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ABSTRACT

This report details the technical aspects of a 1983 evaluation of Year-Round Schools (YRS) in the Los Angeles Unified School District. It is part of a combined effort to assess voluntary integration programs and is designed to inform the district's policy-makers on the progress the district has made in relieving the harms of racial isolation. A Prologue considers the general context affecting the analysis and interpretation of findings, in three aspects: (1) the nature of the greater Los Angeles area served by the district, (2) changes in the district's leadership, financial picture, and racial distribution; and (3) the effect of State and Federal policy changes on the district. Chapter I describes the YRS program as an effort to relieve overcrowding, and details the size, schedule, and goals of the program. Chapter II presents the methodology used to conduct the study. Evaluation questions, sampling procedures, instrumentation, and data collection and analysis are discussed. Chapter III, which provides results, is organized by these evaluation questions: (1) How successful have participating Year-Round Schools been in relieving overcrowding? (2) What are the opinions of the teachers and administrators about the advantages and disadvantages of Year-Round Schools? (3) What instructional practices are used in Year-Round Schools? (4) What are the attitudes of parents of participating students toward Year-Round Schools? and (5) What progress has been made in reducing the harms set forth in the Crawford decision? (The last section discusses the achievement levels, attitudes, behavior, and postsecondary opportunities of YRS students.) Finally, findings showing a positive picture of the progress of the YRS program are discussed and recommendations are given to the school district for dealing with continuing problems. (KH)

Evaluation of the

Year-Round Schools Program

by

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PROLOGUE

This report has been prepared as part of a two-year effort to evaluate the Voluntary Integration and Year-Round Schools (YRS) programs for the Los Angeles Unified School District (LAUSD). The report is intended to meet the requirement imposed by the Court Order of September, 1981. Specifically, the Superior Court ordered the Los Angeles Unified School District to provide by July 15, 1983 "...a full report of the measures taken and achieved under its voluntary integration plan." In response to this mandate, our studies have focused on both elements. With respect to "measures taken" we have considered the implementation of programs as well as the actions taken by the LAUSD in response to earlier findings of the Evaluation Planning Team (EPT). We base our judgments on the "results achieved" on the District's progress in ameliorating the harms of racial isolation as referenced in the original Crawford report. Our judgments of the District's efforts on both implementing measures and achieving results are based on multiple data sources. Quantitative and interpretive data from earlier reports and from the current year's studies are of course, important inputs. In addition, these data are complemented by our own interviews, discussions, and professional judgments based on three years of examining the Voluntary Integration and Year-Round Schools programs.

The Evaluation Planning Team members were originally invited to participate in the LAUSD evaluation efforts under the mandatory desegregation plan. The relationship of the Team to the District has been complex. The identification of issues has been shared by the Team and LAUSD. The development and design of specific evaluation questions, methodology, and instruments have been prerogatives of the Evaluation Planning Team, in consultation with District personnel. Data collection has been conducted using LAUSD personnel and personnel of neighboring universities, as well as the Team members. The analyses, interpretations, and recommendations for this report, as our earlier reports, represent the work of the Team members. Throughout, we have worked within the constraints of resources, time, personnel, and information bases.

Context

In our work, we have become especially aware of the importance of context in the analysis and interpretation of findings, particularly so because our process has extended over a number of years, and we have found that assumptions, points-of-view, and facts change over time.

Let us consider the context in three parts: 1) the nature of the greater Los Angeles Area served by the LAUSD, 2) the changes in LAUSD, and 3) the effect of State and Federal policy changes on the operations of LAUSD.

The Greater Los Angeles Area. The area serviced by LAUSD is a clear factor in any District study. Its boundaries include 464 square miles, within which could be placed the combined areas of all of Boston, Cleveland, Denver, Manhattan, Milwaukee, Philadelphia, Providence, and Washington, D.C. The District serves all of the city of Los Angeles, seven other incorporated cities, and portions of 18 other municipalities. The city of Los Angeles is more than 50 miles across at its widest point, split by the Santa Monica Mountains. The San Fernando Valley alone, with an area of 235 square miles and a population of 1.5 million, is second only in size to Los Angeles in California and seventh in population in the country.

Demographically, the Los Angeles area is enormously diverse. Seventy language groups (requiring bilingual attention) are represented in the District. The majority of students in the District come from Spanish speaking environments, many from families of Mexican descent. There are, as well, substantial numbers from other Latin American countries and a small but growing population from Asia. The demographic changes in the area have been dramatic in the last decade and have strongly influenced the District's educational efforts.

The size of the Los Angeles region, in part, has created sets of intact communities, many with the appearance of insularity. Rather than a single city with a ring of suburban areas, Los Angeles is more like a confederation of communities. Newer immigrants tend to settle in older parts of the city near families of similar backgrounds, although the San Fernando Valley has substantial new immigration as well. Residential housing patterns have developed based on the initial location of immigrants and on the dominance of Anglo population in the San Fernando Valley. Although one would expect residential distinctions to reduce over time, the high property values in the

area with other factors have mitigated against substantial population shifts and natural integration of racial and ethnic groups. These population patterns result in school areas in some parts of the District that are overcrowded while others are underpopulated.

Context of LAUSD. Because the scope of effort and public concern is normally broad, we will consider only a few contextual factors (listed below) which have impact on the processes of the Voluntary Integration and Year-Round Schools programs and the District.

- The leadership in LAUSD has changed during this period, permitting the new Superintendent to define his own program goals, activities, and relationships with the LAUSD Board of Education, staff, and with other constituencies.

- The schools have experienced some of the same financial constraints felt by other public sectors since the tax reform efforts, culminating with Proposition 13. Thus, the District has been required to notify substantial numbers of teachers that they might not be rehired because of fiscal limitations.

- Paradoxically, almost throughout, a teacher shortage has existed in mathematics and science.

- The racial distribution of the District in 1982-83 included about equal proportions of Black and Anglo students (22% each), about 8% Asian, and approximately 49% Hispanic students. More than 544,000 students (1982-83 figures) are taught by teachers in 826 schools.

State and Federal Context. Education has been topical throughout the last few years with attention given to funding bases, student academic performance, educational equity and educational quality as central issues. Policy changes in available funds for categorical programs reduced the amount of federal support to LAUSD in 1982-83. The Serrano suit deliberations have resulted in the use of

"per pupil costs" as a proxy measure of educational quality. The decision has also increased the State's interests in influencing local school districts. California's 1982 election sharpened the issues related to the role of State leadership in education, and focused attention on performance and academic preparation.

Nationally, the question of educational quality has also been raised by the Federal Commission on Educational Excellence and by other national reports assessing the quality of schooling. The concern for educational quality has been directed mainly at student performance shown, for instance, by tightening requirements for admission to California universities and by systems of statewide assessment and proficiency testing. In California, as in some other states, the educational quality issue has been extended to teachers through the administration of skill tests for teachers in areas termed "basic" literacy. Further reports in national media have raised questions about the quality of people entering the teaching profession. There has been less rhetoric and attention, both state-wide and nationally to the issue of educational equity or the specific concern about the education of minority students. The joint concerns of student and teacher performance have led to some positive movement in increasing: 1) the expectations for students, 2) the meaning of grades, and 3) the basic skill requirements at the local level. It is against the general context of these social facts and orientations that this report is presented.

Chapter I
Introduction

This report presents the results of our 1983 evaluation study of Year-Round Schools (YRS) in Los Angeles Unified School District (LAUSD). This report is part of a combined effort to assess Voluntary Integration programs and YRS and is designed to inform the District's policy-makers on the progress the District has made in relieving the harms of racial isolation.

Organization of the Report

This report is presented in five sections: A Prologue (providing general context), an Evaluation Summary (reporting the major findings), and a Technical Report consisting of three sections (Introduction, Methodology, and Findings and Recommendations). The remainder of Chapter I includes a brief overview of the 1981-82 Year-Round Schools program in the LAUSD.

Chapter II describes the study methodology, including a review of the major research questions, sampling strategy, instrument specifications, and data collection procedures.

Chapter III presents the major findings, conclusions, and recommendations organized by research questions for the YRS program. Data collection instruments, and related program information are included in the Appendix to this report.

YRS Context

The Year-Round Schools program is a LAUSD effort to relieve overcrowding at local schools where the number of children eligible for attendance exceeds the capacity of the available buildings. Among the strategies for dealing with overcrowded schools are the use of temporary buildings, the building of additional schools, moving the children by bus to neighborhood schools that have room for more students (called satelite zoning), renovating other space for school use, and providing double-session days for children in the overcrowded setting. The Year-Round Schools program represents an approach that has a number of attractions. It provides for economical use

of existing space throughout the entire year. It keeps children close to their neighborhoods and their friends. It does not require transportation or extensive construction expense. Going to Year-Round Schools does mean attending school during summer (for some students), a change in the idea of when "regular" school is in session, and may inconvenience parents with children attending schools on different schedules.

Year-Round schooling works relatively simply. The number of children a school can accommodate is increased by scheduling the students in two, three, or four groups, depending upon the particular schedule. Each group of students goes to school in overlapping patterns of school days and vacations. The school can be used to full capacity all year by staggering the weeks that different groups are in school or on "vacation."

