

2007

# Year round schooling

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# Year round schooling

## **Abstract**

Research investigating the effects of year-round schooling on student academic achievement is reviewed in this paper. Traditional, balanced and multi-track calendars are explored and compared. Benefits and drawbacks of a balanced calendar and multi-track calendars are discussed. It is recommended that more long-term research should be conducted on alternative calendars. However, the data that is present suggests that the benefits of a balanced calendar are more prevalent than the traditional calendar.

YEAR ROUND SCHOOLING

A Graduate Review

Submitted to the

Division of Elementary Education

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

Rita Danielle Fiala

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### Abstract

Research investigating the effects of year-round schooling on student academic achievement is reviewed in this paper. Traditional, balanced and multi-track calendars are explored and compared. Benefits and drawbacks of a balanced calendar and multi-track calendars are discussed. It is recommended that more long-term research should be conducted on alternative calendars. However, the data that is present suggests that the benefits of a balanced calendar are more prevalent than the traditional calendar.

## Introduction

It is the beginning of the school year. Teachers are rejuvenated and ready for a new group of students to teach. The students have been growing bored the last couple of weeks and parents may be ready to send them back to school.

The first month is to be spent re-teaching what many of the students have forgotten over the summer. I will also use this time to determine where students are academically. Many of the results from the previous grade are now inaccurate due to loss of retention over the long summer break.

Look ahead to February, even though it is the shortest month in the calendar, for some reason it seems to go on the longest in the school year. Everyone is in the thick of the routine.

It is the end of the school year, the children have lost focus and I, as the teacher, feel that I will never get through everything I had hoped to teach the students. Both parties are ready for summer vacation. The students can use this time to relax and be children, go to camps, take lessons and play outside. I can work an extra job, take recertification classes, prepare for the next class of students and have some leisure time. This is the routine for most teachers and students. It has been this way for years.

Much stress has been placed on education the past few years with No Child Left Behinds requirement of accountability and overcrowded classrooms. Educators, parents and community members are constantly in search of methods that will help to better prepare our students to become independent and cooperative citizens in the future.

One suggestion that has cropped up in recent years is the idea of a balanced calendar. A change of this proportion has caused much debate as some districts have tried it and others remain steadfast on using the traditional school calendar.

The purpose of this review is to identify the optimal learning environment for elementary students with regard to the school year calendar. This will be accomplished by analyzing the strengths and weaknesses of year round schooling using published information and research.

Initially, I was going to focus on both the balanced calendar and the traditional calendar. After beginning the collection of data, I decided to change the focus to finding the strengths and weaknesses of the balanced calendar.

The paper will focus on three research questions:

1. Does a balanced calendar have a positive impact on academic success?
2. What are the strengths of a balanced calendar and a multi-tracking calendar?
3. What are the weaknesses of a balanced calendar and a multi-tracking calendar?

#### *Rational For Review*

I originally selected this topic for three reasons. The first reason is the implementation of pilot schools at neighboring districts implementing a balanced calendar. Because of this, I have been seeing several articles in the newspaper as they keep tabs on these pilot schools.

The second reason I selected this topic is that the possibility of using year round schooling was voted on and narrowly defeated in my district four years ago. Because of this, I think that the issue of converting to a balanced calendar will be suggested again in the near future. When it does come up again I wanted to have an opinion of where I stand on the topic.

Finally, I am interested in this topic because like most teachers, I am interested in using the best practice for my students. In addition, a balanced calendar would directly effect how I plan lessons and instruct the class.

## Terminology

There are several types of calendars which can be applied to the school year. This paper will present three models but will focus primarily on the traditional and the balanced calendar. The multi-track calendar will also be discussed as an alternative school calendar for schools facing budget constraints and overcrowding.

### *Traditional Calendar*

The National Association for Year-Round Education (2007), describes the traditional calendar as 60 days off for a summer vacation and a 5-10 day spring break and winter break. There are typically 180 school days. See Appendix A, provided by the National Association for Year-Round Education (2007), to see an example of a traditional calendar.

