

YEAR ROUND EDUCATION IN TEXAS:
A SURVEY OF ATTITUDES AND VALUES OF
SELECTED PUBLIC ELEMENTARY SCHOOL PRINCIPALS.

BY

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CHAPTER ONE

INTRODUCTION

School days. A flood of warm childhood memories envelope me. I still recall the first day of each school year. Remembering the anticipation of returning to school routine, the crisp fall days, and bells comforted the child need for organization. Of course, lingering memories of summer vacations, filled with idle daydreams, Girl Scout camp, and catching fireflies late into the night, appealed to the impish side of this child.

I was the product of the traditional school environment, complete with nine months of controlled learning instruction followed by three months of summer vacation. The pattern was set when I was five years old and only was broken twice in my academic career.

Failing Regents algebra guaranteed me a seat in dreaded summer school when I was thirteen years old. My second, and last adventure in summer school was for that eagerly awaited driver's education training. Ironically, summer school improved my algebra test score by thirty two points and I failed my driver's test twice.

Traditional thoughts on education always center on a nine month school calendar. School administrators plan staff development, student testing, and state specified instructional

days around summer vacation, Christmas holidays, and spring break. Several federal and state holidays dot the school calendar, causing administrators to replan, shift and reorganize in order to incorporate all the academic requirements.

HISTORICAL PERSPECTIVE

Traditional school calendars were based on agrarian needs of the 19th century. There were few urban areas in the United States. Those few urban areas were clustered mainly on the East Coast, around navigational and trading ports.

The early American economic system was based on agricultural production. Wealth and stability were directly linked to crop yield and cattle production. The predominantly rural United States of the 1700s and 1800s depended on children as the labor source on family farms. Children, as well as adults, worked long hours preparing the soil, planting and harvesting crops, and maintaining livestock.

Schooling was confined to the winter months in the rural areas. The subjects were less formal, and focused on the practicalities of survival. Toward the end of the 19th century, adequate schooling became the concern of legislators.

(Hermansen, 1971,9) State constitutions began to address school codes and regulations. As more rules were applied to education, legislators from both urban and rural areas added some uniformity to the educational standards. The legislators were determined

that all children were offered equal opportunities for academic foundations.

The Industrial Revolution, beginning in the late 1800s, signaled several important changes in the United States. Life on the farm was easier because mechanization replaced some labor intensive jobs like well digging. Mechanization also created new jobs which required high learning skills, forcing education leaders to change school curriculum from survival skills to more exacting mathematics and sciences.

The United States also experienced a flood of new immigrants during this time span. Promises of a brighter future with factory jobs, coupled with deteriorating political and economic situations in Europe and Ireland, attracted literally millions of people to the United States.

These foreign born people soon realized that command of the English language was the key to success. Success was measured by a job with a regular paycheck. A more difficult obstacle to success for the new immigrant was the agonizing pressure to assimilate into American culture. Immigrant children with no English skills faced peer rejection and anxiety in a school setting. Children from immigrant families were needed to contribute to the family income by working. It soon became apparent that the faster children learned English, the faster they could enter the work force. (Hermansen, 1971, 10)

Such intensive education required year long commitment. By 1840 major urban cities such as New York, Buffalo, Chicago, and Cleveland had public schools in session at least 43 weeks a year. (Hermansen, 1971, 8) Detroit and Philadelphia operated their schools 252 days a year to meet the growing demand for English language acquisition. (Hermansen, 1971, 8) By today's standards, these schools systems were providing year-round schools.

The year-round school filled practical needs during this early period. First, the schools taught the children English language skills. Second, the schools provided a safe place for children to be while both parents worked in the mills and factories. Last, the schools developed a better educated and more productive labor pool.

School systems operating in urban areas such as New York, Chicago, and Buffalo gradually reduced the length of the school year. This shorter school year was adopted after the flow of immigrants was drastically reduced. General living patterns changed when immigrants felt confident enough to migrate further west in the United States, and away from congested urban areas. (Hermansen, 1971, 9)

Communities like Bluffton, Indiana in 1904 operated a staggered four quarter plan to accommodate a mushrooming school population. (AASA, 1970, 9) Dr. William Wirt, considered a controversial educational pioneer, instituted a year round school program in nearby Gary, Indiana. His voluntary enrichment

program was designed to accelerate pupils through the school system. Children were often "educated" and graduated from high school by the time they were thirteen years old. These children were expected to enter the work force. Dr. Wirt and his educational reforms were unpopular. The city failed to support many of his far-reaching ideas and the reform movement died.

But the need for year-round programming continued. Summer schools have long been operating successful programs both in remedial and enrichment areas. Pupils unable to squeeze in desirable courses have elected to go to summer school.

Why Start a Year-Round School Program?

Year-Round Education (YRE) in the United States is gaining momentum. We are fiercely competing in a global labor market where the other world citizens are better educated and better prepared to enter the work force. Other highly industrialized nations, notably Japan, Finland, and Sweden have adopted national school calendars which produce outstanding students with unlimited potential, not hampered by outmoded school time constraints. A 1990 article from Time, (Time, 1990,12) reported that when Japanese students complete the 12th grade, they have the equivalent of three to four more years of education than the U.S. high school graduate. Japanese students achieve this level of education, in one part, by going to school 243 days a year,

while the U.S. student attends school an average of 180 days a year.

Advocates of YRS can be placed in two groups. One group wants to increase the total number of days each child is in school. By extending the school year, these advocates see instructional days of 220 to 240 as a realistic and competitive goal. The other group of year-round school advocates encourage more frequent breaks throughout the school year, instead of the long summer break. This group feels more frequent, shorter breaks will reduce the loss of educational skills that occur over the extended three month summer break.

Charles Ballinger, Executive Director of the National Association for Year-Round Schools, sees year-round education as a "philosophy" that is institutionally sound, fiscally responsible, and offers flexibility for contemporary lifestyles. (Ballinger, 1987,8) Communities adopt and promote year-round schools for a variety of reasons. The most common reasons include a reaction to fiscal constraints, student performance and achievement, and responding to the unique learning styles of certain groups of students.

PURPOSE OF THE STUDY

Year-round schools, in concept and practice, have been discussed in popular and scholarly literature. Most of the literature consists of expert opinion. Little, if any, empirical

evidence has been collected. In addition, people who participate in year-round schools have not been surveyed about their attitudes. Hence, this study will bridge a gap in the literature by surveying the attitudes of year-round school elementary principals.

The purpose of this study is to examine the attitudes of elementary school principals toward year-round schools in Texas. Principals of both year-round schools (YRS) and traditional nine-month schools (TRAD) were asked to express their opinions on selected questions focusing only on year-round school issues.

The study will examine the similarities and differences of attitudes on year-round schools between year-round school and traditional principals. Their attitudes offer unique perspectives. Because principals enjoy a unique slot in the educational tier, their perspective is valuable. As principals, they are considered mid-management administrators. This administrative position places them in a decision making capacity. A good principal must see both the big and little picture. As more school districts implement site-based management for all their schools, the principals' role and responsibility continue to expand. Principals operating under site based management will be directly responsible for hiring school staff, directing school activities, setting academic goals, and serving as a general resource director for the staff.

Their expertise is valuable to any superintendent and local school board in developing school policy. As an administrator, a principal must develop, apply, and adhere to federal, state, and local mandates. The responsibility to his professional and support staff is in his role as school leader and district player.

School principals, as educators, have prior classroom teaching experience. They are ideally sensitive to the demands and stress of the regular classroom teacher. In their role as principal, they will also evaluate the teacher's performances in the classroom.

Principals are often seen as community leaders. As visible leaders of school campuses, principals maintain viable ties with community residents and businesses.

And, finally, principals are directly linked to parents. While classroom teachers are the primary contact between children and parents, the principals' attitudes usually set the tone for the entire school. Many principals also enjoy the role of parent offering yet another vital dimension as a principal.

For all these reasons, the perspective of the principals offered valuable insights to year-round education. Although the survey questions year-round education, principals of traditional school programs might provide equally interesting insights to year-round education.

CHAPTER SUMMARIES

Chapter Two will address the literature on year-round education. Most of the literature is not supported by empirical evidence, but by select authorities in year-round education. The literature will examine material on the professional staffing/development, administrative concerns, and student achievement. Parental/community concerns and cost factors will also be addressed in the review of literature.

Chapter Three will discuss year-round schools in Texas. Twenty school districts in Texas have adopted year-round school calendars. This chapter will show some of the common threads that run throughout the school districts in Texas.

The methodology of this study will be addressed in Chapter Four. The survey instrument and the criteria for each survey question will be stated.

In Chapter Five the survey results are analyzed. This chapter will focus on the perspectives of year-round elementary school principals on year-round education. The survey results will highlight differences in year-round school and traditional principals attitudes.

Chapter Six will conclude this study by offering the reader insights to year-round education. This chapter will show the state of year-round education in Texas today and the direction year-round education is going.

CHAPTER TWO

REVIEW OF LITERATURE

Year-round schools offer some exciting options for student learning. Supporters of year-round education (YRE) extol the virtues of YRE over traditional (TRAD) nine month school programs. YRE enthusiasts exclaim over the benefits of continual learning situations for special education children and Bilingual/ESL/LEP students.

Unfortunately, precious little of the literature is supported by empirical evidence. When YRS regained national recognition in the 1970's, no one bothered to secure supporting documentation. YRS declined in academic, community and parental support and many schools faded away.

With new interests in YRE, long time supporters of YRE have regained some recognition. Most of the literature; however, is by YRS supporters such as Charles Ballinger, executive director of the National Association of National Year-round Schools. The research also revealed portions of YRE devoted to case studies and descriptive essays of existing programs.