Over the last two years, a number of issues have developed around the choice of year-round schooling as a remedy for overcrowding. One issue involves the relationship of Year-Round Schools and minority populations. An examination of the demographic changes of student populations is presented in Figure I-1. The graph shows that the growth in school population has occurred in the Hispanic and Asian communities, with the trend projecting continued increases, while changes in the population of other racial and ethnic groups seem to have stabilized.

An equally important concern is the quality of schooling that students receive. Overcrowding is a problem that is to be solved while maintaining an appropriate quality of schooling for students.

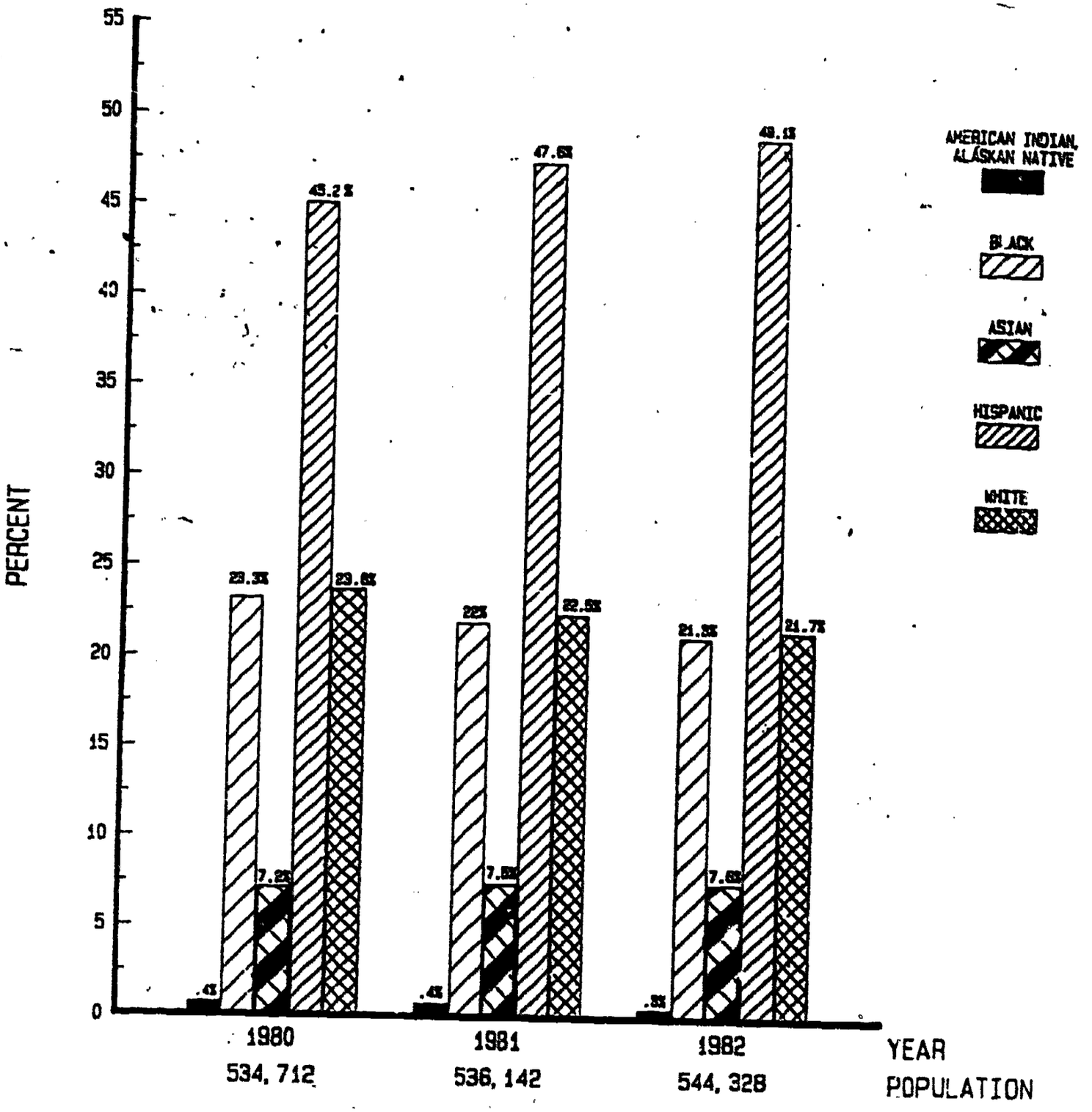
A third general issue relates to the extent to which the community understands and is involved in the decisions relating to the schedule of its schools.

A last general issue is the extent to which the Year-Round Schools program receives adequate attention and support from LAUSD. This specific set of issues serves as a background for this report.

Program Description

Size. In 1980, LAUSD had 47 schools operating on a year-round calendar, and these schools enrolled over 65,000 or about 12% of the total LAUSD enrollment that year. In 1982-83, 95 schools were on year-round schedules with an enrollment of 121,000, so that about 10% of the schools are serving about 24% of the students.

Figure I-1*



*Racial and Ethnic Survey, Fall 1982, Research and Evaluation Branch, Los Angeles Unified School District, Publication 420.

Schedule. In 1980, schools operated on one of two YRS calendars: 90/30 or 45/15. On the 90/30 calendar, students attend school for 90 days (18 weeks) followed by 30 days (six weeks) of vacation. In the 45/15 pattern, students attend school for 45 days (nine weeks) and have vacation for 15 days (three weeks). In 1981-82, four high schools were involved in the expansion of the YRS program. These schools used a Concept-Six schedule, where students attended staggered sessions of 163 days of 390 minutes each. A 60/20 pattern (12 weeks in school and four weeks of vacation) has also emerged in 1982-83. In our earlier work we attempted to assess the benefits of various schedules, however such studies became less important because our findings revealed no differences associated with schedule.

Goals. The YRS program is directed at a policy level to relieve overcrowded conditions. Another goal, implicit to all school efforts, is to provide high quality education for students. Of course, the problem of defining high quality education is elusive. Educational quality is comprised of both the quality of experience students have as well as the results that are attained. To that end, we have included in our studies information about a wide number of matters related to schooling. Specifically, we wish to assess the following areas in order to judge the progress of LAUSD in meeting its goals:

- pupil attitudes toward school
- student achievement
- discipline problems
- pupil attendance
- teacher absenteeism
- staff morale
- site vandalism
- use of facilities
- parental attitudes toward school
- curricular offerings
- instructional process

The last three points were of special interest to our Team this year. Parental attitudes toward school were assessed during the last school year by survey. Because of a low response rate and concern for the validity of the results, this year we have undertaken an intensive study of parent attitudes, presented in a later section. We also wished to study, on a close basis, the instructional processes in YRS. This year, an intensive study of instruction was also conducted.

Chapter II
Methodology

Evaluation Approach

The plan for the evaluation of the Year-Round Schools (YRS) program for 1982-83, derives from policy issues of interest to LAUSD related to operation and effects of YRS. Thus, as with the Voluntary Integration programs, our efforts will emphasize evaluating the processes or actions undertaken by LAUSD and what has been accomplished, or the outcomes of the YRS effort. In some ways, YRS presents a unique evaluation problem. On the one hand, the YRS program may be characterized as an administrative response to an administrative problem: finding places for children in school settings conducive to learning. The YRS response represents an attempt, within legal and financial constraints, to use buildings more economically by raising the total capacity of the school through changes in the schedule to accommodate a greater number of students. YRS could conceivably employ the same instructional program as schools on more traditional calendars. Therefore, the YRS option may appear to be a management tool rather than an educational program. Yet, it is undeniable that the year-round or any other schedule exists primarily as a mechanism to contribute to the learning of students. While as a matter of emphasis, YRS should be judged according to how its processes work in relieving the harms of overcrowding; the impact of the experience on students, school personnel, and the community must also be addressed. These outcomes are important so the LAUSD can adapt, as necessary, its policies and practices.

For this evaluation, the Evaluation Planning Team was assisted by discussions held with region superintendents, parents, school personnel, and LAUSD staff in Fall, 1982.[1] The Team adapted questions for inquiry based upon preliminary findings of the 1980-81 and 1981-82 studies. Information from these various sources was reviewed and resulted in some modification

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[1] Interviews were conducted as part of a study of the Concept-Six schedule.

of our original study design. We sought to describe the operation of YRS, the actions undertaken by LAUSD to meet school needs, and the progress of the effort as a whole.

In designing the evaluation of the Year-Round Schools (YRS) program we were guided by the stated purpose of the program. A statement of program purpose was derived from an examination of program literature and discussions with District program staff. This statement of purpose provided the foundation from which a set of evaluation questions was developed.

The statement of purpose and the evaluation questions developed for the YRS program are shown in Figure II-1. As can be seen from this figure, the program is intended to relieve overcrowding without educational disadvantage to the YRS students or adverse reaction from their parents. The evaluation questions elaborate the important aspects of the program purpose.

The evaluation questions for the program provided the conceptual framework for the design of the evaluation study. They guided the development of procedures used in all phases of the evaluation: sampling, instrumentation, data collection, and data analysis. These procedures are described in subsequent sections of this chapter and follow closely the procedures used in our 1981-82 study.

In addition, two separate intensive studies were conducted on items of high priority: because of concerns with the reliability of the findings and the adequacy of the data collected in a survey of YRS parents, this year's study devoted attention to understanding more fully parental concerns in a special sub-study. A second sub-study was also conducted to study instructional and school effects of YRS.

