

Transitioning to Year-round Education: Satisfaction and Factors of Choice

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Abstract

This study examines a mid-west elementary school transitioning from a school-within-a-school calendar, offering both year-round and traditional calendars, to a year-round only calendar. The satisfaction of teachers and families with the transition, and the factors that teachers and families consider in making a calendar selection, were examined using quantitative non-experimental surveys and focus groups. Teachers and families tended to have positive reactions to the transition. Although some traditional calendar teachers and families had a negative initial reaction to the transition, they became more positive during and after the transition. There was a statistically significant difference in the level of satisfaction by calendar for all five questions asked of families, and two out of five questions asked of teachers. The importance of factors influencing calendar selection differed from the survey prior to, and after, the transition. There was a statistically significant difference in all seven factors for families and five out of seven factors for teachers. When factors impacting calendar selection were examined by calendar, three out of eight factors for teachers, and two out of seven factors for families, had a statistically significant difference.

Transitioning to Year-round Education: Satisfaction and Factors of Choice

The majority of schools in the United States operate on a traditional school calendar, closing for several months during the summer. This remains the case even though the main reason from closing in the summer, the need for child labor on farms, is no longer an issue for schools (Glines, 1995). Although more than two million children in 46 states in the United States are taught on an alternative calendar (National Association for Year-round Education, 2011), many schools are reluctant to consider changes to school calendars. The transition to a year-round calendar involves much more than an administrative decision. As Cooper (2004) observes, "The history of school calendars in the United States suggests that the only potentially successful innovations will be those that consider the education of children in the context of local and national economics and the politics of family time".

One elementary school in a mid-sized suburban community in the mid-west has successfully transitioned from a traditional calendar to a year-round calendar. The school began to explore year-round education in the early 1990's, and began a two-year school-within-a-school pilot program offering both the traditional and year-round calendars. The voluntary, single-track program provided 180 days of instruction following the 45-15 plan, with students attending school for four, nine-week quarters followed by three week breaks and a six week summer vacation (Lundquist, 2001). The year-round program saw continuous growth from its inception (G. Cutts, personal communication, October 1, 2004). During the 2004-05 academic year, all families and teachers of elementary students were surveyed to gather opinions of a variety of calendar structures and to identify the factors considered in choosing a calendar. The school transitioned to offering only a year-round calendar during the 2007-08 school year. Three years later, the families and teachers impacted by the transition were again surveyed to gauge

satisfaction with the transition and the factors considered in choosing a calendar at the time of the transition.

Previous studies have found that teachers report a positive experience with year-round education (Haser & Nasser, 2003; Haser & Nasser, 2005; Huebner, 2010; Morris, 2002). Their attitudes toward the alternative calendar improved with experience in the program (Kneese & Ballinger, 2009). Teachers also reported increased job satisfaction, and less stress and “burn-out”, within an improved school climate (Haser & Nasser, 2003). They appreciated the short, frequent breaks to reflect on their teaching and their students (Haser & Nasser, 2003; Shields & Oberg, 2000). Year-round schools also seemed especially focused on their mission (Haser & Nasser, 2005).

It has also been found that families report positive reactions to the year-round calendar. Researchers have found that families’ opinions of year-round are more positive after the transition, and over time (Kneese & Ballinger, 2009). Communication between the school and families has been reported as a critical element of transitioning to a non-traditional calendar (Haser & Nasser, 2005). Even after controversial moves to a year-round calendar some families remain unaware of the calendar choice (Haser & Nasser, 2005).

Method

Design

This study utilized non-experimental mixed methodology (Creswell, 2003). No variables were directly manipulated and assignment to year-round and traditional calendars was not random. Families carefully select the calendar that is most appropriate for their situation. For these reasons, a non-experimental design was appropriate for this study. A quantitative survey

gathered information from a large number of participants and was followed by qualitative focus groups moderated by the researcher to further explore survey results.

