Keeping Schools Open As Community Learning Centers - July 1997

Executive Summary

Keeping schools open longer before and after school, and during the summer can turn schools into *Community Learning Centers*. By keeping school doors open during non-traditional school hours, the school provides students, parents, and the community with access to valuable educational resources. A Community Learning Center housed in the community school can be a safe after-school and summer haven for children, where learning takes place in a building removed from the violence, drugs, and lack of supervision of children that permeate some communities in America.

Community Learning Centers get us "back to basics," back to active community involvement in raising and educating all of our children. The positive impact on children of re-establishing the ties among home, school, and community has been widely recognized. It is a cornerstone of President Clinton's *America Reads Challenge* proposal which seeks to match reading partners with children having reading difficulties, in before- and after-school and summer programs. As the Carnegie Foundation for the Advancement of Teaching points out, collaboration between home and school is essential both to family functioning and to school success.

Schools as Community Learning Centers can be a critical resource to meet the growing need for children to have safe and productive activities during the hours outside of the school day. While the number of after-school child care programs has grown over the last 20 years, there are still not enough organized, extended learning opportunities. In 1995, there were 23.5 million school-age children with parents in the workforce, yet as recently as the 1993-94 school year, only 3.4 percent of children in public elementary and combined schools were enrolled in the 18,111 before- or after-school programs at public schools.

In too many cases, organized before and after school programs are simply not available to children in public schools. Of the 49,000 before and after school programs available in the U.S. in 1991, only about a third were housed in public schools, and seventy percent of all public elementary and combined schools did not have a before- or after-school program. Furthermore, although the need for programs serving older children is also substantial, only a tiny percentage of in-school and out-of-school care programs serve older children and youth. Less than 1 percent of 7th and 8th graders were in programs in 1991.

Our children's need for opportunities for learning and enrichment in a safe and drug-free environment continues to grow, and working parents want more access to extended learning opportunities. A 1994 survey of parents found that 56 percent think that many parents leave their children alone too much after school. And principals have long seen a need for extended learning programs; in a 1989 survey, 84 percent of school principals agreed that there is a need for before- and after-school programs.

Today, more than ever before in our nation's history, education is the fault line between those who will prosper in the new economy and those who will not. Most of today's good jobs require more skills and training than a high school diploma affords. Preparation for college begins the day a child first steps foot in the schoolhouse--but not every child has access to all of the other resources that they need. Before and after school and summer programs help kids stay on the right track from the beginning, by providing reading tutoring to younger children, mentors to guide older children through the math and science courses--like Algebra and Geometry--that pave the way to college, as well as the opportunities in the arts, sports, and recreation and help from caring adults to guide kids to grow and develop into strong individuals.

Public schools are uniquely suited to meet these formidable challenges. Among the many reasons keeping public schools open as Community Learning Centers make sense are that:

- Research indicates the need for more opportunities for young people to learn and grow in a safe and drug-free environment.
- Public schools often provide a low-cost, accessible location to extend learning.
- Community Learning Centers are well positioned to help younger children meet the *America Reads Challenge*--that all children will read independently and well by the end of third grade.
- Community Learning Centers can provide the extra encouragement and support many children need to take and pass Algebra and Geometry in middle and junior high schools and succeed in Advanced Placement classes and the other challenging courses in high school necessary to prepare for college.
- Community Learning Centers can offer children and youth long-term mentoring opportunities to help them master basic skills while offering them enrichment activities that often have the potential to develop into life-long interests.
- Community Learning Centers allow all of the partners in a child's education to become involved and utilize their diverse talents and resources; for example, using science professionals as mentors for middle school students, who can both share their expertise in science, and serve as role models for the importance of education.
- Extending the hours that schools are open is a cost-effective means of giving students the opportunities they need to learn and develop in an enriching, safe and drug-free setting.

This guidebook outlines the steps needed to successfully convert a school into a community learning center and lists resources for further information and assistance. Included are concrete suggestions for how to:

Estimate typical costs. Costs for after-school and summer programs vary widely, based on the type of activities and services offered, the times that the program operates, whether transportation and materials are required, and the experience of the staff. However, programs have many options to meet costs including charging user fees; accessing a mix of local, state, and federal government funding; seeking competitive public or private grants; undertaking partnerships with youth and community organizations and private sector sponsors; and arranging with parents, community members, and National Service participants to volunteer time.

Develop a Community Learning Center budget. Figuring out a Community Learning Center's budget is critical for financing a program. It is useful to itemize a list of common expenses associated with establishing and operating a program and then the potential resources for financing the expenses; some items and services can be donated, while others may have no cost. A source-by-source accounting of funding is useful, too.

Build consensus and partnership. Extending learning time at a school through programs such as reading tutoring, homework centers, mentoring middle school students in math and science, or a drug-prevention program may require collaboration among diverse partners: not only parents and educators, but also community residents, service providers and public officials may need, and want, to be involved in the process. Programs should keep in mind the goal of drawing upon all of the community's available resources, while addressing the concerns of all who are affected as true partners.

Conduct a community assessment of needs and resources. A community assessment helps a partnership turn a shared vision for continuous learning and safety into strategies that use resources efficiently to address local conditions. Assessment information can come from interviews, surveys, focus groups, and community forums. All local stakeholders can contribute to the assessment process so that the resulting strategies address real concerns, and consider all possible resources. For example, is there a local college nearby which could provide work-study students or volunteers, or low-cost teaching assistants?

Design an effective program. Successful partnerships have concluded that every school and community must choose its own combination of opportunities to address local conditions and concerns. Nevertheless, effective programs address the following issues: establish vision and focus; address needs in an appropriate manner; coordinate efforts; and establish a system of accountability from the beginning.

Consider logistical issues. School governance, liability, and building maintenance issues are paramount to making a Community Learning Center work. Strong leadership, collaborative decisionmaking, a clear understanding of management and organization procedures and policies such as liability, as well as managed, mutually acceptable arrangements for space are elements of successful programs.

Obtain qualified staff. Staff for after-school or summer learning can come from the school, a partner agency, or the community, but should have appropriate experience, realistic expectations, and a true interest in caring for children. Paid professionals and teachers can be supplemented with volunteers, parents, AmeriCorps participants, federal Work Study students and other volunteers from local colleges or universities, community members, senior citizens, and business representatives. Experts agree that while there are wide variations in staff salaries, hours, benefits, and qualifications, it has generally been true that where key staff are paid reasonably and given benefits and other financial incentives, quality staffing is the result.

Evaluate a program's accomplishments. Community Learning Center programs are by nature complex, and no matter how well designed, must learn from experience. Continuous monitoring of the progress of a program--in addition to a shared understanding of the program's goals--can help leaders and staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes. Continuous monitoring allows a program's director to assess whether its key features are working as intended, and helps the program to do better than before.

Keeping schools open after typical hours to become a Community Learning Center is a significant way to help meet the increasing needs of our nation's children in a caring environment. By uniting parents, principals, teachers, and community groups in partnership, communities can assess and meet real student needs such as addressing reading deficiencies and helping students learn math at internationally competitive levels, eliminate waste of resources by coordinating efforts, and gain the advantages of shared expertise and experience. Children, families, and the whole community will benefit as children learn and grow in a safe and friendly, enriching environment.

"Increasingly, our schools are critical to bringing our communities together. We want them to serve the public not just during school hours but after hours: to function as vital community centers; places for recreation and learning, positive places where children can be when they can't be at home and school is no longer going on; gathering places for young people and adults alike. Bringing our schools into the 21st century is a national challenge that deserves a national commitment."

William Jefferson Clinton
President of the United States
July 11, 1996

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[Title page] [The Benefits of Schools as Community Learning Centers]

Lessons from Abroad

International comparisons of education are difficult. Cultural factors influence performance and school systems differ. Despite such problems, international comparisons are not impossible and a great deal can be learned from examining schooling abroad. In fact, unflattering comparisons of the academic performance of American students with those from other lands spurred attempts at school improvement in the United States throughout the 1980s.

From its review of other nations, the Commission draws several conclusions:

*Students in other post-industrial democracies receive twice as much instruction in core academic areas during high school.

*Schools abroad protect academic time by distinguishing betweenthe "academic day" and the "school day."

*Many of our economic competitors supplement formal education withsignificant out-of-school learning time.

*School performance abroad has consequences and is closely relatedto opportunities for employment and further education.

*Teachers in other countries enjoy freedom and respect asprofessionals.

In short, education abroad is built around high expectations. Schools hold themselves and the adults and students in them to high standards; in consequence they enjoy high levels of support from parents and the community. As the Commission observed first-hand, schools overseas reflect a cultural passion for learning.

Twice as Much Core Instruction

Recent comparisons of the number of annual "instructional hours" in different countries indicate that Americans rank in the top half of the nine countries examined. By the standard of time as an instructional resource, American education measures up well.

This standard, however, provides false comfort. As the Commission saw in Germany and Japan, learning is serious business abroad. "Academic time" is rarely touched. Distinctions are made between the academic day (which the Germans call the half day) and the school day (in Germany, the full day).

When asked about the school day, officials produce documents outlining a time frame similar to that in the typical American school. They feel no need to explain extracurricular activities within the school day, because these activities are not allowed to interfere with academic time. Academic time, by and large, is devoted to core academic study—native language and literature, mathematics, science, history, civics, geography, the arts, and second and third languages.

The use of "instructional" time in the United States is markedly different. The Commission analyzed time requirements for core academic subjects in 41 states and the District of Columbia (Nine states did not provide information). The results are startling: on average, students can receive a high school diploma—often sufficient in itself for university entrance—if they devote only 41 percent of their school time to core academic work.

It is conceivable that American students devote more time to demanding coursework than states require. That hope, however, is misplaced. 1993 data from the U.S. Department of Education indicate that the course of study most students follow is very close to what states require.

Figure 1 (below) compares [redacted] for core academic instruction in the final four years of secondary school in four countries: Germany, France, Japan, and the United States. It displays minimum time requirements at the secondary level in core academic subjects, based on our observations abroad and official state and national publications. In their final four years of secondary school, according to our estimates, French, German, and Japanese students receive more than twice as much core academic instruction as American students. Although these estimates are approximations, we are convinced they reflect the magnitude of the academic time trap in which American schools are caught.

Figure 1 speaks for itself. No matter how the assumptions underlying the figure are modified, the result is always the same—students abroad are required to work on demanding subject matter at least twice as long. In practical terms, this means that most foreign students are studying language, literature, science and two or more languages, while many of our young people spend their time in study [redacted] driver education, and assemblies.

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Even the most committed advocate of the status quo will concede that American students cannot learn as much as their foreign peers in half the time. By this standard, our education system still has a long way to go.

One need look no further than Figure 1 to understand why European and Asian visitors to the United States commonly understand English while their children outperform American students on tests of student achievement. Americans abroad, by contrast, assume they will deal with people who speak English. Our high school students have trouble reading, writing, and solving simple mathematics problems.

The emphasis on core academic instruction abroad does not mean that other activities are ignored. Up to 50 percent of German students, even in farming areas, remain at the school after the academic day to participate in clubs, sports, and additional classes of one kind or another. In Japan, students clean their school when the academic day ends and then enter activity periods.

Figure 1

The Final Four Years in Four Nations:
Estimated Required Core Academic Time

U.S.: 1460

Japan: 3170

France: 3280

Germany: 3628

(Source: United States estimate developed from The Digest of Education Statistics (NCES, 1992), State Education Indicators (Council of Chief State School Officers, 1990), and the commission's review of academic requirements in 41 states and the District of Columbia. The estimate for Japan was developed from Monbusho (1993 publication of the Japanese Ministry of Education, Science and Culture) and site visits to Japanese secondary schools, and confirmed by senior Japanese ministry officials at a meeting in Washington. The estimate for France was developed from a French publication, Organization of the French Educational System Leading to the French Baccalaureat, and confirmed by French officials. The German estimate is actually the number of hours of required coursework for one state, Berlin.)

Out-of-School Learning

The formidable learning advantage Japanese and German schools provide to their students is complemented by equally impressive out-of-school learning. Large numbers of Japanese students (two-thirds of all students in Tokyo; nationally about 15 percent of all students in grade four rising to nearly 50 percent by grade nine) attend jukus--private, tutorial services that enrich instruction, provide remedial help, and prepare students for university examinations.

A Japanese research institute official told the Commission that elementary school teachers teach to the "middle of the class." Gifted students who might get bored or students who need extra assistance are expected to turn to the juku for help.

Jukus are a big business in Japan. Spending on the estimated 35,000 jukus reaches about 800 billion yen annually (over $7 billion), costing the average family, according to Japanese officials, about $2,500 per year, per child.

In Japan, schools and the larger society generally ignore "ability" or "aptitude" as factors in school success. The Japanese are convinced that hard work can help every student meet high standards. Diligence, application, and enterprise are the keys--if a student is not "getting it," more time, usually self-directed time, is the answer.

Jukus do not exist in Germany. But if German students are similar to their peers throughout Europe, 50 percent of them spend two or more hours on daily homework, and only 7 or 8 percent watch television for five or more hours a day. In the United States, only 29 percent of students report doing as much homework and three times as many watch television daily for five or more hours.

In sum, compared to American students, German and Japanese youth are exposed in high school to much more demanding academic subjects, for many more hours. They spend more serious time learning outside the school. And they fritter away less time in front of

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TABLE 1

Comparison of Achievement of Year-Round and Traditional Calendar Schools.