The year-round school issues can be divided into five broad categories. Professional staffing/development, administrative concerns, student achievement, parental and community concerns, and cost factors will be addressed in the literature review.

Each category has several factors which continue to cause concern for the supporters and detractors of year-round education.

Professional Staffing/Development

This section will address the areas concerned with professional staffing and development. Year-round schools present some unique challenges in teacher staffing, as well as retaining and recruiting professional staff members. This category will also review how the local colleges respond to the professional and academic needs of year-round teachers.

Teacher staffing in YRS

In traditional settings, teachers are on 12 month contracts, work for nine months, and get paid over a 12 month period. Yet the teachers, as a group, represent a large portion of summer workers. Many "moonlight" at second jobs to maintain a desired standard level of living. (Doyle, 1985, 30) Year-round school scheduling may risk teachers' extra income from second jobs. Ballinger and White see YRS as an opportunity for teachers to earn additional income as substitutes, or in an extended contract. The benefit to the teacher will be professional pay, and the school receives professional instructors. Teachers are well qualified for the positions, and will not have to seek summer jobs at lower pay. (Ballinger, 1987, 13)

Treating teachers as professionals will enhance the teaching field. Ballinger (1987,13) acknowledges that teachers are traditionally at the lower end of the salary scale. Very bright students are discouraged from entering the teaching field because of the salary. By increasing the salary, more persons will enter teaching and thus alleviate the shortages of teachers nationwide.

Local colleges fail to meet professional needs

Colleges are slower to change to meet the professional needs of the teachers in staff and academic development. A few colleges offer three week courses instead of the usual 17 week semester courses. Ballinger, (1987,26) said that more universities in YRS areas are offering courses at night and the weekends, in three week blocks at the school site, and through extension programs. Staff development is lagging in YRS settings, usually through problems in coordination.

Retaining/recruiting teachers in YRS

Doyle stated that teachers must understand that no job market pays a worker a 12 month salary for nine months' worth of work. Teachers insisting that their work is so unique and exhausting would face opposition from nurses in an I.C.U. unit or policemen. (Doyle,1985,31)

Teacher burnout

Ballinger (1987,14) supports year-round education as a stress reliever for teachers. With more frequent breaks, teachers can relax, travel, study, without competing with the hectic vacationers on their mandatory two week summer vacation.

Ballinger said that many teachers in YRS programs enjoy a chance to visit their own children in the classroom during YRS breaks. Teachers also have the opportunity to travel during the fall and ski during the winters with their families.

(Ballinger,1987,27)

While professional and support staff are essential elements in a year-round school program, the administrators are responsible for student and community acceptance of year-round schools. Administrators play key roles as policy makers and leaders in successful year-round schools.

Administrative Concerns

This section will address the administrative concerns of year-round schools. Administrators are faced with scheduling problems unique to year-round schools. Administrators must also utilize facilities and staff to meet the demands of a YRS program.

Better utilization of facilities and staff

Many school districts respond to student overcrowding by initiating year-round school programs. Los Angeles Unified School District became the largest participating YRS when they phased in 100 year-round schools in July 1991. Los Angeles found themselves in a serious student crunch. (Kerr,1991,12) Los Angeles had tried double sessions and busing to ease the overcrowded conditions, but administrators felt that was a poor solution to the problem.

There are 650 schools in the Los Angeles district, with 100 schools already on year-round programs. Within two years, Los Angeles will move to have every school in the district participating in a year-round program. (Kerr,1991,13)

Teacher/staff absenteeism

Advocates of year-round schools maintain that school districts with successful YRS realize less student and teacher absenteeism. Rossmiller, a researcher interested in the misplaced time spent in school, estimated that 10% of the year is spent on teacher/staff absenteeism. (Mazzerella,1984,16) There is less student and teacher burnout, less tension in the schools themselves.

Scheduling problems

Ballinger, in "Unleashing the School Calendar," (Ballinger,1987,17) admits that vacations are important, nevertheless, they could come in shorter, less disruptive blocks of time. In the same article, Ballinger confidently maintained that competent administrators can and do organize some fine instructional programs. (Ballinger,1987,17)

In the same article, Ballinger (1987,18) points out that multi track scheduling at the high school level is critical for student academic growth and graduation in a timely manner.

Student academic growth and student achievement are key issues in the debate on year-round education. Supporters of year-round education view continuity in learning as significant; while detractors of year-round education see year-round education snatching a part of childhood away.

STUDENT ACHIEVEMENT

Student achievement is usually the focus of year-round education. Certain groups of students, special education, bilingual/ESL/LEP, and gifted show remarkable progress in year-round school settings.

Student employment

The fiscal impact on students will be student employment. While authors generally agree that few student are working to support their families, many business rely on paying students base wages. (Ballinger, 1987, 15)

As important as wages are to students, working experience is as important. Many colleges review wage earning experiences in their application process. Businesses that need seasonal summer help may balk at hiring students participating in year-round education programs.

Ballinger (1987, 15) maintains that YRS will enhance student employment opportunities because students would be free to work extended periods throughout the year rather than just the summer. In the summer students face competition for too few jobs. Year-round schools should decrease this competitive environment.

It is also important to note that all students do not go to college. Vocational students need work experience and training that is broken by the calendar framework of year-round schools.

Student learning/retention

Improving student achievement is one of the most prevalent reasons to start year-round schools. Adding instructional days is a costly effort.

The literature on student achievement is not conclusive. There have been isolated studies that reveal small increases in

US student scores. Chula Vista Elementary School in California recently compared test scores between traditional and year-round schools, at grades 3 and 6 using California Assessment Program (CAP) and the Stanford Achievement Test (SAT). (Chula Vista, 1991,

The comparison showed a greater percent of year-round schools maintained or improved their test scores than did traditional schools. During the same period of time, 1984-1990, traditional schools had greater increases in scores than year-round schools. (Chula Vista, 1991,2) Alcorn, (1991,6) in his study of YRS test scores found that year-round schools were most successful in math and reading at grade 3.

While the impact of YRS on test scores has not been thoroughly investigated, the impact of prolonged periods without instruction have. Alcorn reported that a New York State Board of Regents study in 1978 found that advantaged students learn an average of one year and three months "worth of knowledge" during the school year, and continue to learn one more month's growth during the summer.

A disadvantaged student, however, learns around one year and one month during the school year, and loses three to four months knowledge during the summer. (Alcorn, 1991,1) These studies suggest children retain more information longer in YRS programs.

Charles Ballinger, in "Unleashing the School Calendar," tells us that children are continuous learners. After a three month vacation, children are seriously handicapped from

sequential learning. (Ballinger, 1987, 16) Ballinger cites the frustration of both teachers and the students wasting time in review. (Ballinger, 1987, 17) Experiences from the classroom indicate bright students lose less material during the summer months, while slower students lose more materials and are slower to regain knowledge lost during the summer vacation. Doyle, in "Now Is the Time for the Year-Round School," states that a gifted student could cover as much ground that he presently wades through in 11 years and 36 weeks of school in as little as eight years divided into four academic quarters. (Doyle, 1985, 29)

Special education children

Advocates of Year-round schools maintain special education children thrive in year-round school settings. Their strict programming is reinforced in a year-round school. Because special education children require a large measure of routine, they seem to adjust better to YRS. Smaller breaks benefit the teachers of special education, reducing the stress.

Doyle emphasizes that all children do not learn at the same rate, yet every education reform package stresses minimum levels of academic competency. (Doyle, 1985, 29) Year-round schools offer time as an opportunity for these children, allowing them extra time to meet the exacting standards. (Doyle, 1985, 29)

Children with learning problems benefit from the extra time in year-round schools because they can work on weak area without

the stigma of being retained a grade. Children with emotional problems get more frequent breaks in year-round school settings, resulting in less stress for the student and the teacher.

(Doyle,1985,29)

On the other hand, detractors from YRE say that the school district is merely acting as a babysitting unit for many of the special education students. Parents would be forced to find care arrangements for their retarded child during the three month summer vacation.

Bilingual/English as a Second Language and Limited English Proficiency students

The most significant benefits from year-round schools are in the bilingual/limited English/English as a Second Language students. Intensive exposure over a longer period of time results in amazing language acquisition.

Educators say students with behavior, situational, or learning problems often benefit the most from year-round schools. Ballinger said that formal language instruction is best offered on a continuous basis. (Ballinger,1987,17)⁸ Bilingual children are exposed to English language skills every day, every moment in year-round schools. At home during the summer, where no English is spoken, limited English speakers would lose much of their acquired language skills. Migrant and poor children are afforded more consistent enrichment. (Ballinger,1988,18)

Enrichment programs

Gifted students enjoy the challenge of the enrichment programs offered during intersessions. These programs for gifted children enhance established programs offered throughout the academic year, but may present different aspects of a topic. (Doyle, 1985, 29)

PARENTAL/COMMUNITY CONCERNS

Parental and community concerns focus on family leisure time, extracurricular activities, child care arrangements, and vandalism in the community. This section will also address the importance of parental and community support for the success of year-round schools.

Family leisure time

Doyle sees the parents as the principal beneficiaries of a year-round school calendar. Families with two working parents are the rule now. This has created an army of "latchkey" children who come home to empty houses. Schools have been slow to react to this. (Doyle, 1985, 29) The reactions generally are coming from detractors of year-round education.

YRS detractors are gaining popularity in communities. These concerned people have banded under a group known as Save Our Summers. (SOS) This group is a collection of individuals who own

summer camps - and oppose YRS. Year-round schools directly affect their income for the summer months.

