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ABSTRACT

In this speech, the author discusses a study made that attempted to determine if there are differences in characteristics among school districts that implement full-scale models of year-round schools, districts that implement restricted models of year-round schools, and districts that do not implement any year-round model. Concurrently, he considers the answers to some basic questions concerning year-round schools. The study investigated only public school districts in the United States in which a year-round feasibility study had been completed during the period 1963 through May 31, 1973. Findings indicate that the attitudes of teachers, administrators, parents, students, and the business community toward implementation of year-round schools is important in predicting whether or not year-round programs will be put into operation. The author contends that no list of characteristics of school districts could be made that would be valid in predicting whether or not a district would implement year-round schools after a feasibility study. Included is a list of the school districts that were investigated in the study. (Author/DN)

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CHARACTERISTICS OF SCHOOL DISTRICTS  
RELATED TO IMPLEMENTATION OF  
YEAR-ROUND SCHOOLS

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on Year-Round Education

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by  
Walter A. Hunt

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CHARACTERISTICS OF SCHOOL DISTRICTS  
RELATED TO IMPLEMENTATION OF  
YEAR-ROUND SCHOOLS, 1963-73

During the last ten years availability of federal and state funds for educational changes in the public schools has pressured school districts into developing innovative or exemplary programs. Pressure for change during this same period of time has come also from school boards, administrators, teachers, students, and local taxpayers. Year-round schools, as a vehicle for change, has received a great deal of attention from groups at all governmental levels. As a result of this attention, 53 public school districts throughout the nation have feasibility studies in progress at the present time, 117 have completed studies, and 51 have year-round programs in operation in one or more schools.

The Purpose

The purpose of this study was to determine the differences in the characteristics of school districts that completed feasibility studies on year-round schools during the last ten years. More precisely, the writer endeavored to determine if there were differences in characteristics of school districts that implemented Full-Scale Models of year-round schools, districts that implemented Restricted Models of year-round schools, and districts that did not implement

any year-round model. Concurrently, the answers to some basic questions concerning year-round schools were also sought. (1) Are a rapid increase in student population, the physical size of the district, or racial composition of the community related to implementation of year-round schools? (2) Does the availability of federal and state funds pressure districts to undertake research that may not be directly beneficial to the district? (3) Is lack of local financial support related to the quest to obtain maximum use of buildings throughout the year? (4) Are improvements in curriculum, improvement of instruction, and improvement in learning situations for students motivators for research concerning year-round schools? (5) Does the attitude of all sectors of the community affect decisions to implement year-round programs? (6) Who are the prime movers in initiating studies and making changes? (7) Are more year-round programs operational in elementary schools than at the secondary level? (8) Can an analysis of the characteristics of school districts that have studied year-round schools provide guidelines for other school districts that wish to investigate the concept?

### Significance

The basic concept of year-round schools has different meanings for different people. Consequently, misinformation about and inappropriate comparisons of year-round schools are

widespread. This study provides a clear definition of the year-round concept and subdivides it into Full-Scale and Restricted Models. Full-Scale Models require Constant Attendance of students. That is, the number of students enrolled in a school from its own attendance area does not vary more than ten percent throughout the year. In Restricted Models the number of students enrolled in a school from its own attendance area varies more than ten percent some time during the year. The use of these definitions in research can prevent confusion and provide reliable data for comparisons to be made.

No research that this writer found attempts to investigate the relationship of characteristics of school districts to implementation of year-round schools. This study examined the year-round concept in a way that will help to determine this relationship.

### Procedure

A series of steps was followed in conducting the study. First, an extensive effort was made to determine which public school districts in the United States had completed a feasibility study on year-round schools during the ten year period, 1963-73, and which districts had implemented a year-round program during the same period of time. In order to identify these school districts, the chief officer

in each state department of education was requested to complete a questionnaire which was constructed to provide the needed information. The information received from this survey was validated by sources in the bibliography of this dissertation, by correspondence with the superintendent of schools of each district identified, ~~by~~ data collected by the National Council on Year-Round Education, and by Bruce Campbell's research document on year-round schools in the United States published in April, 1973.

