

# Literature Review: Recommended

Study	Parameters	Findings	Conclusion
<b>Key Takeaway: The achievement gap between students from high and low socioeconomic backgrounds largely stems from summer learning loss</b>			
<ul style="list-style-type: none"> <li><i>Alexander, Entwisle, Olson (2007)</i></li> </ul>	<ul style="list-style-type: none"> <li>Study tracing achievement scores at the start of high school to their developmental precursors beginning in 1<sup>st</sup> grade using data from the Baltimore Beginning School study youth panel</li> </ul>	<ul style="list-style-type: none"> <li>Approximately two thirds of the total achievement gap between students from high and low socioeconomic backgrounds can be traced to differences in summer learning opportunities during elementary school</li> <li>Early summer learning losses have later life consequences, including high school curriculum placement, whether students drop out of high school, and whether they attend college</li> </ul>	<ul style="list-style-type: none"> <li><b>The achievement gap largely stems from differential summer learning during elementary years</b></li> </ul>
<ul style="list-style-type: none"> <li><i>Cooper, Nye, Charlton, Lindsay, Greathouse (1996)</i></li> </ul>	<ul style="list-style-type: none"> <li>Review of 13 studies evaluating the impact of summer learning loss on student achievement using meta-analytical methods</li> </ul>	<ul style="list-style-type: none"> <li>Students can lose one to three months of learning over the summer</li> <li>Middle-class students gained on grade-level equivalent reading tests over the summer while lower-income students performed worse</li> </ul>	<ul style="list-style-type: none"> <li><b>Summer learning loss can impact all students but disproportionately impacts lower-income students</b></li> </ul>
<b>Key Takeaway: Research is mixed regarding the potential benefits of a balanced calendar approach, however the quality of research to date has been limited</b>			
<ul style="list-style-type: none"> <li><i>Worthen &amp; Zsiray (1994)</i></li> </ul>	<ul style="list-style-type: none"> <li>Researchers at the North Carolina Educational Policy Research Center conduct a meta-analysis of existing research to determine which of the various assertions about year-round education (YRE) are supported by research findings and evaluation studies</li> </ul>	<ul style="list-style-type: none"> <li>Students in YRE maintain or improve their academic performance, exhibit better attitudes toward school, improve their overall attendance, and drop out of school less often</li> <li>Teachers have somewhat better attitudes toward school, exhibit less absenteeism, feel more professional, and report greater stress while in session but less burnout across the year</li> <li>A strong majority of parents favor a well-implemented YRE program and a minority of parents resist any YRE program</li> </ul>	<ul style="list-style-type: none"> <li><b>Research demonstrates that year round education has a positive impact on both academic achievement and student and teacher attitudes toward school</b></li> </ul>
<ul style="list-style-type: none"> <li><i>Cooper, Valentine, Charlton, Melson (2003)</i></li> </ul>	<ul style="list-style-type: none"> <li>Meta-analytical synthesis using inferential methods in 39 school districts to assess the impact of modifying the school calendar to eliminate the long summer break without adding instructional days throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>The average effect size was approximately .06 standard deviations in favor of modified calendars, a positive but very small finding</li> <li>Modified calendars were associated with higher achievement for economically disadvantaged students</li> <li>Many of the studies included in the design were deemed inadequate to test to full impact of a balanced calendar approach</li> </ul>	<ul style="list-style-type: none"> <li><b>Existing studies demonstrate only a limited impact of a balanced calendar approach</b></li> </ul>

