



KANSAS ASSOCIATION OF SCHOOL BOARDS

Serving Educational Leaders, Inspiring Student Success

2015-16 KASB Calendar Survey Report

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Introduction

This report includes the data reported by Kansas Public School Districts to the Kansas Association of School Boards related to the School Calendar from the 1995-96 school year through the 2015-16 school year. Over 90% of districts responded each year, with responses for many years nearing 100%.

The KASB Calendar Survey changed format beginning with the 2016-17 school year. This report presents the data in the new format, and utilizes data formerly collected via the Calendar, Teacher Contract Details, and Negotiation Settlement Surveys. Data is presented at the state level in this report, but is available by district, KASB Region, KSHSAA Class, KNEA Uniserv, and High School League at kasbresearch.org.

Key Findings

- From 1995-96 to 2015-16,
 - The actual calendar day for the start and end of school for students and teachers, along with the start and end dates for winter and spring breaks, have remained very consistent.
 - There has been a slight increase overall in the total teacher days before school, the total teacher in-service days, teacher work/duty days, and in the length of winter break (since 2001-02). However, there has been a slight decrease in the total teacher days after school.
 - The average number of days per teacher has decreased from 187 days to 179 days, while the number of days for students fell from 179 days to 169 days.

- The length of the school day increased for teachers from 7 hours and 50 minutes to 8 hours and total time for students increased from 7 hours to 7 hours and 20 minutes.
- Arrival times have gotten earlier for both teachers and students.
- High schools start earlier than middle schools, which in turn start earlier than elementary schools.
- There is an overall trend for later departure times for both teachers and students.
- Teacher lunch times have remained fairly consistent at just under 30 minutes a day, while teacher prep time and teacher time spent outside scheduled work hours have increased across all school levels.
- The number of middle school blocks went from just over 7.5 to just under 7.5 blocks or periods.
- Districts including a zero hour decreased from slightly over 15% to slightly under 15%.
- Combining the information on dates and times, we can estimate that total teacher time per year went from 1,464 hours and 50 minutes in 1995-96 to 1,432 hours in 2015-16, and total student time went from 1,253 hours in 1995-96 to 1,239 hours and 20 minutes in 2015-16.
- Less than 15% of districts used Block scheduling in 1995-96, over 45% reported using this schedule format as of 2002-03, and about 20% as of 2015-16.

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Dates and Days

As Chart 1 shows, the actual calendar day for the start and end of school for students and teachers, along with the start and end dates for winter and spring breaks, have remained very consistent since 1995-96. The first day for staff is typically between August 12th and August 16th. The first day for students is between August 18th and 20th. Winter break usually starts around December 20th through the 22nd and ends between January 1st and 2nd. Spring break usually starts around March 15th to March 19th and ends around March 19th to March 23rd. The last day for students is between May 20th and the 25th, and the last day for teachers is between May 21st and May 25th.

However, as Chart 2 shows, there has been a slight increase overall in the total teacher days before school, the total teacher in-service days, and teacher work/duty days. There has also been an increase of approximately two days in the length of winter break since 2001-02, and a slight decrease in the total teacher days after school.

Chart 3 shows that the total teacher contract days have decreased approximately 8 days (from 187 to 179) since 1997-98, and the total student school days have decreased approximately 10 days since 1995-96 (from 180 to 170).

Chart 4 shows the trends for scheduling a half-day for the teachers' first and last days. Overall, there has been about a one percent increase in the number of districts schedule a half day for teachers' first day since 2001-02, and about a seven percent increase in districts scheduling a half day for teachers last day.

Charts 5 shows the trends for common holidays¹. Almost all districts treat Labor Day as a holiday, but there has been a slight decrease since 2002-03. Currently about 85% of district reported Good Friday as a holiday; a two percent decrease since 2002-03. Districts reporting MLK and President's Day as a holiday have increased; with district reporting MLK up from approximately 50% to almost 70%, and district reporting President's Day up from approximately 55% to 65%. Districts reporting Easter Monday as a holiday have increased from about 38% to about 41%. Districts reporting Columbus Day have gone from approximately 12% to 18%, and those reporting Veteran's Day as a holiday have stayed around 10%.

Chart 6 shows the percent of districts reporting various days off for Thanksgiving break. Almost all districts report giving students Thursday and Friday off for the full day (note the yellow line for Friday All Day is not visible because it has the same values as Thursday All Day), however the trend line shows a slight decrease. In 2001-02, approximately 55% of districts reported having all day off on Wednesday, and under 20% reported having half the day off on Wednesday. As of 2015-16, almost 95% of districts reported having all day off on Wednesday.

¹ The vast majority of these were reported as full days, but half days have also been included in the totals.