### *Balanced Calendar*

According to Kneese (2000), “Year-round education is a concept which reorganizes the school year to provide more continuous learning by spacing the long summer vacation into shorter, more frequent vacations throughout the year” (¶ 2). The terms year-round calendar and balanced calendar are interchangeable for the purposes of this paper (Hamilton, Johnston, Marshall & Shields, 2006).

National Association for Year-Round Education (2007), notes that there are several variations of the year-round school calendar. The most common schedules are forty-five or sixty days in school (excluding weekends), followed by fifteen to twenty days of vacation. Generally, this calendar is also 180 school days and there is a month off during the summer. See Appendix A, provided by the National Association for Year-Round Education (2007), to see an example of a balanced calendar.

### *Multi-Track Calendar*

According to Douglas Mitchell and Ross Mitchell (2005), multi-track calendars use the balanced calendar approach and separate the track into three or four equal sections. This approach is used specifically to alleviate overcrowding in school systems. During a multi-track calendar, students are set up on “multiple, staggered attendance calendars (tracks with differing vacation schedules) such that at any given time, some fraction of the students (and their teachers) are not in session” (Mitchell & Mitchell, 2005, ¶ 4).

### *Track*

Marsh (2002), describes a track as the time during a balanced calendar schedule, when a student is attending school. This time period ranges from 15 to 45 days Monday through Friday. For example, students attend school for 45 days between winter break and spring break.

### *Intersession*

The period of time when students are on vacation is called an intersession (Marsh, 2002). During intersessions, students could take additional classes. Depending on the district, students may also be able to get services for additional help. Another possibility would be to offer unconventional classes and curriculum (Hamilton, Johnston, Marshall & Shields, 2006).

### Methodology

The methods I used to locate resources were computer-based. I began by investigating general websites on the Internet that related to the topic of year-round schooling. I discovered much rich information from the National Association for Year-Round schooling. This site provided me with excellent diagrams that explained the layout of the balanced calendar and the traditional calendar.

After exploring the World Wide Web, I looked more specifically at what I knew would be reliable sources. I went to the UNI homepage and then entered the Rod Library site. Next, I searched under databases A to Z and found several databases to explore. I immediately limited my options by only examining databases that contained full-text documents. Both the Wilson Web and ERIC (EBSCO) provided excellent resources.

I searched under the words elementary, year round calendar, balanced calendar, traditional calendar, year round schools and school schedules. From these searches, it was possible to find an abundance of different types of research, reviews and published articles. I narrowed the choices by selecting the most relevant and current sources.

## Analysis and Discussion

### *Research Questions*

This paper will focus on three research questions.

1. Does a balanced calendar have a positive impact on academic success?
2. What are the strengths of a balanced calendar and a multi-tracking calendar?
3. What are the weaknesses of a balanced calendar and a multi-tracking calendar?

### *History of the School Calendar*

Our traditional school calendar emerged generations ago. The purpose of the long summer was to allow for students to be home to help the family during harvest time. However, those days have come and gone and today's family has different needs. Today, many families have both parents working or a single working parent to bring up a student. The need for help during harvest time has diminished and the necessity for daycare has emerged. Over the years this has caused many districts across the nation to shift the beginning of the school year into August rather than September (Metzker, 2002).

“In 1968, Park School, in the Hayward, California, Unified School District, became America’s first year-round school” (Marsh, 2000, p. 19). California has become the leader in implementing year round schools. In 2005, “over 60% of the nation’s year-round school students were enrolled in the California public school system” (Mitchell & Mitchell, 2005, ¶ 2). According to the National Association for Year-Round Education, “The number of K-12 public school students enrolled in the ear round schools has grown from just over 350,000 for the 1985-1986 school year to 2,320,730 in 2002-2003” (Varner, 2005, ¶ 1). See Appendix B to see the growth trend of public schools from 1985-2001 (Morris, 2002). Throughout the country, “more than 4% of the nation’s 47 million public schoolchildren attend a year-round school” (Mitchell & Mitchell, 2005, ¶ 2).