The second step was the construction of an instrument to send to the superintendent of schools of each district that had conducted a feasibility study on year-round schools. Part one contained items to be answered by the superintendents of all districts that had completed feasibility studies. Part two contained items to be completed by the superintendents of districts that had implemented a year-round program in one or more schools. The content of this instrument was validated by eleven public school educators in Virginia who were knowledgeable concerning year-round schools, and by three members of the advisory committee for this dissertation.

The third step of the study was to send a questionnaire to the superintendent of schools in each district that had been identified as a member of the population from which to gather data. The fourth step included a check on the validity of responses received from the superintendents.

Publications from the U. S. Department of Health, Education, and Welfare and from the U. S. Office of Education were used to check factual data. Other data were validated by using information from feasibility studies published by the districts themselves and by a search of the literature on year-round schools.

The fifth step was preparation of a plan for scoring data received from the various districts. In this plan variables were divided into two, three, and four categories and each category assigned a weight of 1,2; 1,2,3; or 1, 2, 3, 4. In the sixth step general factor analysis and Chi-square tests of independence were used to analyze data.

The information received from the analysis of data was used in the seventh and final step to test the three hypotheses expressed at the beginning of this study.

### Delimitations

The study was limited in three ways. First it investigated only public school districts in which a year-round feasibility study had been completed. Second, it was limited to the period of years 1963 through May 31, 1973. Third, the population under study may or may not be representative of all public school districts in the United States.

### Findings

The attitude of teachers, administrators, parents, students, and business/industry in a community toward imple-

mentation of year-round schools is important in predicting whether year-round programs will be put into operation. It is not a valid prediction of whether a Full-Scale or Restricted Model will be implemented.

Elementary school districts are more likely to implement year-round schools than secondary or K-12 districts.

Full-Scale Models are more likely to be implemented in elementary school than Restricted Models. Restricted Models are more likely to be implemented in secondary schools.

Districts that implement Full-Scale Models are more likely to use local money for implementation than those that implement Restricted Models. Those districts that implement Restricted Models are more likely to receive federal or state funds to help put year-round plans into operation.

### Conclusions and Discussion

On the basis of the evidence in this study several conclusions are warranted:

1. No list of characteristics of school districts can be made that will be valid for predicting whether or not a district will implement year-round schools after a feasibility study.

2. No list of characteristics of school districts can be made that will be valid for predicting whether or not districts that implement year-round schools will use a Full-Scale or Restricted Model.



3. Attitude of teachers, administrators, parents, students, and business/industry toward year-round schools is the best predictor of whether or not a district will implement a year-round program. This fact should serve as a warning to initiators of year-round school studies. If implementation of a year-round program is the goal, the people in the district must be convinced that year-round schools are the best way to improve education for students or the least damaging of several alternatives. This usually requires involving a large number of people in the study and clearly defining for the entire community how all of its traditional institutions will be affected. The changes necessary on the part of the family, the church, the government, business, and the schools have to be weighed against natural resistance to change and against advantages that will accrue.

4. Federal or state money is used more frequently to implement Restricted Models of year-round schools than to implement Full-Scale Models. This may be because Restricted Models, due to their voluntary attendance periods, cost more to implement than Full-Scale Models.

5. It is easier to implement a Full-Scale Model in elementary schools than in secondary schools. This may be due to the rigid fashion in which secondary schools are organized and to the rigid nature of curriculum requirements.

6. Implementation of year-round schools or the type of model implemented is not a direct result of:

- a. Overcrowding in schools
- b. Desiring to get better use of buildings
- c. Desiring to avoid double shifts
- d. Desiring to save money
- e. Desiring to improve the curriculum
- f. Desiring to improve instruction
- g. Desiring to initiate educational change
- h. Desiring to provide for acceleration of students
- i. Desiring to provide for remediation of students
- j. Choosing boards of education and superintendents by election or appointment
- k. Having a high concentration of minority groups
- l. Having bond referenda defeated
- m. Having bond referenda passed
- n. Reaching the maximum bonding limit
- o. Having school taxes levied by school boards
- p. Being large or small in physical or population size
- q. Having a high percent of high school graduates going to college or working at full time jobs
- r. Having a rapid increase in student population
- s. Having colleges with schools of education within or in close proximity to the district
- t. Desiring to use federal and state money
- u. Having a particular group initiate or participate in the study

A large number of school districts in this study that met most of these specifications did not implement year-round schools to help solve their problems. Some districts looked for solutions in other ways and some chose to live with their problems. The above characteristics will not differentiate between school districts that implement year-round schools after a feasibility study and those that do not or between those that implement a Full-Scale Model and those that implement a Restricted Model. Because this study did not yield a list of characteristics of school districts that could be used for predictive purposes does not nullify the use of the results for other reasons. Analysis of data herein points toward several interesting facts:

1. That attitudes of people rather than any concrete evidence of effects upon the education of students (which is contradictory and not conclusive for year-round schools at this time) will determine the direction a school district will take concerning year-round programs.