School/District Author	Calendar Plan *	Population Studied	Comparison Group*	Years of Study	Tests Used	Results **	Comments
Buena Vista City Schools: VA Farrell, J. F. Dr	Quarter (extended year for those electing extra Q)	Gr 9-12 Tests for 11th	National & VA Norms/ mean (non-matched)	1974-91	STEP SRA (74-87) TAP (88-91)	+	School Board mandated low ach students to YRE
Carlisle Elem School Plano Plano, TX McCusland, Charles	45/10 ST	Gr. 3-5	TC--3 similar schools in District and total District	1991-92	ITBS NAPT CogAT	Grade 3 & 4: in Lang, Soc Studies and Math/Grade 5 ±	Higher Order Thinking Skills also assessed
College Park Elem. Fulton Co. Schools, GA Russell, Connie Dr	45/15 ST	Gr. 2-5 all students & Chap. 1 students	Matched SES TC in District	1990-91 and partial data for 1991-92 (new test)	ITBS	± cross section and cohort groups	N's small, especially for Chap 1 students but cohort data well done
Crockett Interm. Sch Conroe I S D TX Loyd, C. R. Dr.	30/10 ST (175 days)	Gr. 6 N=54	TC 'matched sample'	1990-91	CAT	+ Pre-Post Design	No follow-up testing done this year
Cypress-Fairbanks ISD Houston, TX Willis, Betty Dr.	60/20 MT	Pre-K thru 5th 3rd to 4th gr. N=72	District & TX normative results	1991-93	NAPT TAAS	± over all, but + for the "At Risk" students	NAPT = Normative Assessment Performance in TX TAAS = Texas Assessment of Academic Skills
Duval Co P. S Jacksonville, FL Thompson, Jim Dr	60/15 ST & MT	'91'92--3 elem. sch N=900 '92'93--8 elem. N=3000 Gr. 1-7	TC schools in District	1991-92 1992-93	CTBS	± longitudinal data for most of the students	Participation in YRE voluntary, therefore results not representative of all schools in District
Mueller Elem. Sch Chula Vista Dist, CA Dixon, Matthew	60/15 MT Orchard Plan (St. of CA)	Gr 3 - 6. Pre-Orchard Plan: N=480; Post-Orchard Plan: N=690	Castle Park Elem. TC sch same SES etc.; also District averages	1985-89 Pre-Orchard avgs 1990-93 Post-Orchard avgs.	SAT Read/Math	+ Read/Math scores higher but not statistically significant	Data analysis also compared Mueller with other Chapter 1 schools in Dist YR results were found to be better
Orange County P.S. Orlando, FL Furlog, Diane (Eval) Lacker Deanne (Prog)	60/15 MT 2 schools ST 1 school	Gr. K-5 Test results for gr. 2-5.	Dist. Averages for TC schools plus cohort & longitudinal data.	1988-93 baseline plus two years implemation data.	SAT	+ + Read Comp Total Math for gr 2 & 4	Statistically significant at grades analyzed for 1st yr but dropped from 2nd to 3rd year

RESULTS, DISCUSSION AND CONCLUSIONS

Thirteen studies of year-round education were reviewed in the 1993 edition of this report.[1] Nineteen studies have been reviewed in this 1994 second edition. It appears that there is considerable interest in and evaluation/research activity concerning the degree of success of the year-round education concept. The studies reviewed here were those readily obtained by the National Association for Year-Round Education. However, an exhaustive review of the professional literature was not undertaken. In the past, the majority of programs reviewed were elementary school applications, often grades two through five. Here, too, the majority of the nineteen studies have included these grades. However, four of the studies include high schools; an additional seven include grades six, seven and eight, which are either in a middle school setting or constitute the upper grades of elementary schools. Together, then, a total of eleven, or 58% of the studies include secondary education, a substantial increase over what has previously been reported.

The difficulties of creating clear evaluative designs, which include serious efforts to control for the many variables which are not of primary interest, has often been emphasized. Among the studies reviewed herein, this is perhaps the most often-noted frustration of the authors. Yet each of them has taken steps to do just that. In all cases the limited populations have been acknowledged, and cautions have been made that generalizations to larger groups are not necessarily warranted. In most, but not all of the studies, some type of comparison or control group has been established. In lieu of such comparable populations -- such as socio-economic status, ethnicity, time in program and the like -- several studies have depended upon national or state norms on standardized instruments to represent another population. For example, many of the Texas studies use as their primary instrumentation and norms, the Texas Assessment of Academic Skills (TAAS) and the Tests of Achievement & Proficiency (TAP). The normed group, then, becomes the comparison base as contrasted with those studies that compare two independent groups. In the normed group, usually the criterion of percentage of pupils meeting the 70% "passing level" score is used for reference. In California, likewise, the California Assessment Program (CAP) results for schools provide one or more of the data points and/or statistics used for determining the degree of "success" of a program. Since 63% of the studies come from California and Texas, several of them include normed comparisons, rather than separate control groups.

Other commercially-developed and standardized instruments were also used in these two states and in the other four states represented in the studies reviewed in this document. Some of the other tests used are the *Abbreviated Stanford Achievement Test* (ASAT), earlier editions of the *Stanford Achievement Test* (SAT), the *California Achievement Test* (CAT), the *Comprehensive Test of Basic Skills* (CTBS), *The Iowa Test of Basic Skills* (ITBS), The *Sequential Tests of Educational Progress* (STEP), *Science Research Associates* (SRA) and the *Gates-MacGinitie Reading Tests*.

What were the results across all of the nineteen studies? As the reader might well expect, the complex array of test results was mixed, though favorable to the year-round concept. First, looking only at Table 1 results (those studies essentially meeting the criteria established for inclusion in the initial review), we find that there were 35 possible categories or areas that could be given plus, minus, or mixed result grades. The 35 are the product of the major test results (not including sub-tests) and the grade levels reported. Fourteen schools/districts contributed to the results of this group.

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[1] Les Six, "A Review of Recent Studies Relating to the Achievement of Students Enrolled in Year-Round Education Programs", *National Association for Year-Round Education*, San Diego, CA January 1993

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Results favorable to year-round programs (those designated by a plus (+) in Table I) totaled 30 of the 35 categories, or an 86% favorable finding. There were no fully negative findings. The remaining five qualified as "mixed results" (designated in both Tables I and II as ±) and represent 14 % of the total.

The studies of five additional schools/districts (those listed in Table 2) resulted in a total of 23 possible categories. Eighteen (78%) of these results were favorable to year-round programs (+). Three of the 23 (13 %) were designated with a minus (-), which meant that traditional calendar schools were favored by these results. Two of the 23 categories (9%) resulted in mixed findings (±).

Taking the total data across both tables the composite values are:

+	=	48 of 58 categories	(83%)
-	=	3 of 58 categories	(5%)
±	=	7 of 58 categories	(12%)

With respect to achievement results, these figures are the main finding of this review.

Some of the studies did provide statistical tests to determine if any given value was statistically significant. In all cases the alpha level was set at $p<.05$. Those results which were *statistically* significant are marked with a bullet (•) after the + or - in the results column of Tables I and II. Among the most positive findings are those reported in the studies provided by Carlisle Elementary School, TX; Orange County Public Schools, FL; Oxnard School District, CA; San Diego City, CA; Socorro School District, TX; Sweetwater Union High School, CA; West Carrollton Schools, OH and Waco School District, TX.

Although several studies provided break-outs of data for students "at risk", usually Chapter 1 participants, the numbers were frequently quite small and conclusions were made with great caution by the authors of these reports. Just the same, it is worthy of note that such students do appear to fare better in the year-round setting.

Most studies did not attempt to make comparisons between single-track (ST) and multi-track (MT) year-round programs. The two most popular calendar plans were the 45/15 and the 60/20, or minor variations of these. One school, Crockett Intermediate, had a 30/10 plan with 175 days of schooling. The Orchard Plan in California used a 60/15 plan, as did the programs in Florida. There was almost an even split between those districts reporting MT or MT/ST combinations and those with ST plans solely. Nine of the studies dealt with multi-track or multi-single-track combination, while ten dealt with single-track exclusively. None of these studies attempted to determine whether or not either the MT or ST plans were more efficacious with respect to student achievement. Because of the many differences in curricula and other differences among the multi-state group of plans here reviewed, no attempt was made to judge the superiority of one plan over another.

By way of summary, it may be concluded that in this particular review of academic studies that the achievement of students participating in a year-round educational setting performed better on tests than did their counterparts in a traditional calendar setting.

TABLE 2:
COMPARISON OF ACHIEVEMENT OF YEAR-ROUND AND TRADITIONAL CALENDAR SCHOOLS

School/District Author	Calendar Plan *	Population Studied	Comparison Group*	Years of Study	Tests Used	Results **	Comments
Buena Vista City Schools, VA Bradford, J. C. Dr	Quarter/Extd. Yr. for volunteer/ students selecting extra Q	Gr. 9-11 McCluer H.S. N=450	State of VA	1976-86	No norm-referenced tests	+ for objectives established	Drop out rates Subject future Enrollment po
Oxnard School Dist. Oxnard, CA Brekke, N. R., Supt.	60/20 MT	Total Dist. K-8 N= 12,000+	(CAP) means Gr. 8/6/8	1981-82 vs. 1990-91	CAP (mandated CA Tests) for Sp.'82 vs Sp.'90 test results	± Read, Math & Writ.Exp Gr 3&6+, Gr.8 Read +, Math & Sci +	Scale Scores ra from 10 to 15 ho ng Gr.4 10 to 30 6th and 8th grd to +10
Socorro ISD El Paso, TX Antwine, Kathy (eval) Shook, Sue (prog)	60/20 ST MT	3 Elem. Schools ST; all other schools. MT; Gr. 3 & 7. 2 High Schools, ST, Gr. 11 &12	District avg. and TX state avg	1992-93	TAAS both English and Spanish	+ in all areas tested at most schools for Read/Math & Writing	Positive gains. U further analysis needed and dist. cautions that o factors other the YR schedule wer controlled
Texarkana ISD Texarkana, TX Pesley, Debbie	60/20 ST	K-1 4 Elem. Sch 1 K Center N=500+	TC same grades in same schools but non-matched samples	1991-92 1992-93* 1993-94* * voluntary participation	CAT Total Reading Total Math	+ YR higher on all sub-tests as well as on Total Read & Total Math	Some findings fo students designa economically dis-advantaged (Chap and for the non-disadvantaged
Waco ISD Waco, TX Burton, Wanda Howe, Hazel	60/20 ST	7 Elem. Sch Gr. 3/4/5 1 Middle Sch Gr. 6/7/8	Non Matched TC Schools 10 at Elem. 4 at Middle	1993-94	TAAS (Median percent passing)	± At gr 3 & 4 + but not at Gr 5 in Read/ Math + at Gr 6/7/8 for all	Results are also available for 1991 1992 and 1992-93 but were not analyzed

* ST = Single-Track Year-Round Education, MT = Multi-Track, TC = Traditional-calendar school

** With the substitution of ± for 0, this grading of results follows a pattern first suggested by Barbara Merino (1983)

\+ The overall study favors year-round education

± (new) The overall study indicates a mixed pattern of results, some favoring YRE, some traditional calendar (TC)

\- The overall study favors traditional calendar education

* Statistically significant differences

Table 1 (continued)
Comparison of achievement of year-round and traditional calendar schools.

School/District Author	Calendar Plan *	Population Studied	Comparison Group*	Years of Study	Tests Used	Results **	Comments
Palmdale School Dist., Palmdale, CA Fish, Judy Dr. & Gandara, Patricia Dr.	60/15 MT Orchard Plan (St. of CA)	Grades 1-8 N= approx 1000	TC schools in Dist. with SES, Ethnic & Baseline tests matched	1988-89 to 1991-92	CTBS Read/Math	+ p< .06	Seventy percent participation in the intersession program for Chapter 1 students
San Diego City Schools, CA Alcorn, Richard Dr. Arm, Elaine Dr.	45/15 ST & MT	Gr. 5 ST 13 FES schools	Gr. 5 TC 13 control schools	20 yrs. over-all, Spring, 1992-Post Test only	ASAT	Read. + Math + Lang. ±	LEP-Spanish results reported for Grade 5 APRENDA Test
San Diego City Schools, CA Fass-Holmes, Barry Dr. Gates, Karen E. Dr.	45/15 ST	9 Elem. Sch. Gr. 2-4 1 Mid.Sc.Gr.6 STYR 3yrs.	9 Elem. TC Schools in District matched on SES & other variables	1990-91 1991-92 1992-93	ASAT for FES students; APRENDA for LEP Spanish students; %students above 50th %ile	Read. + * Math + * Lang + * (gr. 2/3/4 /6) Significant at p<.05	Authors caution that data is for *non-mobile* students only & not generalizable to total groups even at these schools
Sweetwater Union High School, National City, CA Chan, Zengshu Dr	45/15 ST	Gr. 9-12 N= c.2000-- both high schools	Southwest High School (Sweetwater Union HS Dist.) Generally matched on SES factors etc.	1984-93	CTBS 1970-90 SAT 1991-93 SAT(college boards-self selected students) CAP--Gr. 12 Gr. 10 1988-90	CTBS all tests + * p< .02 CAP + SAT +	Additional survey data from the Los Angeles City Schools constituted the second half of this study but go beyond the scope of this review
West Carrollton Schools, OH Campbell, Wallace D. Dr.	45/15 ST	"At Risk Students" in gr. 2	Matched pairs at TC schools in District	1991-92	Gates-MacGintie Reading Test	+	Raw scores and NCE gains were made on average greater for the YR students but were not statistically significant
West Carrollton Schools, OH Roby, Douglas E. Dr.	45/15 ST	Gr. 6 YR students N=52 (Schnell Elem.)	Gr. 6 TC students N=45 (Russell Elem.)	1991-92	ITBS CogAT--for holding Ability level constant	* * Reading & Math (verbal held constant)	ANCOVA statistical test used to control ability levels With Quant. held constant--not sig

* ST Single-Track Year-Round Education; MT = Multi-Track; TC = Traditional-calendar school

** With the substitution of ± for 0, this grading of results follows a pattern first suggested by Barbara Merino (1983)

* The overall study favors year-round education

* (new) The overall study indicates a mixed pattern of results, some favoring YRE, some traditional calendar (TC)

The overall study favors traditional calendar education

[illegible] differences

A REVIEW OF RECENT STUDIES RELATING TO THE ACHIEVEMENT OF STUDENTS ENROLLED IN YEAR-ROUND EDUCATION PROGRAMS

EXCERPT FROM

EXCERPT FROM

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ABSTRACT

By way of summary, it may be concluded from this particular review of academic studies that the achievement of students participating in a year-round educational setting performed better on tests than did their counterparts in a traditional calendar setting.