Chart 1: Calendar Dates

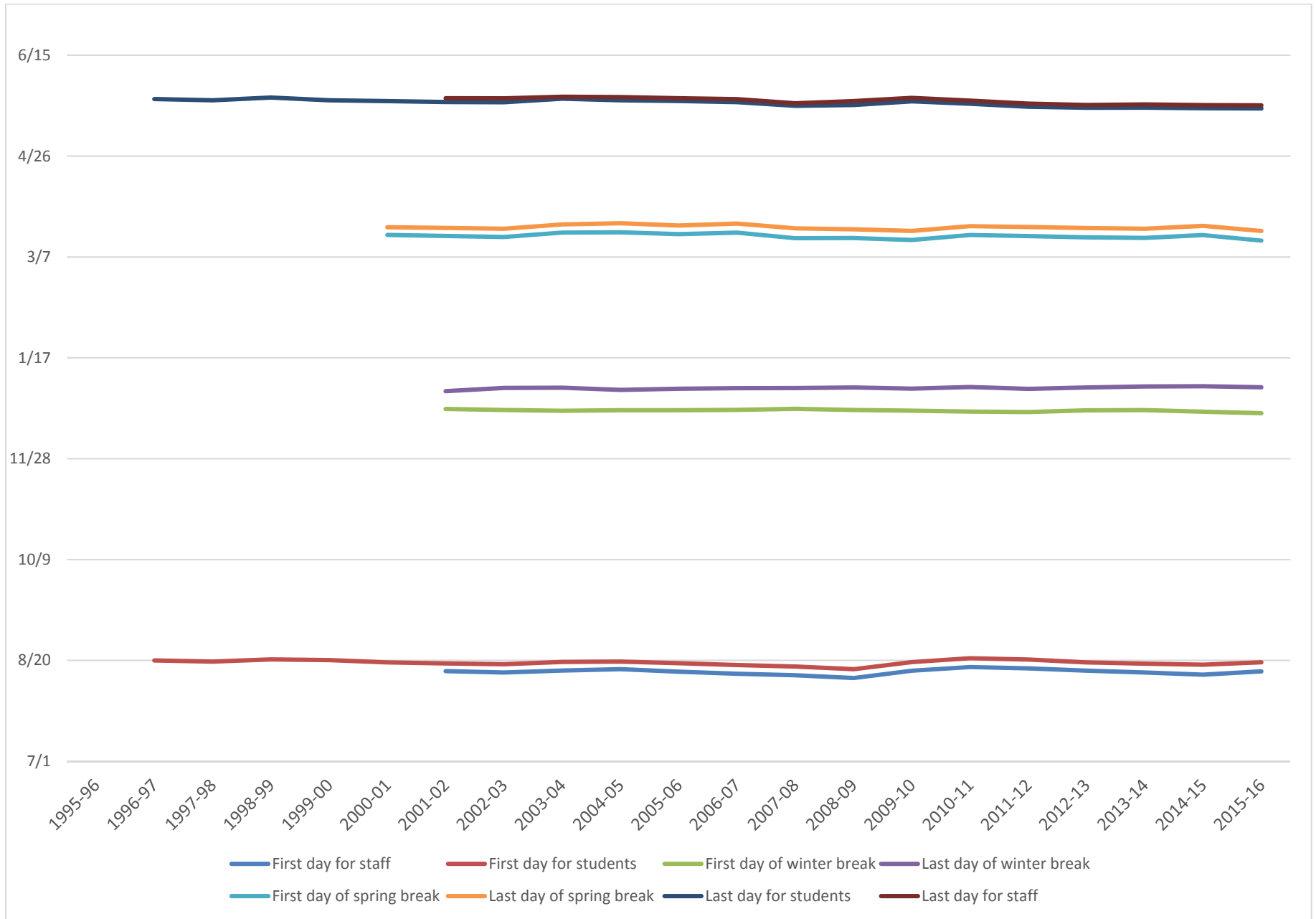


Chart 2: Days

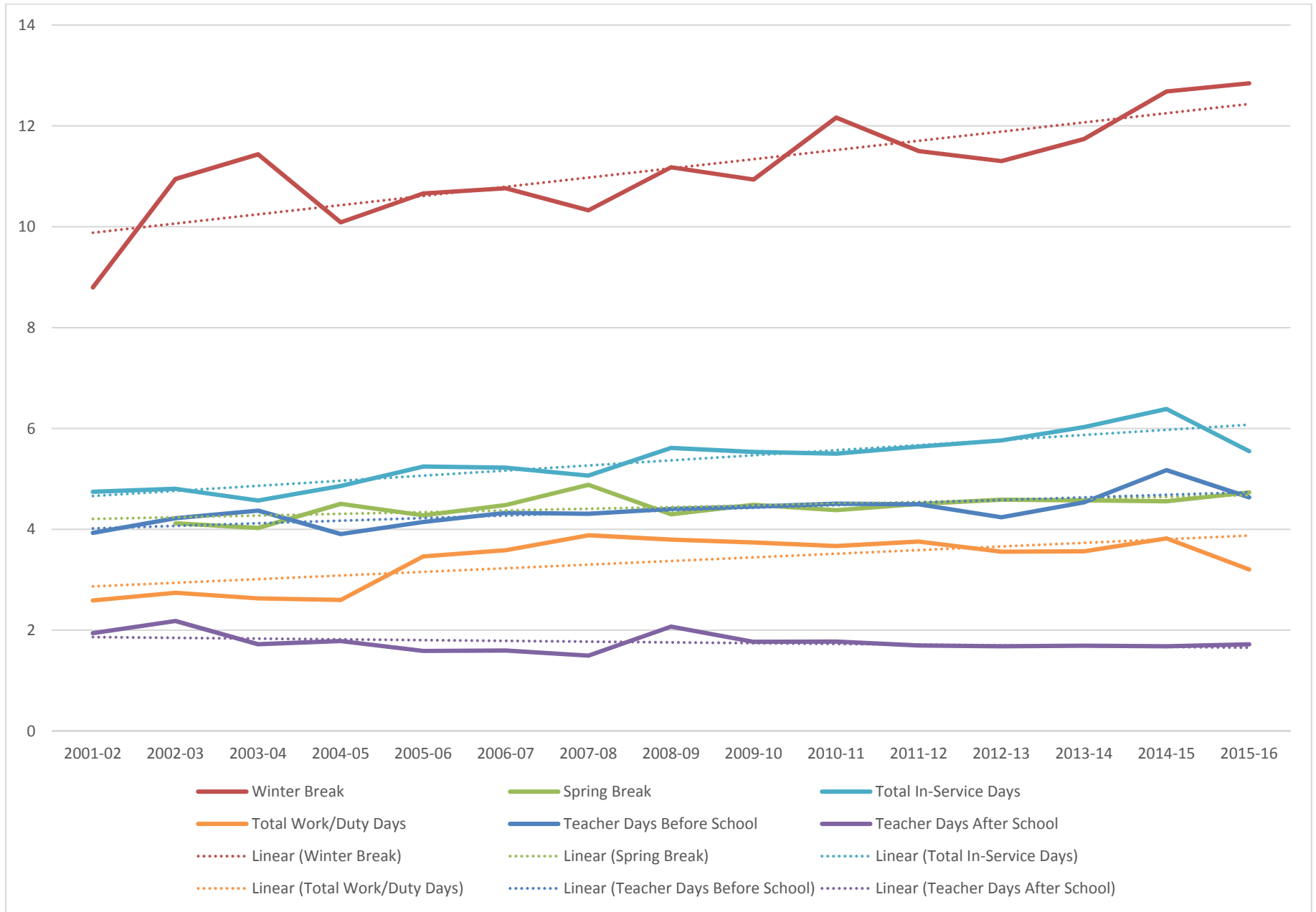


Chart 3: Total Days

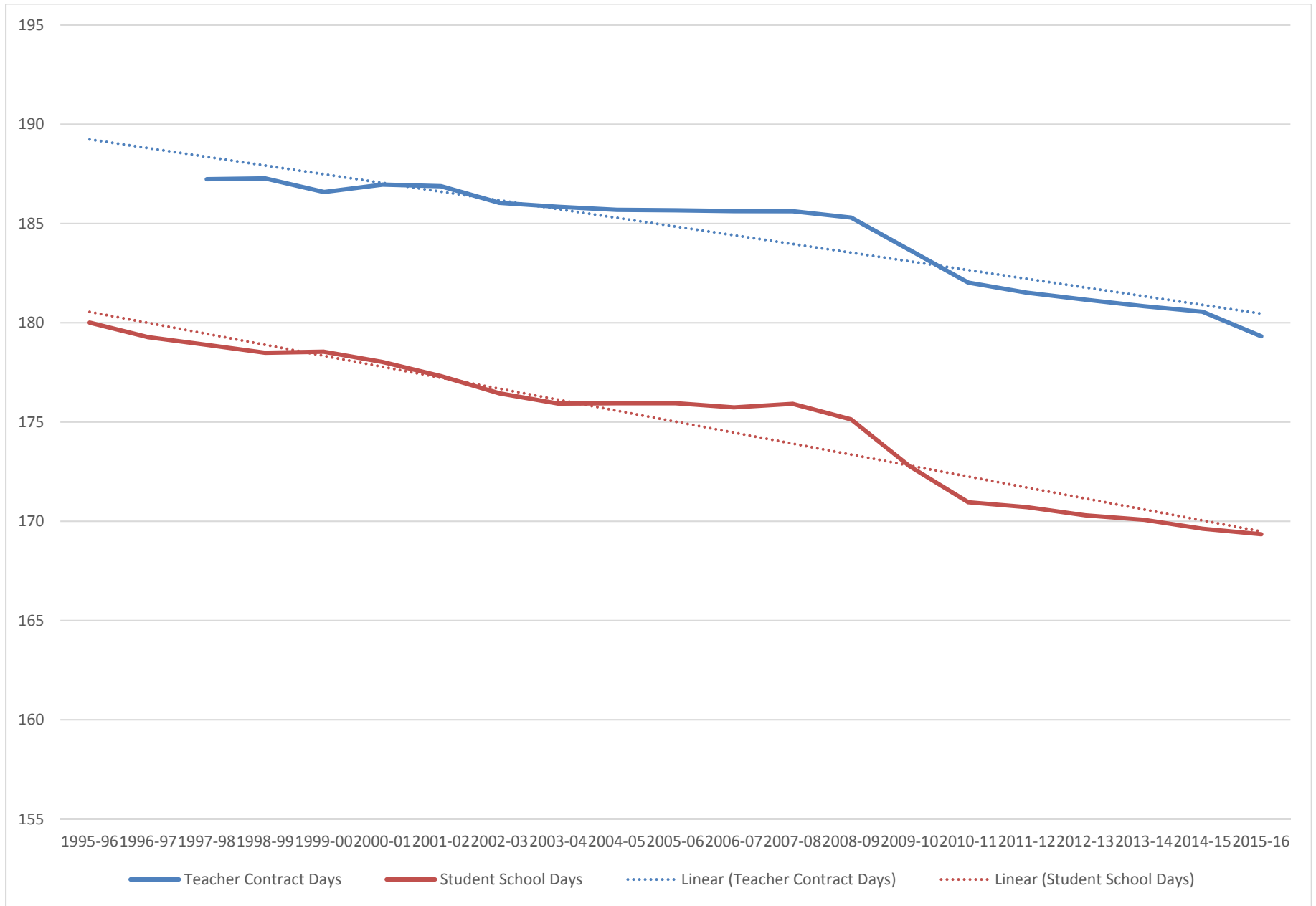


Chart 4: Half-Days

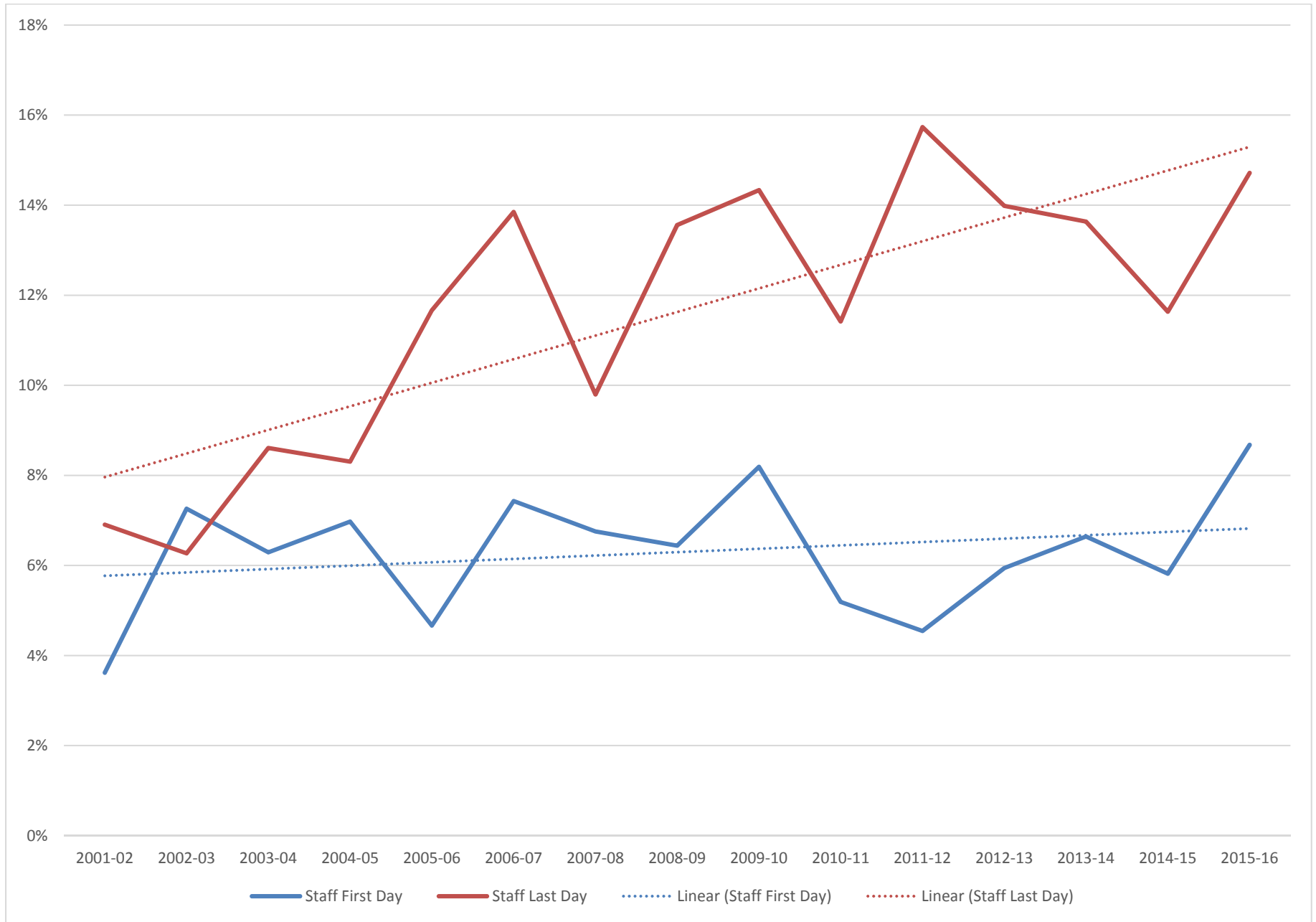


Chart 5: Holidays

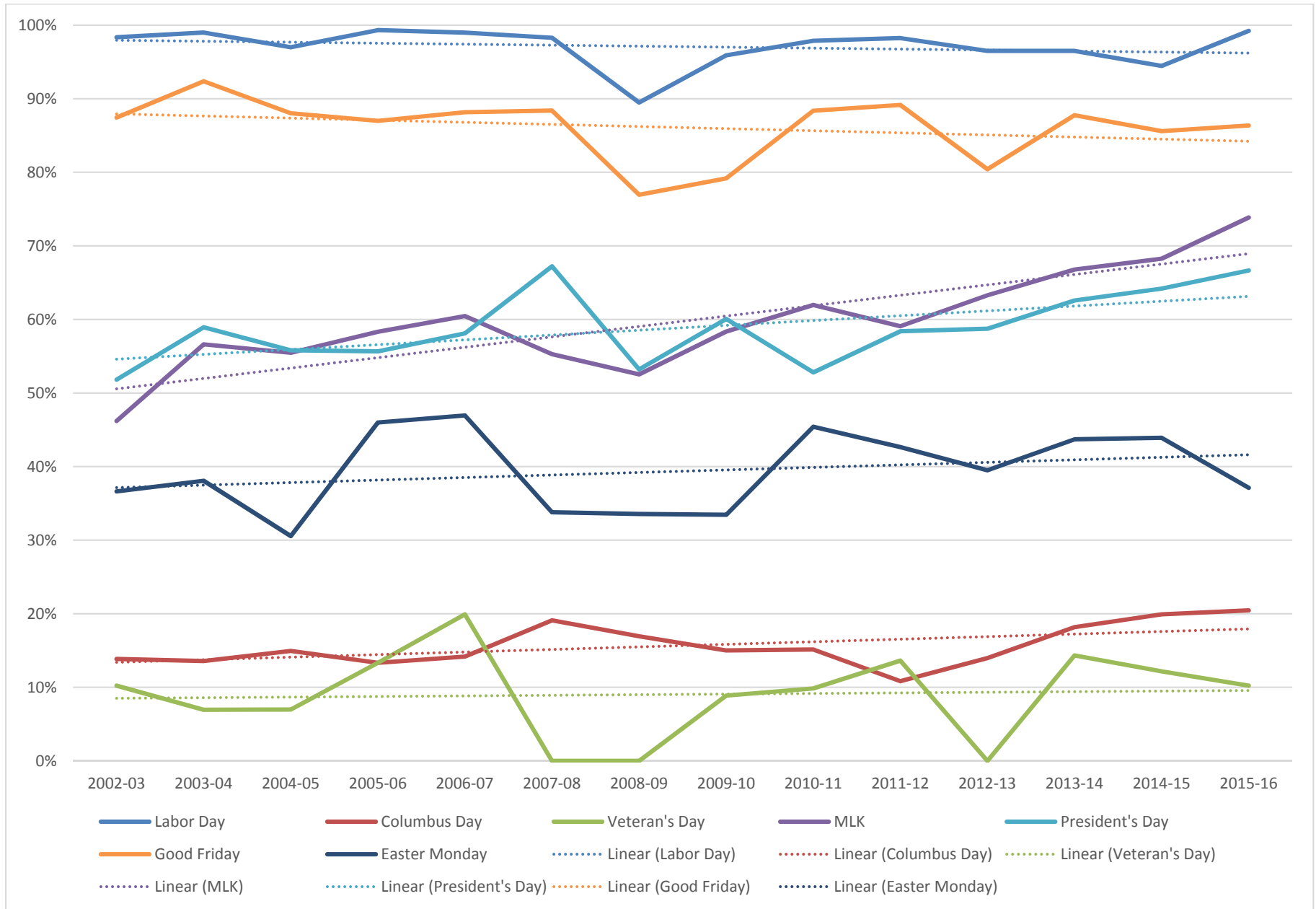
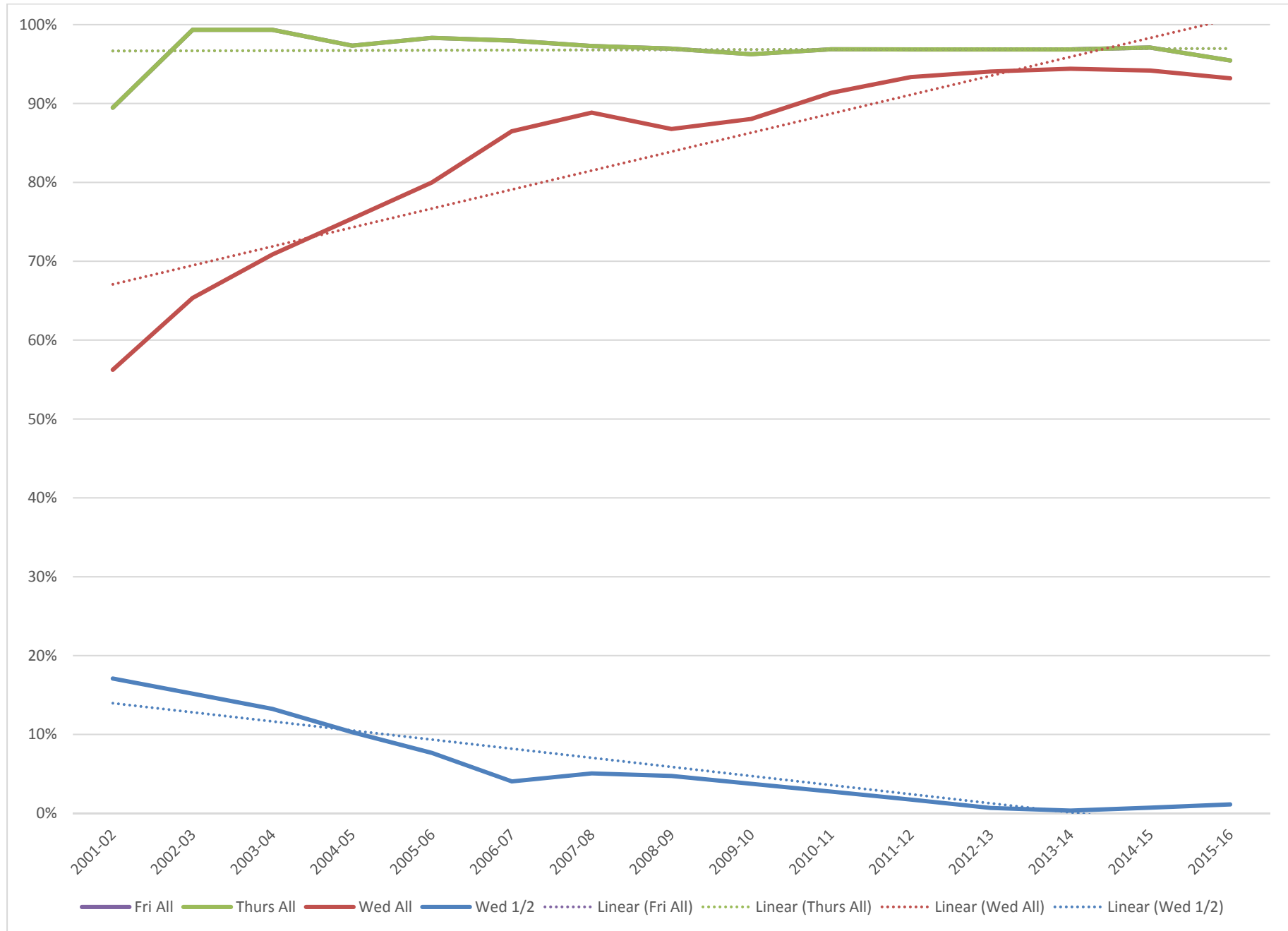


Chart 6: Thanksgiving



Times

Chart 7 shows the average arrival times for teachers and students at the elementary, middle, and high school levels. As the chart shows, there is an overall trend for earlier arrival times for both teachers and students. Further, there is a consistent trend for high schools to start earlier than middle schools, which in turn start earlier than elementary schools.

Chart 8 shows the average departure times for teachers and students at the elementary, middle, and high school levels. As the chart shows, there is an overall trend for later departure times for both teachers and students. Though elementary school students and teachers consistently depart later than high and middle school students, the trend for high schools to end earlier than middle schools ended somewhere around 2009-10.

Chart 9 shows the total time for students and teachers at the elementary, middle, and high school levels. The total student time is virtually the same across building levels, and shows an increase of approximately 10 minutes for teachers (from around 7 hours 50 minutes to 8 hours) and about 18 minutes for students (from around 7 hours 2 minutes to 7 hours 20 minutes) since 1995-96.