2. That changes are easier to make at the elementary level than at the secondary level.

3. That when federal and state money are available, districts are more willing to innovate. Conversely, districts are more reluctant to spend local money to make changes that are still in the experimental stage.

4. That Full-Scale Models of year-round schools cost less than Restricted Models.

5. That year-round programs may be implemented without radically changing the curriculum of the schools.

### Recommendations

On the basis of the data in this study and a knowledge of year-round school operation in public schools throughout the United States, the following recommendations are presented:

1. That clear operational definitions be used by all researchers in collecting information on year-round schools in order to obtain a body of data that can be used for comparison purposes. The need for clear, concise definitions is readily apparent when the literature concerning year-round schools is reviewed. This is illustrated by the fact that one source list sixty-seven different models of year-round programs.<sup>1</sup>

2. Further research including the fifty-three districts with studies still in progress be devoted to the task of developing a list of characteristics or specifications to guide school districts in making decisions about year-round schools.

3. In-depth research of the people in a district involved in a feasibility study on year-round schools be made

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<sup>1</sup>Utica Community Schools, The Four-Quarter Staggered School Year 1/4+1/4+1/4+1/4=365 A Feasibility Study to Extend the School Year (Utica, Michigan: Utica Community Schools, 1970) p. iv and Appendix D pp. 1-51.

to determine why the district did or did not implement year-round programs.

4. Further research be made to determine what effects year-round schools have on students.

Table 9

Districts Listed by States That Completed Feasibility Studies but Did Not Implement Year-Round Schools, 1963-73

| State      | Name of School District                     | Date Study Was Completed |
|------------|---|--------------------------|
| Alaska     | Anchorage Borough School District           | Aug. 1972                |
| Arizona    | Mesa Public Schools                         | Aug. 1972                |
|            | Phoenix Union High School District          | June 1971                |
|            | Scottsdale High School District*            | Nov. 1971                |
|            | Sunnyside School District #12               | Jan. 1972                |
|            | Tucson School District #1                   | Dec. 1971                |
| California | Rowland Unified School District*            | 1972                     |
|            | San Juan Unified School District            | Jan. 1973                |
|            | Santa Rosa City Schools*                    | 1967                     |
|            | Simi Valley Unified School District         | Spring 1972              |
| Colorado   | Adams County School District #12            | Sept. 1972               |
|            | Littleton Public Schools #6                 | Feb. 1972                |
|            | Widefield School District #3                | Dec. 1972                |
| Florida    | Polk County*                                | 1968                     |
| Idaho      | Boise Independent School District #1        | Mar. 1972                |
| Illinois   | Waukegan Community Unit School District #60 | Feb. 1973                |
| Iowa       | Clinton Community School District           | April 1970               |
|            | Urbandale Community Schools                 | May 1972                 |
|            | Western Dubuque Community School District   | 1972                     |
| Maine      | MSAD #15 Gray-New Gloucester*               | Summer 1971              |
|            | Westbrook Schools                           | Nov. 1971                |

Table 9 (continued)