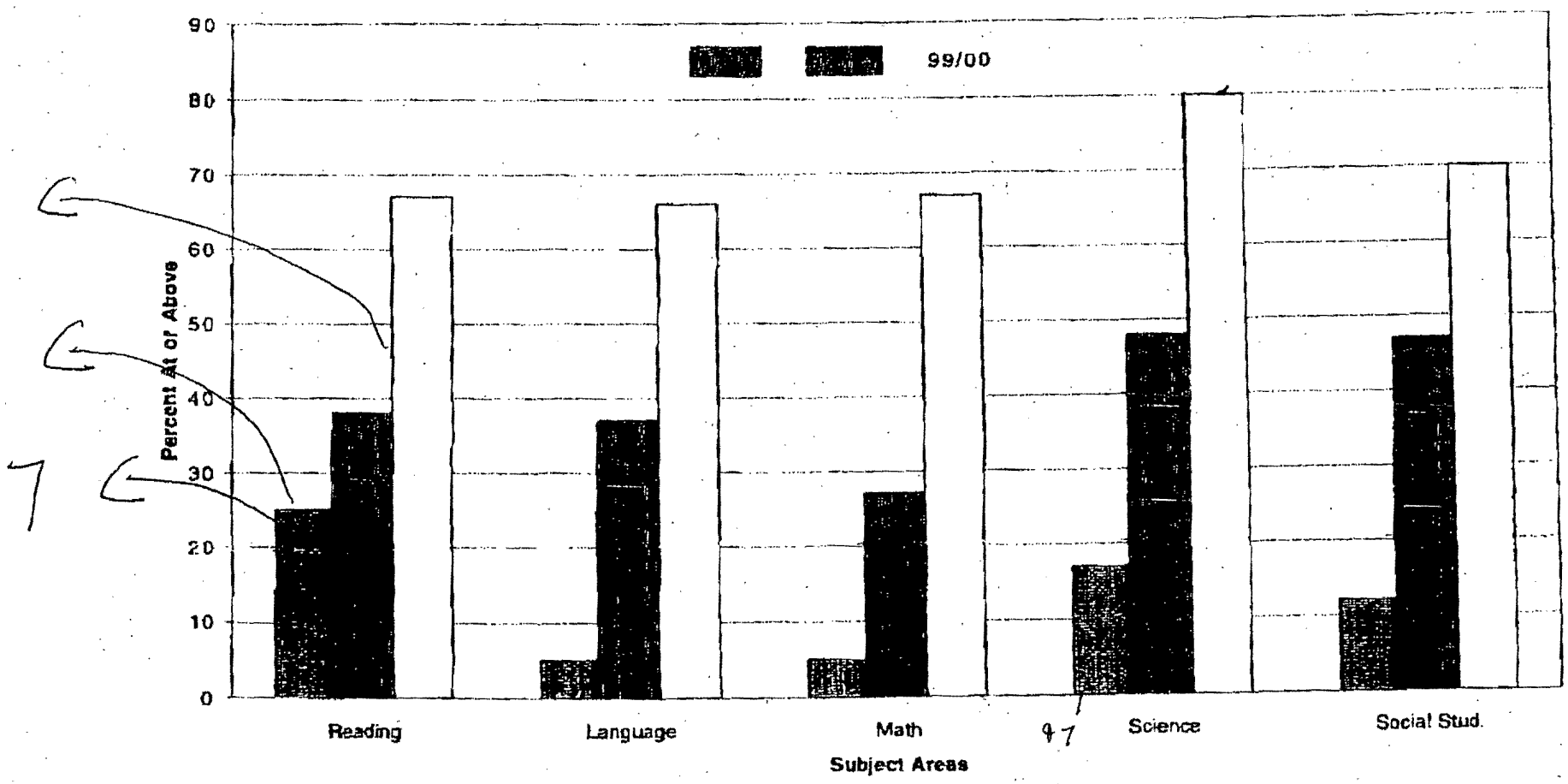
Nineteen studies were reviewed in this 1994 edition (second edition) of "A Review of Recent Studies Relating to the Achievement of Students Enrolled in Year-Round Education Programs." All have been completed or reported since 1991.

In the nineteen studies there were 58 possible categories or areas that compared year-round education with nine-month calendar programs. The categories were given plus, minus, or mixed-result grades. Of the 58, 48 or 83% of the categories were rated plus (+), meaning that in those categories year-round education students outperformed their nine-month calendar counterparts. Three of the 58 (5%) were rated minus (-). Seven of the 58 (12%) were mixed results (±).

Tests utilized in the various studies included the Texas Assessment of Academic Skills (TAAS); Tests of Achievement and Proficiency (TAP); California Assessment Program (CAP); Abbreviated Stanford Achievement Test (ASAT); Stanford Achievement Test (SAT); California Achievement Test (CAT); Comprehensive Test of Basic Skills (CTBS); Iowa Test of Basic Skills (ITBS); Sequential Tests of Educational Progress (STEP); Science Research Associates (SRA); and the Gates-MacGintie Reading Tests.

The studies were conducted in the states of California, Texas, Florida, Ohio, Virginia and Georgia.

Congress Extended Year-Round School
Fourth Grade WKCE
Percentage of Students Performing At or Above Standard



MILWAUKEE PUBLIC SCHOOLS
Accountability Measures

Congress

Board Goals		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
85%	Wisconsin Grade 3 Reading Test (Percent above standard).	46	50	42	51**	66*	98*
80%	Fourth Grade Writing Sample (Percent scoring 4.0 or more)		66	66	69**	50*	66*
80%	Fifth Grade Writing Sample (Percent scoring 4.0 or more)			63	79**	88*	84*
50%	Fifth Grade ITBS Mathematics (Percent at or above national average)	26	36	43	21**	16*	31*
95%	Student Attendance (%)	92	92	92	92	93	93

Jerry 96/97 97/98
Spec Ed 44% N/A

* Excludes Ex. Ed. and LEP students
** Excludes Ex. Ed. students
- Indicates fewer than 10 students
Blanks indicate no data available

Research/jmlr
8/30/96

Congress Year Round School
Student Calendar (196 days)
2000-2001

July

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27*	28
31				

* 1st student day

August

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17C	18
21	22	23	24	25
28	29	30	31	

C curriculum night

September

M	T	W	T	F
				(1)
(4)	5	6	7	8
11	12	13	14	15
18	19	20	21	22B
25	26	27	28	29pt

() Labor Day
pt conferences/no school
B banking day

October

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26x	27x
30	31			

x convention days/no school
2-6 intersession/no school

November

M	T	W	T	F
		1	2	3
6B	7	8	9	10
13	14	15	16	17rc
20	21	22	(23)	(24)
27	28	29	30	

() Thanksgiving/no school
B banking day
rc report card

December

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

18-29 intersession/no school

January

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22B	23	24	25	26
29R	30	31		

15th M.L. King day/no school
1-2 intersession/no school
R record day/no school
B banking day

February

M	T	W	T	F
			1	2rc
5	6	7	8	9
12#	13	14	15	16
19	20	21	22	23
26	27	28		

rc report card
mid winter break/no school

March

M	T	W	T	F
			1	2
5B	6	7	8	9pt
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

pt conferences/no school
B banking day

April

M	T	W	T	F
2	3	4rc	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

9-20 intersession/no school
rc report card

May

M	T	W	T	F
	1	2	3	4
7	8	9B	10	11
14	15	16	17	18
21	22	23	24	(25)
(28)	29	30	31	

() Memorial day/no school
B banking day

June

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21rc	22
25E	26	27	28	29

21 students last day/report card
25 emergency make-up day

Student Day: 7:40 - 2:15

MILWAUKEE PUBLIC SCHOOLS

Mary Beth Minkley, *Principal*

Congress North Campus
Extended Year Round School
Elementary Center
5225 W. Lincoln Creek Dr
Milwaukee, WI 53218
Phone: 414-818-5300
Fax: 414-818-5315

Congress South Campus
Extended Year Round School
Early Childhood Center
4200 N. 51st Blvd
Milwaukee, WI 53218
Phone: 414-616-2380
Fax: 414-818-2770

August 9, 2000

The Congress Extended Year-Round School's (Congress EYR School) modified calendar with an extended year of **16** additional days, has impacted a multiplicity of changes in the total school environment. Specifically, the test scores, parent involvement, office discipline referrals and the total climate have been dramatically influenced.

Congress EYR School has approximately 670 students ranging in age from 6 **weeks** to Grade 5. The number of Special Needs students is 104. Their handicapping conditions encompass Learning Disabilities, Autism, Emotionally Disturbed and Cognitively Disabled. The range of these disabilities is from mild to severe. The special needs students are included in the testing. The testing of these students is prescribed by their IEP.

Congress EYR School, is a Title 1 school. Approximately 83% of the student population is in the poverty level (free and reduced meals).

Office discipline referrals have dramatically declined. In 1995/96 school year, there were 792 office referrals for our school population of 534 students. In 1996/97, there were 557 office referrals for 531 students. In 1997/98, there were 581 referrals for 509 students. In 1998/99, there were 496 referrals for 619 students. In 1999/00, there were 317 referrals for 673 students. Our school population has increased while our office discipline referrals decreased.

In 1996/97, Milwaukee Public Schools (MPS) began testing fourth grade students using the Terra Nova from McGraw-Hill. Prior to that, MPS had different accountability measures. Test scores on the Terra Nova (WI Knowledge and Concepts Examination-WKCE) at the fourth grade level had significant increases. Of the 89 fourth grade students in April, 2000, the collective achievement exceeded the District and National Norms. Scores ranged from approximately 67% to 80%.

An example of the achievement of the students with special needs that were tested in April of 2000, was exemplified on the Terra Nova (WKCE). A sampling of 6 special needs students ranging from Learning Disabilities to Emotionally Disturbed with many of them having two or more identified handicaps was dramatic. In a range of **1** Minimal Performance, **2** Basic Performance, **3** Proficient and **4** Advanced, no students performed at the Minimal level. On the average, most students achieved in the Proficient level in the different academic categories.

Parent Involvement is an integral component of Congress EYR School's student achievement. Volunteer Hours for the 1999-2000 school year totaled over 15, 000. Additionally, there were 3,752 classroom volunteer hours. There were 10, 330 parents at family activities. At the School Governance Council which met 9 times during the school year, parents spent 216 volunteer hours and at PTO Executive Board meetings parents spent 270 volunteer hours participating in these events. Other meetings and activities, brought in 4,368 parents and family members.

8/00 MBM

I-OPPT means Increased Opportunities

In accordance with the Paideia philosophy all students receive the same curricular offerings during the 8-3 school day. During the Increased Opportunities (I-OPPT) children are encouraged to select life skills, recreational, or arts activities, etc. in which they are interested. I-OPPT will be offered from 3-5 daily and during all vacation weeks on an optional basis. These activities will be directed by certified teachers.

I-OPPT 3-5 daily creates an 8-5 School Day

- *Life Skills
- *Leisure pursuits
- *Academic Reinforcement
- *Recreational Activities
- *Performing and Visual Arts
- *Self-help Skills
- *Extension of Curriculum
- * Student Clubs
- * Library and Computer Lab will be open until 9pm nightly so parents can come back to school to assist their children with their studies.

The school building will be available to students from 6 am to 7 pm.
ESP 6am-8am/5pm-7pm, Breakfast available

16 weeks of I-OPPT creates a 255 Day School Year

- *Daily offerings
- *Sports Camps
- *Dramatic Productions
- *Science Exploratories.
- *Off-Campus Learning Experiences and more

Increased Time with I-OPPT

If parents take advantage of the 3-5 I-OPPT daily sessions and 8 additional weeks of I-OPPT during vacation periods children will have 47% more time to master the curriculum, participate in hands on activities, and expand their knowledge in classes directed by certified teachers and directly correlated with their classroom curriculum at no extra cost to tax payers and still have 8 weeks of vacation!

If parents take advantage of the daily 3-5 I-OPPT sessions and 16 additional weeks of I-OPPT children will have 66% more time in school at no additional cost to the tax payer.

Zero-based Budgeting and Creative Financial Planning means No Additional Tax Dollars and Limited Fund Raisers!!!

All classes, activities and child care are offered at a cost of $1 per hour. Cason Lane Academy offers traditional, basic education plus new and different educational practices and opportunities at the same per pupil expenditures as other Murfreesboro City Schools.

At Cason Lane Academy children and learning will no longer be "Prisoners of Time."