Chart 10 shows the minutes allotted each day for teacher lunches and prep time, as well as the estimated minutes per day a teacher spends working outside schedule work hours. As the chart shows, teacher lunch times have remained fairly consistent at just under 30 minutes a day. Teacher prep time has increased across all school levels, with a noticeable jump from 2013-14 to 2014-15. Teacher time spent outside scheduled work hours is less consistent from year to year, but shows a noticeable upward trend from around 50 to 60 minutes in the late 90's to close to 70 minutes as of 2015-16.

Combining the information on dates and times, we can estimate that total teacher time per year went from 1,464 hours and 50 minutes in 1995-96 to 1,432 hours in 2015-16, and total student time went from 1,253 hours in 1995-96 to 1,239 hours and 20 minutes in 2015-16.

Chart 7: Arrival Times

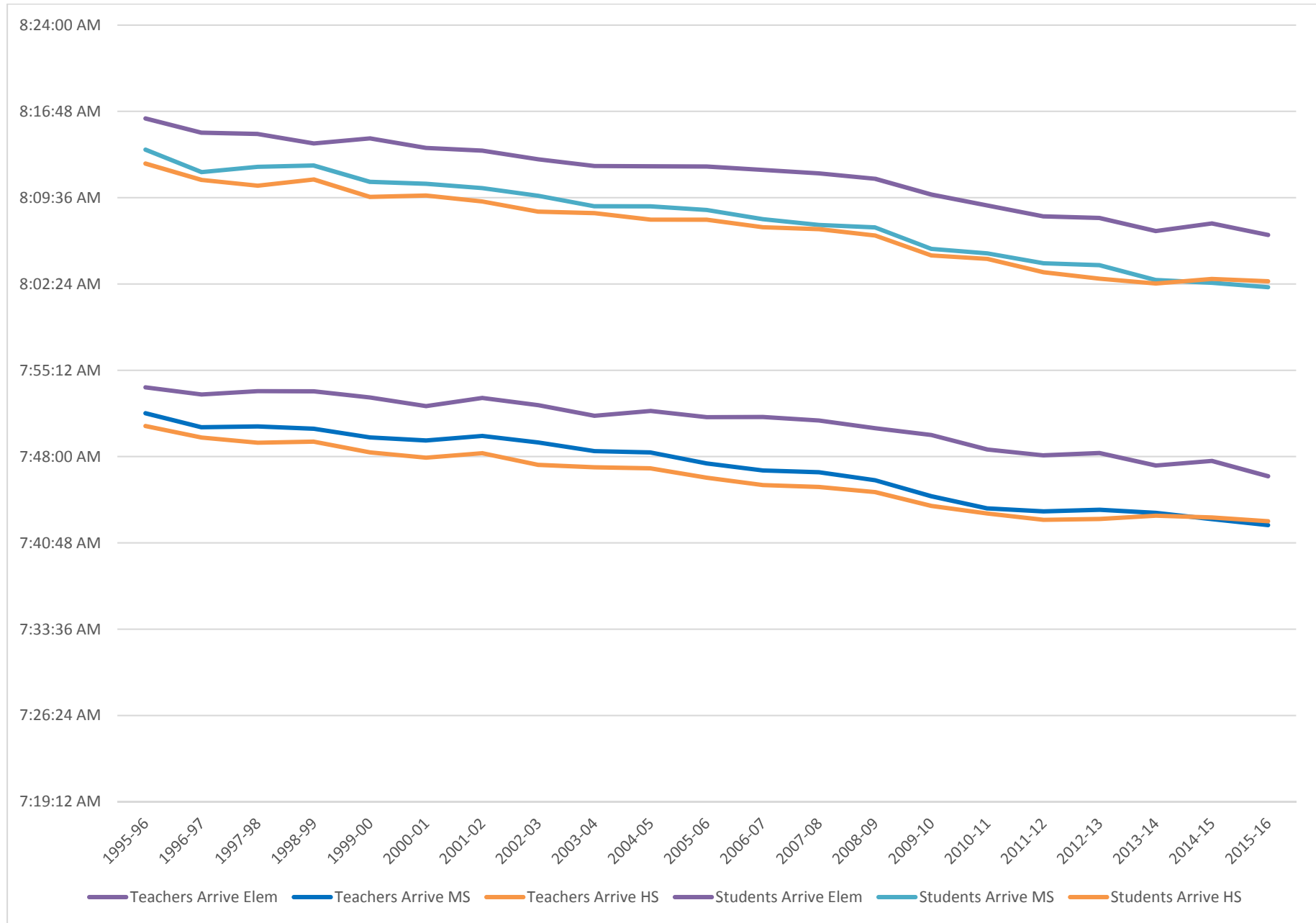


Chart 8: Departure Times

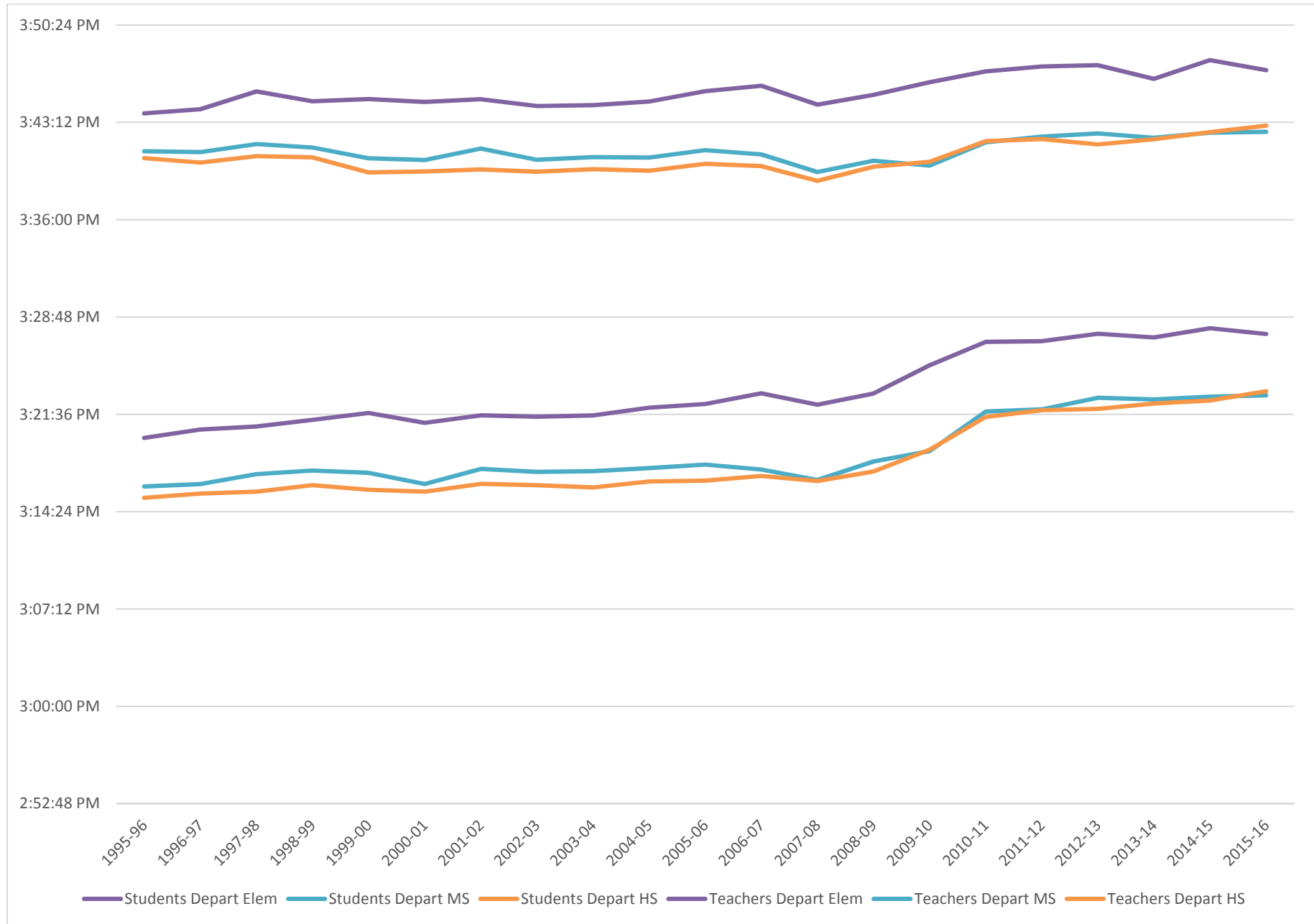


Chart 9: Total Times

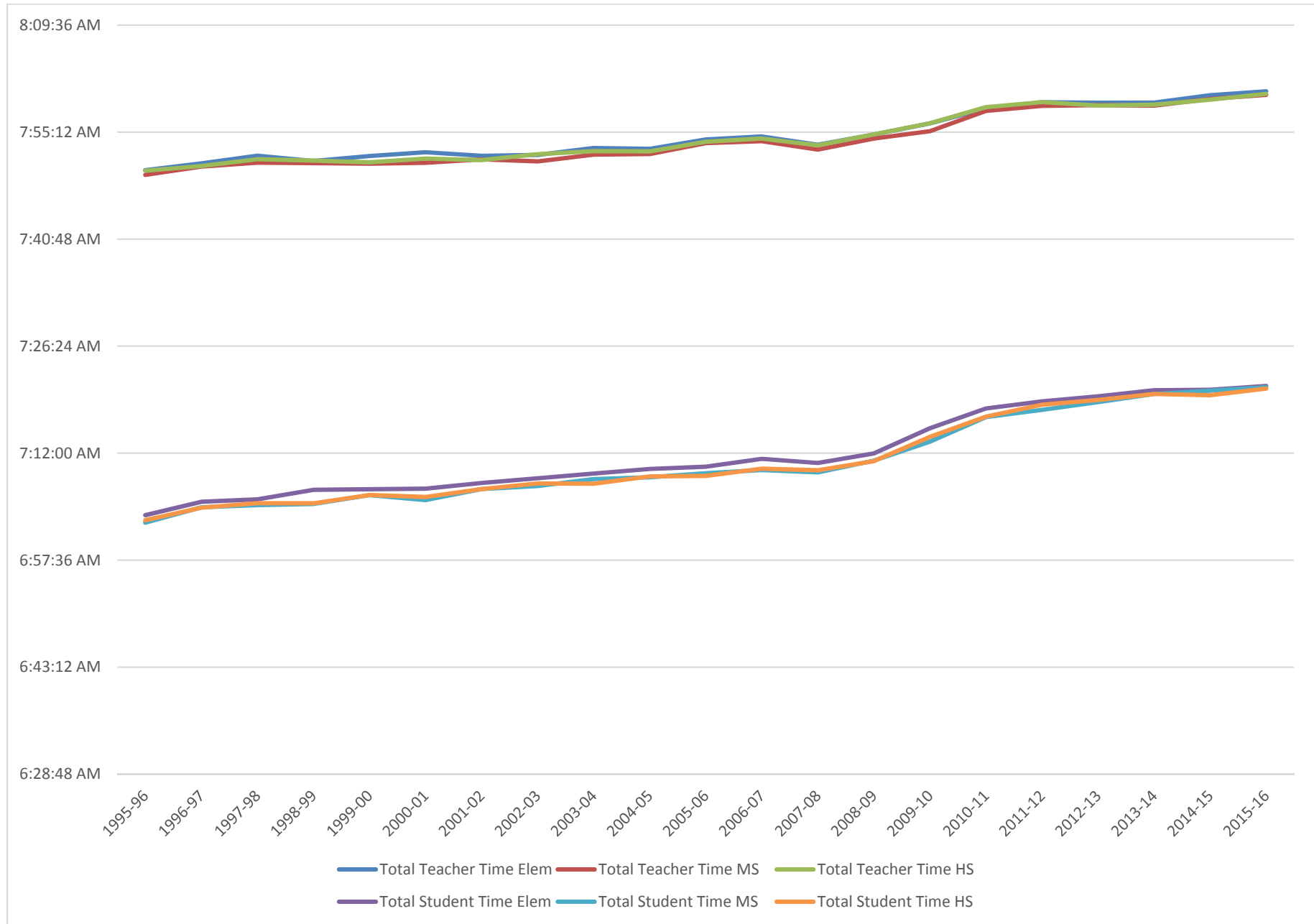
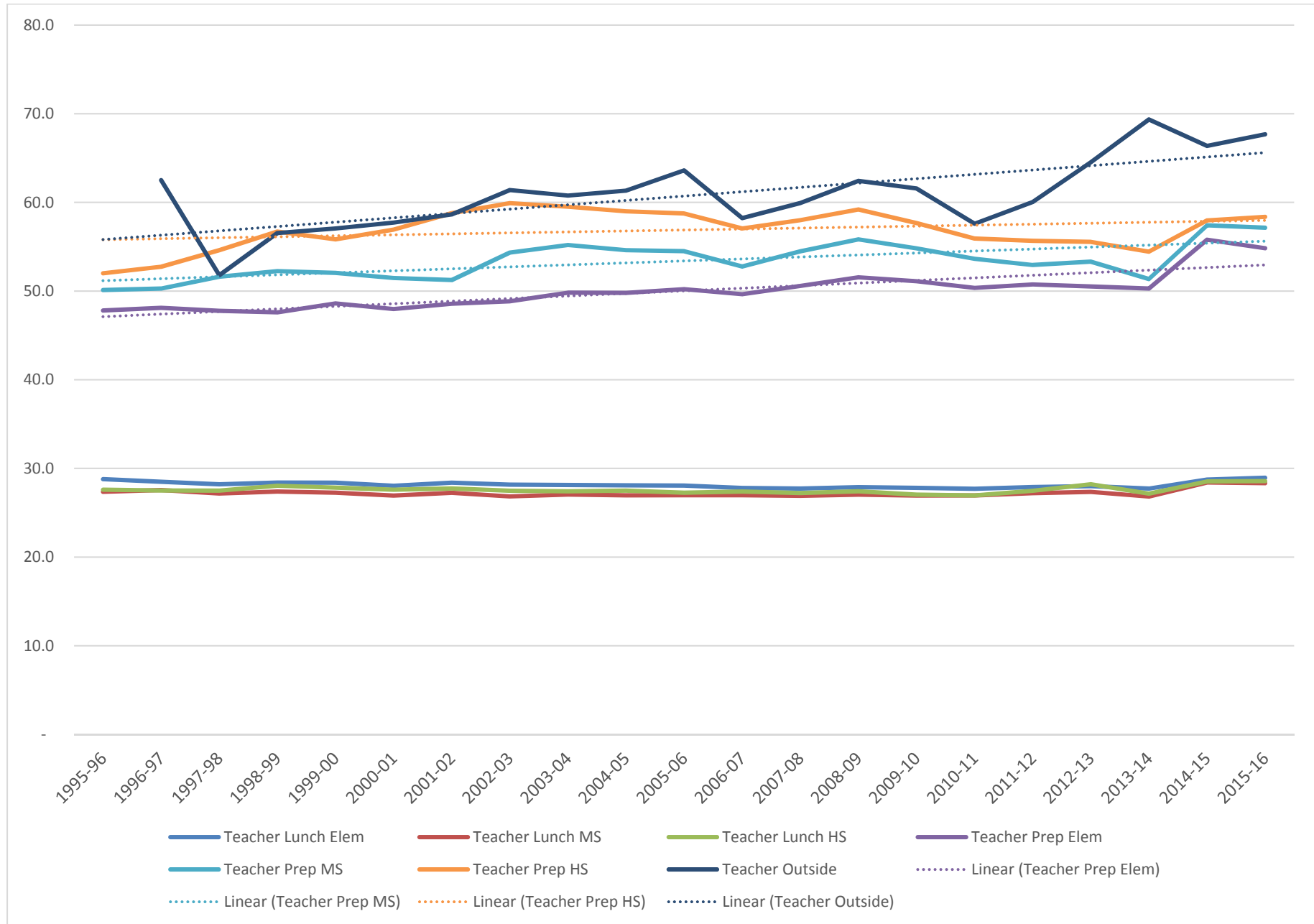