Today, instead of working around the harvest season, schools are looking for ways to enlighten their students while being aware of the community. For example in:

Most West Virginia calendars add vacation time around Thanksgiving for the hunting season; New Orleans schools acknowledge Mardi Gras; and Aroostook County high schools in Maine give a three-week break for the potato harvest (Chaika) (Metzker, 2002, ¶ 9).

According to the National Education Commission on Time and Learning:

For the past 150 years, American schools have held time constant and let learning vary. The rule, only rarely voiced, is simple: Learn what you can in the time we make available. [Some] bright, hardworking student do reasonably well. Everyone else—from the typical student to the dropout- runs into trouble” (Hamilton, Johnston, Marshall & Shields, 2006, p.73).

### *Impact of the Year-Round Calendar on Academic Success*

According to Marsh (2000), if there were an improvement in academic success by transitioning from a traditional calendar to a year-round calendar it would be evident by an increase in test scores. However, “a review of fifteen studies conducted between 1986 and 1996

shows only a very small positive increase in test scores when compared to scores from schools with traditional calendars” (Marsh, 2000, p. 19).

Timber Lane Elementary School in Virginia was converted to a year-round school in 1998. After three years, their standardized test scores were compared to similar schools. The results indicated that, “the school’s students are outscoring their peers in traditional-calendar schools with similar demographic profiles” (Lewis & McDonald, 2001, ¶ 18). Other academic benefits at Timber Lane included:

Students with limited English proficiency are showing gains of more than one month per year in their English language proficiency. Student attendance has improved. Discipline referrals have been cut in half. First graders moving up to the second grade are maintaining their reading levels after the four-week summer break (Lewis & McDonald, 2001, ¶ 18).

Varner (2003) reported on third grade classrooms, half using the traditional school calendar and half using the balanced calendar. Research compared the progression through curriculum. Varner reported that:

The year round school teachers showed mainly continuous movement throughout the school year except for the period between Thanksgiving and January when the progress slowed. The year round school page numbers revealed more rapid movement after Spring Break than did the traditional school page numbers. In the traditional school, the teachers, except for one who did show steady and continuous movement, jumped around in the mathematics textbook a great deal. The highest page numbers (those furthest along in the textbook) recorded for the traditional school were approximately 23 pages behind the highest page numbers recorded for the year round school (Varner, 2003, ¶ 19).

### *Benefits of the Year-Round Calendar*

Research reported by Goode and Lowe (2002), indicated support towards implementing year-round school. They interviewed a range of teachers, parents and fifth grade students that were part of a three-year pilot study known as the “Academy.” All of the participants had to meet requirements such as, the teachers needed to apply for the position at the pilot school and the students needed to attend the McKinley Elementary School since kindergarten. The

conclusion of this research indicated a positive relationship between year-round schooling and academic success. See Appendix C for tables from the study, which share information gathered from interviews with the participants.

Goode and Lowe (2002), share some of the positive feedback received during their research from parents and teachers:

My feeling is that the academy has given the children an opportunity to feel special and because they feel special their behavior is different. They sound different and the thing that gives me the most pleasure is they notice the behavior of other children and compare and contrast it with themselves (Goode & Lowe, 2002, p. 14).

I feel that the breaks in the academy calendar allow the children to get some relaxation, some stress out of their own system so when they come back they are ready to learn. I feel they learn more because there is less time getting back into that routine (Goode & Lowe, 2002, p. 14).

I think they (students) are changed people. I think that it is easier because of the calendar. They are not so long without structure. The breaks are shorter and they do not fall into or regress back into a lot of previous habits (Goode & Lowe, 2002, p. 14).

Haser, Nasser and Ilham (2003), describe Timber Lane School as consisting of a very diverse community of students. Fifty percent of the students are provided with free and reduced lunch. Several other schools in the area with similar demographics have had issues with teacher turnover rates. Timber however, has proved not to fit the trend. Haser, Nasser and Ilham (2003), “found that flexible, creative school administrators, part-time employment possibilities, and intersessions or breaks spaced throughout the year have added up to a positive environment for teacher retention and job satisfaction” (¶ 23).