Information was gathered from teachers and families using a quantitative non-experimental survey design (McMillan & Schumacher, 2001). The first survey was conducted during the 2004-05 school year. All families and teachers of elementary students in the school district were surveyed. This survey (see Appendix A) gathered opinions on a variety of calendar structures and the major factors considered in calendar selection. Only the section of this survey on factors of calendar selection is considered in this study. The second survey (see Appendix B) was conducted during the 2010-11 school year and gathered information on satisfaction with the transition to only a year-round calendar and the factors that impacted calendar selection. Questions were developed from a review of literature and informal conversations with those familiar with year-round education. Family surveys were hand delivered to families attending parent/teacher conferences. Students took the survey home to families not attending conferences. Surveys were mailed to teachers with postage-paid return envelopes. Confidentiality and privacy were a priority in these surveys. Participants did not include their names. Family participants were asked to seal their completed survey in a plain envelope and leave them in the school office. Teachers returned their survey in the provided envelope which had no identifying marks. School records were used to identify the teachers and students at the school the last year both a traditional and year-round calendars were offered. The school data base was used to determine the current school and homeroom of students. Using this approach, it was determined that 406 students were enrolled prior to the transition year, with 51 students leaving the district prior to the second survey. The remaining 355 students represented approximately 258 families, of which 151 families returned surveys for a response rate of 54.3%. The school website and information

on the internet was used to find mailing addresses for teachers. A total of 43 certified teachers held positions at the school prior to the transition, and all but one were located. Surveys were returned by 28 of the 42 teachers for a response rate of 66.6%. These response rates are at the acceptable response rate of 50-60% (Diem, 2003).

In addition, two focus groups were conducted, one for families and one for teachers. The purpose of the focus groups was to further explore issues identified in the survey. Families and teachers were asked to volunteer for the focus groups if they wanted to share additional information. The survey included a separate document for participants to volunteer. Thirteen parents volunteered for the focus group and five attended. Seven teachers volunteered and six participated. Each focus group involved an audio recorded 45 minute discussion. Additional qualitative data was gathered from the space provided on the surveys for additional comments.

Data Analysis

Predictive Analytics Software (formerly Statistical Package for Social Sciences) was used to analyze data from the surveys. Teacher and family surveys were analyzed separately, but using the same methods. The Lickert scale responses were entered numerically (very satisfied = 1, major factor = 1). The mean score for each survey item for year-round and traditional participants were compared using the independent samples t-test. Levene's test was used to check the equality of variances. If the significance was less than .05, equal variance was not assumed.

The audio tapes of the focus groups were transcribed. After a general reading, the transcripts were coded, clustered into categories, and developed into themes. The comments provided on the surveys as additional comments were typed into a single document and analyzed in a similar manner.

Results

Teachers

Satisfaction.

Teachers had a positive reaction to the transition to only a year-round calendar (see Appendix C), with 100% of the teachers being very satisfied or satisfied with the process of the transition, their current level of satisfaction with the transition, and current teaching assignment. A small number of teachers (14.3%) had a negative first reaction to the idea of the transition. When satisfaction was examined by calendar (see Appendix D), some traditional teachers (25%) had a negative first reaction to the transition. There was a statistically significant difference in the satisfaction of year-round and traditional teachers (see Appendix E) in their first reaction to the transition ($p = .027$) and current satisfaction with their calendar ($p = .007$). Traditional teachers had more negative first reaction to the transition and year-round teachers were more satisfied with their current calendar.

Factors for calendar selection.

Teachers reported that continuing on the same calendar/assignment in the future (60.7%), staying on the same calendar after the transition (57.1%), and continuing in the same teaching assignment after the transition (57.1%) were major factors in choosing a calendar (see Appendix F). When examined by calendar (see Appendix G), traditional calendar teachers also included having their school-aged children on their calendar (75%) as a major factor in calendar selection. When the factors that teachers consider in calendar selection were compared to the survey prior to the transition (see Appendix H), there was a statistically significant difference in five out of seven factors. Only staying on the same calendar ($p = .589$) and continuing on the same calendar/assignment in the future ($p = .363$), were not significantly different.

Themes from focus group and comments.

A forty-five minute focus group was held with six teachers representing year-round and traditional calendars. Several themes emerged during the focus group and in written comments on the surveys. Teachers were generally positive about the transition describing it as “fabulous”, “delightful” and “a good thing”. Teachers expressed “relief” over having only one calendar operating in the building, saying that the transition relieved the “chaos” of scheduling two calendars. The teachers also noted a “separation”, “divide”, or “rivalry” between teachers and students on the two calendars within a single building. Moving to one calendar “kept everyone unified”. Teachers felt that the name of the program and promotional material may have inadvertently created a division between calendars. Year-round teachers expressed a great pride in their program and their colleagues, noting “something special” about the group which is philosophically unified. The teachers also expressed a concern to “keep the integrity of the year-round program” as administrators change and outside influence, such as construction projects, work to modify the calendar. The teachers wanted frequent and clear communication with administrators.