Chart 10: Minutes



Policies and Schedule Considerations

Chart 11 shows the percent of districts reporting block scheduling and/or use of a zero hour in their schedules. As the chart shows, less than 15% of districts used Block scheduling in 1995-96, but over 45% reported using this schedule format as of 2002-03, and the percent has decreased down to about 20% as of 2015-16. The trend for inclusion of a zero hour has been less dynamic; going from slightly over 15% in 1995-96 to slightly under 15% in 2015-16.

Chart 12 shows the number of districts reporting at least one building using each of the typical kindergarten formats. Since 1999-2000, the percent of districts reporting full-day, every day kindergarten has increased from less than 30% to about 95%. During this same time, the percent of districts reporting half-day, every day kindergarten classes has decrease from just over 60% to less than 10%. Districts reporting at least one school with a full-day, every other day format has gone from almost 10% to almost 0%. Just over 1% of districts reporting half day, every other day kindergarten classrooms in 1999-2000. This percent decreased to less than half a percent in 2015-16.

Chart 13 shows the average number of blocks or periods for middle school and high school reported by districts. The number of middle school blocks has remained fairly consistent since 1995-96, averaging just over 7.5 to just under 7.5 blocks or periods in 2015-16. The number of high school blocks or periods went from an average of 7 in 1999-2000 down to just over 6 in 2002-03 then back up to almost 7 in 2015-16.