The first part of this chapter provides details on the overall study, and in a later portion, the specific sub-study procedures are presented.

Sampling

The original sampling plan developed for the study during 1981-82 involved 40 schools selected to represent a range of grade configurations and different schedules operating in the Year-Round Schools program. Five different grade configurations were involved: K-5, K-6, 6-8, 7-9, and 9-12. In our 1980-81

Figure II-1
Evaluation Approach: Year-Round Schools

Program Purpose

To relieve overcrowding without educational disadvantage to the Year-Round School students or adverse reactions by their parents.

Evaluation Questions

Overcrowding

1. How successful have participating schools been in relieving overcrowding?

Program Process

2. What are the opinions of teachers and administrators about the advantages and disadvantages of Year-Round Schools?

3. What are the instructional practices used in Year-Round Schools?

4. What are the attitudes of parents of participating students toward Year-Round Schools?

Program Outcomes

5. What progress appears to have been made in reducing the harms set forth in the Crawford decision?

   a. What are the achievement levels of YRS students?

   b. What are the attitudes and behaviors of YRS students?

   c. What are the post-secondary opportunities for YRS students?

study we also compared the effects of different schedules, e.g., 45/15, 90/30, but no differences were found in our data analysis. Consequently, in 1981-82, we chose to compare schools that had prior YRS participation with schools new to the program in 1981-82. The logic of using that sampling plan was that it could provide data on administrative changes made by LAUSD based upon feedback from 1980-81 data. It was our plan to maintain the same sample during this year's study. However, a schedule change occurred involving three elementary schools and five junior high schools. Last year's study highlighted the problem caused when schools in the same neighborhood differed in schedule. Not only were families inconvenienced by multiple patterns of attendance and vacation, but schools had difficulty in communication among themselves. For this reason, a number of schools were placed on the Concept-Six schedule (a schedule used exclusively by senior high schools in 1981-1982 school year) so that all schools within a region would be on the same schedule. Concept-Six operates to permit 50% more children than capacity (by alternately) including two of three groups in session at a time). Thus, moving to Concept-Six administratively allows the most capacity for a given site in the light of available options. Figure II-2 presents a picture of the distribution of the 1981-82 sample schools by grade configuration and schedule at the start of the 1982-83 study.

The sampling plan for the 1982-83 study called for the maintenance of the 1981-82 sample; a detailed description of the selection of the original 1981-82 sample is presented in the next section.

Figure II-2
Year-Round Schools Sampling Plan

School Config. 1982-83	YRS Prior to 1981				New to YRS in 1981-82			
	Schedule 1982-83				Schedule 1982-83			
	45/15	90/30	Modified Concept-Six	Concept-Six	45/15	90/30	Modified Concept-Six	Concept-Six
K-5	6	-	1	2	-	-	-	-
K-6	5	-	-	-	12	-	-	-
6-8	-	1	-	4	-	-	-	-
7-9	-	1	-	-	-	3	-	1
9-12	-	-	-	-	-	-	-	4

Selection of Year-Round Schools for the 1981-82 Study. During the 1981-82 school year, 90 schools operated on a year-round basis; of these, 87 were considered for inclusion in this study.[1] The schools considered differed with respect to grade level configuration, type of schedule, and recency as a YRS. Five grade level configurations existed during 1981-82: K-5, K-6, 6-8, 7-9, and 9-12.[2] Three schedules existed: 45/15 (45 days in school, 15 days out of school), 90/30 (90 days in school, 30 days out of school), and Concept-Six (163 days, 390 minutes in length contrasted to 176 days, 360 minutes in length with the traditional calendar). Concept-Six involves three tracks and the 45/15 and 90/30 schedules involve four tracks at each school. Forty of the 90 schools were new to the YRS program in 1981-82. Thus, a contrast between the two groups was planned with respect to length of YRS participation prior to 1981-82 and new to YRS in 1981-82.

The three dimensions above combined to categorize the 87 schools as shown in Table II-1. In addition to the three dimensions shown in this table, a fourth dimension, grade level configuration during 1980-81 was also necessary to specify completely all of the relevant variations because eight schools had changed grade level configurations since the previous year. Specifically, six schools that were configured as K-6 in 1980-81 operated with grades K-5 in 1981-82, and two schools that had grades 7-9 in 1980-81 operated with grades 6-8 in 1981-82. Thus, the complete sampling matrix was composed of four factors: grade level configuration during 1981-82, grade level configuration during 1980-81, length of YRS participation, and type of schedule.

The final sampling strategy was shaped by two additional considerations. First, our analyses in 1980-81 indicated that the type of schedule did not result in important differences in students' performance. Therefore,

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[1] The three Continuation schools on a YRS schedule were not considered for study because of their unique educational purpose.

[2] Modified Concept-Six schedules and one experimental 60/20 schedule were not used as schedule types for stratification.

we decided to relax this dimension for sampling purposes by selecting schools with the predominant schedule, when grade level configuration held constant. Second, the year-round elementary schools included in the PHBAO testing sample were eliminated from inclusion in our sample.[1] A total of 16 schools fell into this category. These considerations led to a sampling strategy which eliminated two cells from the matrix. These cells are indicated in Table II-1.

The total sample of 40 schools was thus allocated to the remaining sampling cells. The allocation was designed to achieve uniform sample representation within the constraints of the population distribution. The sample size for each cell is indicated in Table II-1. Selection of schools within a cell was accomplished through a random sampling procedure within each defined category.

Selection of Year-Round Schools for the 1982-83 Study. As mentioned previously, it was decided to include the same schools used in the 1981-82 study in the 1982-83 study. This decision assured continuity and comparability of data over the two-year period. The resultant sample of schools was distributed across geographical areas and included all current grade level configurations and schedules. (Table II-2 presents a complete breakdown of the sample schools in terms of the sampling dimensions.) However, as was noted above, eight schools were operating on a new schedule during the 1982-83 year. This change was not viewed as critical to the planned analyses because the type of schedule was found not to influence the outcome areas addressed by this study.

Selection of Respondents Within Sample Year-Round Schools. We identified five types of respondents that were needed to provide the information implied by the evaluation questions: principals, YRS coordinators, teachers, students, and parents.

The principal and the YRS coordinator at each sample school were included as respondents. However, a sampling of teachers, students, and parents was

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[1] An evaluation of the PHBAO (predominantly Hispanic, Black, Asian, and Other non-Anglo) programs was being conducted concurrently.

Table II-1
1981-82 Year-Round Schools Sampling Plan

School Configuration 1981-82	Total Number of Schools	YRS Prior to 1981 (N = 46) Schedule 1981-82				New to YRS in 1981-82 (N = 41) Schedule 1981-82					
		45/15 Schools		90/30 Schools		45/15 Schools		90/30 Schools		Concept 6	
		Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample
K-5	(N = 21)	(17)	9	(3)*	0	(1)*	0				
K-6	(N = 52)	(20)	5			(29)	12	(3)	0		
6-8	(N = 5)			(5)	5						
7-9	(N = 5)			(1)	1			(4)	4		
9-12	(N = 4)									(4)	4
Total		37	14	9	6	30	12	7	4	4	4

*Year-Round elementary schools included in PHBAO testing sample, therefore not included in this sample.

Table II-2
1982-83 Year-Round Schools Sampling Plan

School Config. 1981-82	Total Number of Schools	YRS Prior to 1981 (N = 46) Schedule 1982-83				New to YRS in 1981-82 (N = 41) Schedule 1982-83							
		45/15 Schools		90/30 Schools		45/15 Schools		90/30 Schools		Concept 6		Modified Concept 6	
		Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample	Number of Schools	Number in Sample
K-5	(N = 21)	(14)	6	(3)*	0	(1)*	0						
K-6	(N = 52)	(20)	5			(29)	12	(3)	0	(2)	2	(1)	1
6-8	(N = 5)			(5)	1								
7-9	(N = 5)			(1)	1			(3)	3	(1)	1		
9-12	(N = 4)									(4)	4		
Total		34	11	9	2	30	12	6	3	7	11	1	1

*Year-Round elementary schools included in PHBAO testing sample, therefore not included in this sample.

required because of time and resource constraints. All students and teachers within four target grades (5, 6, 8, and 12) were selected because they provided variation over grade levels and representation of the ending grade of the most prevalent grade level configurations. A separate section describes the parent selection procedure.

Instrumentation

The first step in the instrument development process involved the creation of instrumentation specifications. These specifications identified the variable(s), data source, and measurement method(s) for each evaluation question. In constructing these specifications we attempted to be complete while minimizing the time and burden placed on District staff and, especially, school respondents. These specifications are provided in Figure II-3.