Opponents of YRS see YRS invading family leisure time. Advocates of YRS maintain families very seldom take summer vacations together anymore. (Doyle,1984,29) Instead more families are arranging vacations to take advantage of discounted fall and spring vacation packages.

Extracurricular activities

Advocates of YRS maintain that the family may incur additional costs as a result of year round schools. Transportation to participating YRS by bus may not be the responsibility of the school district. Most school districts from the readings make an concentrated effort to have elementary school aged children attend schools in the same neighborhood and in the same pattern. (Oxnard, 1991,4)

Year-round schools also leave a potential pool of volunteer students for community service. Badly needed tutors, senior citizen companions, and neglected children can benefit from this valuable student resource.(Glines,1987,35) While communities benefit from year-round schools, the students involved in YRE benefit even more.

Vandalism

Ballinger (1987, 17) reported reduced vandalism costs in communities with year-round schools. Two factors contributed to the reduced vandalism. One, the school building had personnel in it almost all the time, and two, there was less tension because of the frequent vacations.

In "Rethinking the School Calendar," Ballinger (1988,59) sees a troubling social factor with the growing number of children with little to do in the summer months. Urban and suburban children are free to roam the neighborhoods, unsupervised for three months. (Ballinger,1988,59)

Parental Support

Ballinger (1987,18) asked a critical question when he suggested if year-round schools were the traditional school calendar and had been so for 100 years, would the American public tolerate a "new" calendar that allowed children to be educated for only nine months?

Community Support

Opposition to year-round schools is found in a loosely organized movement mainly in the northeastern part of the United States. First of all, parents really don't want their children off during the frigid winter months. Full time day care for older children is difficult to find. (Gitlin,1988,17)

The organizations that make most of their money from summer camps, like the Boy Scouts, YMCA, and CampFire Girls, oppose year-round schools. They say children need time to be children during the summer months. School activities bring a certain amount of stress to children, and they too need to unwind.

YRS advocates said this "Huck Finn" attitude is dated, and no longer applies to today's children. Many of these children have a wealth of traveling experience before the age of five. (Ballinger, 1988, 58)

After school and day care

Long summer vacations, according to Doyle (1985, 29) are a thing of the past. Summer vacations have become problems that require child care arrangements. Wealthy parents pay for summer camps, while poorer parents juggle schedules or leave children home alone.

Day care and after school care costs were not addressed in the literature as a separate cost factor. Most day care centers operate all year round now, with only limited breaks for Christmas.

There should not be an increase in day care costs. After school costs may vary on the programming. After school care programs maintained at the schools may require some alterations.

There are, however, other cost factors to consider. Operating and maintaining a year-round school may add significant

costs. Special programming, like enrichment programs offered during the intersessions, add costs.

COST FACTORS

This section will address cost issues associated with year-round schools. Maintaining and operating year-round schools, bond elections, and enrichment program costs will be discussed. Single track and multi track scheduling will also be discussed as a cost factor in year-round education.

Maintaining the YRS physical plant

Costs considerations are important factors in considering implementing year-round schools. Costs involve not only the building itself, but also staff salaries, and operating costs.

Another key cost element to consider is maintenance. Long term maintenance costs are reduced in year-round schools according to Don Glines. (1987,14) He sees ongoing insurance costs and utilities being reduced. Older buildings are able to close sooner, saving costly repair bills. Maintaining the physical plant on a year-round program presents unique problems. During the traditional school year, schools sit idle during the summer. Air conditioning is an exception to this rule because it is still maintained for building safety, so that cost is already into the operating budget. This time is usually spent repairing

major projects at a school, free from accidents involving student population.

Operating costs of YRS (supplies, etc.)

The Georgia Superintendent of Schools, Werner Rogers, wanted to add one school day to the existing school calendar. It would have cost the state \$40 million. Superintendent Rogers saw the fiscal merit in rearranging the school calendar instead of adding instructional days. (Kerr, 1991, 13)

Operating costs do increase for year-round schools. The schools are paying support and professional staff an increase in salary if they work during the intersessions. Insurance costs may be affected because actual liability exists during year round schools sessions. (Kerr, 1990, 5)

Failure of bond elections as a reason to start YRS

On the other hand, overall school district costs may fall because year round schools are an alternative to new schools. Building new schools is an expensive option most taxpayers are unwilling to support. Bond elections are costly and require a large voter turnout. School districts may withdraw from the state school building fund. A district may jeopardize future federal and state funds for other needed programs within the school district. (Riverside, 1989, 3)

Enrichment programs add costs

The enrichment programs offered during the intersessions also imply costs. The actual monetary amount varies with the type of program, and available funding sources. These enrichment programs may be remedial. These intersession classes offer children a little extra time to improve skills and maintain learning patterns. Other programs offered during intersessions will supplement the school curriculum, like art courses.

(Glines,1990,49)

Single track saves money

Los Angeles decided to adopt a 90-30 schedule. This schedule allows for 90 days of instruction, followed by 30 days of vacation. In schools not affected by overcrowding in Los Angeles , the teachers and students will be in school and on vacation during the same time. The single track configuration allows for continuity in staff assignments and student learning.

(Ballinger,1988,13)

Multi track saves money

Schools in Los Angeles that are seriously overcrowded have adopted a 90-30 schedule with some variation. This multi track 90-30 scheduling provides four tracks with roughly the same number of students in each track. Three tracks of students are in school at any one time, with the four track of students out

for vacation. This 90-30 schedule can increase present school building capacity up to 33%.

The cost effectiveness of year-round schools has not been measured. Ballinger states that costs per student in a multi track school decrease, and remain about the same for a single track school when compared against a traditional school. (Ballinger,1987,18) Simple increases in time, according to Mazzarella (1984,17) may not have a significant impact on achievement, and they are likely to be more costly than effective. There are no empirical studies to support or deny the cost factors of YRS over traditional schools. Most schools have their own creative accounting system, and therefore are unable to compare costs. (Hough,1989,6)

CONCLUSION

Education is like a swinging pendulum. Right now, year-round education is a "hot" topic and school districts are looking for quick fixes to many problems. Several years ago, open classrooms were fashionable. After a few years, studies revealed that the children were distracted by all the confusion and really yearned for academic routine.

Year-round education offers many options for many different types of students. School districts, parents, and educators need to explore the best available setting to maximize each child's potential for learning. Year-round school may be the answer.

In the next chapter, year-round schools in Texas will be discussed. All these school districts share a common commitment to make learning available to all students.

CHAPTER THREE

YEAR-ROUND SCHOOLS IN TEXAS

Year-round schools in Texas share a common commitment to children. These schools each see year-round education as a way to nurture children's potential and encourage continual learning.

Each year-round school in Texas represents not only the educator's efforts, but also the support of the parents and community. All of these schools did extensive planning and research before implementing a YRS. Researching and planning for a YRS may take two years.

During the planning phase, school staff, parents, and community residents address school programming, intersession enrichment programs, day care options, truancy problems, and community support. Year-round education affects many community programs and services.

The family unit may also be affected by year-round education. Year-round schools require some specialized day care and after school care arrangements.

Family vacation plans in YRS must now consider children's intersession breaks, as well as coinciding with parents' vacations. The logistics of coordinating children's activities, parents' commitments, and school take on mammoth proportions.

There are 59 elementary schools in 19 independent school districts (ISD) participating in year-round education. Dallas

ISD, during the 1991-92 school year, has a secondary alternative education program in effect. It operates on a four-day week for 180 instructional days. This school was not included in the study.

The two most prevalent scheduling for YRS is either for single track or multi-track. Single-track scheduling usually follows a 45-15, or 60-20 plan. A 45-15 plan has 45 days of instruction followed by 15 days of vacation.

This 15 days of vacation are also labeled as an intersession. Most of these intersessions have well defined enrichment programs. These enrichment programs are an interesting mixture of remedial programs in reading and math, or language supplements, as well as programs to develop other aspects of just being a child.

Intersession activities offer "extra" time for children to grasp important concepts in learning that a regular school day might miss. Children in special education classes benefit from the extra time to learn and apply what they have learned through repetition. Bilingual, English as a Second Language (ESL), and Limited English Proficiency (LEP) children benefit from those extra days of exposure to English instead of their native language spoken at home. In a traditional school setting, teachers would have to refocus bilingual, ESL, and LEP children in August to English again. After a three month summer vacation at home where English is not spoken, children returning to school

in August have a difficult adjustment. It serves to increase frustration at all levels when children cannot understand English and cannot participate in school.

Remedial reading and math skills, so fundamental to basic education, are also available in many of the YRS intersessions. Children are given the opportunity to improve their skills and maintain their place in a regular classroom.

Intersessions offer a little boost for success in a classroom. Educators realize children learn at different levels and speeds, so intersessions address those differences.

Intersession classes aren't necessarily dull. Brownsville ISD is offering a course for children in Tex-Mex cooking. Several school districts have intersession classes in art, science exploration, several "hands-on" experiments, and creative writing. Many ISDs view these intersessions as "bonus" sessions to children, encouraging learning through different paths.

Fifteen school districts follow single-track scheduling. Four school districts, Alief ISD, Socorro ISD, Spring Branch ISD, and Weslaco ISD, maintain multi-track scheduling. Multi-track schedules require more planning and more co-operation between administrators and their professional and support staff, parents and teachers, teachers and children, and everyone in the community.

In multi-track schools, the children and the staff are divided into at least two groups. Group A starts school, for

example, on August 15, while Group B remains on vacation. Group A remains in school until October 30 and then is dismissed for vacation until December 15. Meanwhile Group B has started school November 1 and remains in school until December 15. Both groups have two weeks off at Christmas, but Group B begins school on January 1 while Group A is on vacation until February 14.