| State         | Name of School District                     | Date Study Was Completed |
|---------------|---|--------------------------|
| Maryland      | Harford County                              | Feb. 1972                |
| Massachusetts | Cohasset*                                   | 1970                     |
|               | Framingham*                                 | 1971                     |
|               | Rockland*                                   | 1972                     |
|               | Westborough*                                | 1971                     |
| Michigan      | Ann Arbor School District*                  | 1970                     |
|               | Freeland School District*                   | 1970                     |
|               | Port Huron School District                  | Jan. 1972                |
|               | Utica School District                       | June 1970                |
| Missouri      | Hazelwood School District                   | Mar. 1972                |
| N. Hampshire  | Keene School District                       | Aug. 1972                |
| New Jersey    | Belleville                                  | May 1972                 |
|               | Black Horse Pike Regional                   | May 1972                 |
|               | East Orange*                                | 1971                     |
|               | Hanover Park Regional High School District* | 1972                     |
|               | Madison Township                            | April 1970               |
| N. Mexico     | Alamogordo Public Schools*                  | Dec. 1972                |
| New York      | Commack Public Schools                      | Aug. 1969                |
|               | Syosset Public Schools                      | Oct. 1969                |
| N. Dakota     | Bismarck Public School District #1          | Spring 1971              |
|               | Grand Forks Public School District #1       | Dec. 1968                |
| Ohio          | Cincinnati City Public Schools*             | 1967                     |
| Oklahoma      | Healdton Independent #55                    | May 1973                 |
|               | Moore Public Schools                        | Feb. 1973                |

Table 9 (continued)

| State        | Name of School District                 | Date Study Was Completed |
|--------------|---|--------------------------|
| Oregon       | Beaverton Schools #48                   | Sept. 1972               |
|              | Portland Public Schools                 | Nov. 1971                |
|              | Salem Public School District #24J       | Mar. 1972                |
|              | Tigard School District*                 | 1970                     |
|              | West Linn Public Schools                | Feb. 1973                |
| Rhode Island | Cranston School District*               | March 1972               |
|              | Narragansett School District*           | Jan. 1973                |
|              | North Kingstown School District*        | Jan. 1973                |
| S. Carolina  | Florence Public School District #1      | Sept. 1972               |
|              | Richland County School District #1      | Aug. 1972                |
|              | Spartanburg School District*            | Aug. 1972                |
| Tennessee    | Memphis City Schools                    | May 1972                 |
|              | Montgomery-Clarksville School District* | ( ) †                    |
| Vermont      | Chittenden South School District #14    | May 1971                 |
| Wisconsin    | Burlington Area School District         | June 1972                |
|              | Hamilton Joint School District          | July 1971                |
|              | Milwaukee Public Schools                | March 1973               |
|              | Oconomowoc School District #3*          | 1971                     |
|              | Plymouth Joint School District #8       | June 1972                |
|              | Port Washington Public Schools          | Oct. 1971                |
|              | Racine Unified School District #1       | Feb. 1972                |

\*These districts are not included in this study.

†Date of completion not known.



Table 10

**Districts Included in This Study That Implemented  
Year-Round Schools, 1963-73**

| State                  | Name of School District                       | Date of<br>Imple-<br>mentation |
|------------------------|---|--------------------------------|
| Arizona                | Roosevelt School District #66                 | July 1973                      |
|                        | Yuma School District #70                      | June 1973                      |
| California             | ABC Unified School District                   | Sept. 1971                     |
|                        | Bear Valley Unified School<br>District        | July 1972                      |
|                        | Berryessa Union School Dis-<br>trict          | July 1972                      |
|                        | Chula Vista City School Dis-<br>trict         | July 1971                      |
|                        | Corona-Norco Unified School<br>District       | July 1972                      |
|                        | Escondido Union School Dis-<br>trict          | July 1972                      |
|                        | Fountain Valley Elementary<br>School District | Feb. 1973                      |
|                        | Hesperia Elementary School<br>District        | July 1972                      |
|                        | La Mesa-Spring Valley School<br>District      | July 1971                      |
|                        | Old Adobe Union School Dis-<br>trict          | July 1972                      |
|                        | Pajaro Valley Unified School<br>District      | July 1972                      |
|                        | San Joaquin School District                   | July 1972                      |
| Santee School District | July 1972                                     |                                |
| Colorado               | Cherry Creek #5                               | Sept. 1972                     |
|                        | Jefferson County Public<br>School District    | July 1973                      |
| Florida                | Pasco County School District                  | July 1973                      |
| Georgia                | Atlanta Public Schools                        | Sept. 1968                     |
| Illinois               | Valley View District #365                     | June 1970                      |
| Kentucky               | Jefferson County School Dis-<br>trict         | Sept. 1972                     |