The instrumentation specifications provided the blueprint for all instruments developed. They required the use of three existing instruments and the construction of four new instruments as listed below:

Existing Instruments	New Instruments
1. School Attitude Measure	1. YRS Parent Survey
2. Survey of Essential Skills	2. Student Post-Secondary Expectation Questionnaire
3. Comprehensive Tests of Basic Skills	3. YRS Roster
	4. YRS Opinion Survey

Existing Instruments. The School Attitude Measure (SAM), published by Scott Foresman and Co., includes five subscales of 15 to 20 items each related to the following areas: motivation for schooling, academic self-concept--performance-based, academic self-concept--reference-based, students' sense of control over performance, and students' instructional mastery. Students respond on a four point scale, "never agree" to "always agree." The motivation for schooling scale includes items related to willingness to participate, desire to perform competently, and perception of the importance of school. The academic self-concept--performance-based scale taps the student's expectation of success, confidence in effort, and feelings of competence. The academic self-concept--reference-based scale relates to perception of others' performance compared with expectations for

self, and perception of discrepancy between performance and others' expectations. Sense of control items relate to the students' responsibility for school outcomes and his/her self-reliance. The instructional mastery scale reflects items about the student's evaluation of his/her own ability to focus attention, profit from feedback, persist in tasks, and use time effectively.

The School Attitude Measure (SAM) was selected over other self-concept measures, because it focuses on perceptions related to efficacy in school. Such perceptions would appear to be more amenable to school-based program interventions.

The Survey of Essential Skills (SES), the elementary achievement measure, and the Comprehensive Tests of Basic Skills (CTBS), the junior high achievement tests, are given in the District to assess achievement on an annual basis.

Instruments Developed Specifically for the Evaluation. Two instruments, the YRS Roster and the YRS Opinion Survey, were developed in 1980-81 based on the specifications reported in Figure II-3. Minor modifications were made on the YRS Opinion Survey used in 1981-82. Items were constructed for each variable and then combined into instruments. Due to the time and resource constraints on data analysis and reporting, open-ended items were avoided and instruments were kept as short and easy-to-complete as possible.

Drafts of all instruments were reviewed by District staff. Suggestions were given with respect to the parent survey for item content, phrasing, and ways to maximize returns. Revisions were made in all instruments based upon the groups' recommendations. In most cases, these changes were minor and involved modifications or clarification of wording. Final versions of all instruments can be found in the Appendix.

Figure II-3
Instrumentation Specifications: YRS

Evaluation Questions	Variables	Data Source	Measurement Methods
Overcrowding			
1. How successful have participating schools been in relieving overcrowding?	School capacity Enrollment	District records	Roster
Program Process			
2. What are the opinions of teachers and administrators about the advantages and disadvantages of Year-Round Schools?	Preferences for different schedules (e.g., Sept.-June, 45/15, 90/30) Opinions about YRS features Perceptions of YRS impact on professional and personal responsibilities School climate Parental involvement	Teachers Principals YRS Coordinators	Survey
3. What instructional processes are used in Year-Round Schools (sub-study)?	School and classroom level indicators (leadership standards, direct instruction, curriculum, morale)	Teachers Principals	Observation Interview Inventory Questionnaires
4. What are the attitudes of parents of participating students toward Year-Round Schools (sub-study)?	Parents' attitudes	YRS parents of sampled students	Survey
Program Outcomes			
5a. What are the achievement levels of YRS students?	Reading achievement Math achievement	Students	Achievement tests
5b. What are the attitudes and behaviors of YRS students toward school?	Attitudes toward school Vandalism Absenteeism Discipline	Students District records	Self-report measures Rosters
5c. What are the post-secondary opportunities for YRS students?	College entrance qualifications College plans	12th grade students	Self-Report

Data Collection

Data collection was managed by the LAUSD Research and Evaluation Branch staff. They maintained quality control of all phases of data gathering activities conducted from January through June, during the 1982-83 school year. A summary of activities is provided in Figure II-4 relating to the following tasks:

- completing forms for data abstraction
- distributing and collecting the Administrator, Teacher, College Advisor, and Student Post-Secondary Expectation questionnaires
- distributing and collecting YRS Parent surveys
- distributing and collecting School Attitude Measure materials
- collecting school summaries by grades level: CTBS , SES and District competency test results

The final step in the data collection process, monitored by the Evaluation Team, involved preparing the instruments for data processing. District staff reviewed all of the School Attitude Measure answer sheets for completeness, clarity, and appropriate identifying information prior to their submission to the publisher for scoring. In addition, members of the Research and Evaluation staff checked all of the questionnaires and parent surveys for proper identification.

Data Analysis

The analysis of information collected was designed to produce summary indicators of the degree to which the program met its specified purpose. Additionally, the analysis was intended to identify relevant characteristics of schools and programs which appeared to influence the potential success of the YRS program.

The analyses were largely descriptive with a heavy reliance on frequencies, cross-tabulations, and measures of central tendency and dispersion. To help identify differences between sampling strata, techniques such as t-test or analysis of variance were used. These analyses allowed estimates of the reliability of differences.

The results of these analyses are presented in the following chapter. In reporting these results, every effort was made to provide concise and readily understandable statements of the findings. Charts, graphs, and other figures are used to help convey the analytic results.

Figure II-4
Data Collection Schedule

Tasks	Jan.	Feb.	Mar.	Apr.	May	June
Complete abstracts	———	———	———	———	———	———
Administer:						
Administrator Opinion Survey				———		
Teacher Opinion Survey				———		
College Advisor Questionnaire				———		
Student Post-Secondary Expectation Questionnaire				———		
School Attitude Measure				———		
Collect:						
District achievement data summaries						———

Chapter III
Findings and Recommendations

Data for surveys, attitude scales, and achievement tests were collected and prepared for analysis by LAUSD staff in the Research and Evaluation Branch. Open-ended responses from staff and parent surveys, attitude and achievement data were prepared for computer processing. Data were collected from archival records and summarized by LAUSD staff according to the Evaluation Team's direction. Following the data processing, the results were analyzed and the findings are presented below. In addition, the parent sub-study data and the instructional effectiveness sub-study data were also processed by LAUSD.

The results section is organized by the evaluation questions presented below.

Question 1
How successful have participating Year-Round Schools been in relieving overcrowding?

Forty schools participating in the study were analyzed according to their actual enrollment levels with YRS compared to school capacities prior to YRS entry (see Table III-1). Twenty-six elementary schools, 10 junior high schools, and four senior high schools were sampled. Any number above 100% indicates that a school is serving more than its planned capacity. If 20% over enrollment were to be taken arbitrarily as a seriously overcrowded school, then 26 schools out of 40 would have been seriously overcrowded, without YRS. At the senior high level, all schools would have been seriously overcrowded, between 45% and 70% over capacity. Participation in YRS changes the situation substantially. Only five of 24 overcrowded elementary schools have more students than capacity in one or more sessions. Two of the schools were overcrowded in all four sessions. Over enrollment averages equal 3.8% for the five schools. For junior high schools, YRS participation reduces overcrowding dramatically. For the 35 sessions of instruction across all 10 schools, only one school exceeded capacity in two sessions. At the senior high level, two of the high schools remain enrolled over capacity with YRS participation. However, the reduction in overcrowding has been substantial, reducing 64% over capacity to an average of 7% for each of the enrolled sessions at one school, and reducing 70% excess to about 8% with YRS participation. In Table III-2, the building capacities and actual numbers of

Table III-1
Year-Round Sample Schools Capacity and Percentage of Overcrowding

School Type	Percentage of Overcrowding Without YRS 1982-83	1982-83 Percentage of Capacity by Sessions With YRS			
		S1	S2	S3	S4
Elementary					
1	1.21%*	91	86	91	86
2	1.04	80	75	75	76
3	1.37	106	103	102	105
4	1.25	93	89	88	96
5	1.31	87	89	85	--**
6	1.40	101	105	106	101
7	1.34	90	89	85	--**
8	1.35	100	100	100	102
9	1.29	92	91	93	89
10	1.24	92	93	93	90
11	1.13	85	86	85	82
12	1.10	84	78	83	77
13	1.10	80	78	81	79
14	1.15	86	87	85	84
15	0.92	63	64	64	62
16	0.91	70	65	67	67
17	1.41	103	109	110	98
18	1.29	100	95	95	95
19	1.16	78	74	74	--**
20	1.38	102	97	96	96
21	1.47	103	102	102	102

*A school is overcrowded when its enrollment exceeds 100%, e.g., elementary school One is 21% overcrowded without year-round scheduling.

**Three track schools

Table III-1 (Continued)
Year-Round Sample Schools Capacity and Percentage of Overcrowding

School Type	Percentage of Overcrowding Without YRS 1982-83	1982-83 Percentage of Capacity by Sessions With YRS			
		S1	S2	S3	S4
Elementary					
22	1.20	89	87	92	88
23	1.27	96	96	95	88
24	1.23	88	95	92	91
25	1.27	96	95	91	93
26	1.24	95	94	92	91
Junior High					
1	0.98	72	73	71	70
2	1.32	101	96	102	95
3	0.97	72	73	71	65
4	0.86	58	61	52	--**
5	1.45	97	96	89	--**
6	1.32	100	98	99	93
7	1.07	81	72	72	71
8	1.23	80	80	77	--**
9	1.20	84	79	73	--**
10	1.09	72	74	68	--**
Senior High					
1	1.47	93	95	93	--**
2	1.45	90	92	92	--**
3	1.64	110	107	103	--**
4	1.70	110	110	105	--**

**Three track schools

enrolled students are presented. What is striking is the variation in capacity of buildings with the largest schools having tripled the smallest. In actual numbers, certain schools have excess numbers almost as large as the capacity enrollments of smaller schools.

Question 2
What are the opinions of teachers and administrators about the advantages and disadvantages of Year-Round Schools?

