reported being satisfied with the modified school calendar. Nevertheless, they reported some positive and negative issues with implementation. In addition, the stress level of teachers at Timber Lane and the perceptions of the educational climate, student work ethic and attitude improved after implementation. Timber Lane also reported a decrease in teacher absences and student disciplinary referrals.