Families**Satisfaction.**

Families also had a positive reaction to the transition (see Appendix C), with 88% or more families, very satisfied or satisfied, at all points in the transition. When satisfaction was examined by calendar (see Appendix D), less than 2% of year-round families were dissatisfied or very dissatisfied at any point in the transition. Although, 48.1% of traditional calendar families were dissatisfied or very dissatisfied when they first heard of the transition, they were much more positive during the actual transition. Currently, 30.7% of traditional calendar families

remain dissatisfied with the transition, but only 14.8% are dissatisfied with their current calendar. There was a statistically significant difference between year-round and traditional calendar families at all points in the transition (see Appendix E), with year-round families feeling more satisfied.

Factors for calendar selection.

Families identified staying at their current school (43%), having children on the same calendar year after year (36.4%) and having all of their children on the same calendar (28.5%) as major factors influencing calendar selection (see Appendix F). When reviewed by calendar, these were again the major factors influencing both year-round and traditional calendar families (see Appendix G). When compared to the survey several years before the transition, there was a statistically significant difference in every factor influencing calendar selection (see Appendix H).

Themes from focus group and comments.

Survey comments were provided by traditional and year-round calendar families, however only year-round families attended the focus group even though all were invited. Five year-round parents participated in the forty-five minute focus group. Families were generally positive noting that the transition “made perfect sense” and it “was about time”. A few mentioned negative situations, including “having a child attend three schools in three years” or just “not being a fan of the program”. A couple survey comments mentioned “difficult transitions” lasting from a few weeks to a few years. Some families felt that forcing traditional calendar students to move out was “unfair”. Families felt that year-round benefitted their children academically and “wished that the opportunity continued in middle and high school”. It was also believed that year-round offered a high quality of education and the year-round calendar

benefitted from teachers having “all one philosophy”. Families encouraged the administration to continue to “communicate, communicate, communicate”.

Discussion

The results of this study appear to echo the findings of previous studies. In general, both teachers and families were satisfied with the transition. Those with experience on the year-round calendar were more highly satisfied, and satisfaction increased during and after the transition. Year-round teachers held an especially high regard for their school and their colleagues, and appreciated the short, frequent breaks for reflection and relaxation. Both teachers and families identified a unified philosophy and mission of the year-round school, as well as stressing the importance of communication during a transition.

Impact on Decision Making

Schools that are considering moving to an alternative school calendar should recognize that while there may be an initial negative reaction to the proposal, attitudes will likely improve during and after the transition. Although a small number of vocal people may have a negative reaction, the overwhelming majority will have a positive experience. It will be important to identify the major factors that families and teachers consider when choosing a school calendar. These factors can be addressed during program planning and implementation. Also, surveys used prior to a transition may not accurately depict the situation during the actual transition. In this case, a new elementary school was opened the same year as the transition was made to a year-round only calendar. This development may have eased the concerns about the calendar transition since school attendance borders and teaching assignments were changing for many. As with any change, communication and marketing opportunities are extremely important. The name of the alternative calendar program and its supporting materials should accurately represent

the program without causing a divide between traditional and year-round participants. Communication should be clear, concise, and continuous. Even when it is believed that the message has been fully received by all, there are often those that remain uninformed or misinformed.

Further Study

This study examines the experiences of teachers and families in one suburban mid-west school district. While the results are similar to previous studies, the transition to year-round calendars needs further study. The education system in the United States is very attached to the traditional school calendar. Although many, including Cooper (2004), believe that changes in the school calendar are inevitable, schools will need extensive information and support in making the transition to a year-round calendar.

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Appenices

Appendix A

The Future of Year-round Education: Parent/Guardian Perceptions (2004-05)

My child(ren) attend:

School A School B School C

My child(ren) attend school on the:

Traditional calendar Year-round calendar

My child(ren) are in the following grade(s):

K 1 2 3 4 5

Think about the future of the year-round program. Circle the response that best represents your opinion regarding the statement: strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD).