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<ul style="list-style-type: none"> <li><i>Dessoiff (2011)</i></li> </ul>	<ul style="list-style-type: none"> <li>Review of “year-round” schooling – explanation of why districts adopt and overview of results</li> </ul>	<ul style="list-style-type: none"> <li>Districts adopt this model to stem “summer slide” (summer learning loss) and address overcrowding</li> <li>Most students lose 2 months of math achievement in the summer</li> <li>Low SES students lose more than 2 months of reading achievement</li> <li>Middle class students make slight gains in reading achievement.</li> <li>Increase in childhood obesity during the summer due to consumption of “junk food”</li> </ul>	<ul style="list-style-type: none"> <li><b>No data to show improvements in academic achievement</b></li> <li><b>Some positive trends in grades, attendance and discipline referrals</b></li> </ul>
<ul style="list-style-type: none"> <li><i>Varner (2003)</i></li> </ul>	<ul style="list-style-type: none"> <li>Examined the progress of nine third grade teachers in one traditional school and one year round school through their reading and math textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers working in year round education (YRE) setting moved more quickly through course content,</li> <li>The YRE teachers believed that they and their students experienced less burnout</li> <li>The YRE teachers reported spending less time reviewing material</li> </ul>	<ul style="list-style-type: none"> <li><b>This was a small qualitative study. Additional research is needed in order to generalize the findings.</b></li> </ul>
<ul style="list-style-type: none"> <li><i>Worthen &amp; Zsiray (1994)</i></li> </ul>	<ul style="list-style-type: none"> <li>A longitudinal study of the impact of YRE nationally and in North Carolina</li> </ul>	<p>YRE students:</p> <ul style="list-style-type: none"> <li>Do as well or better academically</li> <li>Exhibit better attitudes toward school</li> <li>Improve overall attendance</li> <li>Drop out of school less often</li> </ul> <p>YRE teachers:</p> <ul style="list-style-type: none"> <li>Have somewhat better attitudes toward school</li> <li>Exhibit less absenteeism</li> <li>Feel more professional</li> <li>Report greater stress while in session, but less burnout across the year</li> </ul> <p>YRE parents:</p> <ul style="list-style-type: none"> <li>Majority favor well-implemented program</li> </ul> <p>YRE schools:</p> <ul style="list-style-type: none"> <li>Slight decrease in vandalism and burglary</li> </ul>	<ul style="list-style-type: none"> <li><b>Findings from over 20 years of research suggest that a balanced calendar provides a number of benefits as compared to a traditional school calendar</b></li> </ul>
<ul style="list-style-type: none"> <li><i>Ramos (2012)</i></li> </ul>	<ul style="list-style-type: none"> <li>A study of one Midwest elementary school transitioning from a school-within-a-school calendar to a year-round only calendar. Satisfaction of teachers and parents were examined using surveys and focus groups</li> </ul>	<ul style="list-style-type: none"> <li>There was a statistically significant difference in the level of satisfaction by calendar for both parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li><b>This was a small study of one school during its transition. While results were statistically significant, great study is needed in order to generalize to a broader context.</b></li> </ul>

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<ul style="list-style-type: none"> <li><i>Lyttle (2011)</i></li> </ul>	<ul style="list-style-type: none"> <li>Review of literature for the practicality and cost effectiveness of traditional v. year-round school.</li> </ul>	<p>YRE benefits outweigh those of traditional calendar:</p> <ul style="list-style-type: none"> <li>Students scored higher on yearly state exams</li> <li>Teacher motivation and satisfaction was higher</li> <li>Teacher turnover rates are much lower</li> </ul>	<ul style="list-style-type: none"> <li><b>Findings suggest greater benefits of YRE v. traditional calendar</b></li> </ul>
<ul style="list-style-type: none"> <li><i>Wu &amp; Stone (2010)</i></li> </ul>	<ul style="list-style-type: none"> <li>Study used data from 4500+ schools over six years to determine whether YRE had an effect on the outcome and growth of school's Academic Performance Index in California</li> </ul>	<ul style="list-style-type: none"> <li>API performance of YRE schools was not different from non-YRE schools</li> </ul>	<ul style="list-style-type: none"> <li><b>Authors state the findings cannot be construed as a general conclusion that there is no difference in educational outcomes. API is not the only measure, and does not take into account other educational goals such as the well-being of students and teachers, learning, development of creativity or social development.</b></li> </ul>
<ul style="list-style-type: none"> <li><i>McMillen (2001)</i></li> </ul>	<ul style="list-style-type: none"> <li>A study of more than 345,000 North Carolina students using 1997-98 data to determine the impact of YRE.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement in YRE schools was no higher than in non-YRE schools. Instances of statistical significance were determined to be of no practical significance.</li> </ul>	<ul style="list-style-type: none"> <li><b>Variable such as additional calendar days, school choice, and other factors such as students' academic achievement levels make it difficult to determine impact of YRE. More research is needed.</b></li> </ul>
<ul style="list-style-type: none"> <li><i>Winter (2005)</i></li> </ul>	<ul style="list-style-type: none"> <li>Article focuses on the balanced calendar from a review of the literature and the perspective of two early childhood educators in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>Literature identifies the benefits of YRE.</li> <li>Similarly, the two educators tout the benefits from their experience and perspective.</li> </ul>	<ul style="list-style-type: none"> <li><b>No empirical evidence is provided to determine academic benefits for students</b></li> </ul>
<ul style="list-style-type: none"> <li><i>Gismondi Haser &amp; Nasser (2003)</i></li> </ul>	<ul style="list-style-type: none"> <li>Article examines the impact of YRE on teacher satisfaction in one Virginia elementary school.</li> </ul>	<p>YRE provided teachers with:</p> <ul style="list-style-type: none"> <li>Additional employment opportunities</li> <li>Systematic breaks that reduce burnout</li> <li>Time for professional reflection</li> </ul>	<ul style="list-style-type: none"> <li><b>YRE provides benefits for teachers that may contribute to their efficacy in the classroom.</b></li> </ul>