Multi-track scheduling offers school districts constant utilization of building facilities. The buildings are never empty. On the other hand, it becomes more difficult to schedule major building maintenance projects. Administrators never have "off" and there is an increase in staff "burnout" in multi-track schools.

Multi-track schools experience problems when children in the same neighborhood are on different schedules. The same problems exist if children within the same family are also on different schedules. However, the scheduling problems within the same family are usually solved immediately by a YRS coordinator.

Teachers in year-round schools have an opportunity to earn extra income during the intersession, pursue advanced training during mini sessions at a few Texas colleges sensitive to the YRS time frames, or simply vacation with their own families.

Conroe ISD is in their third year of year-round education. Half of their elementary schools participate in year-round education.

At this point, participation in YRS is voluntary. Parents are given automatic referral to a traditional elementary school if they request transfers for their children. Their entire support staff, janitorial to cafeteria workers, as well as their teaching staff is in YRS on a strictly volunteer basis.

All the elementary (pre-kindergarten to grade 5) and intermediate schools (grades 5 and 6) in Weslaco ISD are on year-round calendars. The high schools and middle schools (grades 7 and 8) in Weslaco ISD are not on year-round programs.

Driscoll ISD has only one elementary school, and it follows a year-round program. Harlandale ISD has four of their fifteen elementary schools on year-round programs. Socorro ISD has all ten of their elementary schools on year-round education. Brownsville ISD has five elementary schools in YRE this year with plans to change four elementary school campuses to YRS by the beginning of the 1992-93 school year.

Year-round education is about children. Administrators, teachers, parents, and community leaders in Texas are supporting whatever efforts are needed to ensure success for children. There appears to be a gathering force which is encouraging continual learning through year-round education.

Unfortunately there is little statistical data to support student achievement in year-round programs. Year-round schools in Texas are not new, but they have not had the longevity to

produce data to support or negate the benefits of year-round education.

Every school district in Texas began year-round education in response to student achievement. They each identified an area they perceived as an opportunity to increase student learning. Year-round education offered these school districts an alternative to increasing the instructional days and maintaining reasonable costs. Year-round education is about children and learning all they can learn.

CHAPTER FOUR

Methodology

Data was collected from surveys addressed to elementary school principals of year-round schools and selected traditional schools in Texas. The principals were asked for their perceptions on several aspects of year-round education and year-round schools. The survey was mailed February 14, 1992. Respondents were asked to return the surveys by February 27, 1992.

Respondents

The Division of Field Services, Texas Education Agency, maintains a list of independent school districts (ISD) which have established year-round education calendars for 1991-92. There are twenty school districts listed with a contact person and phone number. All these school districts, with the notable exception of Dallas ISD, have elementary schools involved in YRE. Dallas ISD has one secondary alternative education school in YRE. For the stated purpose of focusing on elementary school principals, Dallas ISD was not included in the survey.

Initial contact was made by phone to each school district to identify the elementary schools on year-round school calendars. The contact person in the school district or the certification officer was also asked to identify a traditional elementary

school that shared similar characteristics of the YRS. Similar characteristics included socio-economic background, student achievement, special education services, Bilingual/English as a Second Language /Limited English Proficiency programs, and administrative experience.

The names and addresses of the year-round school and traditional school principals were obtained from the 1991-92 Texas School Directory. This is a publication of the Texas Education Agency. It is not copyrighted and may be duplicated. The list appears in Appendix A.

There are 59 elementary schools in 19 Texas school districts participating in year-round education. There are three school districts which have all their elementary schools on year-round calendars, making it impossible to match a traditional school within the same school district. The survey included 46 traditional elementary schools in nineteen school districts.

The survey was mailed to the 105 principals, 59 from in year-round schools and 46 from traditional schools. The cover letter to the principals introduced the author and explained survey's purpose. A copy of the letters may be found in Appendix B. A copy of the survey may be found in Appendix C. An addressed, postage-paid envelope was included for the convenience of the respondents and to encourage a high response rate.

Test Instrument

The survey consisted of 27 questions, divided into five broad categories. These categories included professional staffing/ development, administrative concerns, student achievement, parental/ community concerns, and cost factors. There were also four questions at the end of the survey to identify specialized student programs like English as a Second Language or special education, student ethnicity, and administrative experience.

The questionnaire was designed to elicit responses of principals' attitudes on year-round schools. Principals were asked to circle the appropriate answers. The identical questionnaire was sent to the principals of elementary year-round schools and selected principals of traditional elementary schools in Texas.

A Likert scale was employed using Strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (D), and Strongly Disagree (SD). In computing the mean for year-round schools (YRS), traditional schools (TRAD), and the overall (Total) mean, the scale coded as follows: +2 = Strongly Agree; +1 = Agree; 0 = No Opinion; -1 = Disagree; and -2 = Strongly Disagree. If the mean for TRAD was -1, it would indicate that on the average principals of traditional elementary schools disagreed with that specific statement on the questionnaire. In order to test for differences between YRS principals and TRAD principals, analysis of variance

was performed. F-tests were used to identify significant differences. (Kirk,1986,368)

Statistics employed

Analysis of variance was used to test statistical significance. This relationship in the set of samples, is expressed in terms of probability. (Babbie,1989,461)

The demographic section asked participating schools questions on the student population ethnicity, and special programming, such as special education and Bilingual/ESL/LEP.

Professional Staffing /Development

Under the first broad category of professional staffing/development, the questions address the concerns of recruiting and retaining quality teachers in a year-round program. The first question asks if YRS have unique teacher staffing problems. One of the problems teachers face in a YRS situation is that colleges have not changed their curriculum to coincide with YRS schedules. Teachers often miss the opportunity to pursue advanced degrees and maintain their professional development needs because area colleges and educational service centers have not developed courses with different time frames.

Teacher "burnout" is also an issue under the category of professional staffing/development. Teachers may experience less stress and "burnout" in a year-round school setting, with more

frequent breaks. Recruiting teachers may be an issue in year-round schools, especially teachers with school age children not on a YRS schedule.

Administrative Concerns

The second section of the questionnaire focuses on administrative concerns. In administrative concerns " burnout" is an issue in year-round schools. With most YRS, the breaks in between instructional periods are not truly vacations. These breaks are used for enrichment programs during the intercessions, and require administrative oversight. Multi track scheduling seems to be the most stressful, because children and staff are always in the building.

The next question under administrative concerns addresses utilization of YRS staff and facilities. Under a traditional school calendar, the school building sits idle for the summer months, two weeks at Christmas, and spring break. This unused building is still costing interest in bond issue, maintenance, and staff costs.

Absenteeism for students and teachers continues to plague schools. This question addresses whether shorter breaks offered in YRS combat that problem. Discipline problems may also decrease because children have the opportunity for more frequent and shorter breaks in YRS.

Scheduling is the final administrative consideration in this section of the questionnaire. Scheduling demands are higher and the consequences of scheduling mistakes are more problematic. Administrative support and flexibility seem to spell success for YRS programs.

Student Achievement

Issues surrounding student achievement are included in Section 3 of the questionnaire. The promise of higher student achievement is the main reason most communities and school districts support year-round education. There are no studies with conclusive evidence which support the effectiveness of YRS as a way to improve student performances. It will be interesting to see if principals of traditional schools support this theory of increased student achievement in YRS.

Certain students will benefit from a continual learning situation. Special education children, and children with English language deficiencies benefit from constant exposure to learning experiences. The role also of enrichment programs is addressed in another question. It will be interesting to note whether principals perceive these enrichment programs as a supplement to regular school.

Parental and Community Concerns

Under the fourth category, parental and community concerns, the questions examine the impact of YRS on the family unit and the community. Family vacations and long week ends are seriously threatened by YRS. Families have to make changes in how they spend their free time. Extracurricular activities and sports events have less impact at the elementary level than the secondary level.

Parental and community support can encourage the success of a year-round program. Successful school programs in traditional school settings also depend on the support of parents and community residents.

The last question in this category deals with day care and after school care. The frequent breaks of year-round schools may cause severe hardships for private and nonprofit day cares and after school programs, such as the YMCA and the Girl Scouts. The time frames of year-round schools may cause scheduling problems that tax the limited administrative capacity of these day cares and after school programs. It may add uncertainty about the number of children participating each month, making the commitment to employees tenuous. This uncertainty would perhaps increase employee morale and turnover problems.

Cost Factors

The last broad category to be considered is the cost factors associated with year-round schools. Costs to maintain and operate the school buildings may not be significantly different. Multi track scheduling saves money because the school building is in use all the time, but that also creates problems for any major construction when school is in session. Construction while students are in classes increase the risks for serious accidents, liability, and distracting noises and activities.

Enrichment programs add some facet to a child's education. Remedial reading and math skills are important basics to build knowledge. These programs give teachers added income, but may add costs to the school district at some later point.

Every community in Texas, so far, has started year-round education in response to concern over student learning and achievement. There are schools, in the United States that have started year-round education because of overcrowded conditions or failures of local bond issues to finance new school construction.

The final section of the survey asks questions concerning demographic and programmatic characteristics of the school. Questions concerning Special Education, Bilingual/ ESL/ LEP and student ethnicity are included. In the last question the Principals were asked about their years of administrative experience. Space was available for additional comments. (See Appendix D)

strengths and Weaknesses of Survey Research

One of the most valuable aspects of using survey research is that it allows the researcher to ask questions of a large population. Survey methods can question attitudes and measure perspectives unavailable to other scientific methods. Surveys allow the opportunity to draw a conclusion about the general population from a relatively small sample.