Teachers and principals in our sample were asked to complete a questionnaire about their opinions of YRS. The questionnaire consisted of 34 items, including staff's overall reaction to YRS, their reaction to specific factors, their perceptions about YRS effectiveness, and any continuing problems. Since all of the sampled schools were in last year's study, items relating to specific YRS factors and perceived effects were scaled from 1= better last year to 5= better this year. The results for this questionnaire appear in Table III-3. In this table, responses are combined for all grade levels.

With respect to their overall reaction, teachers and administrators were asked to compare Year-Round Schools with traditional schedules. Both teachers and administrators reported that they preferred the year-round schedule. Administrators and teachers were then asked to compare specific factors of YRS in 1982-83 to their perception of these factors last year. Respondents were to indicate whether these factors were "better" or "worse" in 1982-83 than they were in 1981-82. Any number higher than "3" displays a preference for 1982-83 implementation. In scanning Table III-3, one can see that administrators rated every item as better in 1982-83. Teachers were slightly less positive throughout. They reported that 1981-82 was better for professional activities, staff morale, extracurricular activities, and custodial care; but their preferences were, on the average, weak (ranging from .02 to .11 below 3.00). Staffs were also asked to indicate which of a set of potential problems were serious concerns in YRS. "Shared classrooms" was rated highest overall by administrators and second highest by teachers. About 40% of the administrators saw "ability to plan and collaborate with others", "instruction continuity", and "warm weather" as serious problems. Over half

of the teachers reported "warm weather" as a serious problem, and "instruction continuity" and "ability to plan/collaborate with other teachers" were noted by approximately one-third of the teacher sample.

The responses to the questionnaire are separated by school level (elementary, junior high, senior high) in Table III-4. Responses to the overall question of preferring YRS to the traditional schedule show the strongest preference by senior high school teachers and elementary school administrators. If the other items in the table are scanned again for those items receiving a rating of about "4", suggesting substantial improvement for 1982-83, and those around "2", indicating that 1981-82 was better, one can quickly locate the sources of positive and negative reactions. For instance, administrators at every school level responded that in 1982-83, there was improvement on all factors and perceived effects, with the exception of elementary school administrators' reactions to building and grounds and custodial care. Senior high school administrators appeared to be the most positive group. In analyzing the teachers' responses, junior high school teachers appeared to be the least satisfied group, with reservations about 9 of the 19 factors and effects. Most of these ratings fall within a few percentage points of the neutral "3" response, with only perceptions about "extracurricular activities," "teacher turnover," and "custodial care" discrepant beyond a trivial amount. Most positive, were the senior high school teachers. Elementary school teachers were in the middle and registered complaints about "building and grounds" and "custodial care." With regard to the perception of serious problems, "instruction continuity" was viewed as a problem by most junior and senior high administrators, and for 42% and 50% of the junior and senior high teachers, respectively. Availability of text or instructional materials seemed to be a problem that increased with school level, with 13.73% of teachers reporting problems in elementary school, and up to 37.5% reporting problems at the senior high school level. Although large proportions of respondents cited "warm weather" as a problem, teachers at elementary and junior high levels reflected concern in larger numbers than did their administrators; the pattern was reversed, however, at the senior high school level.

Table III-2
Capacity and Enrollments of Year-Round Sample Schools: 1982-83**

School Type	Capacity	1982-83 Enrollment	Extent of Overcrowding Without YRS	Enrollment by Sessions With YRS S1	S2	S3	S4
Elementary							
1	550	663	113	504	474	503	478
2	562	584	22	455	427	423	429
3	1191	1627	436	1266*	1238*	1218*	1255*
4	986	1232	246	917	884	870	947
5	884	1159	275	775	789	752	--***
6	1277	1791	514	1294*	1346*	1358*	1297*
7	1024	1373	349	926	920	878	--***
8	604	817	213	604	610*	604	618*
9	884	1137	253	819	810	828	789
10	1489	1848	359	1380	1394	1387	1347
11	940	1064	124	800	814	801	771
12	1047	1153	106	880	823	873	814
13	685	755	70	552	540	556	545
14	724	833	109	625	635	621	615
15	1085	1002	-83	688	699	698	681
16	1429	1298	-131	1007	934	966	963
17	850	1202	352	880*	933*	942*	839*
18	661	850	189	663*	631	634	--**
19	1651	1916	265	1301	1233	1232	--**
20	631	869	238	647*	616	610	608

*Student enrollment exceeds capacity
**Based on data compiled by Educational Housing Branch, February 1983.
***Three tracks only

Table III-2 (Continued)
Capacity and Enrollments of
Year-Round Sample Schools: 1982-83**

School Type	Capacity	1982-83 Enrollment	Extent of Overcrowding Without YRS	Enrollment by Sessions With YRS S1	S2	S3	S4
Elementary							
21	1296	1880	584	1341*	1325*	1325*	1328*
22	599	718	119	537	523	555	533
23	1156	1472	316	1111	1111	1109	1025
24	1056	1302	246	932	1006	977	964
25	780	991	211	754	745	717	733
26	992	1226	234	946	938	913	908
Junior High							
1	1670	1643	-27	1216	1225	1194	1171
2	1782	2360	578	1809*	1726	1828*	1699
3	1920	1863	-57	1393	1419	1381	1261
4	1822	1561	-261	1060	1117	963	--***
5	1968	2843	875	1913	1897	1766	--***
6	1513	1990	477	1520*	1483	1512	1416
7	1541	1657	116	1253	1111	1115	1096
8	2594	3198	604	2081	2098	2023	--***
9	2629	3163	534	2216	2078	1932	--***
10	1960	2131	171	1421	1453	1338	--***
Senior High							
1	2395	3517	1122	2250	2282	2228	--***
2	2786	4043	1257	2514	2583	2575	--***
3	2057	3370	1313	2276*	2205*	2137	--***
4	1721	2932	1211	1900	1904*	1824	--***

Student enrollment exceeds capacity

on data compiled by Educational Housing Branch, February 1983.

tracks only

Table III-3
YRS Opinion Survey:
Sample Schools

	School Administrators (N = 81)		Teachers/Staff (N = 269)	
	Mean*	Standard Deviation	Mean	Standard Deviation
Overall Reaction to YRS:				
If you have taught on both a year-round and traditional schedule, how would you compare them?	3.81	1.62	3.77	1.54
Reaction to Specific Features of YRS:				
Vacation schedule**	3.37	1.45	3.98	1.27
Salary warrants	4.49	0.89	4.29	1.18
Instructional program**	3.85	1.17	3.39	1.26
Perceived Effects of YRS on:				
Ability to teach	3.65	0.97	3.43	1.07
Family responsibilities	3.16	0.85	3.16	0.96
Professional activities	3.10	0.78	2.92	0.93
Staff morale**	3.72	1.15	2.98	1.14
Students' attitudes toward school**	3.80	0.89	3.34	0.99
Students' behavior**	3.78	0.87	3.21	1.03
Parent involvement**	3.47	0.88	3.15	0.82

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the YRS program.
**Differences between teachers and administrators are statistically significant $p < .01$

Table III-3 (Continued)
YRS Opinion Survey:
Sample Schools

	School Administrators (N = 81)		Teachers/Staff (N = 269)	
	Mean*	Standard Deviation	Mean	Standard Deviation
Perceived Effects of YRS on:				
Students' academic performance**	3.76	0.87	3.25	1.00
Extracurricular activities**	3.30	0.80	2.89	0.88
Students' attendance**	3.54	0.89	3.16	1.02
Teachers' attendance	3.47	0.96	3.29	0.93
Faculty turnover**	3.33	0.99	3.04	0.97
Building and grounds	3.21	1.07	3.06	1.05
Custodial care	3.14	1.12	2.92	1.04
Administrators' support	3.32	0.96	3.16	0.99
School vandalism**	3.49	0.82	3.26	1.00
Perceived Serious Problems of YRS:	**Frequency**	**%**	**Frequency**	**%**
Instruction continuity	31	38.27	96	35.69
Warm weather**	31	38.27	145	53.90
Shared classrooms	48	59.26	141	52.42
Shared instructional materials	17	20.99	41	15.24
Availability of text/instructional materials	14	17.28	60	22.31
Ability to plan/collaborate with other teachers**	35	43.21	84	31.23
Additional review	19	23.46	39	14.50

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the YRS program.
**Differences between teachers and administrators are statistically significant $p < .01$

Another perspective may be taken in analyzing these survey results. If one looks at those elements related primarily to implementation of the program in contrast to those that reflect student effects, the results take on a slightly different character. With regard to staff perceptions of implementation issues, where mixed reviews were more positive than last year's estimates, improvement occurred in many of those aspects over which the LAUSD had control: parent involvement, administrator support, extracurricular activities, and building and grounds and custodial care.

Question 3
What instructional practices are used in Year-Round Schools?