According to Haser, Nasser and Ilham (2003), teachers from Timber Lane had the option to work during intersessions, providing them with extra pay. Teachers even have the option of taking a part time role, just teaching during intersessions. Another benefit that the teachers expressed was less absenteeism. Teachers could make different appointments, such as visits to

the dentist, during intersessions and did not have to leave during the school day. One teacher interviewed stated:

On the traditional calendar, I was wiped out by April. To do a good job as a teacher took a lot out of me; I even thought of early retirement. Now, on the year-round education cycle, I get systematic breaks, the kids get breaks from me, and we're ready to work together again (Haser, Nasser & Ilham, 2003, ¶ 12).

Lewis and McDonald (2001), lead the reader through the steps that Timber Lane Elementary School went through to implement a balanced calendar in their school. In all, it was a six-year process.

Year 1: Get the teachers excited about the possibilities of a year-round calendar by explaining potential calendar options to them. Allow teachers to share their opinions. In the case of Timber Lane, most teachers were excited about year-round schooling and there were a few that did not want the implementation of a balanced calendar.

Year 2: "At Back-to-School Night, we let parents know that we were considering changing the school calendar to help use time more effectively" (Lewis and McDonald, 2001, ¶ 11). During this time parents were also given a survey and told about town meetings they could attend during the year to discuss the possible change. The result was that it was mostly the parents that opposed the change that came to the meetings. A final survey was given and 70% of parents were in support of the balanced calendar.

Year 3: Decisions were made by the school's "Community Relations Task Force."

Year 4 and 5: Implementation of the new balanced calendar.

Year 6: The district measured the impact and made adjustments as needed (Lewis & McDonald, 2001).

The case study completed by Morris (2002), focuses primarily on K-5 students in a multi-age/year-round school. This study used information collected from teachers, parents, students

and administrators. The data was collected in the form of historical document analysis, interviews and focus groups. Members of this study were positive about year-round schooling. Those involved with the study were interested in comparing the continuity of education with a balanced-calendar. Appendix D shows two tables comparing the data collected and the advantages and disadvantages parents, teachers and administrators had towards year round schooling (Morris, 2002).

Shields and Oberg (2000), documented the implementation of a balanced calendar at two Ontario schools Countryside and Seagull. Seagull chose to implement opportunities during the intersessions and Countryside did not believing that the elementary students needed a break during that time. The principals reflected on the transition:

At Seagull, the principal reported that the dual-track experience had resulted in a 'dramatic' improvement in teacher attendance, with considerable savings to the district. In on winter month alone, the school had saved \$4,500 on substitute teacher costs. Disciplinary incidents had fallen by 66% and vandalism had decreased markedly; he attributed both to the more frequent breaks and increased hours of operation afforded by the dual calendar. The dual track had also done much to transform the school's reputation: After the first year of the dual-track program, 30 teachers from other schools in he district had requested transfers to Seagull (Shields & Oberg, 2000, ¶ 29).

In a study conducted by Varner (2003), third grade teachers from one traditional calendar school and one year-round school were interviewed regarding the progress of curriculum. Test scores, textbooks and lesson plans were also checked for the level of difficulty and skills being taught in the two schools.

Results indicated that although all teachers showed progress through the textbook, overall, the year round school teachers progressed ore quickly than did the traditional school teachers progressed more quickly than did the traditional school teachers, especially near the beginning of the school year (Varner, 2005, ¶ 1).

Both groups of teachers believed the calendar they were working with was the preferential calendar. "The year round teachers believed that they and their students experienced

less burnout than they would have under a traditional calendar as a result of more frequent breaks from the school allowed by the year round school calendar” (Varner, 2005, ¶ 1).