1. A traditional calendar should be followed in all three elementary buildings by all students.
SA A D SD
2. A year-round calendar should be followed in all three elementary buildings by all students.
SA A D SD
3. Year-round and traditional calendar options should be offered at each of the three elementary.
SA A D SD
4. The year-round calendar should grow to fill one elementary building by adding students even if they have not volunteered for the program.
SA A D SD
5. Participation in a year-round calendar should be voluntary.
SA A D SD
6. Elementary students should attend a school in their neighborhood.
SA A D SD
7. Year-round should continue as an optional program, open to all students in the district, housed only at Midwest.
SA A D SD
8. When enrollment allows, and an additional school building is built, the year-round program should be moved and the three current buildings should remain neighborhood schools.
SA A D SD

- 5. Participation in a year-round calendar should be voluntary.
SA A D SD
- 6. Elementary students should attend a school in their neighborhood.
SA A D SD
- 7. Year-round should continue as an optional program, open to all students in the district, housed only at Midwest.
SA A D SD
- 8. When enrollment allows, and an additional school building is built, the year-round program should be moved and the three current buildings should remain neighborhood schools.
SA A D SD

The next three questions ask about your perceptions. You may not have experience with each of the calendar options or facts to support your opinion. Base your response on information you have read, what you have heard from others, and your own experiences and thoughts. Just circle the answer that is closest to your opinion.

- 9. A year-round calendar would have a positive effect on academic achievement, as compared to a traditional calendar.
SA A D SD
- 10. A year-round calendar would make scheduling activities with family and friends more difficult, as compared to a traditional calendar.
SA A D SD
- 11. Frequent, short breaks in a school calendar, whether year-round or traditional, lead students to have a more positive view of school.
SA A D SD

Given the two alternatives of teaching on a year-round calendar or on the traditional calendar, would each of the following be a major factor, a minor factor, or no factor in your decision. Just circle the answer that is closest to your opinion.

- 1. Staying on the calendar in which I am currently teaching is a
major factor minor factor no factor
- 2. Continuing in the same teaching assignment is a
major factor minor factor no factor
- 3. Continuing in the same building is a
major factor minor factor no factor
- 4. Having my school-age child(ren) on the same calendar is a
major factor minor factor no factor
- 5. Finding child care for my child(ren) during breaks is a
major factor minor factor no factor

6. Taking courses/professional development during the summer is a
major factor minor factor no factor

7. Continuing on the same calendar/assignment for future years is a
major factor minor factor no factor

Appendix B

Making the Transition: School-within-a-school to Year-round Education (2010-11)

Please complete this survey and seal it in the plain envelope to protect your privacy. The survey will ask you questions about Midwest Elementary moving from offering both year-round and traditional calendars to only a year-round calendar. Thank you for completing the survey!

1. Before the transition at Midwest, my children attended school on the:

_____ Traditional Calendar _____ Year-round Calendar _____ Both Calendars

2. After the transition at Midwest, my children attend school on the:

_____ Traditional Calendar _____ Year-round Calendar _____ Both Calendars

During the transition, were the following a major factor, a minor factor, or no factor in the school calendar that you selected for your children after the transition. Just circle the answer that is closest to your opinion.

3. To have your children continue at their current school

Major factor Minor factor No factor

4. To have all your school-age children on the same calendar

Major factor Minor factor No factor

5. Finding child care for your children during breaks

Major factor Minor factor No factor

6. Having your children continue on the same calendar year after year

Major factor Minor factor No factor

7. Family plans during the late summer and/or fall and spring intersessions

Major factor Minor factor No factor

8. Your children attending the neighborhood school

Major factor Minor factor No factor

9. To select a specific teacher for my children

Major factor Minor factor No factor

Consider each of the following questions. Circle the answer that most closely reflects your opinion.

10. When I first heard that Midwest would make the transition to year-round only, I felt

Very positive Positive Negative Very negative

11. The process of the transition, for me and my family, was

Very positive Positive Negative Very negative

12. How satisfied were you initially with your children's school calendar after the transition?

Very satisfied Satisfied Dissatisfied Very dissatisfied

13. Currently, I believe the transition process was

Very positive Positive Negative Very negative

14. Currently, how satisfied are you with school calendar that you chose for your children?

Very satisfied Satisfied Dissatisfied Very dissatisfied

15. Please write any additional comments about the transition to a year-round only program at Midwest Elementary below.

Making the Transition: School-within-a-school to Year-round Education (2010-11)

Please complete this survey and seal it in the plain envelope to protect your privacy. The survey will ask you questions about Midwest Elementary moving from offering both year-round and traditional calendars to only a year-round calendar. Thank you for completing the survey!

1. Before the transition at Midwest, I taught on the:

____ Traditional Calendar ____ Year-round Calendar ____ Both Calendars

2. After the transition at Midwest, I taught on the:

____ Traditional Calendar ____ Year-round Calendar ____ Both Calendars

During the transition, were the following a major factor, a minor factor, or no factor in the teaching position that you wanted to hold after the transition. Just circle the answer that is closest to your opinion.