The sub-study findings are briefly presented. A full text of the sub-study is included in the Appendix to this report. The sub-study data were based upon interviews with teachers and principals and observations of instruction in reading and mathematics. With regard to interview findings, the following inferences can be made. Teachers and principals tended to have positive views of the academic focus and learning environment of their school. All principals and the majority of teachers preferred the YRS schedule to the September to June calendar. Principals and teachers generally felt that teacher stress, teacher stamina, and student retention were better under the YRS schedule. Particular benefits of YRS, educationally, were thought to include: increased continuity of the instructional program, improved teacher morale, improved student behavior, stronger contact with parents, productive use of vacation time, and avoidance of less desirable administrative alternatives to deal with school overcrowding. Teachers' and administrators' suggestions for improvement concerned maintenance of grounds and buildings and equipment, air conditioning, support to the roving teacher, District accommodation to the YRS schedule, the need for year-round community activities, consistency of YRS schedules, better and more texts, instructional materials suitable for limited English and non-English speaking students, increased support, and simplification of paperwork and administrative demands in YRS settings.

The findings for the observational phase of the sub-study produced a description of "typical" instruction that a YRS student receives. The picture we have for reading instruction is one where most of the time spent in

Table III-A
YRS Opinion Survey

	Elementary School				Junior High School				Senior High School			
	Administrators (N = 51)		Teachers/Staff (N = 146)		Administrators (N = 21)		Teachers/Staff (N = 91)		Administrators (N = 9)		Teachers/Staff (N = 32)	
	Mean*	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Overall Reaction to YRS:												
If you have taught on both a year-round and traditional schedule, how would you compare them?	4.00	1.49	3.88	1.47	3.44	1.82	3.50	1.64	3.50	1.97	4.10	1.51
Reaction to Specific Features												
Vacation schedule	3.46	1.41	3.86	1.32	3.06	1.30	4.03	1.21	3.56	1.94	4.43	1.14
Salary warrants	4.49	0.82	4.22	1.24	4.40	1.14	4.42	1.00	4.67	0.71	4.29	1.40
Instructional program	4.10**	1.15	3.71**	1.25	3.48**	1.25	2.89**	1.12	3.33	0.71	3.35	1.25
Perceived Effects of YRS on:												
Ability to teach	3.48	0.96	3.51	1.08	3.77	0.93	3.18	0.99	4.40	0.89	3.74	1.15
Family responsibilities	3.17	0.90	3.15	0.98	3.05	0.51	3.13	0.87	3.33	1.22	3.28	1.10
Professional activities	3.04	0.79	2.87	0.97	3.05	0.76	2.91	0.81	3.56	0.73	3.17	1.07
Staff morale	3.53**	1.30	2.88**	1.19	3.85**	0.75	2.99**	1.03	4.44**	0.73	3.41**	1.15
Students' attitude toward school	3.62	0.92	3.41	0.97	4.00**	0.79	3.10**	0.92	4.33	0.71	3.74	1.09
Students' behavior	3.62**	0.90	3.24**	1.07	3.95**	0.76	3.03**	0.98	4.22	0.83	3.63	0.85

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the Year-Round Schools program.
**Differences are statistically significant $p \leq .05$

Table III-4 (Continued)
YRS Opinion Survey

	Elementary School				Junior High School				Senior High School			
	Administrators (N = 51)		Teachers/Staff (N = 146)		Administrators (N = 21)		Teachers/Staff (N = 91)		Administrators (N = 9)		Teachers/Staff (N = 32)	
	Mean*	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Parent involvement	3.40	0.92	3.15	0.84	3.67*	0.91	2.98*	0.71	3.33	0.50	3.62	0.86
Students' academic performance	3.83*	1.00	3.44*	0.98	3.65*	0.67	2.94*	0.99	3.63	0.52	3.32	0.94
Extracurricular activities	3.32	0.76	3.01	0.69	3.25*	0.85	2.66*	0.99	3.78	0.83	3.00	1.17
Students' attendance	3.43	0.91	3.21	1.00	3.67*	0.86	2.93*	1.03	3.78	0.83	3.58	0.96
Teachers' attendance	3.46	1.09	3.30	0.91	3.50	0.76	3.24	0.95	3.44	0.73	3.43	0.96
Faculty turnover	3.28	1.13	3.13	0.92	3.40*	0.75	2.80*	1.00	3.44	0.73	3.38	1.02
Building and grounds	2.91	1.10	2.96	1.00	3.62*	0.74	3.02*	1.06	3.78	1.09	3.61	1.12
Custodial care	2.79	1.14	2.87	1.03	3.62*	0.74	2.78*	0.96	3.89	1.05	3.53	1.14
Administrators' support	3.09	0.97	3.14	1.03	3.74*	0.87	3.05*	0.88	3.56	0.73	3.52	1.03
School vandalism	3.40	0.82	3.26	0.96	3.67*	0.80	3.11*	1.05	3.56	0.88	3.68	0.94

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the Year-Round Schools program.
**Differences are statistically significant $p < .05$

Table III-4 (Continued)
YRS Opinion Survey

	Elementary School				Junior High School				Senior High School			
	Administrators (N = 51)		Teachers/Staff (N = 146)		Administrators (N = 21)		Teachers/Staff (N = 91)		Administrators (N = 9)		Teachers/Staff (N = 32)	
	f	%	f	%	f	%	f	%	f	%	f	%
Perceived Serious Problems of YRS:												
Instructional continuity	12	23.53	41	28.08	11	52.38	39	42.86	8	88.89	16	50.00
Warm Weather	20	39.22	81	55.48	6	28.57	52	57.14	5	55.56	12	37.50
Shared classrooms	33	64.71	82	56.16	10	47.62	38	41.75	5	55.56	21	65.63
Shared instructional materials	10	19.61	27	18.49	5	23.81	7	7.69	2	22.22	7	21.88
Availability of texts/ instructional materials	7	13.73	25	17.12	4	19.05	23	25.28	3	33.33	12	37.50
Ability to plan with others	25	49.02	45	30.82	6	28.57	32	35.17	4	44.44	7	21.88
Additional reviews	6	11.77	28	19.18	8	38.10	8	8.79	5	55.56	3	9.38

*Results are reported on a scale ranging in value from 1 to 5 where higher values indicate more favorable opinions about the Year-Round Schools programs.
**Differences are statistically significant $p < .05$

directed lessons was devoted to instruction with relatively little time spent in classroom management or motivational or social concerns. Instruction takes place in small groups and the content most frequently seen in the lesson was vocabulary development and literal comprehension. The instructional pattern most often used was question and answer and feedback to students, and occurred in classrooms with generally positive environments. Teachers tended to use one major adopted text as their principal instructional support, although a wide range of supplemental materials was available. Teachers also varied considerably in the time they assigned to reading, with a range between 30 to over 90 minutes.

The mathematics period observations yielded a somewhat different description. Instruction in math was more often a large group rather than a small group endeavor. Teachers tended to use lecture and presentation more frequently than teacher/student interaction strategies. The content of instruction concentrated on operations with fractions and decimals and on math concepts, although teachers reported a heavier emphasis during the year on computation and applications. Considerable variation in the amount of time devoted to math was observed, with the range between 30 to 60 minutes a day. As in reading, the teachers tended to use a principal mathematics text, which was written for the 5th grade level. Teachers noted problems about text difficulty and reading level; however, few supplemental materials were observed in use.

With regard to student achievement in reading and mathematics, there were no systematic differences in average achievement of YRS students when compared to students in similar schools (matched on demographic characteristics) that operated on a traditional schedule. There was also marked improvement in the performance of 5th grade students on the SES achievement measure between 1982 and 1983 in the Year-Round Schools sampled in the sub-study.

Question 4
What are the attitudes of parents of participating students toward Year-Round Schools?

A special sub-study was conducted to ascertain parent attitudes about YRS. Prior studies have provided relatively weak data either because of restricted sample size of interviews or low response rate from a survey. In

this year's effort, we attempted to use a new approach, where students were trained to complete the survey and to provide assistance to their parents in survey completion. Twenty-four schools were included in this phase of the study: a full text of the sub-study appears in the Appendix. Parents of elementary school children seem most positive about YRS. In relatively high numbers they believe that their childrens' school work has improved from last year. A great majority, usually around 80% or more believe that student performance and attitudes are better than or at least as good as last year. Parents of junior high school students show the same general pattern of results, as do parents of senior high school students. Areas for improvement at the junior high level seem to be in participation in school activities and job opportunities. At the senior high school level, these topics reoccur as areas of concern. Overall, however, most parents believe that the effects of YRS on children seem to be about the same or improved from last year.

When queried about conditions at the school, most parents felt that school conditions were similar or improved this year from last year. Cleanliness and appearance of schools, as judged by parents, is considerably more positive, especially at the senior high school level, where over 95% reported conditions equal or better than last year and more than 65% believe conditions have definitely improved. Overall, more than half of the parents believe that the schools have made improvements in providing parents information about student progress. Overall, more than 87% believe that communication between parents and the school is as good or better than last year. More than one-third of the parents continue to report that their arrangements for child care this year improved over last year. With respect to parent participation in school activities, most reported participating at about the same level as last year, with modest improvement in 1983. Overall, parents reported that their feelings about YRS have improved somewhat. Thirty-two percent of parents of elementary school students, and 33% of the parents of junior high school students, and 20% of the parents of senior high school students reported increased approval for YRS this year compared to last year. Yet, there remain almost 5% of elementary school parents, 18% of junior high parents and about 25% of senior high parents whose feelings about YRS are less positive this year.

Question 5
What progress has been made in reducing the harms set forth in the Crawford decision?