Survey research has certain drawbacks too. The researcher is dependent on the number of respondents, and the number may not validate his hypothesis. The answers may not match the exact feelings the respondents really wish to convey. A survey does not have the depth of reliable data, but appears more reliable as a research method. (Babbie, 1989, 254-255).

Chapter 5, the next chapter will discuss the survey results. Information from the five broad categories of professional staffing/development, administrative concerns, student achievement, parental and community concerns, and cost factors will be discussed.

CHAPTER FIVE

RESULTS

This chapter will discuss the results of the survey sent to principals of elementary year-round schools and selected principals of traditional elementary schools. Each category, professional staffing/development, administrative concerns, student achievement, parental/community concerns, and cost factors will be addressed. The survey results will focus on the perceptions of the principals of elementary year-round schools. This chapter will also highlight some of the differences in perceptions of year-round schools between year-round school and traditional principals.

DEMOGRAPHIC DATA

One hundred and five surveys were mailed to elementary year round school principals and selected traditional school principals. There were a total of 61 surveys returned of 105 surveys mailed (58%). There were 59 participating elementary YRS, and 42 questionnaires were returned (71%). Forty-six selected traditional elementary school principals were sent surveys. Nineteen of the 46 surveys were returned (41%).

The average student population of an elementary YRS was 722 pupils. The average traditional school population was 667 pupils. In general, year-round schools are slighter larger than traditional schools.

Year-round school principals had an average of 9.5 years of administrative experience. Administrative experience ranged from two years to eighteen years. Traditional school principals averaged slightly less than 12.5 years of administrative experience, ranging from three years experience to 28 years of experience.

PROFESSIONAL STAFFING/DEVELOPMENT

Table 5.1
Professional Staffing/Development

ITEM	TOTAL MEAN	YRS MEAN	TRAD MEAN	P
Teacher staffing in YRS presents unique problems	.04	- .214	.632	.0231*
Local colleges fail to meet professional needs of teachers	.885	.905	.842	.8383
Difficult to retain/recruit teachers for YRS	-1.213	-1.429	-.737	.0053**
YRS teachers exhibit less burnout than TRAD teachers	1.377	1.548	1	.026 *
Staff development and planning difficult in YRS	-.514	-.667	-.263	.2343
Sample Size	61	42	19	

*significant at the .05 level

**significant at the .01 level

In Table 5.1 mean scores are presented and compared for the professional staffing/development category. An analysis of variance was performed to determine whether there were significant mean differences between YRS and TRAD principals.

F-tests were performed and the significance level (probability of a type I error) is shown.

It should be noted, however, that the primary research agenda is to describe the attitudes of YRS principals. Hence, this section will first discuss these findings and then examine the differences.

In general, the YRS principals observed only one staffing difficulty, the failure of local colleges and universities to meet the professional needs of YRS teachers. The YRS principals did not feel that teacher staffing was a problem. YRS principals did not find it difficult to recruit teachers or retain teachers. Staff development planning was not more difficult in a YRS setting. Finally, YRS principals maintained that "burnout" was less of a problem among YRS teachers.

In three of the five questions, YRS principals and TRAD principals disagreed under professional staffing/development. The first question asked if teacher staffing in YRS presents unique problems. Year-round school principals disagreed (-.214) with the statement, while traditional school principals saw YRS teacher staffing as a problem (.632).

YRS principals strongly disagreed (-1.429) that YRS had difficulty in recruiting and retaining teachers. TRAD principals disagreed (-.737) with that statement. It was significant at the .01 level. Research revealed that most school districts had waiting lists for teachers to enter a YRS program (Total -1.213).

YRS principals strongly agreed (1.548) that YRS teachers suffer less burnout than traditional teachers. Traditional principals also agreed with that statement, (1) just not as intensely. There was significant difference at the .05 level (Total -1.377).

Traditional (-.263) and YRS (-.667) principals both disagreed with YRS make staff development difficult. Neither group of principals see staff development in YRS as a problem (Total -.514).

The two most significant differences between YRS and TRAD principals were in recruiting/retaining teachers, and teacher "burnout". Here the attitudes of both set of principals were in the same direction, but the difference was in intensity. The YRS principals were more likely to strongly agree with the statement that YRS teachers exhibit less burnout, while TRAD principals were more likely to agree with the statement.

The YRS principals were more likely to disagree that YRS makes it difficult to recruit and retain teachers. TRAD principals merely disagreed with the statement. The explanation may be YRS principals are men and women of strong convictions, or they see these two areas in definite terms.

Both YRS and TRAD principals agreed that local universities and colleges fail to meet the professional development needs of teachers. Teachers have traditionally used the summer breaks as an opportunity to pursue advanced degrees and additional course

work. Teachers in a year-round school program do not have summer breaks, and local colleges have not responded to their needs. The University of North Texas has developed several courses for its area school districts in year-round education programs. The University of Houston and Texas A & M are exploring curriculum options now, but have no immediate plans to modify existing courses.

Traditional (-.263) and YRS (-.667) principals both disagreed that year-round schools make staff development more difficult. Neither group of principals sees staff development in YRS as a problem. (total -.514)

ADMINISTRATIVE CONCERNS

Table 5.2

Administrative Concerns

ITEM	TOTAL MEAN	YRS MEAN	TRAD MEAN	P
Administrative burnouts reduced by frequent breaks	.433	.452	.421	.9356
YRS promote better utilization of facilities and staff	.852	1	.526	.1384
Less teacher/staff absenteeism in YRS	.95	1.049	.737	.2196
YRS scheduling causes administrative havoc	-.633	-.707	-.474	.4797
Less student discipline problems in YRS than TRAD schools	.525	.619	.316	.2731
Sample Size	61	42	19	

*significant at the .05 level

**significant at the .01 level

In Table 5.2, the mean scores are presented and compared for the administrative concerns. Administrative concerns covered a variety of topics. Some of these areas were administrator's "burnout", student discipline, staff absenteeism in YRS, and better utilization of staff and facilities.

Year-round school principals have no serious administrative concerns about year-round schools according to Table 5.2. Year-round school principals agree administrative burnout is reduced by more frequent breaks. YRS principals believe that YRS promote better utilization of facilities and staff. YRS principals maintain there are fewer problems with student discipline. In addition, there is less teacher and staff absenteeism in year-round schools according to the YRS principals. YRS principals do not think YRS course scheduling presents a problem in year-round schools.

YRS (.452) principals slightly agree with administrative "burnout" was reduced by more frequent breaks. The principals comments (see Appendix D) mentioned that principals often were "on call" during their intersessions or breaks (Total .433). YRS principals agreed YRS utilizes staff and facilities better, while TRAD principals (.526) leaned toward agree (Total .852).

YRS (1.049) principals agree there is less absenteeism in YRS. The literature supports this finding. There is less absenteeism with more frequent breaks, as well as less stress for both teachers and students (Total .95).

YRS principals (-.707) disagreed that YRS scheduling created administrative havoc. Through a series of interviews with YRS coordinators, it is apparent that scheduling problems are slight, due mainly to the time spent at the planning stage (Total -.633).

YRS principals (.619) agreed that YRS students exhibit less student discipline problems than TRAD students. The literature supports less student discipline problems in YRS environment. The reason, again, is more frequent breaks, a "refresher" time. If a student totally detests a class or teacher, the student knows it is only 45 days to a break instead of the traditional 85 days (Total .525).

Attitudes of TRAD principals on these items were not significantly different than their peers at YRS. Hence, neither group had any administrative concerns.

STUDENT ACHIEVEMENT
Table 5.3
Student Achievement

ITEM	TOTAL MEAN	YRS MEAN	TRAD MEAN	P
YRS children have less learning retention problems than TRAD children	.817	.976	.474	.0652
Special education children benefit from YRS **	1.115	1.31	.684	.0073
Bilingual/ESL/LEP students benefit from YRS **	1.279	1.452	.895	.0083
YRS enrichment programs offer additional learning opportunities	1.23	1.405	.842	.0172 *
Standardized testing supports YRS student achievement	.557	.667	.316	.1793
Sample Size	61	42	19	

*significant at the .05 level

**significant at the .01 level

In the next section the questions focus on the student. (See Table 5.3) This is critical because the benefits of ease of administration and staffing could be overshadowed by perceived problems with student achievement.

Again YRS principals were supportive of the benefits of year-round schools. They strongly believe that students benefit from a year-round education program. (In three of the five questions, the means were above 1.3)

Year-round school principals (.976) agree that children in year-round schools have fewer learning retention problems that

children in traditional school settings. Year-round school principals felt that standardized testing supported YRS student achievement (.667). The overall mean (.557) shows a weak agreement. Testing results from PEIMS database and YRS statistics do not support or deny this statement.

Attitudes toward student achievement revealed three significant differences (.05 level) for YRS and TRAD principals. Year-round school principals were more likely to agree (1.31) that special education students benefit from year-round education. The significant difference is apparent in YRS response intensity. TRAD principals, on the other hand, believed this benefit was weak. They wavered between no opinion and agree (.684).

The second significance at the .05 level accrued when YRS (1.452) and TRAD (.895) principals agreed that Bilingual, ESL, and LEP students benefit from YRE continuity. The YRS principals waiver between strongly agree and agree while TRAD principals gave a weak agree (barely!). The total mean (1.279) indicates a firm agree response from both YRS and TRAD principals.

Almost the same numbers in YRS (1.405) and TRAD (.842) indicate that both sets of principals agree enrichment programs offer learning opportunities. YRS principals, again, are a little more emphatic in agreeing than TRAD principals. The total mean (1.23) suggests all principals agree with the statement. This also is a last significant difference in this category.

Again, YRS principals and TRAD principals agree that special education children, and children with English language problems benefit from year-round education. Both sets of principals see enrichment programs as an opportunity to enhance learning. The differences were found in the intensity of the responses.