### *Benefits of the Multi-Track Calendar*

Mitchell and Mitchell (2005), state that generally, schools that chose to use a balanced-calendar implemented the multi-track calendar. The benefits to this are mostly for districts facing over-crowding and with limited funds. Multi-track systems are more cost effective than building a new school.

The following is an example of how the multi-track system works:

Implementing a four-track year-round calendar extends the capacity of a school by 33%. A school with the capacity of 750 students can accommodate 1,000 students, as only three tracks of 250 would be in the school at the same time; there would always be one track on vacation or intersession every day of the school year (Stenvall & Stenvall, 2001, ¶ 15).

### *Drawbacks of the Year-Round Calendar*

A drawback to beginning the implementation of a balanced calendar is that for teachers that have kids attending a traditional calendar the vacations will no longer match up. This may initially cause those teachers to leave the school in search of employment at a school that matches the calendar of their child more closely (Haser, Nasser & Ilham, 2003).

Other challenges that occur with year-round schooling are:

1. Funding for teacher salaries, supplies and building maintenance
2. Transportation
3. Child-care concerns
4. Parental involvement and other factors affecting attendance
5. Scheduling facilities
6. Ensuring students' safety

7. Bus routes (Metzker, 2002)
8. Air conditioning (Shields & Oberg, 2000)

Kneese (2000), shares some other potential weaknesses that can occur with year round schooling:

Although the majority of teachers report less stress and burnout in year-round schools, a few teachers report stress as a drawback to the year-round calendar. These teachers are generally extended contract teachers who do not take the same break periods as their students. Also, a few teachers report the frequent stopping and starting of instructional sessions to be disruptive (Quinlan, George, & Emmett, 1987). However, no matter which schedule schools adopt, the biggest resistance to year-round schools comes from the fear of change, say the experts (Rasmussen, 2000). Teacher, as many others, may simply resist lifestyle changes until they have had experience with the new situation and have had time to adapt (Kneese, 2000, ¶ 18).

#### *Drawbacks of the Multi-Track Calendar*

In a multi-track school, the teachers are assigned to specific tracks. This causes certain populations to be placed within certain tracks. For example, if an English-Language Learner teacher was on track one, then the students needing those services would also need to be assigned to track one (Mitchell & Mitchell, 2005).

Some additional issues come about with multi-track calendars. In a very large school that is grouped into four staggered tracks, students become very segregated into groups and biases may emerge. This is due to classmates from other tracks changing as the school year progresses. Sports and extra-curricular activities would need to be taken into account when planning for a multi-track calendar. In addition, school and district events such as fundraisers and homecoming would need to be planned for since one group of students is always in intersession (Mitchell & Mitchell, 2005).

## Conclusions and Recommendations

### *Future Research*

Most of the research I examined indicated that there has not been an expansive amount of research done on the year-round calendar. The research I looked at also really only expanded into the first three years of a balanced-calendar school. I would like to see more long-term research, such as how faculty and test-scores are reflected after ten years of execution. I believe that as time continues and the number of schools implementing balanced-calendars and multi-tracking calendars continues to increase and that more thorough, long-term research will be conducted. While there is not a lot of long-term research at this point in time, the data that has been collected is consistent. All of the references in this review indicated that year-round schooling is a favorable calendar option to the traditional calendar.

### *Recommendations for Implementing a Year-Round Calendar*

Lewis and McDonald (2001), present suggestions provided from the administrators at Timber Lane Elementary School to help assist in initiating a significant change:

1. Include everybody in the change process-especially those who may not agree.
2. Be ready to move easily between looking at the big picture and taking care of details.
3. Remember that the proposed initiative does not have to happen, so build trust by not pushing the idea on others.
4. Create a healthy learning environment where risk-taking is encouraged and it is safe to fail.
5. Trust people. Most of them want good things for children. Ask them for their opinions and listen to their criticisms as well as their compliments.

6. Do not have a win-lose mentality about an idea. If it is a good idea, stick with it. Eventually it will sell itself.
7. Make sure that every change decision focuses on the academic, physical, social, and/or psychological well-being of the children in your care (Lewis & McDonald, 2001, ¶ 24).