5a. What are the achievement levels of YRS students? Scores for students in our YRS sample were obtained from the regularly administered LAUSD achievement tests described in the previous chapter. The Survey of Essential Skills (SES) provides data on student performance in reading, mathematics, and composition. Table III-5 presents YRS student performance on the SES by grade configuration (K-5, K-6, 6-8) for 5th and 6th grade students. Looking at the data, one can get a general sense of YRS student performance. Table III-6 provides an additional comparison of the differences between the 1981-82 and 1982-83 performance of 5th and 6th grade students. Although the absolute magnitude of differences, over the two-year period, is small, around two score points, or between two and five percentage points per cell. The number of positive marks, compared to negative (7 to 2) suggests that some progress is being made. In fact, scores that decreased did so by margins of only .3 score points.

Table III-7 presents the sample Year-Round Schools SES results compared to the District averages (in terms of average percent correct). This table displays the trend that the differences between YRS elementary students and District-wide averages are diminishing by year. In 1981, the discrepancy between District and sample Year-Round Schools' scores averaged across subject matters and grade levels was 7.17 percentage points favoring the District average; in 1982, the average discrepancy was 5.83, and in 1983, the discrepancy was 5.17.

A comparison between YRS and non-year-round elementary schools' achievement was made in the sub-study, discussed previously. In this study, 17 pairs of elementary schools were matched on features including region, percent of Hispanic enrollment, poverty ranking and school size. In nine of the pairs, YRS showed higher performance on the SES. In eight of the pairs, non-YRS showed higher performance. In essence, there were no systematic achievement differences between YRS and non-YRS on the SES achievement measure when general school and community characteristics are matched. Table III-8 presents these results.

Table III-9 presents the achievement results for eighth grade students. These students, as part of the regular District testing program, completed the

Table III-5
Year-Round Schools Survey of Essential Skills
Achievement Test Results

School Grade Config.	Reading			Mathematics			Composition		
	Mean Raw Score	SD	Mean Percent Correct	Mean Raw Score	SD	Mean Percent Correct	Mean Raw Score	SD	Mean Percent Correct
K-5 (N = 8)									
Grade 5	32.71	2.19	74	39.88	2.77	71	33.15	2.45	75
K-6 (N = 17)									
Grade 5	31.58	2.83	72	37.75	3.89	67	32.30	3.01	73
Grade 6	37.19	3.38	77	32.10	4.53	67*	25.83*	3.00	72**
6-8 (N = 5)									
Grade 6	33.98	1.64	71	25.73*	1.58	54	23.47*	0.64	65**

Difference statistically significant $p < .05$
Difference statistically significant $p < .01$

Table III-6
Year-Round Schools Achievement on the Survey of Essential Skills: 1982 vs. 1983

	Reading	Mathematics	Composition
K-5			
Grade 5	+	+	+
K-6			
Grade 5	+	+	+
Grade 6	+	+	+
6-8			
Grade 6	-	+	-

Note: A "+" indicates an increase in performance in 1983 over 1982. A "-" indicates a decrease in performance in 1983 from 1982.

Table III-7
Comparison of Year-Round Sample Schools and District Survey of Essential Skills Results (Mean Percent Correct) 1981, 1982, 1983

Grade Level	Reading			Mathematics			Composition		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Grade 5									
YRS Sample	69	69	73	62	65	69	74	69	74
District-wide	77	74	78	68	68	72	74	76	79
Grade 6									
YRS Sample	64	76	77	53	61	64	56	67	72
District-wide	74	82	83	64	67	70	65	75	76
Grade 5									
Decreasing differences between YRS and District scores*	8	5	5	6	3	3	0	7	5
Grade 6									
Decreasing differences between YRS and District scores*	10	6	6	11	6	6	9	8	4

*Percentage points

Table III-8
Achievement of Matched YRS and PHBAO Schools on the Survey of Essential Skills (Grade 5)

School Pairs	Mean Percent Correct		
	Reading	Math	Composition
1*	69	71	71
2**	69	60	69
3	56	53	58
4	61	66	67
5	78	71	79
6	71	65	72
7	69	66	69
8	63	61	61
9	74	72	78
10	70	66	71
11	59	56	64
12	60	54	60
13	77	61	71
14	64	53	68
15	62	51	64
16	72	73	76
17	60	49	62
18	63	59	66
19	68	67	74
20	75	67	76
21	76	78	77
22	78	70	81
23	77	70	78
24	66	57	70
25	72	70	75
26	74	72	75
27	75	71	77
28	71	68	68
29	78	71	77
30	77	71	76
31	68	63	68
32	70	66	74
33	71	68	74
34	79	72	78

*Odd numbers denote Year-Round Schools
**Even numbers denote PHBAO schools

Comprehensive Tests of Basic Skills (CTBS). In both reading and mathematics, YRS students performed below the District mean in 1983. In reading, students were about 10 raw score points which translate to 14 percentiles lower than the District mean. In mathematics, YRS students performed about 10 raw score points or about 11 percentiles lower than the District mean.

Table III-10 presents the CTBS achievement results in terms of national percentiles for the YRS sample and the District for the last three years. As can be seen, the YRS sample showed improvement in both reading and mathematics from the 1982 results. This improvement was most pronounced in mathematics where the sample schools gained more than 10 percentiles. Thus, the 1983 CTBS results appear similar to the 1983 SES results in showing improved performance both in absolute terms and relative to the District as a whole.

Another indicator of YRS students' academic achievement is their performance on the District mandated senior high school proficiency tests, mathematics (TOPICS), reading (SHARP) and writing (WRITE:SR). In 1983, YRS students performance, in terms of the average percentage of students passing the tests exceeded the District averages. (See Table III-11.) Their performance improved from 1981-82 where they fell slightly below the District-wide averages.

5b. What are the attitudes and behavior of YRS students? The question of student attitude in YRS is substantially answered by student responses to the School Attitude Measure (SAM), a commercially published attitude measure. Student 1982-83 responses on the five subscales of the SAM are presented in Table III-12. The responses are reported by grade and grade configuration. To interpret the table look at the national percentile (NP) columns for each subscale. On the "motivation for schooling" subscale, scores for students in all grade levels (5, 6, 8, and 12) are above the national average (50th percentile). For the "academic self-concept performance-based" subscale, only students in the grade configuration 6-8 are below the national average. For the "academic self-concept reference--based" 5th grade students in K-6 schools and 8th grade students in both configurations fall below the national average. On the subscale assessing the "sense of control" that students feel over their school efforts, only 12th grade students scored above the national average, however their scores are substantially higher than the

Table III-9
1983 Comprehensive Tests of Basic Skills Results
YRS Sample and District-Wide Grade 8

School Configuration/ Grade Level	Reading			Mathematics		
	Mean	SD	NP*	Mean	SD	NP
6-8 (N = 5)						
Grade 8	44.84	1.94	38	54.10	4.26	42
7-9 (N = 5)						
Grade 8	38.78	5.07	24	48.44	8.90	36
YRS (N = 10)						
Grade 8	41.81	4.83	28	51.27	7.22	39
District-Wide						
Grade 8	51.70	--	42	61.70	--	50

*National Percentile

Table III-10
YRS and District Grade 8 CTBS Results Percentile
Percentile Comparisons: 1981,1982, and 1983

	Reading			Mathematics		
	1981 NP	1982 NP	1983 NP	1981 NP	1982 NP	1983 NP
YRS Sample	29	24	28	41	25	39
District-Wide	40	40	42	48	48	50

Table III-11
Competency Test Performance: YRS
(Percent Passing)

Group	TOPICS		SHARP		WRITESR	
	1982 Mean*	1983 Mean	1982 Mean	1983 Mean	1982 Mean	1983 Mean
YRS						
Grade 12	88.1	98.5	89.5	99.1	90.5	99.4
District-Wide						
Grade 12	93.2	95.6	94.5	96.9	94.6	97.0

*The percentages of students passing were based on the number who were assessed and passed. District-wide percentages are computed on the total District enrollment and the number of students, District-wide, who passed the tests.

average. On the scale that measures students' sense of "instructional mastery", only 6th grade students in K-6 schools and 12th grade students scored above the national median. Looking at Table III-12 and focusing on the rows, one can get a picture of students' performance by grade level. Grade five students in K-5 schools are above the median on three of the subscales; grade five students at K-6 schools are above the median on two subscales. For 6th grade students in K-6 schools, scores exceeded the national average on four of five subscales. However, 6th grade students in 6-8 schools, scores exceeded the national percentile average for only one subscale, while one is exactly at the 50th percentile, and three subscale scores are below the 50th percentile. This pattern may be a repetition of a finding in earlier studies: that students in the "highest" grade of a school feel more positively about themselves because they have reached the final level. That finding, however, does not appear to apply to 8th grade students in 6-8 schools. Twelfth grade students who have been exposed to the most education, score above the national average for every subscale of the School Attitude Measure.

Table III-13 displays changes in YRS attitudes as measured by the SAM from last year (1981-82) to this year (1982-83). Of 35 possible comparisons, by grade configuration, grade level and subscale, no change (0) from last year was registered for five of the cells; student scores rose (+) in 16 cells and dropped (-) in 14 cells. While this pattern approximates chance changes almost perfectly, one must consider that last year (1981-82) a good deal of positive growth was reflected in student attitudes. Thus we can assume that attitudes have stabilized to some degree, based on this year's analysis.