Greg Lyles
Principal

Susan Gendrich
Assistant Principal

Sandra Parks
Assistant Principal

CASON LANE ACADEMY

1330 Cason Lane
Murfreesboro, Tennessee 37129
Telephone (615) 898-7145

AT CASON LANE ACADEMY WE WILL BE OFFERING THE FOLLOWING:

Controlled Choice Enrollment
Parents provide transportation
Funds saved in transportation go into the school's operating budget
K-8 Organization
"Keeping Children as Children Longer"
Year-Round Calendar
45-15 Cycle, Single Track (180 days required by state of TN)
up to 255 days of schooling are optional
A New Approach to Teaching and Learning - The Paideia Philosophy
What is best for our brightest students is best for all!
Uninterrupted Instructional Block from 8-11am
Inclusion Model for Special Education (No pull-outs)
Academic Coaching and Seminars
All children will study Spanish, art, computer science, music, physical education, piano keyboarding, and the traditional curriculum as defined by the SDE.
Site-based Managed School
Creative staffing patterns
Income generated from the I-OPPT program supports independent fiscal decision-making at the school level
Individualized, independent contracts for special teaching services will compliment the I-OPPT program.
Experiments with Time and Staffing through Flexible Scheduling
Traditional Teacher Day - 7:45-3:15 =7.5 hrs. x 180 days = 1350 hrs.
Early Flex Teacher Day - 7:45-1:45 =6 hrs. x 220 days = 1350 hrs.
Late Flex Teacher Day - 11 - 5 = 6 hrs. x 220 days = 1350 hrs.
Educational Assistants - 11-5 = 6 hrs. x 220 days = 1350 hrs.
Mid-Day Assistants - 4 hrs. per day - Minimum Wage - i.e.Education Majors

DARE TO BE DIFFERENT

The Extended Day and Year:
One Community's Experience with Public Demand

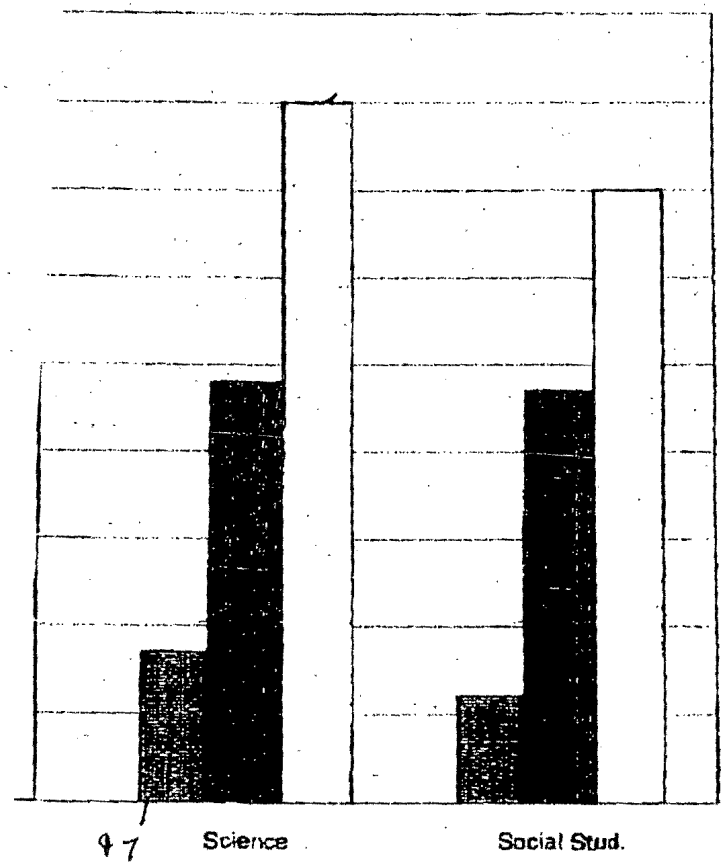
The Murfreesboro Schools in Tennessee may have the most comprehensive extended-day and -year program in the United States. In 1986, Murfreesboro decided that community concern about latch-key children was strong enough to justify extending the school year. The district announced that one elementary school would be open from 6:00 a.m. until 6:00 p.m. with parents paying for the extended-day services. Four students showed up. Within two years, public demand forced the extension of the concept to every elementary school in the city. This year, 50 percent of the city's 5,000 elementary school students can be found in the program on any given day, all on a voluntary basis on the part of parents.

Plans are now well advanced to open Murfreesboro's first K-8 year-round school in August 1994. Parental freedom of choice will determine enrollment. Distinguishing [redacted] school will offer educational services from 8:00 a.m. until 5:30 p.m. [redacted] school from 6:30 a.m. and once school until 7:00 p.m. [redacted] will offer 10 extra days of academic time.

Parents choosing to take advantage of educational services for their children after 3:00 p.m. for during the 10 days will pay a small [redacted] will parents opting for extended services. Students directed by school personnel to attend supplementary classes will do so at district expense. [redacted] complish all of this within its regular per-pupil expenditures. Mayor Joe Jackson bridles at the suggestion that extended services undermine the family. "You've got it exactly backwards," he responds. "These services support the family by making it possible for people to work without worrying because they know their children are involved in constructive learning."

School

r Above Standard



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P.2 332-3888 Akshay Mahadevia, MD

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Aug 14 00 08:33p Akshay Mahadevia, MD 332-3888 p.1

NATIONAL SECURITY COUNCIL

OFFICE OF MULTILATERAL AND HUMANITARIAN AFFAIRS

FAX COVER SHEET

HR IWG MEETING

NATIONAL SECURITY COUNCIL

17th & Penn, N.W.
Washington, D.C.
20504

Did you get a complete, clear transmission? If not, please call:

(202) 456- 9141

From: Wendy Patten 456-9141 (phone) /456-9140 (fax)

To:		FAX
	Harold Koh, State/DRL	647-5283 ✓
	Steve Wagensell, State/DRL	647-4344 ✓
	Paige Chabora, DRL	647-4501 ✓
	Andre Surena/Chris Camponovo, State/L	736-7028 ✓
	Nancy Rubin, State/IO	686-9058 ✓
	Beverly Zweiben, State/IO	647-4628 ✓
	David Scheffer, Mike Bermeister, State, S/WCI	736-4495 ✓
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	David Killion, State/H	647-9667 ✓
	Anita Botti, State/G/PICW	647-5337 ✓
	Lydia Burns, CIA/OGC	703-874-3208 ✓
	James Castello, DOJ/DAG	514-6897 ✓
	Richard Jerome, DOJ/ASG	307-3904
	Bill Lann Lee/Julie Fernandes, DOJ/CRT	307-2839
	Bo Cooper, DOJ/INS	514-5491
	Kelly Ryan/Molly Groom, DOJ/INS	514-5491
	David Koplow/Eliana Davidson, DoD/GC	(703) 614-9789
	Jim Schear/DoD	(703) 614-0442
	Joel Fishman, USIA	619-5646
	Elizabeth Wilcox, Treasury	622-8378
	Alex Wohl/Francisco Garcia, Education	401-3130
	Irene Bueno, COS	6-5581
	Christina Ho, DPC	6-5581
	Caroline Krass, NSC Legal	6-9110
	Reynaldo Valencia, COS	6-1121
	Debra Carr, WH Task Force on UN Racism Conf.	6-1121

Date: 8/14/00

MEETING RESCHEDULED: The Human Rights IWG meeting for this Thursday has been rescheduled for Friday, August 18, at 2:00 p.m., in Room 208. Please call Theresa at 456-9144 with clearance information.

NEWS NOTES

1. Remember, as an NAYRE member, you have Internet access to the 26th Reference Directory of Year-Round Education Programs for the 1999-2000 school year. Enter the database from the NAYRE home page at www.nayre.org. To enter, you will need your username and password (found on the mailing label of this and other NAYRE publications). Once inside, you may perform specific searches, browse and print from the database. Your username and password will expire when your NAYRE membership expires.

2. Secretary of State Richard Riley's recent call for teachers to work a longer year -- some news media called it year-round -- is interesting to dissect and think about. While he did not specifically call for year-round education on this occasion, most observers believe that the two ideas go together.

The issue of whether or not teachers should receive a more professional salary is a non-issue, really. Of course they deserve to be paid more. The political question is whether or not the public will support additional pay without the additional time. NAYRE Executive Director Charles Ballinger has participated in numerous live talk shows over the past 15 years (on the topic of year-round education) and invariably this very issue of teachers and their work year arises. Ballinger's take on Riley's proposal, from listening to the calls, is that the public generally supports more pay, but only if it is tied to more student-teacher contact days in the classroom.

A number of commentators see the Riley proposal as one more advance in the philosophy of year-round education because it is one more way of acknowledging the seamless nature of the learning enterprise, as distinguished from the old pattern of three months off for both teachers and pupils.

2. Speaking of Secretary Riley, he has endorsed year-round education as one of the options to avoid both social promotion and retention of students. The endorsement can be found in the U.S. Department of Education book titled, "Taking Responsibility for Ending Social Promotion." (May, 1999)

3. Speaking of avoiding both social promotion and retention, just how can both be avoided without a continuous educational program available all 12 months a year? Are we all together on this? Twelve months of instruction would finally allow us to work with students at the point where intervention is needed, provide the necessary remedy and move the student on to the next stage. No failure or trauma for students, no embarrassment for parents, and no social promotions for the public at large. One group not necessarily ready for this scenario may be educators themselves, who have preached this gospel of continuous learning for the past half century or more.

4. In a Gallup poll conducted for USA Today (reported December 31, 1999), fully 57% of respondents indicated that they had not taken any vacation of a week or more away from home within the past year. To the opponents of year-round education, a question, please: If most folks don't take more than a week's vacation anyway, why is it necessary to shut down schools for up to 12 weeks at a time?

5. With the inclusion of South Dakota, Mississippi and the District of Columbia in this year's directory, only seven states are without a year-round school. They are: Alaska, North Dakota, Wyoming, Delaware, New Hampshire, Rhode Island and Maine.

Don't forget to send YOUR story ideas and news notes to: Kelly Johnson, NAYRE Communications Coordinator, P.O. Box 711386, San Diego, CA 92171-1386 or e-mail info@nayre.org. Also, visit the NAYRE web site at www.nayre.org to keep updated on the latest information about year-round education.

CALENDAR
State Chapter/Affiliation Meetings

May 20	Ohio Marriott-North Columbus, OH Nick Wolsonovich, 330-744-1047
September 28-29	Mid-Atlantic Region Sheraton Park South Richmond, VA James C. Bradford, 540-261-2129
October 19-20	California Town and Country San Diego, CA Tom Crellin, 619-286-3399

A PARENT'S PERSPECTIVE ON YRE

By
Kim Smith
Havelock, NC

Summer - just the mention of the word fills us with fond memories of days at the beach or the pool. Memories of slow-paced, fun-filled days that seemed to never end. So, it's perfectly understandable that the mere hint of shortening that precious time for childhood-memory-making can send shockwaves through even the most progressive parents.

The concept of YRE at first glance seems to threaten the ability of our children to cherish and build those wonderful summer memories. Parents come to near blows when it is suggested that the school calendar be restructured and the length of summer vacation shortened.

Why? It can't be the length of the school year that causes tempers to flare. Most YRE calendars are not extended school years, just a restructuring of the existing 180-day school year. If not the number of days, then could it be an attachment to the lazy days of summer?

So many parents today work outside of the home and we cling to every tradition possible to try and make the lives of our children as 'traditional' as possible. The thought of taking away even one day of their summer seems cruel and feels like an attack on our family life. Traditions are wonderful and are an important part of our heritage, but when it comes to improving the quality of, and choices available in, public education, maybe it's time to start some new traditions.

I remember tha when our oldest daughter started kindergarten, we were so scared of the world out there that we sent her to a private school. Very quickly, learning difficulties surfaced and we began to look at public school options. Public schools have funding and programs in place which could help her succeed that were not available in the area's private schools.

As in most school districts, there was very little school choice available in our area. There was, however, a new YRE program which allowed children from outside of the district to attend. At first I thought there was no way I would take even one day of summer vacation from her. How could I? Some of the best memories of my life were of summer days at the shore. I went and heard a presentation anyway and I thank God each and every day that I did.

The first year my daughter began school in July and I was skeptical. The summer seemed awfully short. I worried I had made a mistake. Then after 45 days it was time for Intersession. Three weeks in the fall to enjoy time together. The leaves had just begun to change and it was cool enough to have a fire. We went to a pumpkin farm and on hayrides. We made leaf piles and baked apple pies. Our family was hooked!

Each time an intersession period rolled around, we became more and more fond of our new traditions. We were suddenly able to make wonderful memories all year long and our daughter was thriving. Summer break was longer than other intersessions so we still had a lazy summer to enjoy and savor.

Intersession offered children the opportunity for enrichment camps, which covered everything from horsemanship to marine biology and coastal ecology. In addition, extended learning classes were available for children who needed extra assistance. Life was good and I couldn't imagine anyone not loving his calendar as much as our family and friends did.

When our feeder middle school began to discuss the subject of adopting this calendar, I was reminded of some not so wonderful memories from summers past as parents began to act as if we were on a Little League field with the umpires from hell calling the game. Gosh! We were so happy with our schedule. Why couldn't everyone else be as 'open minded' and 'enlightened' as we were? I never in my life experienced such hostility as I experienced from parents opposed to the change. Then I stepped back and took a look - a real look.

They were not opposed to efforts to try and improve public education. They were not opposed to offering more choices in public education. They were not opposed to making enrichment camps or extended learning available to children. They WERE adamantly opposed to losing even one day of summer. Summer and all that it implies - the essence of childhood, a slow-paced time when the day never seems to end. The chance for their children to experience all of the wonderful things that as children they had experienced.

Childhood is such a short span of time. As parents we try to cling to every single moment. We delay the truth about Santa Claus as long as possible. We cry for days the first time our children turn and walk in the school building without looking back to see if we are still there. Why should it be surprising that parents would rise up in arms in protest of a program which would cut at the very heart of a tradition of memories second only to Christmas?

When I got over the initial shock of petitions and letters to the editor and downright hateful calls in the middle of the night and really looked, I could understand their fears. As parents, there are so many things in the lives of our children that we have to deal with that are fearful at first, the first baby-sitter, the first day of school with a teacher we are worried won't be able to give them the nurturing they need, the first time they ride their bikes out of sight from the front porch. Fear goes hand in hand with raising healthy children, but so does reason.

YRE has been the single most important decision we have made for our family. We went out on a limb to try something that we felt in our hearts would benefit our children and it has. We now have two daughters enrolled in the school and both have at different times benefitted from extended learning. Our youngest daughter suffers from allergies and for so long was medicated to the point of not being able to function well in a classroom. She needed surgery and because we had an inter-

continued from prior page

session right around the corner, we could schedule it. She could have time to recover and would not miss 2 weeks of class time. When the next 9 weeks came around, extended learning has made available to her to catch up on those things she didn't fully grasp when she wasn't feeling well. On a traditional calendar she would have had to wait and suffer until summer or missed school when she was already falling behind.

Our oldest daughter, who has Attention Deficit Hyperactive Disorder (ADHD) and struggles with written language, consistently makes honor roll. She is a good student who struggles in one area. During the second 9 weeks of her fourth grade year, she really began to blossom with her writing and her wonderful teacher picked up on it and invited her to extended learning to enhance her writing skills. The invitation came at just the right time in her learning experience and the one-on-one approach used that week set her on the right course for the remaining year.