Metzker (2002) proposes laying out school calendars 3 years in advance. Shields and Oberg (2000) followed two Ontario elementary schools through the transition to a year-round calendar. They concluded that if a district is interesting in considering implementation of a year-round calendar they have some suggestions to make the change run smoother:

We caution schools and districts wishing to implement even modest changes from what has become entrenched as 'traditional' to learn from the experience of Poseidon District. Successful change requires extensive communication, consultation and planning. Offering flexible arrangements and choice also enhance its acceptability. Offering choices to teacher and parents was associated with a generally high level of satisfaction and support for the modified calendar (Shields & Oberg, 2000, ¶ 41).

### *Identifying and Synthesizing the Research*

While educators from both the balanced-calendar and traditional calendar prefer the calendar they are already using, Varner (2005), suggests that there are more positive outcomes that come from the balanced-calendar. Students retain more information from year to year allowing teachers to spend less time on review and more time advancing in the curriculum.

The results of this literature review suggest that the benefits of year-round schooling exceed the traditional-calendar that most Americans are accustomed to. The necessity for the traditional calendar is no longer relevant.

The research also indicates that there are nearly limitless ways in which to organize a school calendar. Changes could be made in the balance of instructional days to the days off, what is to be done with the intersession time and how many tracks a school may have. Each

school or district should be left to create a calendar that best meets the needs of their particular population.

One thing that was made very clear by the research is that it is crucial to use open communication and have long term planning.

### *Teacher Practices*

Before beginning this literature review, I did not have a set preference on using the traditional calendar or a balanced calendar. I was actually quite surprised to discover that the research was not more evenly divided. I initially began this project with the assumption that I would find equal amounts of documentation supporting the traditional calendar as I would for the balanced calendar. After completing the review, it is quite evident that research supports balanced calendars that meet the needs of individual schools and districts. I did not find any sources suggesting that the traditional calendar was a better option to the balanced calendar.

Prior to this review, I had never heard of a multi-track calendar such as those being implemented in California. I believe that while this may be a quick fix for budget problems at over populated schools, this type of calendar would take a great deal of effort to run effectively. There were many more drawbacks to this type of calendar and if possible, I would try to avoid this system of calendar.

I would suggest all schools to be open to the idea of a balanced calendar, especially lower-achieving schools and schools dealing with economic troubles.

In conclusion, I would fully support my district in moving towards a balanced calendar that fits our specific needs. For example, our breaks may fall around reporting periods. I believe that if a balanced calendar were to be created in my school district that parents, teachers

and administrators would all need to be involved. I would be willing to serve in any capacity as

an educator to help the district develop an effective balanced calendar.

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## Appendix A

The following is information derived from the National Association for Year-Round Education (2007). It provides examples of typical traditional and balanced calendars. It does not take into account in-service days or holidays such as labor day where one day is taken off.

Table A1

Traditional Calendar	Balanced Calendar
Summer Vacation: 60 Days Off	Summer Break: 30 Days Off
School: 70 Days	School: 45 Days Fall Break: 15 Days Off School: 30 Days
Thanksgiving Break: 3 Days Off	Thanksgiving Break: 3 Days Off
School: 15 Days	School: 15 Days
Winter Break: 10 Days Off	Winter Break: 15 Days Off
School: 55 Days	School: 45 Days
Spring Break: 5 Days Off	Spring Break: 15 Days Off
School: 40 Days	School: 45 Days

## Appendix B

Table B1

## Growth of Public Year-Round Education in the United States Over a 15-Year Period

School Year	States	Districts	Schools	Students
1985-86	16	63	411	354,087
1986-87	14	69	408	362,669
1987-88	DATA	NOT	COLLECTED	
1988-89	16	95	494	428,961
1989-90	19	115	618	520,323
1990-91	22	152	859	733,660
1991-92	23	204	1,646	1,345,921
1992-93	26	301	2,017	1,567,920
1993-94	32	369	1,913	1,419,280
1994-95	35	414	2,214	1,640,929
1995-96	37	447	2,368	1,754,947
1996-97	38	460	2,400	1,766,642
1997-98	38	496	2,681	1,934,060
1998-99	39	546	2,856	2,040,611
1999-2000	43	561	2,880	2,063,217
2000-2001	44	651	3,059	2,162,120
GROWTH RATE				