Table 10 (continued)

| State          | Name of School District              | Date of Implementation |
|----------------|--------------------------------------|------------------------|
| Michigan       | East Lansing School District*        | Jan. 1972              |
|                | Haslett School District              | Jan. 1972              |
|                | Okemos School District               | Jan. 1972              |
| Minnesota      | Mora Public Schools                  | July 1971              |
| Missouri       | Francis Howell School District       | July 1969              |
| Montana        | Missoula County School District      | June 1973              |
| Nevada         | Clark County School District         | Jan. 1973              |
|                | Washoe County Schools                | July 1972              |
| New Hampshire  | Union #27                            | Sept. 1972             |
| North Carolina | Buncombe County Public Schools       | Sept. 1972             |
|                | Winston-Salem/Forsyth                | July 1971              |
| Oregon         | Gresham Grade School District #4     | July 1972              |
| Pennsylvania   | Fairview School District             | Jan. 1973              |
|                | Rochester Area Schools               | Sept. 1971             |
| South Carolina | Rock Hill School District #3         | Aug. 1973              |
| Texas          | Forc Worth Ind. School District      | Aug. 1970              |
| Utah           | Nebo School District                 | Aug. 1972              |
| Virginia       | Loudoun County Public Schools        | July 1973              |
|                | Prince William County Schools        | June 1970              |
|                | Virginia Beach City Schools          | June 1973              |
| Washington     | Franklin Pierce School District #402 | Sept. 1969             |

\*East Lansing, Haslett, and Okemos jointly operate year-round schools.

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 Table 11

Districts Not Included in This Study That Implemented  
 Year-Round Schools, 1963-73

| State      | Name of District   |
|------------|--|
| California | Hayward Unified School District<br>Lakeside Union Elementary School<br>District<br>Ocean View Elementary School<br>District<br>San Diego City Unified School<br>District |
| Florida    | Dade County School District<br>Hernando County School District   |
| Illinois   | Chicago City Schools   |
| Michigan   | Northville School District   |
| Oregon     | Molalla Elementary School District   |

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Table 12Districts With Studies of Year-Round Schools  
in Progress, June 1, 1973

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| State         | Name of School District  |
|---------------|--|
| Arizona       | Apache Junction Schools<br>Buckeye District #33<br>Elroy District #11<br>Flagstaff Public Schools<br>Kyrene District #28<br>Peoria District #11<br>Tolleson Union High School Dis-<br>trict #214   |
| California    | Elk Grove Unified School District  |
| Colorado      | Boulder Balley Re-2<br>Colorado Springs District #11   |
| Illinois      | Dixon Public Schools<br>Dundee Community Unit School<br>District #300<br>Lake Park T.H.S.D. #108<br>Markham School District #144<br>Meridian Community Unit School<br>District<br>Peoria Public School District<br>Pontiac Community Consolidated<br>Schools<br>Posen-Robbins District #143 1/2<br>Washington Community High School<br>District<br>Waterloo Community Unit School<br>District #5 |
| Maryland      | Carroll County Schools<br>Frederick County Schools   |
| Massachusetts | Bellingham School District<br>Marchfield School District   |
| Nebraska      | Papillion Public Schools   |
| Nevada        | Carson City School District  |

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Table 12 (continued)

| State                               | Name of School District               |
|-------------------------------------|---------------------------------------|
| New Jersey                          | Delran Township School District       |
|                                     | Gloucester Township School District   |
|                                     | Long Branch School District           |
|                                     | Monroe Township School District       |
|                                     | Mt. Laurel Township School District   |
|                                     | Tenafly School District               |
|                                     | Warren Hills Regional School District |
| Washington Township School District |                                       |
| New Mexico                          | Roswell Public Schools                |
|                                     | Santa Fe Public Schools               |
| Ohio                                | Butler County Schools                 |
| Pennsylvania                        | Butler Area School District           |
|                                     | Central Bucks School District         |
|                                     | Gateway School District               |
|                                     | Manheim Township School District      |
|                                     | Neshaminy School District             |
|                                     | State College Area School District    |
| Wissahickon School District         |                                       |
| Rhode Island                        | Foster-Glocester School District      |
| Tennessee                           | Hamilton County Schools               |
|                                     | Knox County Schools                   |
| Texas                               | Houston Independent School District   |
| Utah                                | Granite School District               |
| Virginia                            | Richmond City Schools                 |
|                                     | Roanoke County Schools                |
|                                     | York County Schools                   |
| Wisconsin                           | Union Grove High School District      |