In addition to the educational benefits, YRE has truly enhanced our family life. We have taken vacations when resort areas were not crowded and we have begun to enjoy treasured time together all year long. What so many people who are opposed to YRE miss is that you don't have to deny your children those wonderful summer experiences - you add to them. You add wonderful memories of fall. Memories of hikes through beautifully colored woods. The sound of leaves crunching beneath your feet becomes just as precious as the sound of the waves on the shore. The warmth of snuggling in your pajamas and reading 'Little Women' by the fire becomes just as memorable as days on the beach and the overall educational experience of your children becomes just as varied and wonderful as the change of each season.

• •

RESEARCH ROUNDUP

By
Dr. David Mussatti
Sierra Nevada College
Incline, NV

More than ever before, the topic of year-round education (YRE) research was spotlighted at the 31st NAYRE Conference in San Diego February 5-9. Two print documents were made available for the first time at the conference. Dr. Carolyn Kneese, Assistant Professor, Texas A&M University - Commerce, published Year-Round Learning - A Research Synthesis Relating to Student Achievement, which is the most significant and scholarly research synthesis and meta analysis ever done relating to achievement and YRE. YRE: Paths to Resources, by Dr. Don Glines, Director of Educational Futures Projects, and myself, is a 100 page biographical history of YRE from 1900-1999 containing over 600 citations, as well as a concise historical summary and interpretation of the YRE movement in the 20th Century. It is an invaluable resource for school districts and researchers looking at the possible implementation of a YRE program.

Dr. Kneese shared results from her study with attendees. Her review, which synthesized the results of 36 studies done in the 1990's, indicated the positive impact of YRE programs on student achievement. In summarizing the results, Dr. Kneese quoted Dr. Walter L. Winters, "...studies since 1985 appear to be more sophisticated in design and the results more favorable to YRE students." (1995) She goes on to say, "Other researches have come to a similar conclusion, resulting in a consensus of opinion that the trend in research has been for results to favor YRE as time has gone by."

Dr. Julie Frazier-Gustafson, of Purdue University, who is noted for her landmark studies of the positive academic impact of extending the school year, shared the most recent results of a study of Linnwood Elementary's (West Lafayette, IN) *balanced calendar* which is a modified 45-15 approach. This is an extremely well-designed study which is in its second year and has already yielded positive results relating to reading recognition, reading comprehension and math results for YRE students compared to the control group.

Dr. Kelly Charlton, a Visiting Assistant Professor at the University of Missouri, provided an update on the highly significant work which has been done by Dr. Harris Cooper and team at the University of Missouri. Particular emphasis in this on-going landmark research by Dr. Cooper focuses on summer learning loss, time and learning and student achievement. Indications of the significance of summer learning loss on today's students is the prime motivator for school districts to move to a year-round calendar with more frequent breaks in the school year.

Robert Heaberlin, a Georgia principal and NAYRE Board member, shared an overview of the "review of the Literature" chapter of his doctoral dissertation which focuses on student achievement, discipline and attendance in a Georgia elementary school. The material gathered here, along with the work done by Dr. Kneese, provided exceptionally valuable material for the presentation "Reflections on YRE Research - 2000" which I did as a NAYRE Research Committee Co-Chairperson. Also a panel presentation chaired by Dr. Marsha Speck, Professor at San Jose State University and co-chair of the Research Committee included Dr. Frazier-Gustafsen, Dr. Kneese, and myself. Each reflected on the state of research on YRE as we enter the new millennium and dialogued the matter with those attending the session.

Several other presentations relating to YRE research were made at the conference. Dr. Janice Haworth, Assistant Professor, Georgia State University, shared her research on "Music Programs and YRE;" Dr. Deborah Kanipe, Assistant Professor, Texas A&M University-Corpus Christi provided input from her study "Teacher Perceptions of the Year-Round Calendar of Elementary Education." Several positive results for YRE were noted in her presentation. Also, Mary L. Thomas, Administrative Supervisor for the Austin Independent School District, TX, focused on the impact of an extended year program and intersessions in 11 elementary schools. Positive results with minority and economically-disadvantaged children and parents were highlighted.

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Intersession in Hawaii

at

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October 21 - 23

Pacific Beach Hotel
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For registration information, contact Jeanne Walsh at walsh@nayre.org or call (619) 276-5296.

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COMMENTARY

Grade Retention Doesn't Work

Three Reasons Why—and What Should Be Tried Instead

By Arthur Reynolds, Judy Temple, and Ann McCoy

Grade retention is making a comeback. The Chicago public schools and other districts across the country have decided in recent months to get tough with underperforming students by making them repeat a grade. President Clinton, in his 1997 State of the Union Address, encouraged the wide-scale retention or nonpromotion of students who earn low scores on standardized tests when he urged reliance on test scores as a means "to help us end social promotion ... for no child should move from grade school to junior high or junior high to high school until he or she is ready."

But despite the current vogue, educators, parents, policymakers, and taxpayers should feel apprehensive about increased reliance on retention as an instrument of reform. While we agree that proactive reform to improve educational performance is a good idea, grade retention—at least as it's typically implemented—is not the answer.

Since the early 1970s, scores of studies have demonstrated that retention does not have positive effects for most low-achieving students. Recent studies, including our own analyses of Chicago data, indicate that grade retention does not improve students' chances for educational success. In fact, they indicate that retention often is harmful to scholastic development, especially if it occurs early. There are three reasons why grade retention is an ineffective educational policy for most students.

First, the decision to retain is often made haphazardly and for nonacademic reasons. The fact that boys, minorities, low-income children, and children rated low in social adjustment are more likely to be retained, even after considering academic performance, suggests that some children may be singled out unfairly. Moreover, the use of arbitrary cut off scores on standardized tests to determine retention status is not only restrictive but holds students alone responsible for what may in fact be caused by poor instruction or disruptive learning environments.

Second, retained children do not do better academically after they are made to repeat a grade. Our own ongoing longitudinal study of 1,539 Chicago schoolchildren who graduated from public kindergartens in 1986 indicates that children who are retained do not improve their academic performance relative to other students their age or the other students in their grade. In a study just completed, we found that over time the students fall further and further behind—by as much as eight months in achievement at the end of elementary school. Students who are retained because they are among the lowest-performing students in their original grades commonly are again found near the bottom of the test-score ladder when compared with their new same-grade peers.

Finally, grade retention is an unwise policy because it has the unintended effect of contributing to the school dropout problem. The well documented link between being retained in a grade and dropping out of school has received an insufficient amount of attention. Many students (including those who do well in school) find that 13 years of school is long enough. For retained students, though, the finish line is much further down the road. In our research, grade retention greatly increased the likelihood of a student's dropping out of school. In comparing students with similar academic profiles beginning in the early grades, we found that 30 percent of those in our sample who were retained had dropped out of school by age 17. Only 21 percent of students who were not retained had dropped out by this age. Thus, grade retention was associated with a 42 percent increase in early school departure. This relation between retention and dropping out also has been found in other studies. If a parallel negative side effect were found for a drug treatment or medical procedure, there would be an uproar of protest. Not in education.

We appreciate the fact that the threat of grade retention may serve as a "stick" in some cases for students to perform better and for teachers and administrators to offer better instruction. The threat of required participation in intensive annual summer school programs may be equally effective while offering students additional learning opportunities. Once students are retained, however, they usually get no special help with their schooling. They are often placed in low academic tracks only to repeat the previous year's instruction and ultimately disengage from school.

Rebecca Kinney

Although evidence from 25 years of research shows that grade retention is ineffective, promoting low-achieving children without remediation isn't the answer either. Alternatives to retention or social promotion include promotion plus tutoring, summer school, or increased parent involvement, as well as offering nongraded instructional programs. But preventing learning problems before they get started is the optimal and most cost-effective intervention strategy. And this requires a long-term commitment.

One example of a successful alternative strategy is the Chicago public schools' own Child Parent Center and Expansion Program, a 30-year-old comprehensive intervention effort from preschool to 3rd grade that emphasizes basic skills, parent involvement, and small class sizes. One of the great benefits of a child's participation in this program, we have found, is that that he or she will be much less likely than nonparticipants to repeat a grade and to receive special education services, primarily because the program improves children's school achievement and family involvement in learning. Expansion of such prevention programs to include as many children as possible will lessen the need for remedial programs and practices like grade retention. Successful programs like these deserve top funding priority.

In medicine, treatments shown to be ineffective or to have serious unintended consequences do not gain approval from government agencies and are discarded or revised. Retention as an educational treatment has not followed such established scientific traditions. Children with learning difficulties have the most to lose from such a practice. We urge educational professionals to implement programs and reform strategies that have proven effective. ■

Arthur Reynolds and Judy Temple are researchers at the Institute for Research on Poverty at the University of Wisconsin-Madison. Ann McCoy is a postdoctoral fellow at the University.

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Volume XXVI, Number 2

CHART A NEW COURSE

By
Dr. Charles Ballinger
NAYRE Executive Director

A REPORT TO NAYRE MEMBERS

Charting a new course requires a rather basic understanding of where we are, where we want to go, and how to get there. A desire to go from San Diego to London requires considerably more thought than simply choosing London. Checking schedules, choosing transportation options, and a host of other decisions are required for a successful conclusion of the journey. So it is with time and learning, including work on balancing the school year calendar. A review of the now, a goal for the future, and some thought on how best to get there—all are a part of getting from here to there.

YRE Students at Montgomery High School, San Diego, CA, performed on the steel drums.

I hope to provide you with an understanding of the status of year-round education today, a view of YRE tomorrow, and some proposals for reaching the goal of a transformed school schedule that helps students learn better.

Today, NAYRE announces that 3,026 schools, in 627 school districts, enrolling 2,108,447 students, have altered yesterday's school calendar to provide better education for students.

UNDERSTANDING CURRENT DATA/STATISTICS

These numbers inform us in a variety of ways. The 3,026 schools in the current NAYRE directory is the first time this number has moved beyond 3000! The number of schools, school districts, and students involved all have grown, representing an assurance that the old agriculturally-derived school calendar is giving way to the newer, balanced, educational calendar.

Let's place these numbers in context. The 2,100,000 year-round students constitute about 3.5% of the total number of K-12 students in the U.S. While that number may seem small to some, it is large when compared to other reform movements. For example, YRE is twice as large as the charter school movement, a movement which has received extraordinary political support from the President, state governors, and legislators; twice as large as Success for All; three times larger *continued from p. 1*

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Session Leader Jim Grant tells how YRE works in a multi-age class.

than the number of Accelerated Schools; and 3 1/2 times larger than the Coalition for Essential Schools. Since many schools in these other movements are quite small, comparisons utilizing enrollment figures only make year-round education's numbers look even larger.

Please understand that we are not diminishing the important work of these other movements, since there are year-round schools in each. Rather, the figures document that year-round education continues to be a leader of educational reform. Further, it is unique among reform efforts in that it is locally- and practitioner-driven, rather than university-, foundation-, or government-driven.

Two states added year-round schools this school year—South Dakota and Mississippi—as well as the District of Columbia. In total, there are now 43 states and D.C. involved with YRE. To demonstrate in numbers this continued growth, please note that during the past ten years North Carolina has increased its listing from 1 to 130, Kentucky from 0 to 154, Arizona from 0 to 164, and California from 489 to 1,557.

Year-round education has gone international. In the past decade, Canadian schools have increased from 0 to 36 and are found in British Columbia, Alberta, Manitoba and Ontario. There are now 33 YRE schools in the Pacific Island nations of Guam, Saipan, and Pohnpei, each of which has close ties to the U.S. Great Britain, which most of us would agree already has year-round education with its six-week summer vacation, has developed a cadre of educators who are working to shorten the summer holiday to four weeks. The first British schools with the five-term plan have been established this school year. We are following this development closely and are in regular communication with our British colleagues. We should also remember that the United States is one of the few industrialized countries without already-established year-round programs nationwide.

Private YRE schools have continued to grow, with almost 17,000 students now attending. Ten years ago the number was a little over 2000. We welcome this trend, and we encourage other private schools to alter schedules to liberate learning.

Eighty-one percent of year-round schools in the U.S. are west of the Mississippi River, a western predominance that is similarly manifested among both Canadian and private schools. However, that pronounced westward tilt is less so now than 10 years ago, as we note the sustained growth of YRE schools east of the Mississippi. Kentucky has particularly led growth in this region and has moved to fourth place among all states in the number of year-round schools. We believe that very significant YRE growth in the eastern states and Canadian provinces will continue over the next few years.

Weather continues to be a factor in debates about altering the calendar, but it diminishes in importance each year. Now there are over 700 year-round schools in cold-weather states, an increase over last year. By contrast, one of the nation's summer hot spots, Arizona, has 164 year-round schools.

The growth in single-track schools continues. Ten years ago, 32% of all year-round schools were single-track. In 1999-2000 they constitute 59% of all YRE schools. While both multi-track and single-track YRE have continued to grow, single-track has grown faster and will continue, since most schools are not overcrowded.

Why the growth of YRE?

REASONS FOR GROWTH

1. The growth continues because both parents and educators now question yesterday's calendar that interrupts formal education for up to three months. Educational researchers and site practitioners today acknowledge the reality of summer learning loss. Opponents of calendar change now acknowledge some loss, but they dismiss its importance. Well, it is important because it impacts a student's chance of success! If summer loss negatively affects the learning of a majority of students, and educational research is now clear about that, then why isn't it educational malpractice to continue an arrangement that is actually detrimental to students? I ask again as I do regularly: Why is it so difficult for some communities to understand that one way to reduce summer learning loss is to reduce summer vacation?

Four Seasons winner Sandy Hawkins, a Utah resident, accepts her award.

2. Parents like year-round education's intersessions, which offer instruction that is immediate, focused, and more appropriate than summer school can ever be. Indeed, many principals have indicated to us in the national office that parents mention intersessions often in their supportive comments. If public policy is shifting toward ending social promotion (it is) and if

then a continuously-scheduled program or a reorganized calendar with intersessions is the most logical approach. What is the rationale of allowing students to falter and fail for nine months before intervention is finally offered in summer school?