3. To stay on the calendar which you were teaching

Major factor Minor factor No factor

4. To continue in the same teaching assignment (ex. 4th grade)

Major factor Minor factor No factor

5. To continue in the same building

Major factor Minor factor No factor

6. To have your school-age child on the same calendar as you

Major factor Minor factor No factor

7. Finding child care for your own children during breaks

Major factor Minor factor No factor

8. Taking courses/professional development during the summer

Major factor Minor factor No factor

9. To continue on the same calendar/assignment for future years

Major factor Minor factor No factor

10. To teach with particular colleagues

Major factor Minor factor No factor

Consider each of the following questions. Circle the answer that most closely reflects your opinion.

11. When I first heard that Midwest would make the transition to year-round only, I felt

Very positive Positive Negative Very negative

12. The process of the transition, for me, was

Very positive Positive Negative Very negative

13. How satisfied were you initially with your teaching assignment after the transition?

Very satisfied Satisfied Dissatisfied Very dissatisfied

14. Currently, I believe the transition process was

Very positive Positive Negative Very negative

15. Currently, how satisfied are you with your teaching position that you held after the transition?

Very satisfied Satisfied Dissatisfied Very dissatisfied

16. Please write any additional comments about the transition to a year-round only program at Midwest Elementary below.

Appendix C

<i>Summary of Teacher Satisfaction with Transition to Year-round Only in Percentages</i>				
Question	Very Positive	Positive	Negative	Very Negative
#11 First reaction to transition	64.3	21.4	14.3	0
#12 Process of transition	68	32	0	0
#13 Initial satisfaction	80.8	11.5	7.7	0
#14 Current satisfaction with transition	73.1	26.9	0	0
#15 Current satisfaction with assignment	84.6	15.4	0	0
<i>Summary of Family Satisfaction with Transition to Year-round Only in Percentages</i>				
Question	Very Positive	Positive	Negative	Very Negative
#10 First reaction to transition	58.9	29.1	27.3	2.6
#11 Process of transition	58	32	6.7	1.3
#12 Initial satisfaction	64.9	30.5	3.3	.7
#13 Current satisfaction with transition	63.3	29.3	4	2
#14 Current satisfaction with a calendar	68.9	27.8	2	.7

Appendix D

Summary of Teacher Satisfaction with Transition to Year-round Only by calendar in Percentages

Question	Very Positive		Positive		Negative		Very Negative	
	YRE	Trad.	YRE	Trad.	YRE	Trad.	YRE	Trad.
#11 First reaction to transition	75	0	12.5	75	12.5	25	0	0
#12 Process of transition	68.2	66.7	31.8	33.3	0	0	0	0
#13 Initial satisfaction	87	33.3	4.3	66.7	8.7	0	0	0
#14 Current satisfaction with transition	78.3	33.3	21.7	66.7	0	0	0	0
#15 Current satisfaction with assignment	91.3	33.3	8.7	66.7	0	0	0	0

Summary of Family Satisfaction with Transition to Year-round Only by calendar in Percentages

Question	Very Positive		Positive		Negative		Very Negative	
	YRE	Trad.	YRE	Trad.	YRE	Trad.	YRE	Trad.
#10 First reaction to transition	70.2	7.4	27.4	37	1.6	33.3	0	14.8
#11 Process of transition	66.1	19.2	31.5	34.6	1.6	30.8	0	7.7
#12 Initial satisfaction	73.4	25.9	25.8	51.9	0	18.5	0	3.7
#13 Current satisfaction with transition	72.6	19.2	25.8	46.2	.8	19.2	0	11.5
#14 Current satisfaction with calendar	73.4	48.1	25.8	37	0	11.1	0	3.7

Appendix E

Comparison of Satisfaction Mean Scores for Teachers by Calendar (1 = very satisfied)

Question	Traditional Mean	Year-round Mean	T-test	Significance
#11 First heard	2.2500	1.3750	2.348	.027
#12 Process of transition	1.3333	1.3182	.051	.960
#12 Initial satisfaction	1.6667	1.2174	1.224	.233
#14 Current satisfaction with transition	1.6667	1.2174	1.675	.107
#15 Current satisfaction with calendar	1.6667	1.0870	2.930	.007

Comparison of Satisfaction Mean Scores for Families by Calendar (1 = very satisfied)

Question	Traditional Mean	Year-round Mean	T-test	Significance
#10 First heard	2.5926	1.3185	7.649	<.001
#11 Process of transition	2.3077	1.3589	5.348	<.001
#12 Initial satisfaction	2.0000	1.2702	4.668	<.001
#13 Current satisfaction with transition	2.2500	1.2863	5.260	<.001
#14 Current satisfaction with calendar	1.7037	1.2702	2.650	.013