Produced by the National Association for Year-Round Education

(Morris, 2002)

## Appendix C

Table C1

## Academy and student behaviors

Supportive Concepts	Neutral Concepts	Non-Supportive Concepts
<p>Academy students feel special and their behaviors are different</p> <p>Students feel successful and have higher self-esteem</p> <p>There is consistency with the Academy and that helps student's behaviors</p> <p>Students are not as excitable before breaks</p> <p>Students stay continuous with mode of learning and how to act in school</p> <p>Academy has changed student attitudes</p>		<p>Academy does not change student behavior, "school is school"</p> <p>Academy and Traditional are the same</p>

(Goode &amp; Lowe, 2002)

## Appendix C

Table C2

## Breaks and student behaviors

Supportive Concepts	Neutral Concepts	Non-Supportive Concepts
<p>Majority of the students would say the breaks help to change their behaviors</p> <p>Shorter breaks are positive for students remembering more of what they learn</p> <p>Academy changes “whole group behaviors more than individual behaviors”</p> <p>Breaks make a change in how students behave</p> <p>Students don't see it but there is a change in their behaviors</p> <p>Breaks help because students are able to do something different</p> <p>Breaks change students behaviors because they come back ready to learn</p>		<p>Academy breaks make no change in student behaviors</p>

(Goode &amp; Lowe, 2002)

## Appendix C

Table C3

Academy students and success

Supportive Concepts	Neutral Concepts	Non-Supportive Concepts
<p>Academy students have higher self esteem causing better behaviors and the students are learning more</p> <p>Year-Round education is the best thing for students in all my years of teaching</p> <p>Teacher are more excited and this transfers to the students</p> <p>Academy students feel special because they are on a different calendar</p> <p>Academy students are more successful and excited because they are constantly learning</p> <p>Academy students are more successful</p> <p>Academy students enjoy school more and they are not as mean in school</p>		<p>Academy students are not more successful in school</p>

(Goode &amp; Lowe, 2002)

## Appendix C

Table C4

Academy students and learning loss

Supportive Concepts	Neutral Concepts	Non-Supportive Concepts
Shorter breaks help students remember more of what they learn in school	Does not know if students remember more	
There is not as much discipline with more focus on learning resulting in the students remembering more		
Students remember more because the breaks are not as long		
Students remember more with shorter breaks		
Students need less review time		
Students remember more because they are in school longer		
Students remember more because they are more focused		
Students play less and listen better		
Students remember most of what they learn		

(Goode &amp; Lowe, 2002)

## Appendix D

Table D1

The advantages and disadvantages of the year-round calendar provided some link to the literature. In the following tables, the author categorized the advantages in the literature and compared them to the responses of the participants:

Advantages of Year-Round Schools vs. Advantages of the Laurel Ridge Year-Round Calendar  
Participants

Advantages of the Year-Round Calendar (Shields and Oberg, 2000)	Parents	Teachers	Administrators
Vacations/Calendar Configuration	*	*	*
Positive Impact on Students (Academics, Attendance, etc...)	*		*
Positive Impact on Teachers (Attendance, Reduced Burnout, More Educational Opportunities, etc...)		*	*
More Efficient to Operate	*		
Families of Special Education Students More Involved			
Child Care			

(Morris, 2002)

Disadvantages of Year-Round Schools vs. Disadvantages of the Laurel Ridge Year-Round Calendar  
Participants

Advantages of the Year-Round Calendar (Shields and Oberg, 2000)	Parents	Teachers	Administrators
Vacations	*	*	
Child Care			*
Professional Development of Teachers		*	
Disrupted Routine			
Vacation Planning (Summer)			

(Morris, 2002)