3. The growth continues because American and Canadian parents have changed their vacation patterns and are now seeking greater flexibility in school schedules. In a major Gallup poll released within the past two months, fully 57%, a majority of those polled, acknowledged that they had not taken any vacation of a week or more away from home within the last year. Parents now desire various times to get away and increasingly utilize long weekends for a respite from everyday work. Along with the increasing unease in suburban and urban communities about having so many young people largely unoccupied, unsupervised, and unemployed during the summer, a question emerges: How long does summer vacation really need to be?

4. The multi-track format provides an efficient and immediate solution to the problem of overcrowding and does so in a cost-effective way. Moreover, multi-track retains year-round's educational values and philosophy, since each student in a multi-track context always follows a single-track schedule.

A part of knowing where we are is to understand clearly year-round's educational values:

- more continuous instruction leading to more continuous learning.
- less learning loss.
- quicker diagnosis and intervention of student learning problems.
- higher student attendance.
- higher teacher attendance and fewer substitute days.
- fewer dropouts.
- reduced in-school vandalism.

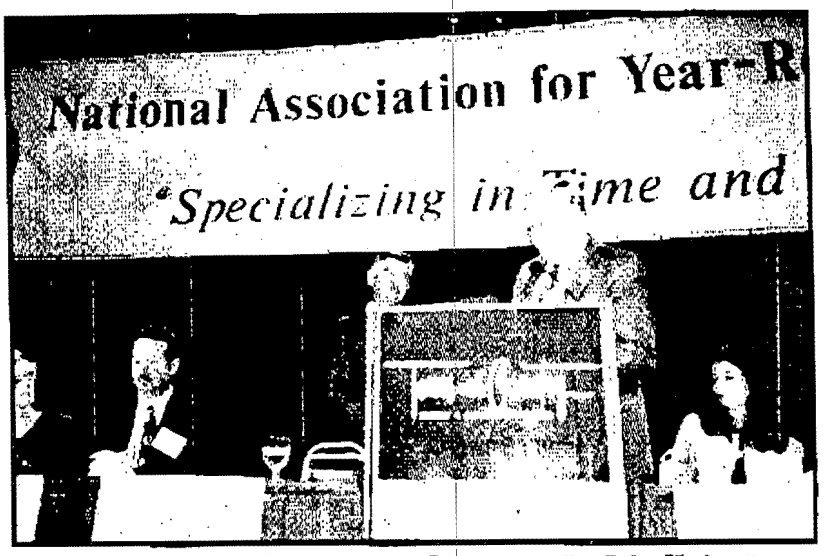
That is a strong educational platform for any reform movement!

WHAT WE EXPECT IN THE FUTURE

We have reviewed for a few minutes where we are. Now let's think about where we expect to be in the future when it comes to time and learning.

First, we fully expect that all education will become a year-round enterprise and that all schools eventually will become year-round schools. The issue is not whether, but when. The school may use another name than year-round. It may be called continuous learning, balanced calendar, modified year, extended year, alternative calendar, flexible scheduling, or whatever. In each, the intent will be to have a school schedule that more nearly fits the way people learn: continuously. And the schedule will merge into the goal of continuous lifelong learning.

Second, we fully expect the year-round movement to continue as a leader nationally in an ever-broadening discussion of the relationship of time to learning. Not just time on task, but also time in the broadest sense of supporting students to be continuous learners within the reality of lifelong learning. I was intrigued the other day by two items in the January, 2000 issue of Electronic School magazine. The first was an advertisement with this headline: "Now the best school can be everywhere." Yes, and it would be easy to add "anytime." An interview later in the same issue with John Sculley, former Chief Executive Officer of Apple Computer, brought forth this comment: "Schools should think of their students as customers who will be in as much control of how they learn as e-commerce customers are in control of what they buy. The issue shouldn't be just when will classrooms get wired to the Internet, but will these student customers do most of the learning over the Internet from the institution of the traditional school or will they access interactive learning sessions from home, from a library, or on a field trip."



Board member Robert Smotherman (R) presents Dr. John Hodge Jones (L) his Four Seasons Award.

Attention, please: Clearly, we are moving towards continuous, year-round, lifelong learning! Furthermore, Mr. Sculley is raising a serious question about whether our newest schools are being built with the future in mind, and even whether we will need as many schools as we think we do now.

The National Education Commission on Time and Learning, chaired by Dr. John H. Jones, pointed us in the direction of this broader discussion by declaring in its book Prisoners of Time, "The key to liberating learning lies in unlocking time."

HOW TO GET THERE

Now that we know where we are and where we expect to go, let's talk about how to get there.

1. The year-round movement must be student-centered. As school districts make decisions about year-round education, it is important that those decisions be focused on what is best for the student. Unfortunately, too many communities make the decision based on what is best for adults. If the student remains the chief focus, then year-round education will enhance student learning.

2. More high schools must make the commitment to modify the year's schedule. Year-round [illegible]

school students as it is for elementary students. There are over 250 YRE high schools and programs. Years of experience and data from high schools confirm that athletics, band, and the prom all continue as before. Student achievement is as high or higher. High school educators, join with us in liberating learning by liberating time.

3. Leaders of educational reform must commit to long-term change. Change of the kind we advocate – time reform – occurs gradually, within a political context. Experts in change advise a clear focus and a steady pursuit of a goal if important change is to occur. NAYRE's goal is clear: to transform schools by using time effectively to enhance student learning. Remember that democracy, an idea that has been developing for the last 700 years, has never existed in China, and only for the last decade in Russia. So it is true that excellent ideas sometimes take awhile to be commonly accepted. The year-round movement is still relatively young. We will eventually prevail.

4. Year-round advocates must feel an imperative need to realign school schedules. It is appropriate to hear once again the warning of the National Education Commission on Time and Learning: "Our usage of time virtually assures the failure of many students." Let's think about the quote: Assuring failure? Not for us. Let us ensure success. Let us strive to reduce the summer vacation of yesterday's calendar.

> If summer loss negatively affects the learning of a majority of students, and educational research is now clear about that, then why isn't it educational malpractice to continue an arrangement that is actually detrimental to students?

5. The leaders of time reform and calendar change must communicate often and well the educational values inherent in YRE and communicate this over many years. Today's parents may be different individuals than those who took part in a study of YRE five years ago.

6. The leaders of the calendar change must remember to schedule many small informational meetings with parents, staff and community, but must avoid scheduling a big community meeting at the beginning of the process. Ignoring this advice has caused problems for countless districts.

7. Accept the reality that in a community's discussion of year-round education, things will be said that are true, half-true, and not true at all. Combat the half-truths and untruths with facts. Call the NAYRE office to check facts and figures and move quickly to rebut printed factual errors which abound on the Internet. Also, I think it is important for the leaders of schedule change to be thoroughly familiar with the research relating to matters of time and learning. It gives me great pleasure to recognize some of the researchers who have contributed much to the discussion of time and learning.

•Dr. Carolyn Kneese, Texas A&M University, who has authored several articles on YRE and who has completed a meta-analysis on year-round education. Dr. Kneese is the author of a new, major review of YRE, published by the Association, and available from NAYRE.

•Drs. Harris Cooper and Kelly Charlton, Department of Psychology, University of Missouri, who are members of the team that completed a major meta-analysis on summer learning loss. The team are in the process of a major study now underway, a meta-analysis on year-round education.

•Dr. Julie Frazier-Gustafson, Purdue University, who has completed the most significant study on the extended school year and who has published the results of her study.

•Dr. Walter Winters, independent consultant, San Diego, who reviewed and reported on 19 studies relating to the achievement of year-round students in a document published by NAYRE.

•Dr. Janice Haworth, Georgia State University, Atlanta, who completed a study of music in year-round schools and who continues to study this matter.

•Dr. Deborah Kanipe, Texas A&M University, who has completed a study of physical education in year-round schools.

•Dr. Henry McCarthy, Appalachian State University, Boone, NC who has been studying education in China and can provide a comparison between the two systems.

•Dr. Marsha Speck of San Jose State University and Dr. David Mussatti of Sierra Nevada College, both members of NAYRE's board of directors.

8. Understand that no idea, no matter how beneficial, is immediately acceptable to all. Remember that those opposed to something will always be louder than those in favor.

CONCLUDING REMARKS

It was in April, 1980 twenty years ago, that I was first approached by Dr. David Pascne, to assume daily leadership of what was then a faltering organization. There was no treasury, no real organization. The past two decades have been challenging to say the least. However, there has been substantial growth, indeed a growth from 197,000 to 2,100,000 students over those years, and for that reason I am pleased to have brought you this report.

Now as always, I leave you, in this my final status report to you as Executive Director, with this rhetorical question which I wrote nearly 20 years ago: If year-round education were the traditional school calendar, and had been for over 100 years, and if someone were to suggest a "new" calendar whereby students would be exempt from formal instruction for up to three months at a time, would the American public allow, or even consider, such a scheme?

We hope you will join us in our commitment to the concept of year-round education, and we invite you to seek NAYRE help as you chart a new course for better student learning. Know that we are available to help you wherever and whenever we can. YEAR-ROUND!

Managing Change: Time For All Children To Learn

by James C. Bradford, Jr., Division Superintendent, Buena Vista City Public Schools

"Most students can learn what the schools have to teach...." Benjamin S. Bloom

The issue of time as related to learning was an idea presented in the publication of The Nation At Risk in 1983. "Time is a crucial resource in education - and a malleable one at that."[1] For over 200 years the variable in the measurement and assessment of student learning has been that of student ability. The measurement was based on obtained academic skills in an absolute predetermined number of days of schooling. Normally, the measurement was premised on the ability to pass or fail in an academic block of 180 days. The traditional school makes time the constant and learning the variable. The accepted model during the past twenty years was founded on the concept that all students learn at the same rate and in the same amount of time. In the traditional system each student spends the same number of hours in school, enrolls in the same number of courses, and remains in school for the same number of years. In this system, time is fixed with student learning that has great variations in student knowledge or skills. Parents quickly recognize the fallacy of this model for learning with each child having a different time schedule for development and learning - to walk, talk, and accomplish simple health habits within the family unit. If the children within a family unit of similar inheritance and environmental conditions learn on different time schedules, why do the schools continue to expect all children to learn on a fixed time schedule of 180 days... with three consecutive months off for summer vacation and for learning to elapse? Time is a valuable resource in student learning. In a learning model presented by John B. Carroll of Harvard University, he states that "the learner will succeed in a learning task to the extent that he spends the amount of time he needs to learn the task."[2] He clarifies time as a task to be learned, active student engagement, student aptitude prior to learning, time a student is willing to spend, and student willingness to persevere. Also variations of time are needed for the individualization of student learning. Each local school and administrator has a responsibility to effectively manage a valuable educational resource - time.

The issue of school time has become a subject for national discussion. Some of the research concerning time and learning reveals the following:[3]

1. The United States has one of the shortest school years (180 days) when compared to other nations.
2. The U.S. school day averages 5.6 hours in length when compared to other nations with 7 - 8 hour school days.
3. In America as little as 50% of the school day is devoted to instruction with as little as one-third of total instruction on-task.
4. The research on the amount of time a student spends on home-

What's Out

Ability
Bell-shaped Curve
Fixed Time Model
Intervention

What's In

Time
J-Curve
Variable Time Model
Earlier Intervention

work is positive for high school students, reasonably positive for middle school students but no direct benefit has been found for elementary students.

5. The majority of the American students watch at least three hours of television a day, exceeding all countries except Scotland.
6. Over one-half of the American students report that they have jobs; academic performance falters when a student works more than twenty hours per week.
7. Extra curricular activities and sports foster student skills for future success.
8. For the first time, according to the 1989 Gallup Poll, the public favored increasing the amount of a student's time spent in school.
9. Achievement increases as allocated time increases (Durham and Lichenman, 1980, Smyth 1985).
10. Reviewing material that a student already knows does not increase learning (Walbery and Frederick, 1982); nor does teaching concepts or skills that a student is not ready to learn.
11. Twenty-one percent of the teachers in America pursue college courses during the school year only twelve percent pursue college courses during the summer (NEA, 1987).
12. Seventy-three percent of the teachers participate in inservice activities during the regular school year (NEA, 1987).
13. Two-thirds of the teachers are not employed during the summer; fourteen percent work in a school system; twenty percent work for outside employers (NEA, 1987).

In the twenty-first century the variable for learning must be changed from that of ability to that of time. The basic idea that most students can learn what the schools have to teach - if the problem is approached sensitively and systematically - is a very old one. It has been central in the tutoring of students for several thousand years."[4] The idea that most students can learn was supported by the Jesuit schools before the 17th Century, during the 17th Century by Comenius, Pestalozzi during the 18th Century, and Herbart in the 19th Century. The educational delivery model that must be adopted by all school officials for the students of the twenty-first century should be premised on the basic philosophy **that all children can learn.** The J-Curve is a mathematical expression of achievement designed to illustrate that "most children can learn most things, most of the time. It differs from the traditional bell shaped curve which shows gradations of achievement including failure as normal and acceptable."[5] The effective schools framework rejects the assumption underlying the bell curve, and assumes that failure is neither normal nor acceptable. The bell curve must give way to the J-curve with time schedules that vary so that all students can learn the basic skills necessary to be competitive in a global society. Bloom states that the additional time requirements for this "are typically of the order of 10 to 20 percent additional time over the regular classroom scheduled time".[6] The new time model would require earlier intervention for children having problems. Children must be provided with periods of time within the present fixed 180 day schedule that allows for the individual differences in learning rates.

School officials must be encouraged to develop educational programs that motivate students with instructional techniques that change the variable from a fixed 180 day schedule to the new variable time. Student learning will require different amounts of time for learning. This change will alter the traditional 180 day school calendar. All students must be brought up to the minimum standard of a basic education if the schools are to be viable in the twenty-first century. The challenge is to develop a "thinking" and "learning" society that can out perform the other nations of the world's work force.