A different source of information about student attitudes and behaviors can be derived from archival data on student suspensions, vandalism incidents and unexcused student absences. Table III-14 summarizes the data in three areas and compares 1981-82 and 1982-83 figures. Elementary and junior high school student suspensions have dropped this year, while senior high school suspensions have increased. Incidents of vandalism have also been reduced for elementary and junior high schools, while senior high school vandalisms rose slightly. Unexcused absences have dropped for junior high and senior high students and show a small increase at the elementary school level. The only change of significant size appears to be for suspensions at the senior high school level. One potential explanation for this finding is what is called

Table III-12
Average School Performance by Grade Level on the School Attitude Measure (SAM): YRS

School Configuration/ Grade Level	Motivation for Schooling			Academic Self-Concept-Performance Based			Academic Self-Concept-Reference Based			Sense of Control Over Performance			Instructional Mastery		
	Mean	SD	NP*	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP	Mean	SD	NP
K-5 (N = 9)															
Grade 5	47.44	1.67	57	40.78	0.97	53	40.22**	1.09	54	42.44	1.59	47	43.67	1.87	46
K-6 (N = 17)															
Grade 5	47.35	1.87	57	40.35	1.90	50	38.59**	2.00	43	42.47	1.55	47	43.82	1.81	47
Grade 6	47.94	1.95	60	40.94**	1.43	55	40.00	1.77	53	44.35	2.11	47	44.82	1.91	53
6-8 (N = 5)															
Grade 6	46.20	2.28	50	39.20**	1.30	40	39.80	1.30	52	43.20	2.49	40	43.40	2.19	45
Grade 8	53.40	1.67	58	45.60	1.14	49	45.60	1.34	47	49.20	1.92	48	46.20	1.30	45
7-9 (N = 5)															
Grade 8	53.20	1.30	57	46.00	0.71	52	45.40	1.14	46	48.60	0.89	45	46.00	0.71	44
Senior High (N = 4)															
Grade 12	62.50	1.00	57	54.50	0.58	59	53.25	0.96	63	64.50	0.58	59	57.50	0.58	56

*National Percentile
**Difference statistically significant $p < .05$

Table III-13
YRS: School Attitude Measure (SAM)
Changes in Percentile from 1980-81 to 1981-82*

School Configuration/ Grade Level	Motivation for Schooling	Academic Self-Concept-Performance Based	Academic Self-Concept-Reference Based	Sense of Control Over Performance	Instructional Mastery
K-5					
Grade 5	-	-	+	-	-
K-6					
Grade 5	0	+	0	0	+
Grade 6	+	+	+	+	+
6-8					
Grade 6	0	-	+	-	-
Grade 8	+	+	-	+	+
7-9					
Grade 8	+	+	-	0	+
Senior High					
Grade 12	-	-	-	-	-

Note: A "+" indicates an increase in the percentile rank.
A "-" indicates a decrease in the percentile rank.
A "0" indicated no change in the percentile rank.

Table III-14
YRS Student Behavior

	1981 - 1982 Mean	SD	1982 - 1983 Mean	SD
Suspensions				
Elementary Schools (N = 26)	15.58	20.83	9.35	11.87
Junior High Schools (N = 10)	413.63	145.56	369.60	118.20
Senior High Schools (N = 4)	417.00	182.75	484.50	278.21

Vandalism	1981 - 1982 Mean	SD	1982 - 1983 Mean	SD
Elementary Schools (N = 26)	8.12	5.76	7.27	5.80
Junior High Schools (N = 10)	33.50	19.91	26.80	18.57
Senior High Schools (N = 4)	50.25	22.25	55.50	33.60

Unexcused Student Absences	1981 - 1982 Mean %	SD	1982 - 83 Mean %	SD
Elementary Schools (N = 26)	3.59	0.89	4.61	4.46
Junior High Schools (N = 10)	4.60	2.84	4.26	2.18
Senior High Schools (N = 4)	6.64	1.54	4.81	0.93

the "smaller school" effect. The logic is that YRS functionally turns schools into smaller sized entities for any given session, and permits administrators and others to attend more closely to student misbehavior. It is hypothesized that one reason for the absolute increase might be that the schools are "tightening-up" standards and formerly less serious events now result in disciplinary action. Certainly, such a view could be verified by discussions with school administrators.

5c. What are the post-secondary opportunities for YRS students? Twelfth grade students were asked to complete a form dealing with their post-secondary school aspirations; college advisors also provided information on the issue. The findings on post-secondary opportunities are displayed in Table III-15 for 1982-83. Compared to last year's data, 1983 YRS students are taking somewhat more English, mathematics, laboratory science, and foreign language courses. A small percentage of more students are expecting to receive their high school diploma, 91.1%. High school grade point averages are up significantly, and the increase does not seem to be a matter of "grade inflation", that is, higher grade for the same level of work. Support for the real increase can be inferred from performance on the the Scholastic Aptitude Test(SAT), with scores significantly increased on both verbal and mathematics scales for 1983 over 1982 YRS performance.

With regard to student aspirations, data for 1983 seem comparable to the 1982 findings overall. Slightly fewer students expect to work immediately or attend a technical school. More students (5%) plan to attend a UC four-year university and less (4%) plan to attend a private university. These findings probably reflect changes related to the general economy rather than specific school-based interventions.

Discussion of Findings

Data for 1983 presents a more positive picture of the progress of the YRS program overall. Teachers and administrators have a more positive view of the program, although some problems remain to be solved. Student performance is also improving as measured by the Survey of Essential Skills (SES) and the Comprehensive Tests of Basic Skills (CTBS). Student attitudes have stabilized

Table III-15
Year-Round Schools
12th Grade Student Academic Preparation and Post-Secondary Plans

I. High School Diploma (June 1983)	Frequency	%
Yes	962	91.10
No	12	1.14
Not Sure	82	7.77
Number taking Scholastic Aptitude Test (SAT)	322	43.61
Eligible to attend UC*	186	17.50
Eligible to attend CSUC*	227	21.40

II. College Preparatory Courses	Mean	SD
Years of History	1.66	0.11
Years of English	2.33	0.14
Years of Mathematics	2.09	0.18
Years of Laboratory Science	1.63	0.10
Years of Foreign Language	1.74	0.11

III. Academic Achievement	Mean	SD
High School GPA	2.73	9.18
SAT Performance - Verbal	428.90	27.30
- Mathematics	496.83	20.97

*Estimates based on student self-reported college preparatory subjects, GPA, and SAT scores, and are reported at school level.

TABLE III-15 (continued)
Year-Round Schools:
12th Grade Student Academic Preparation and
Post-Secondary Plans

IV. Plans After High School	Frequency	%
Full-time job	115	12.78
Attend a technical school	140	15.56
Attend a 2-year community college	265	29.44
Attend a UC campus	90	10.00
Attend a CSUC campus	111	12.33
Attend a 4-year public college	28	3.11
Attend a private 4-year college	48	5.33
Other	103	11.44

and for elementary and junior high school students, incidents of misbehavior are being reduced. Parental reaction is mixed, but is somewhat more positive than that in the 1981-82 interim report. Our sub-study on instruction in YRS found fairly widespread use of practices that have been demonstrated in the literature to be effective in improving reading and mathematics achievement.

The District has made a number of efforts to ameliorate difficulties identified in earlier reports. The custodial allocation formula was changed in Fall, 1982 so that assistance is provided on the basis of numbers of students served rather than measured size of the school. Year-round schools are reported to have benefitted by about 10%. Since 1981, the District reports that 800 classrooms have been air-conditioned. Plans are in place for additional air conditioning at 46 schools and for 295 classrooms as of March, 1983. Building plans for Year-Round Schools involve 11 schools and a total allocation of $44,277,000. In addition, the District administrative offices, including payroll, are monitoring YRS needs more closely. Microcomputers are being put in place through the Information Systems Division to help YRS schedule students, monitor data, and assist in overall communication. The District is also completing a half-hour television presentation designed to communicate with parents, teachers, and community members about YRS. The program will be in two languages.

Recommendations

The Los Angeles Unified School District (LAUSD) reported on its efforts to deal with continuing problems related to maintenance of schools, the summer heat problem, and building options as a way to deal with overcrowding. The District is also attempting to improve its administrative liaisons with YRS and communication with parents. It appears that the LAUSD efforts with the YRS program are beginning to result in positive trends in many significant areas. Because some problems remain, the following recommendations are made.

1. The District should anticipate the levels of enrollment likely to affect a given school so that more notice to schools and parents can be given concerning changes in schedule or configuration.

2. The District should, because of the continuing conflict in schedule among different schools, consider moving all YRS to the same schedule. This will reduce ambiguity for parents and school personnel, regularize contact among schools, and obviate the need for repeated schedule changes.

3. The District should continue its practice of providing support to YRS for custodial and general maintenance. Equipment repair opportunities should also be scheduled with YRS needs in mind.

4. The District should continue its efforts to match its administrative services to the YRS calendar.

5. The District should encourage local communities to provide recreational and other ancillary services to assist out-of-session students.

6. The District should continue its building and air conditioning programs so that the environment in YRS is as comfortable and educationally sound as possible.

7. The District should continue its efforts, both centrally and at the school sites, to inform parents about YRS and to provide options for those parents who prefer some alternative for their children.

8. The District should consider additional research in the area of student achievement; how it is developed or affected by the YRS program.