Appendix F

Summary of Factors Influencing Calendar Selection by Teachers in Percentages

	Question	Major Factor	Minor Factor	No Factor
#3	Stay on calendar	57.1	17.9	25
#4	Continue same teaching assignment	57.1	10.7	32.1
#5	Continue in same building	53.6	10.7	35.7
#6	Have school-aged children on your calendar	29.6	3.7	66.7
#7	Finding child care during breaks	7.7	7.7	84.6
#8	Taking courses/professional development	3.6	32.1	64.3
#9	Continue on same calendar/assignment in future	60.7	17.9	21.4
#10	To teach with particular colleagues	28.6	35.7	35.7

Summary of Factors Influencing Calendar Selection by Families in Percentages

	Question	Major Factor	Minor Factor	No Factor
#3	Stay at current school	43	16.8	40.3
#4	All children on same calendar	28.5	13.9	57.6
#5	Finding child care during breaks	9.3	17.2	73.5
#6	Have children on same calendar year after year	36.4	26.5	37.1
#7	Family plans during breaks	19.9	36.4	43.7
#8	Attending your neighborhood school	18.5	11.9	69.5

#9	To select a specific teacher	5.3	18.5	76.2
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Appendix G

Summary of Factors Influencing Calendar Selection by Teachers by Calendar in Percentages

	Question	Major Factor		Minor Factor		No Factor	
		YRE	Trad.	YRE	Trad.	YRE	Trad.
#3	Stay on calendar	54.2	75	20.8	0	25	25
#4	Continue same teaching assignment	54.2	75	8.3	25	37.5	0
#5	Continue in same building	62.5	0	8.3	25	29.2	75
#6	Have school-aged children on your calendar	21.7	75	4.3	0	73.9	25
#7	Finding child care during breaks	4.3	33.3	8.7	0	87	66.7
#8	Taking courses/professional development	0	25	29.2	50	70.8	25
#9	Continue on same calendar/assignment in future	58.3	75	20.8	0	20.8	25
#10	To teach with particular colleagues	33.3	0	37.5	25	29.2	75

Summary of Factors Influencing Calendar Selection by Families by Calendar in Percentages

	Question	Major Factor		Minor Factor		No Factor	
		YRE	Trad.	YRE	Trad.	YRE	Trad.
#3	Stay at current school	45.5	30.8	14.6	26.9	39.8	42.3
#4	All children on same calendar	20.2	66.7	16.1	3.7	63.7	29.6
#5	Finding child care during breaks	8.1	14.8	18.5	11.1	73.4	74.1
#6	Have children on same calendar year after year	35.5	40.7	26.6	25.9	37.9	33.3
#7	Family plans during breaks	16.1	37	38.7	25.9	45.2	37

#8	Attending your neighborhood school	14.5	37	12.1	11.1	73.4	51.9
#9	To select a specific teacher	6.5	0	18.5	18.5	75	81.5

Appendix H

Comparison of Study 1 and Study 2 Mean Scores for Teachers (1 = major factor)

Question	Study 1 Mean	Study 2 Mean	T-test	Significance
#3 Stay on calendar	1.5889	1.6786	-.542	.589
#4 Continue same teaching assignment	1.1889	1.7500	-3.102	.004
#5 Continue in same building	1.4000	1.8214	-2.203	.034
#6 Have school-aged children on your calendar	1.7528	2.3704	-3.049	.003
#7 Finding child care during breaks	2.3864	2.7692	-2.597	.012
#8 Taking courses/professional development	1.7111	2.6071	-6.360	<.001
#9 Continue on same calendar/assignment in future	1.4494	1.6071	-.921	.363

Comparison of Study 1 and Study 2 Mean Scores for Families (1 = major factor)

Question	Study 1 Mean	Study 2 Mean	T-test	Significance
#3 Stay at current school	1.4426	1.9732	-6.618	<.001
#4 All children on same calendar	1.3564	2.2914	-12.036	<.001
#5 Finding child care during breaks	2.0436	2.6424	-9.251	<.001
#6 Have children on same calendar year after year	1.5018	2.0066	-6.664	<.001

#7	Family plans during breaks	1.8949	2.2384	-4.477	<.001
#8	Attending your neighborhood school	1.7568	2.5099	-10.647	<.001
#9	To select a specific teacher	2.0927	2.7086	-11.286	<.001