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1. "Annual Report". National Educational Commission on Time and Learning. Washington, D.C., March 31, 1993.
2. John B. Carroll, "A Model for School Learning", 1963, Teachers College Record. Harvard, Massachusetts, p. 723.
3. "Briefing Paper", The National Education Commission on Time Learning. U.S. Office of Education, 1992.
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5. The Effective Schools Research Model and Qunilite Concepts". Effective Schools. Okemas, Michigan.
6. Ibid., p. 5.

How should we interpret and explain the results?

1. At best, students show little or no academic growth over summer. At worst, students lose 1 to 3 months of learning.
2. Summer loss is greater in math than reading.
3. Summer loss is greatest in math computation and spelling.
4. Summer vacation increases disparities between middle class and disadvantaged students' reading scores.
5. The detrimental effect of summer vacation appears to increase as grade level increases.

What are the implications for educational policy?

1. We can accept the detrimental effects of summer vacation.
2. We can increase summer school opportunities and direct these efforts in the most beneficial manner.
3. We can examine alternative school calendars.

What Do We Know About Summer Learning Loss?

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What Do We Know About Summer Learning Loss?

Where does the present school calendar come from?

What are some suggestions for how the calendar might be changed?

What are the concerns raised by the long summer break?

What problems arise when you study the effects of summer vacation?

How were studies of summer vacation and achievement found?

What was found in early studies of summer vacation effects?

How were the more recent studies analyzed?

What are the characteristics of recent studies?

What was the overall effect of summer vacation on achievement?

Is the summer vacation effect different for different subjects?

Do other factors influence the impact of summer vacation?

How should we interpret and explain the results?

What are the implications for educational policy?

What kinds of questions should be examined in future research?

Table 7. Effects of summer vacation on reading comprehension and recognition for different income groups (DLGE metric)

Reading area		Income Level: Middle	Income Level: Low
Comprehension	Average DGLE	-.27	-.34
	# of samples	14	10
	Size of samples	640	1,980
Recognition	Average DGLE	+.23	-.15
	# of samples	4	10
	Size of samples	350	1,980

Note. DGLE = differences in grade-level equivalent scores between spring and fall (in years).

Table 8. Average effects of summer vacation on relative reading achievement for differe grade levels

	d-index			DGLE		
Grade	# of samples	Sample size	*M*	# of samples	Sample size	*M*
1	7	1,967	+.04	4	764	+.0
2	8	2,189	+.04	2	74	+.1
3	6	2,169	-.02	5	1,203	-.12
4	8	2,778	-.12*	6	1,237	-.34
5	11	4,056	-.09*	10	2,690	-.20
6	10	1,212	-.12*	10	1,212	-.18
7	9	642	-.17*	9	642	-.36
8	3	235	-.21*	3	235	-.46

Notes. DGLE = differences in grade-level equivalent scores between spring and fall(in years). Size sample equals the total number of students across all independent samples.
*95% confidence interval does not contain d=.00.

Table 2. Effects of summer vacation on achievement across all subject areas

	# of samples		Sample size		Average *d*-index	Average DGLE
	d-index	DGLE	*d*-index	DGLE		
With SES	62	—	46,421	—	+.02*	—
Without SES	57	43	8,037	6,364	-.13*	-.13

Notes. DGLE = differences in grade-level equivalent scores between spring and fall(in years). Size of sample equals the total number of students across all independent samples.
*95% confidence interval does not contain *d*=.00.

Figure 3. Stem-and-leaf display of d-indexes for effect of summer vacation on acievement scores in math and reading

Math	*d*-stem	Reading
	+.3	5
	+.2	0124457
2	+.1	2246779
9500	+.0	4666889
882210	-.0	11222444557
7754	-.1	122224499
955	-.2	3357
3	-.3	5
0	-.4	156
5	-.5	6
0	-.6	
	-1.0	4

Table 3. Effects of summer vacation on achievement in mathematics

	# of samples		Sample size		Average *d*-index	Averag DGLE
	d-index	DGLE	*d*-index	DGLE		
Computation	3	1	249	154	-.32*	-.22
Concepts	5	1	657	154	+.01	+.59
Applications	1	1	154	154	+.17*	+.56
Total with SES	15	—	40,584	—	.00	—
Total no SES	10	7	1,907	1,458	-.18*	-.08

Notes. DGLE = differences in grade-level equivalent scores between spring and fall(in years). Size sample equals the total number of students across all independent samples.
*95% confidence interval does not contain *d*=.00.

Table 4. Effects of summer vacation on achievement in reading

	# of samples		Sample size		Average *d*-index	Averag DGLE
	d-index	DGLE	*d*-index	DGLE		
Comprehension	28	24	3,117	2,620	-.19*	-.32
Recognition	11	8	2,105	1,645	+.03	-.07
Vocabulary	14	14	640	640	+.12*	+.17
Total with SES	11	—	39,284	—	+.08*	—
Total no SES	6	7	671	1,802	-.15*	-.12
Spelling	2	—	180	—	-.41*	—

Notes. DGLE = differences in grade-level equivalent scores between spring and fall(in years). Size sample equals the total number of students across all independent samples.
*95% confidence interval does not contain *d*=.00.

Table 5. Effects of summer vacation on reading achievement for different income groups

Metric		Income Level: Middle	Income Level: Low
Absolute	*d*-index	+.23*	+.07*
	# of samples	2	2
	Size of samples	225	907
Relative	*d*-index	+.06	-.21*
	# of samples	18	19
	Size of samples	990	3,888
Relative	DGLE	+.16	-.19
	# of samples	20	19
	Size of samples	1,591	4,477

Notes. DGLE = differences in grade-level equivalent scores between spring and fall(in years). Size of sample equals the total number of students across all independent samples.
*95% confidence interval does not contain *d*=.00.

Figure 1. A hypothetical relation between changes in student achievement over summer and the spring-to-fall testing interval

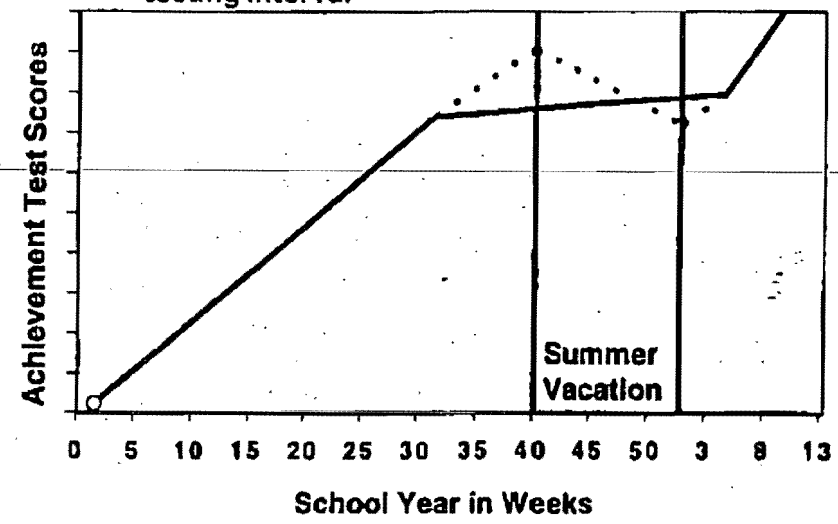

Table 6. Effects of summer vacation on reading comprehension and recognition for different income groups (relative d-indexes)

Reading area		Income Level: Middle	Income Level: Low
Comprehension	*d*-index	-.14*	-.27*
	# of samples	14	10
	Size of samples	640	1,980
Recognition	*d*-index	+.13*	-.12*
	# of samples	4	4
	Size of samples	350	1,295

Notes. Average *d*-indexes are weighted by sample size.
*95% confidence interval does not contain d=.00.

Table 1. Vote-count summary of early studies (1906-1973) of summer vacation effects on academic achievement

	Math computation	Math concepts	Reading comprehension	Spelling	Other language	Other subjects	To
Gain	0	6	10	0	10	6	3
Loss	17	6	7	11	5	2	4
p-level	.0001	ns	ns	.001	ns	ns	.0

Note. There were six tests of summer vacation effects that revealed no effect or pattern.

A REVIEW OF RECENT STUDIES RELATING TO THE ACHIEVEMENT OF STUDENTS ENROLLED IN YEAR-ROUND EDUCATION PROGRAMS

EXCERPT FROM

EXCERPT FROM

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ABSTRACT

By way of summary, it may be concluded from this particular review of academic studies that the achievement of students participating in a year-round educational setting performed better on tests than did their counterparts in a traditional calendar setting.

Nineteen studies were reviewed in this 1994 edition (second edition) of "A Review of Recent Studies Relating to the Achievement of Students Enrolled in Year-Round Education Programs." All have been completed or reported since 1991.

In the nineteen studies there were 58 possible categories or areas that compared year-round education with nine-month calendar programs. The categories were given plus, minus, or mixed-result grades. Of the 58, 48 or 83% of the categories were rated plus (+), meaning that in those categories year-round education students outperformed their nine-month calendar counterparts. Three of the 58 (5%) were rated minus (-). Seven of the 58 (12%) were mixed results (±).

Tests utilized in the various studies included the Texas Assessment of Academic Skills (TAAS); Tests of Achievement and Proficiency (TAP); California Assessment Program (CAP); Abbreviated Stanford Achievement Test (ASAT); Stanford Achievement Test (SAT); California Achievement Test (CAT); Comprehensive Test of Basic Skills (CTBS); Iowa Test of Basic Skills (ITBS); Sequential Tests of Educational Progress (STEP); Science Research Associates (SRA); and the Gates-MacGintie Reading Tests.

The studies were conducted in the states of California, Texas, Florida, Ohio, Virginia and Georgia.

TABLE 1
Comparison of Achievement of Year-Round and Traditional Calendar Schools.

School/District Author	Calendar Plan *	Population Studied	Comparison Group*	Years of Study	Tests Used	Results **	Comments
Buena Vista City Schools, VA Farrell, J. F. Dr	Quarter (extended year for those electing extra Q)	Gr 9-12 Tests for 11th	National & VA Norms/ mean (non-matched)	1974-91	STEP SRA (74-'87) TAP (88-'91)	+	School Board mandated low ach students to YRE
Carlisle Elem School Plano Plano, TX McCasland, Charles	45/10 ST	Gr. 3-5	TC--3 similar schools in District and total District	1991-92	ITBS NAPT CogAT	Grade 3 & 4: in Lang, Soc Studies and Math/Grade 5 ±	Higher Order Thinking Skills also assessed
College Park Elem. Fulton Co. Schools, GA Russell, Connie Dr	45/15 ST	Gr. 2-5 all students & Chap. 1 students	Matched SES TC in District	1990-91 and partial data for 1991-92 (new test)	ITBS	± cross section and cohort groups	N's small, especially for Chap 1 students but cohort data well done
Crockett Interm. Sch Conroe I S D TX Loyd, C. R. Dr.	30/10 ST (175 days)	Gr. 6 N=54	TC "matched sample"	1990-91	CAT	+ Pre-Post Design	No follow-up testing done this year
Cypress-Fairbanks ISD Houston, TX Willis, Betty Dr.	60/20 MT	Pre-K thru 5th 3rd to 4th gr. N=72	District & TX normative results	1991-93	NAPT TAAS	± over all, but + for the "At Risk" students	NAPT = Normative Assessment Performance in TX TAAS = Texas Assessment of Academic Skills
Duval Co P. S Jacksonville, Fl. Thompson, Jon Dr	60/15 ST & MT	'91'92--3 elem. sch N=900 '92'93--8 elem. N=6000 Gr. 1-7	TC schools in District	1991-92 1992-93	CTBS	± longitudinal data for most of the students	Participation in YRE voluntary, therefore results not representative of all schools in District
Mueller Elem. Sch. Chula Vista Dist, CA Dixon, Matthew	60/15 MT Orchard Plan (St. of CA)	Gr 3 - 6. Pre-Orchard Plan: N=480; Post-Orchard Plan: N=600	Castle Park Elem. TC sch same SES etc.; also District averages	1985-89 Pre-Orchard avgs. 1990-93 Post-Orchard avgs.	SAT Read/Math	+ Read/Math scores higher but not statistically significant	Data analysis also compared Mueller with other *Chapter 1 schools* in Dist YR results were found to be better
Orange County P.S. Orlando, Fl. Furdig, Diane (Eval) Locker Dianne (Prog)	60/15 MT 2 schools ST 1 school	Gr. K-5 Test results for gr. 2-5.	Dist Averages for TC schools plus cohort & longitudinal data.	1990-93 baseline plus two years implemation data.	SAT	+ Read Comp Total Math for gr 2 & 4	Statistically significant at grades indicated for 1st yr but dropped from 2nd to 3rd year

Table 1 (continued)
Comparison of achievement of year-round and traditional calendar schools.