PARENTAL/COMMUNITY CONCERNS

Table 5.4
Parental/Community Concerns

ITEM	TOTAL MEAN	YRS MEAN	TRAD MEAN	P
YRS interfere with family leisure time	-1.115	-1.214	-.895	.1901
YRS interfere with extracurricular activities	-.836	-.929	-.632	.2606
YRS reduce vandalism in the community	.656	.81	.316	.0782
YRS more dependent on parental support than TRAD schools	.683	.634	.789	.641
YRS more dependent on community support than TRAD schools	.583	.463	.842	.2403
After school care and childcare obstacles in YRS **	-.246	-.524	.368	.0058
Sample Size	61	42	19	

*significant at the .05 level

**significant at the .01 level

In Table 5.4 the mean scores are presented and compared for parental and community concerns. In general the YRS principals and the TRAD principals were in agreement for most of the concerns except after school care and day care as an obstacle in year-round education.

Parental and community support affect the success of year-round schools. Parental support of any school program is vital. The schools are especially sensitive to impacting families. This category asked questions on family leisure time, daycare, extracurricular activities, community vandalism, and parental/community support for YRS.

YRS (-1.214) principals disagreed that YRS interfere with family life. The overall mean (-1.115) also disagrees with that statement. YRS principals (-.929) disagree that YRS interferes with extracurricular activities. At the elementary level, student are not competing in scholastic sports requiring after school commitments. For this reason, administrators are reluctant to introduce YRE into middle school and high school.

YRS principals (.81) agreed year-round schools in a community reduce vandalism. The overall mean (.656) indicates faint agreement. Children in YRS have smaller breaks and are less apt to get bored.

YRS principals (.634) agreed on the importance of parental support for YRS. The overall mean (.683) indicates agreement with the statement. YRS (.463) and TRAD (.842) principals also

agree on the importance of community support for YRS. As in the parental support question, TRAD principals agree slightly more than YRS principals. The overall mean (.583) wavers between no opinion and agree.

The only difference in this category was in after school care and day care as obstacles in year-round education. Year-round principals do not see after school care and day care as an obstacle in year-round education, while TRAD principals do see after school care and day care as a problem area in year-round education.

Overall, YRS and TRAD principals agreed or disagreed with each other. The only area of concern noted at the .05 significant level was the item addressing after school care and day care. The TRAD principals (.368) saw day care as a problem in year-round schools, while YRS principals (-.524) did not see after school care and day care as a problem in year-round education. Several principals commented that the area YMCAs have responded with excellent programs.

COST FACTORS

Table 5.5
Cost Factors

ITEM	TOTAL MEAN	YRS MEAN	TRAD MEAN	P
YRS cost more to maintain than TRAD schools (physical plant)	-.148	-.31	.211	.1292
YRS cost more to operate than TRAD schools (supplies, salaries)	.049	-.048	.263	.3247
Failure of bond election is poor reason to start YRS	.295	.5	-.158	.0294 *
YRS enrichment programs add significant salary cost	-.131	-.214	.053	.3722
YRS single track scheduling saves money	.115	.19	-.053	.4571
YRS multi track scheduling saves money	.475	.476	.474	.9924
Sample Size	61	42	19	

*significant at the .05 level

**significant at the .01 level

Cost factors that surround year-round schools are addressed in Table 5.5. The mean scores are presented and compared for each question. Again, generally speaking, YRS and TRAD principals are in agreement with almost each topic, except for the issue of the failure of bond elections as a reason to begin year-round schools in the community.

Cost factors to YRS and TRAD principals are in line except for failure of bond elections as a poor reason to begin year-

round schools. It became significant (.5) agree with the statement while TRAD (-.158) principals disagreed with the statement. The total mean slightly agrees with the statement (.295).

Maintenance (-.31) and operating (-.048) year-round schools according to YRS principals do not cost more than traditional schools. Yet TRAD principals said they slightly agree that YRS cost more to maintain the physical plant (.211) and operate (.263) than traditional schools.

TRAD principals (.053) slightly agreed that enrichment programs add significant teacher salary costs. YRS principals (-.214) slightly disagree, seeing little additional costs for operating enrichment costs. Drue Munsch, one of the YRS coordinators in Brownsville ISD, said that ISD uses their summer school funding for enrichment classes. The Texas Legislature approved 3 million dollars for YRE for the 91-92 and 92-93 school years. Funds will be distributed based on average daily attendance (ADA). The estimated money per student is \$55 ADA for single tract, and slightly higher \$73 ADA, for students in multi track. The check, issued in lump sum to participating school districts is called "Year-Round Education Incentive".

YRS (.19) principals slightly agreed single track scheduling saves money. The overall mean (.115) slightly agreed with the statement. YRS (.476) principals agreed multi track scheduling

saves money. The overall mean (.475) also supports the cost savings of multi track scheduling.

Generally speaking, YRS principals seem to be more definite in agreeing or disagreeing to statements concerning year-round education. YRS principals don't see costs as a barrier in year-round education and see cost savings as possible. Comments by TRAD principals revealed no opinion or unable to respond to some questions on year-round schools.

CHAPTER SIX

CONCLUSION

Professional Staffing/Development

Year-round school principals do not see problems with teacher staffing or staff development in year-round schools. YRS principals apparently have no problems recruiting or retaining teachers for their programs. They also see year-round teachers suffer from less "burnout."

Year-round school principals do, however, see a problem with local colleges and universities providing academic coursework for teachers participating in year-round education.

Administrative Concerns

From the survey results and comments, there are very few administrative concerns on year-round schools. Principals agree that administrative "burnout" is reduced by more frequent breaks. YRS principals also see year-round schools better utilizing facilities and staff. There is less teacher and staff absenteeism according to YRS principals and less student discipline problems. Year-round school principals do not see scheduling as disruptive or an administrative nightmare.

Student Achievement

Overall, year-round school principals agree that year-round education enhances learning opportunities for children. YRS principals agree that children have less learning retention problems. Certain groups of children, such as special education, those limited English language skills, and gifted children benefit from the learning environment and continuity of year-round education. Enrichment programs enhanced regular classroom activities according to year-round school principals.

Parental and Community Concerns

Year-round school principals did not see year-round school interfering with family leisure or extracurricular activities. YRS principals did note that year-round schools were more dependent on community and parental support than traditional schools. Community vandalism was reduced because of year-round schools in their communities.

The only area of concern focused on after school care and day care. Year-round school principals did not experience problems, but traditional school principals perceived this area as a problem for year-round schools.

Cost Factors

Overall, year-round school principals do not see costs as a significant factor in year-round education. YRS principals say

it does not cost more to operate and maintain a year-round school facility than a traditional school facility. Single track and multi track scheduling does save money according to YRS principals.

YRS principals did agree that failure of bond elections to finance school building is a poor reason to start a year-round school. Traditional school principals thought failure to secure bond money was an appropriate reason to start a year-round school.

Summary

Year-round education is alive and well in Texas. Texas communities, with a few exceptions, have embraced year round education to nurture and increase student achievement. Not one Texas school adopted a year-round calendar to avoid overcrowding. Each school district took serious responsibility for student learning.

The few Texas communities, like Corpus Christi, which have defeated proposed YRS programs, remain in the minority. Instead, smaller school districts are slowly converting all their schools to YRE. Larger ISD's usually maintain about half their elementary schools on traditional calendars. Parents may request "no hassle" transfers, as one unnamed North Texas YRS coordinator said in a recent phone interview.

Year-round schools may not be the panacea for our educational woes, but YRS offer an option to academic planners. Education is about children and children seem to be happy with YRE.

APPENDIX A

LIST OF SCHOOL DISTRICTS

1. Aldine ISD
Dr. M. B. Donaldson
Dr. Kay Massey
(713) 449-1011

YRS

1-1 Carol Elementary
Kenneth Ryan
222 Raymac
Houston, 77037

1-2 Ermel Elementary
Priscilla Newman
7103 Woodman Trail
Houston, 77040

TRAD

1-3 Carmichel Elementary
Charlotte Utley
6902 Silver Star
Houston, 77086

1-4 Hidden Valley Elementary
Gay Srkara
9325 Deer Trail
Houston, 77088

2. Alief ISD
Dr. Wayne Blevins
(713) 498-8110

2-1 Chambers Elementary
Sharon Gregg
P. O. Box 68
Alief, 77411

2-2 Boone Elementary
Carol Hankins
P. O. Box 68
Alief, 77411

2-3 Martin Elementary
Nancy Bowaer
P. O. Box 68
Alief, 77411

2-4 Yovens Elementary
Chuck Lane
P. O. Box 68
Alief, 77411

3. Allen ISD
Dr. Gene Davenport
(214) 727-0511

YRS

TRAD

3-1 Vaughan Elementary
J. D. Kennedy
820 Cottonwood Drive
Allen, 75002

3-2 Reed Elementary
Norma Lewis
1200 Rivercrest
Allen, 75002

4. Arlington ISD
Dr. Nancy Bower
(817) 459-7227

4-1 Bebensee Elementary
Lynn Hensley
5900 Ink Lake Drive
Arlington, 76018

4-3 Thorton Elementary
Reg Day
2301 E. Park Row
Arlington, 76010

4-2 Roquemore Elementary
Jeanne Paull
2001 Van Buren Drive
Arlington, 76011

4-4 Sherrod Elementary
Kenneth Blackford
2626 Lincoln Drive
Arlington, 76006

5. Brazosport ISD
Dr. Gerald Anderson
(409) 265-6181

5-1 T. W. Ogg Elementary
Terry Moore
P. O. Drawer Z
Freeport, 77541

6. Brownsville ISD
Dr. Jack Ammons
Ms. Munsch
(512) 548-8281

6-1 Resaca Elementary
Raquel Ybarra
1900 Price Road
Brownsville, 78521

6-6 Skinner Elementary
David Espurvoa
411 W. St. Charles
Brownsville, 78520

YRS	TRAD
6-2 Clearwater Elementary Humberto Garza 1900 Price Road Brownsville, 78521	6-7 Webb Elementary Guadalupe Leal 1351 E. Polk Brownsville, 78520
6-3 Putegnat Elementary Serverino Saenz 1900 Price Road Brownsville, 78521	6-8 Cromack Elementary Minerva Saldivar 3200 E. 30th Brownsville, 78521
6-4 Southmost Elementary Neida Soto 1900 Price Road Brownsville, 78521	6-9 Victoria Heights Elem. Victoria Avila 2801 E. 13th Brownsville, 78521
6-5 Lincoln Park Elementary Marie Ramirez 1900 Price Road Brownsville, 78521	6-10 Palm Grove Elementary Irma Salinas 7942 Southmost Road Brownsville, 78521