Chart 11: Policies

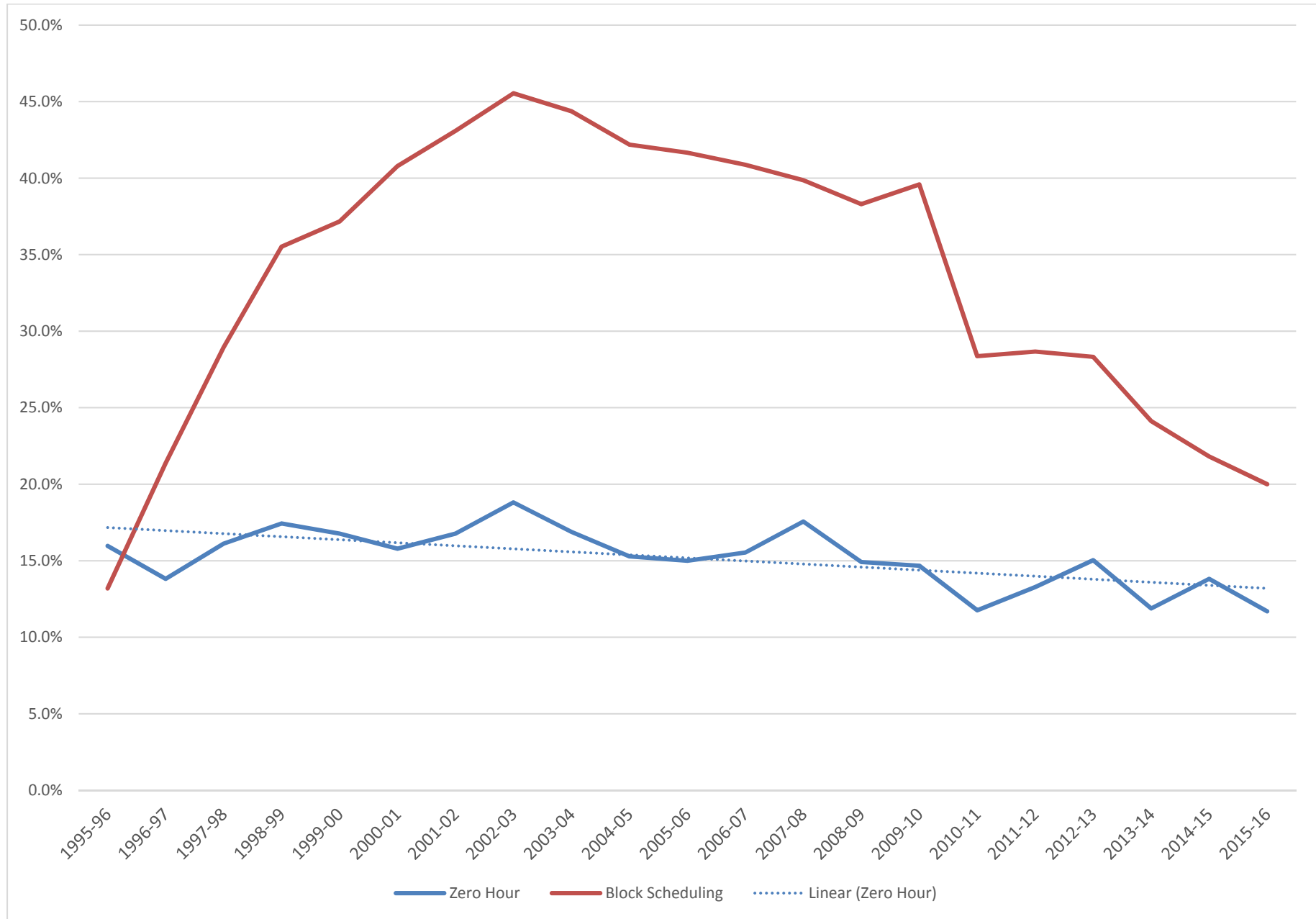


Chart 12: Kindergarten Formats

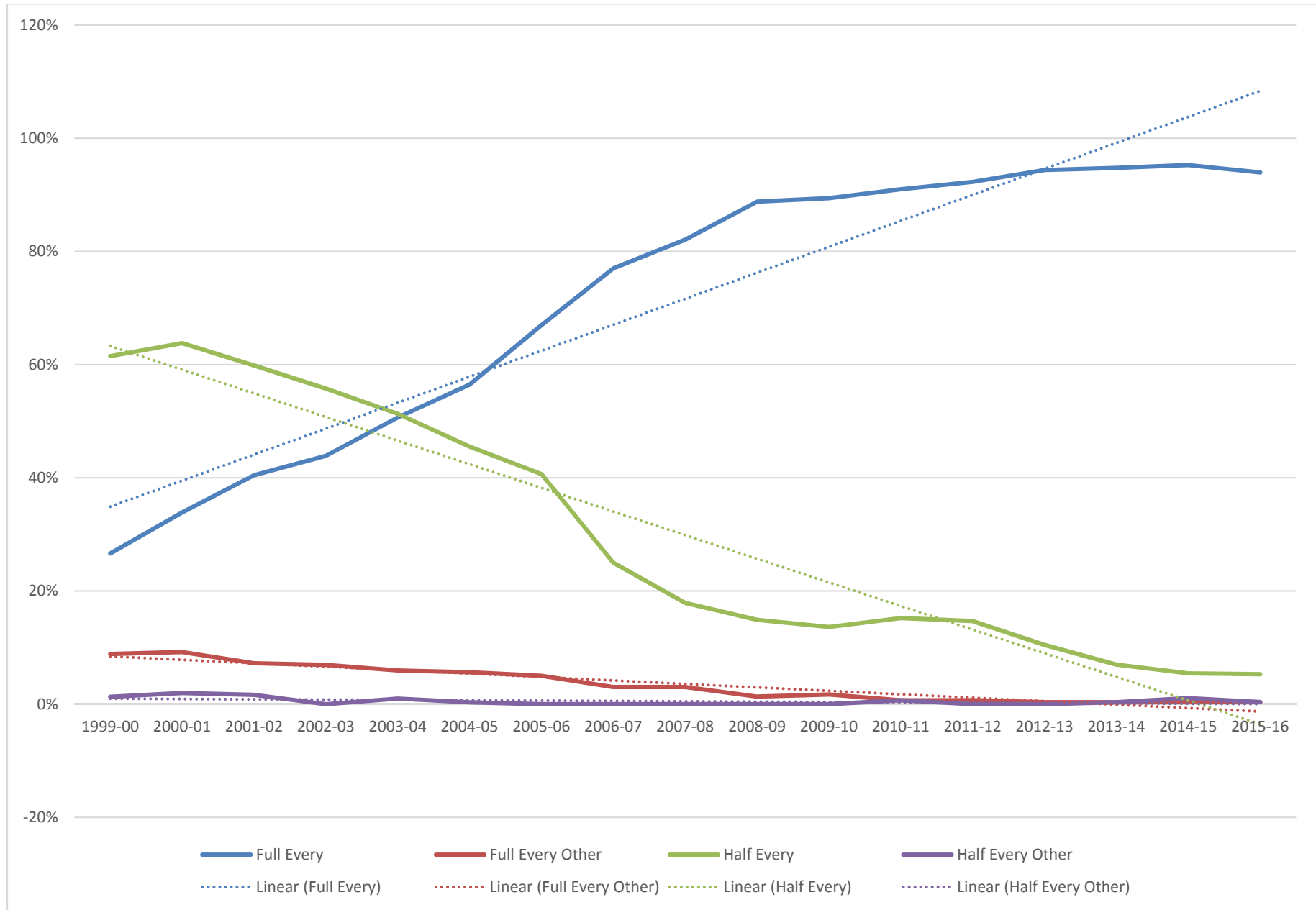
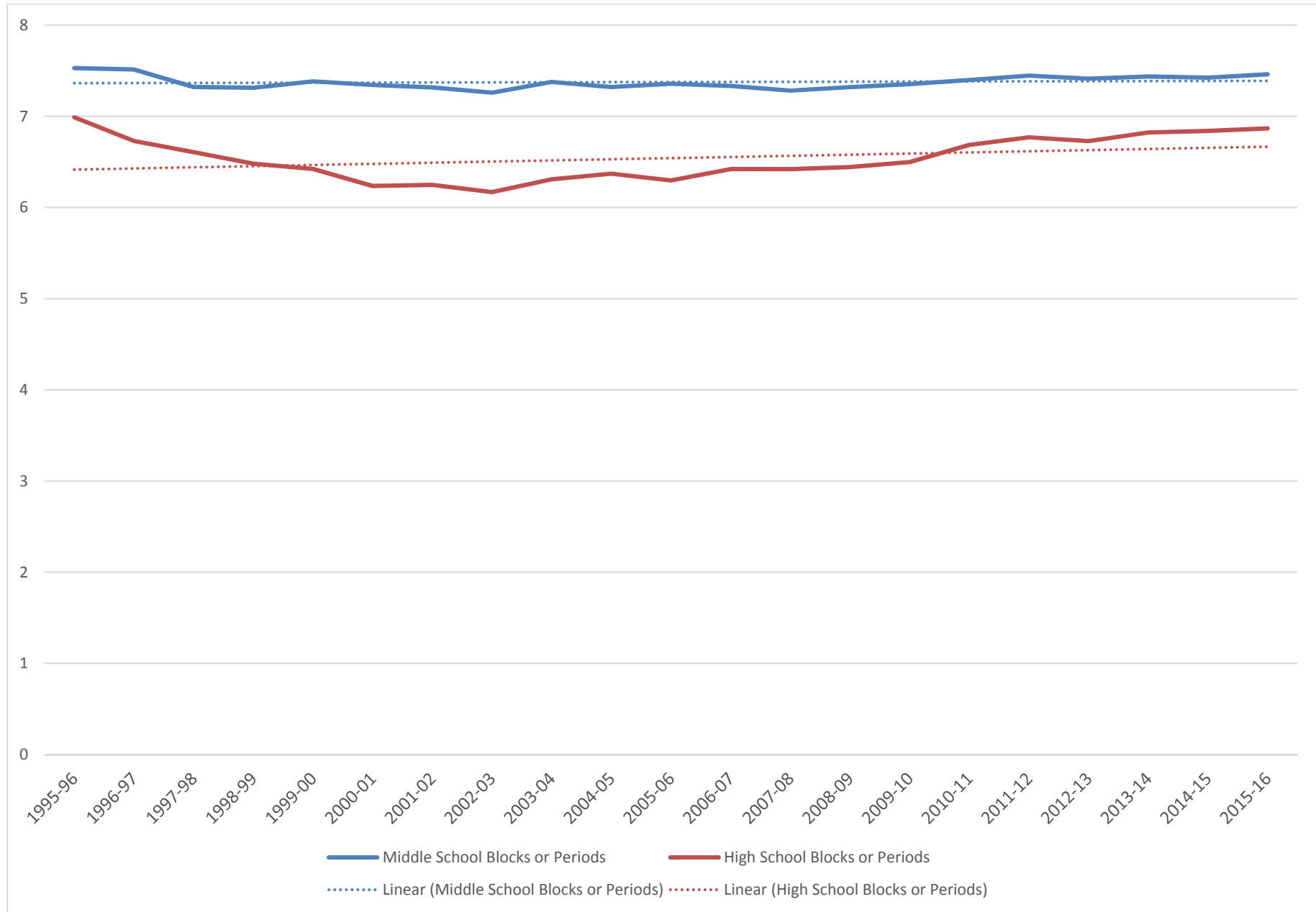


Chart 13: Blocks or Periods





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