7. Conroe ISD
Dr. Richard Griffin
(409) 756-7751

7-1 Crockett Intermediate Joann Beken 702 North Thompson Conroe, 77301	7-8 Glen Loch Dixie Jackson 702 North Thompson Conroe, 77301
7-2 Reaves Intermediate DruAnn Davis 702 North Thompson Conroe, 77301	7-9 Sally Ride Kay Richardson 702 North Thompson Conroe, 77301
7-3 Creighton Intermediate Anne Coker 702 North Thompson Conroe, 77301	7-10 David Elementary Valerie Thompson 702 North Thompson Conroe, 77301
7-4 Collins Intermediate Charlie Loyd 702 North Thompson Conroe, 77301	7-11 Houston Elementary Walter Jett 702 North Thompson Conroe, 77301

YRS

TRAD

7-5 Runyan Elementary
Nancy Harris
702 North Thompson
Conroe, 77301

7-12 Armstrong Elementary
Jane Ann Durban
702 North Thompson
Conroe, 77301

7-6 Milam Elementary
Doris Phelps
702 North Thompson
Conroe, 77301

7-13 Oak Ridge Elementary
Pat Marshall
702 North Thompson
Conroe, 77301

7-7 B B. Rice Elementary
Jean Stewart
702 North Thompson
Conroe, 77301

7-14 Sam Hailey Elementary
Pat Pribilski
702 North Thompson
Conroe, 77301

8. Dallas ISD
Dr. Chad Woolery
(214) 824-1620

No participating elementary schools in 1991-92. One secondary alternative school in year-round education.

9. Driscoll ISD
Mr. Franklin White
Mrs. Linda Villarrell
(512) 387-7349

9-1 Driscoll Elementary
Linda Villarrell
P O Box 238
Driscoll, 78351

* Driscoll ISD has only
one elementary school

10. Ector ISD
Dr. Gene Buinger
(915) 332-9151

10-1 Gale Pond Alamo
Joe Ramirez
P O Box 3912
Odessa, 79760

10-2 Cameron Elementary
Elsie Villegas
P O Box 3912
Odessa, 79760

11. Harlandale ISD
 Dr. Yvonne Katz
 Fred Garza, Personnel
 (512) 921-4340

YRS

TRAD

11-1 Rayburn Elementary
 Febe Herrera
 102 Genevieve Street
 San Antonio 78214

11-5 Columbia Heights
 Edward Balderas
 102 Genevieve Street
 San Antonio 78214

11-2 Scheh Elementary
 Frances Rodriguez

11-6 Carroll Bell Elementary
 Bonnie Marlow

11-3 Stonewell Child Dev. Ctr
 Mary Vasys

11-7 Vestal Elementary
 Bartholomew Mora

11-4 Multi Handicapped Center

* no match available

12. Harlingen ISD
 Dr. James Smith
 Ms. Tricia Morrow
 (512) 430-4400

12-1 Long Elementary
 Lee Means
 1409 East Harrison
 Harlingen 78550

12-2 Stuart Place Elem.
 Cherly Gray
 1409 East Harrison
 Harlingen 78550

13. Northside ISD
 Dr. Jack Jordan
 Carlos Ortiz-Personnel
 (512) 647-2100

13-1 Knowlton Elementary
 Tom Zuberbueler
 5900 Evers Road
 San Antonio 78238

13-9 Timberwilde Elem
 Charles Harms
 5900 Evers Road
 San Antonio 78238

13-2 Esparza Elementary
 Melva Matkin

13-10 Villarreal Elem
 Benito Resendiz

13-3 Westwood Terrace Elementary
 Jane Lunn

13-11 Mary Hull Elem
 Roberto Zarate

13-4 Galm Elementary
 Sharon Browne

13-12 Fernandez Elem
 Fran Rhodes

YRS		TRAD	
13-5	Locketill Elementary Sheralyn Humble	13-13	Colonies North Elem Pat Blattman
13-6	Northwest Crossing William Bechtol	13-14	Bruan Station Elem Kay Montgomery
13-7	Oak Hill Terrace Neal Howell	13-15	Glen Oaks Dorothy Sweet
13-8	Leon Springs Elementary Mary Allen	13-16	Helotes Elementary Mary Mitchell

14. Plano ISD
Dr. Charles McCasland
(214) 618-6711

YRS		TRAD	
14-1	Carlisle Elementary Dr. Charles McCasland 6525 Old Orchard Drive Plano 75023	14-2	Thomas Elementary Elizabeth Kirby 1517 Avenue H Plano 75024

15. Sherman ISD
Dr. Michael McDougal
Ms. Bonnie Avarð
(903) 892-9115

15-1	Wakefield Elementary Bonnie Avarð P O Box 1156 Sherman 75091	15-2	Fairiview Elem D. Ann Johnson P O Box 1156 Sherman 75091
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16. Socorro ISD
Dr. Jerry Barber
(915) 858-0912

16-1	Robert Rojas Elementary Leon Antwine P.O. Box 27400 El Paso 79926	* all elementary schools in YRE
16-2	H D Hilley Elementary Dona Descamp	

YRS

TRAD

16-3 O'Shea Elementary
Susan Finch

16-4 Campstre
David Solis

16-5 Horizon Heights Elementary
Lorenzo Nieto

16-6 Vista Del Sol Elementary
Auturo Olivas

16-7 Hueco Elementary
Virginia Cross

16-8 Myrtle Cooper Elementary
Maria Luisa Niestas

16-9 Escontrias Elementary
Mary Ross

16-10 Benito Martinez Elementary
Mary Tucker

17. Spring Branch ISD
Dr. David Callender
(713) 464-1511

17-1 Ridgecrest Elementary
S. David Callender
2015 Ridgecrest
Houston 77055

17-2 Hollibrook Elem
Ray Ford
3602 Hollister
Houston 77080

18. Waco ISD
Dr. Fred Zachary
Ms. Hazel Rowe
(817) 752-8341

18-1 Bell's Hill Kindergarten
Bevil Bynum
2125 Cleveland
Waco 76706

18-3 Alta Vista
Rochelle Peters
3637 Alta Vista
Waco 76706

YRS

TRAD

18-2 Sul Ross Elementary
Yolanda Lopez
901 South 7th
Waco 76706

18-4 Kendrick Elementary
Nilean Folmar
1801 Kendrick Drive
Waco 76711

19. Weslaco ISD
Dr. Roy Benavidez
Dr. Tom Murphy
(512) 968-1515

19-1 Airport Elementary
Roman Nieto
P O Box 266
Weslaco 78596

* all elementary schools
YRS

19-2 Horton Elementary
Humberto Saenz

19-3 Margo Elementary
Anna Smith

19-4 Memorial Elementary
Roldolfo Hernandez

19-5 Northbridge Elementary
Mario Hernandez

19-6 Roosevelt Elementary
Ernestina Maldona

19-7 Louise Black Elementary
Jose Fuentes

19-8 Sam Houston Elementary
Emilio De los Santos

20. Pasadena ISD
Dr. Larry Vaughn
(713) 920-6800

20-1 Mae Smythe Elementary
Emily Brown
2202 Pasadena
Pasadena 77502

20-2 McMasters Elem
Nina Hobdy
1011 Bennett
Pasadena 77502

APPENDIX BLETTER TO PRINCIPALS OF ELEMENTARY YEAR-ROUND SCHOOLS

February 14, 1992

Dear School Principal;

My name is Kristine Mohajer. I am a graduate student at Southwest Texas State University hopefully completing my degree by this May. My final requirement is an applied research project, complete with survey, statistics, and a few challenges!

I have chosen Year-Round Schools in Texas as my topic, specifically looking at the school principal's perceptions. There are no preconceived hypotheses, and no right or wrong answers. Studies in the past have indicated that the success of year-round schools can be determined by the support and attitudes of the principal. As an administrator, you have a unique position in the educational tier. I am interested in your insights both as an educator and administrator.

This research project is strictly for my educational purposes. Your reply is important to me, and will remain anonymous. If you wish to receive a copy of my study, please write your name and address on the survey.

Please complete the survey and mail by February 27, 1992. An addressed stamped envelope has been provided for your convenience. If you have any questions, please contact me by phoning (512) 835-5701.

Thank you for your help. It is appreciated !

Sincerely,

Kristine Hopkins Mohajer
12211 Scribe Drive
Austin, Texas 78759
(512) 835-5701

LETTER TO PRINCIPALS OF TRADITIONAL ELEMENTARY SCHOOLS

February 14, 1992

Dear School Principal;

My name is Kristine Mohajer. I am a graduate student at Southwest Texas State University hopefully completing my degree by this May. My final requirement is an applied research project, complete with survey, statistics, and a few challenges!

I have chosen Year-Round Schools in Texas as my topic, specifically looking at the school principal's perceptions. There are no preconceived hypotheses, and no right or wrong answers. Studies in the past have indicated that the success of year-round schools can be determined by the support and attitudes of the principal. As an administrator, you have a unique position in the educational tier. Although you are not a principal of a year-round school, I am interested in your insights both as an educator and administrator.

This research project is strictly for my educational purposes. Your reply is important to me, and will remain anonymous. If you wish to receive a copy of my study, please write your name and address on the survey.

Please complete the survey and mail by February 27, 1992. An addressed stamped envelope has been provided for your convenience. If you have any questions, please contact me by phoning (512) 835-5701.

Thank you for your help. It is appreciated !

Sincerely,

Kristine Hopkins Mohajer
12211 Scribe Drive
Austin, Texas 78759
(512) 835-5701

APPENDIX CYEAR ROUND SCHOOLS IN TEXAS; A SURVEY OF THE ATTITUDES AND VALUES
OF SELECTED ELEMENTARY SCHOOL PRINCIPALS

This questionnaire has been designed to obtain specific information on principals' attitudes toward year round schools in Texas.

Please circle the appropriate answer.

SA=Strongly Agree

A=Agree

NO=No Opinion

D=Disagree

SD=Strongly Disagree

Professional Staffing/Development

1. Teacher staffing in year round schools presents unique problems.
SA A NO D SD
2. Local colleges and universities have not responded to professional development needs of teachers in year round schools.
SA A NO D SD
3. It is difficult to recruit and retain teachers for year round schools.
SA A NO D SD
4. Teachers in year round school programs exhibit fewer problems with "burnout" than teachers in traditional school programs.
SA A NO D SD
5. Planning for professional staff development is difficult in year round schools.
SA A NO D SD

Administrative Considerations

1. Frequent breaks in year round schools reduce administrative "burnout."
SA A NO D SD
2. Year round schools promote better utilization of facilities and staff.
SA A NO D SD

3. There is a decrease in teacher and support staff absenteeism in year round schools.
SA A NO D SD
4. Scheduling in year round schools creates administrative havoc.
SA A NO D SD
5. Administrators of year round schools experience fewer student discipline problems than administrators of traditional schools.
SA A NO D SD

Student Achievement

1. Children in year round schools exhibit fewer learning retention problems.
SA A NO D SD
2. Special education students benefit from the continuity of year round schools.
SA A NO D SD
3. Bilingual, Limited English Proficiency (LEP), and English as a Second Language (ESL) children benefit from the continuity of year round schools.
SA A NO D SD
4. Enrichment programs offered during the intersessions of year round schools enhance learning opportunities for children.
SA A NO D SD
5. Standardized testing supports higher student achievement in year round schools.
SA A NO D SD

Parental and Community Concerns

1. Year round schools interfere with family leisure time.
SA A NO D SD
2. Year round schools interfere with extracurricular activities.
SA A NO D SD
3. Year round schools reduce vandalism in the community.
SA A NO D SD
4. Year round schools are more dependent on parental support for success.
SA A NO D SD

5. Year round schools are more dependent on community support for success.

SA A NO D SD

6. After school care and daycare present obstacles to year round schools.

SA A NO D SD

Cost Factors

1. Year round schools cost more to maintain (physical plant) than traditional nine month schools.

SA A NO D SD

2. Year round schools cost more to operate (utilities, supplies, etc.) than traditional nine month schools.

SA A NO D SD

3. Failure of bond elections to finance new school facilities leads to a negative reason to start year round schools.

SA A NO D SD

4. Enrichment programs add significant salary costs to year round schools.

SA A NO D SD

5. Single track scheduling saves money in year round school programs.

SA A NO D SD

6. Multi track scheduling saves money in year round school programs.

SA A NO D SD

Additional Information

1. Does your school have a special education program?

Yes No

2. Does your school have a Bilingual, ESL, or LEP program?

Yes No

3. What percent of the children in your school are minority?
(circle one)

0-5% 6-10% 11-15% 16-20% 21-30% 31-50% over 50%

4. Years of administrative experience _____

Comments

Thank you very much for your time.

APPENDIX D

PRINCIPALS' COMMENTS

We have loved YRE this, our first year. We want to see it expand! We are on a single track (schedule) - multi-tracks provide unique scheduling.

We love it!

All schools are dependent on parental support for success.

I am excited about implementing the YRE multi-track for 1992-93. I'm seeing alot of work ahead of me but I do have the support from our staff, parents, and community. (note: 91-92 school in single track)

YRE is the best thing that has happened to me during my educational career. (13 years as an administrator) It seems impossible that changing calendar days could positively influence so many aspects of the school.

I wouldn't have it any other way than year round. I am about kids and they have everything to gain. Hurrah for Year Round Education ! (note: eight years of administrative experience)

This is our first year to experiment with year round learning. We have had very positive results. Our high school has not gone into YRE yet but we hope to do so in the near future.

The main reason that we went into year round learning was to improve student learning.

Since this is our first year on YRE, it's difficult to answer some of the questions. I, personally, like it very much. I have over 500 students on YRE this year.

Single track schools do not "burn out" support staff and administrators whereas multi-track does. Single track does not cause scheduling problems whereas multi-track does.

My school is a dual-track school - 1/4 of my students are on year-round and 3/4 of my students are on a regular calendar. I do not have breaks, since I have students from August to August. The ideal is to have an entire school in YR.

This is our first year, so it's hard to give definite opinions based on experience.

I am in favor of the Year-Round schedule we have implemented. . . six weeks at school, two off- with a 5 week summer "break". It is a flexible schedule. Our teachers, students and parents are enthusiastic about the Year-Round program at our school. Much success in your endeavors ! (note: Conroe I.S.D.)

Serving more than one "track" increases administrative responsibilities.

YRE is the way to go ! We love it !!

This is our first year so we have difficulty predicting achievement, etc.

. . . the answers to the (survey) questions are highly dependent upon the type or particular model of YRE being implemented. The rationale behind each varies somewhat, as do the advantages and disadvantages. The cost of each varies significantly.

Texas A & M and UH Clear Lake are already talking about responding to the professional development needs of teachers in year-round schools.

We are experiencing an array of successes. Deficient students are improving in the academic area. YRE is the wave for the future !

This is our first year of YRE in Alief. This year we operated both traditional and non-traditional calendars - Next year we will be single track YR (YEAH !)

My district has year round and traditional calendars in the same schools so costs would be higher.

This is our first year to have year round school - we have 19 of 40 classes on year round. This is very hard on administrators. We have no achievement data yet.

(note: Enrichment programs enhance student learning) It could , but it could also cause pupil burnout.

This is our first year in an Alternate Calendar Ed program. Some items can't be answered at this time.

I'm an advocate of YRE. Our district employs the ACE as a parent option. My school has a 40+% participation this first year. More staff wanted to be on the ACE calendar than not. (note: Northside ISD).

Our school has 900 students, 600 on a traditional calendar and 350 on a year round calendar. It makes organization and administration more difficult and may have influenced some responses.

It also allows one to do an immediate comparison. Our year round students are learning more, behaving better, and attending more. The teachers love it !

Teachers and parents who choose to work or have their children in YRE feel ownership and strive for success . Intermissions allow staff to be "super mom's" if they have their own children at other non-YRE campuses. Students and teachers were eager to return after their 20 day break.

This is our first year of our year round program and therefore I don't have solid data to make concrete determinations on some questions.

Baylor is making some changes (to the professional development needs of teachers in year-round schools).

Different problems exist between single tracking and multi tracking calendars.

We have a waiting list (for teachers who want to teach in YRS).

We are very enthusiastic about year round education. We offer enrichment, extended learning (pre-teaching & remediation) and school-based childcare in conjunction with the YMCA. Childcare is provided at \$2 per day with 2 hot meals and a snack. We have 4 elementaries piloting this year on a single track 45-15 schedule. We hope to add 4 more plus at least 1 middle school. (note: Multi-handicapped YRS EE-12, 48 students)

Our parents, students, teachers and administrative staff are happy with year round education. We expect that our students will excel because of it. (note: over 50% minority students).

Main problem from administrator's point is that NO ONE leaves us alone during our break - (vacation) 1. We get calls at home. 2. Meetings are scheduled. 3. District events are scheduled. (Founders' Day Banquet) 4. Staff development is offered. 5. We are expected to be at Board Meetings. Etc., Etc., Etc..

I am a principal of a multi track year round program. Your cost section will be misleading if you survey non year-round administrators. Speculation and fact as the problem shows different facts.

Obstacles you are questioning are questions of the opinions and adult discomfort in change - Many solutions exist which can be pursued with child care. Afterschool care is easy to facilitate in YMCA existing areas.

You need to survey practicing administrators - not NON year round administrators. Maybe the proper approach is - year round KNOWLEDGEABLE administrators. The unknowledgeable person will always give a weighted, biased response.

Year-round multi-track has more to offer our kids than anything I have ever seen. This opinion comes after 15 yrs of traditional and 3 years of YRE knowledge and practice.

(Enrichment programs) usually not offered. (note: Respondent is principal of traditional school - 17 of the 19 Texas elementary school districts participating in YRS offer enrichment programs)

I personally did not feel I had enough knowledge to respond to some of the questions; hence, the No Opinion responses.

Some questions needed to be answered "no opinion" because not enough time in year round has elapsed to evaluate.

We will be a year-round school next year (92-93). Single track.

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