School/District Author	Calendar Plan *	Population Studied	Comparison Group*	Years of Study	Tests Used	Results **	Comments
Palmdale School Dist., Palmdale, CA Fish, Judy Dr. & Gandara, Patricia Dr.	60/15 MT Orchard Plan (St. of CA)	Grades 1-8 N= approx 1000	TC schools in Dist. with SES, Ethnic & Base-line tests matched	1988-89 to 1991-92	CTBS Read/Math	+ p< 06	Seventy percent participation in the intersession program for Chapter 1 students.
San Diego City Schools, CA Alcorn, Richard Dr. Arm, Elaine Dr.	45/15 ST & MT	Gr. 5 ST 13 FES schools	Gr. 5 TC 13 control schools	20 yrs. over-all, Spring, 1992-Post Test only	ASAT	Read. + Math + Lang. ±	LEP-Spanish results reported for Grade 5 APRENDA Test
San Diego City Schools, CA Fass-Holmes, Barry Dr, Gates, Karen E. Dr.	45/15 ST	9 Elem. Sch. Gr. 2-4 1 Mid.Sc.Gr.6 STYR 3yrs.	9 Elem. TC Schools in District matched on SES & other variables	1990-91 1991-92 1992-93	ASAT for FES students; APRENDA for LEP Spanish students; %students above 50th %ile	Read. + * Math + * Lang + * (gr. 2/3/4 /6) Significant at p<.05	Authors caution that data is for *non-mobile* students only & not generalizable to total groups even at these schools
Sweetwater Union High School, National City, CA Chen, Zengshu Dr	45/15 ST	Gr. 9-12 N= c.2000--both high schools	Southwest High School (Sweetwater Union HS Dist.) Generally matched on SES factors etc.	1984-93	CTBS 1970-90 SAT 1991-93 SAT(college boards-self selected students) CAP--Gr. 12 Gr. 10 1988-90	CTBS all tests + * p< 02 CAP + SAT +	Additional survey data from the Los Angeles City Schools constituted the second half of this study but go beyond the scope of this review
West Carrollton Schools, OH Campbell, Wallace D. Dr.	45/15 ST	"At Risk Students" in gr. 2	Matched pairs at TC schools in District	1991-92	Gates-MacGintie Reading Test	+	Raw scores and NCE gains were made on average greater for the YR students but were not statistically significant
West Carrollton Schools, OH Roby, Douglas E. Dr.	45/15 ST	Gr. 6 YR students N=52 (Schnell Elem.)	Gr. 6 TC students N=45 (Russell Elem.)	1991-92	ITBS CogAT--for holding Ability level constant	* * Reading & Math (verbal held constant)	ANCOVA statistical test used to control ability levels With Quant held constant--not sig

* ST Single-Track Year-Round Education; MT = Multi-Track, TC = Traditional-calendar school

** With the substitution of ± for 0, this grading of results follows a pattern first suggested by Barbara Merino (1983)

\+ The overall study favors year-round education

± (new) The overall study indicates a mixed pattern of results, some favoring YRE, some traditional calendar (TC)

The overall study favors traditional calendar education

* Statistically significant differences

TABLE 2:
COMPARISON OF ACHIEVEMENT OF YEAR-ROUND AND TRADITIONAL CALENDAR SCHOOLS

School/District Author	Calendar Plan *	Population Studied	Comparison Group*	Years of Study	Tests Used	Results **	Commen
Buena Vista City Schools, VA Bradford, J. C. Dr	Quarter/Extd. Yr. for volunteer/ students selecting extra Q	Gr. 9-11 McCluer H.S. N=450	State of VA	1976-86	No norm-referenced tests	+ for objectives established	Drop out rates Subject failure Enrollment po
Oxnard School Dist. Oxnard, CA Brekke, N. R., Supt.	60/20 MT	Total Dist. K-8 N= 12,000+	(CAP) means Gr. 8/6/8	1981-82 vs. 1990-91	CAP (mandated CA Tests) for Sp.'82 vs Sp.'90 test results	± Read, Math & Writ.Exp Gr 3&6+, Gr.8: Read -, Math & Sci +	Scale Scores ra from 10 to 15 hi ig Gr 3 16 to 38 6th and 8th grd to +10
Socorro ISD El Paso, TX Antwine, Kathy (eval) Shook, Sue (prog.)	60/20 ST MT	3 Elem. Schools ST; all other schools. MT; Gr. 3 & 7. 2 High Schools, ST, Gr 11 &12	District avg. and TX state avg.	1992-93	TAAS both English and Spanish	+ in all areas tested at most schools for Read/Math & Writing	Positive gains, l further analysis needed and dist cautions that in factors other the YR schedule wer controlled
Texarkana ISD Texarkana, TX Pasley, Debbie	60/20 ST	K-1 4 Elem. Sch 1 K Center N=500 +	TC same grades in same schools but *non-matched* samples	1991-92. 1992-93^ 1993-94^ ^ voluntary participation	CAT Total Reading Total Math	+ YR higher on all sub-tests as well as on Total Read & Total Math	Same findings fo students designa economically dis-advantaged (Chu and for the non-disadvantaged
Waco ISD Waco, TX Burton, Wanda Rowe, Hazel	60/20 ST	7 Elem. Sch Gr. 3/4/5 1 Middle Sch Gr. 6/7/8	Non Matched TC Schools 10 at Elem. 4 at Middle	1993-94	TAAS (Median percent passing)	± At gr 3 & 4 + but not at Gr 5 in Read/ Math + at Gr 6/7/8 for all	Results are also available for 1991 1992 and 1992-19 but were not analyzed

* ST Single-Track Year-Round Education; MT = Multi-Track, TC = Traditional-calendar school

** With the substitution of ± for 0, this grading of results follows a pattern first suggested by Barbara Merino (1983)

\+ The overall study favors year-round education

± (new) The overall study indicates a mixed pattern of results, some favoring YRE, some traditional calendar (TC)

\- The overall study favors traditional calendar education

* Statistically significant differences

RESULTS, DISCUSSION AND CONCLUSIONS

Thirteen studies of year-round education were reviewed in the 1993 edition of this report.[1] Nineteen studies have been reviewed in this 1994 second edition. It appears that there is considerable interest in and evaluation/research activity concerning the degree of success of the year-round education concept. The studies reviewed here were those readily obtained by the National Association for Year-Round Education. However, an exhaustive review of the professional literature was not undertaken. In the past, the majority of programs reviewed were elementary school applications, often grades two through five. Here, too, the majority of the nineteen studies have included these grades. However, four of the studies include high schools; an additional seven include grades six, seven and eight, which are either in a middle school setting or constitute the upper grades of elementary schools. Together, then, a total of eleven, or 58% of the studies include secondary education, a substantial increase over what has previously been reported.

The difficulties of creating clear evaluative designs, which include serious efforts to control for the many variables which are not of primary interest, has often been emphasized. Among the studies reviewed herein, this is perhaps the most often-noted frustration of the authors. Yet each of them has taken steps to do just that. In all cases the limited populations have been acknowledged, and cautions have been made that generalizations to larger groups are not necessarily warranted. In most, but not all of the studies, some type of comparison or control group has been established. In lieu of such comparable populations -- such as socio-economic status, ethnicity, time in program and the like -- several studies have depended upon national or state norms on standardized instruments to represent another population. For example, many of the Texas studies use as their primary instrumentation and norms, the Texas Assessment of Academic Skills (TAAS) and the Tests of Achievement & Proficiency (TAP). The normed group, then, becomes the comparison base as contrasted with those studies that compare two independent groups. In the normed group, usually the criterion of percentage of pupils meeting the 70% "passing level" score is used for reference. In California, likewise, the California Assessment Program (CAP) results for schools provide one or more of the data points and/or statistics used for determining the degree of "success" of a program. Since 63% of the studies come from California and Texas, several of them include normed comparisons, rather than separate control groups.

Other commercially-developed and standardized instruments were also used in these two states and in the other four states represented in the studies reviewed in this document. Some of the other tests used are the *Abbreviated Stanford Achievement Test* (ASAT), earlier editions of the *Stanford Achievement Test* (SAT), the *California Achievement Test* (CAT), the *Comprehensive Test of Basic Skills* (CTBS), *The Iowa Test of Basic Skills* (ITBS), The *Sequential Tests of Educational Progress* (STEP), *Science Research Associates* (SRA) and the *Gates-MacGinitie Reading Tests*.

What were the results across all of the nineteen studies? As the reader might well expect, the complex array of test results was mixed, though favorable to the year-round concept. First, looking only at Table 1 results (those studies essentially meeting the criteria established for inclusion in the initial review), we find that there were 35 possible categories or areas that could be given plus, minus, or mixed result grades. The 35 are the product of the major test results (not including sub-tests) and the grade levels reported. Fourteen schools/districts contributed to the results of this group.

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[1] Les Six, "A Review of Recent Studies Relating to the Achievement of Students Enrolled in Year-Round Education Programs", *National Association for Year-Round Education*, San Diego, CA January, 1993

Results favorable to year-round programs (those designated by a plus (+) in Table I) totaled 30 of the 35 categories, or an 86% favorable finding. There were no fully negative findings. The remaining five qualified as "mixed results" (designated in both Tables I and II as ±) and represent 14 % of the total.

The studies of five additional schools/districts (those listed in Table 2) resulted in a total of 23 possible categories. **Eighteen (78%) of these results were favorable to year-round programs (+).** Three of the 23 (13 %) were designated with a minus (-), which meant that traditional calendar schools were favored by these results. Two of the 23 categories (9%) resulted in mixed findings (±).

Taking the total data across both tables the composite values are:

+	=	48 of 58 categories	(83%)
-	=	3 of 58 categories	(5%)
±	=	7 of 58 categories	(12%)

With respect to achievement results, these figures are the main finding of this review.

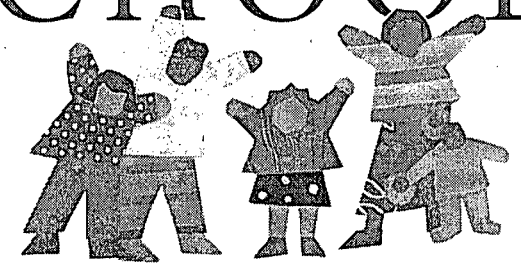
Some of the studies did provide statistical tests to determine if any given value was statistically significant. In all cases the alpha level was set at $p<.05$. Those results which were *statistically* significant are marked with a bullet (•) after the + or - in the results column of Tables I and II. Among the most positive findings are those reported in the studies provided by Carlisle Elementary School, TX; Orange County Public Schools, FL; Oxnard School District, CA; San Diego City, CA; Socorro School District, TX; Sweetwater Union High School, CA; West Carrollton Schools, OH and Waco School District, TX.

Although several studies provided break-outs of data for students "at risk", usually Chapter 1 participants, the numbers were frequently quite small and conclusions were made with great caution by the authors of these reports. Just the same, it is worthy of note that such students do appear to fare better in the year-round setting.

Most studies did not attempt to make comparisons between single-track (ST) and multi-track (MT) year-round programs. The two most popular calendar plans were the 45/15 and the 60/20, or minor variations of these. One school, Crockett Intermediate, had a 30/10 plan with 175 days of schooling. The Orchard Plan in California used a 60/15 plan, as did the programs in Florida. There was almost an even split between those districts reporting MT or MT/ST combinations and those with ST plans solely. Nine of the studies dealt with multi-track or multi-single-track combination, while ten dealt with single-track exclusively. None of these studies attempted to determine whether or not either the MT or ST plans were more efficacious with respect to student achievement. Because of the many differences in curricula and other differences among the multi-state group of plans here reviewed, no attempt was made to judge the superiority of one plan over another.

By way of summary, it may be concluded that in this particular review of academic studies that the achievement of students participating in a year-round educational setting performed better on tests than did their counterparts in a traditional calendar setting.

COMMUNITY SCHOOLS



PARTNERSHIPS *for* EXCELLENCE

A community school is both a set of partnerships and a place where services, supports and opportunities lead to improved student learning, stronger families and healthier communities. Using public schools as a hub, inventive, enduring relationships among educators, families, community volunteers, business, health and social service agencies, youth development organizations, and others committed to children are changing the educational landscape — permanently — by transforming traditional schools into partnerships for excellence.

COALITION FOR COMMUNITY SCHOOLS

Strengthening schools, families and communities

COMMUNITY SCHOOLS: PARTNERSHIPS FOR EXCELLENCE

Every recent poll and survey agrees: Education is America's number-one domestic policy issue. Communities across the country are looking for ways not just to reform schools but to create excellence. We'd like to tell you about one way that works: developing partnerships called community schools.

What is a community school? Boiled down to the basics, a community school is both a set of partnerships and a place where services, supports and opportunities lead to improved student learning, stronger families and healthier communities. Using public schools as a hub, inventive, enduring relationships among educators, families, community volunteers, business, health and social service agencies, youth development organizations and others committed to children are changing the educational landscape — permanently — by transforming traditional schools into partnerships for excellence.

The Coalition for Community Schools, 142 local, state and national organizations in both the public and private sectors, is working to sustain these efforts and extend them into your community. As the community school profiles on pages 6–10 illustrate, these initiatives are the result of the dedication, innovation and collaboration of people from many different sectors and walks of life. There is a role for all members of a community to play in making community schools a reality. School superintendents, principals, local elected officials, public and private human services agencies, youth development organizations, community organizations and community development groups, business, and civic and religious organizations all can bring leadership and resources to bear. We hope you will be excited by what's happening in these growing experiments and find some way to encourage similar efforts where you live. Why? Because now more than ever, *they just make sense.*

The community schools, whatever the differences among them caused by varying economic and social patterns, have a common philosophy. These schools are based upon the democratic ideal of respect for each individual person and his right to participate in the affairs of the community which concern the common good ... Such a program is characterized by change in response to changing needs, continuous experimentation to seek out satisfactory ways of achieving common goals, and careful evaluation of the results of its activities.

— Community Schools in Action: The First Program, 1960

WHAT A COMMUNITY SCHOOL LOOKS LIKE

A wide range of models and approaches can fit into a basic community school framework. Every school is unique, but here's the Coalition's broad vision of a well-developed community school.

A community school, operating in a public school building, is open to students, families and the community before, during and after school, seven days a week, all year long. It is operated jointly through a partnership between the school system and one or more community agencies. Families, youth, principals, teachers and neighborhood residents help design and implement activities that promote high educational achievement and use the community as a resource for learning.

The school is oriented toward the community, encouraging student learning through community service and service learning. A before- and after-school learning component allows students to build on their classroom experiences, expand their horizons, contribute to their communities and have fun. A family support center helps families with child-rearing, employment, housing and other services. Medical, dental and mental health services are readily accessible.

Artists, lawyers, psychologists, college faculty and students, businesspeople, neighbors, and family members come to support and bolster what schools are working hard to accomplish — ensuring young

people's academic, interpersonal and career success. Their presence turns schools into places that crackle with the excitement of doing, experiencing and discovering unknown talents and strengths. Community schools open up new channels for learning and self-expression. Students come early and stay late — because they want to.

Ideally, a full-time community school coordinator oversees the delivery of an array of supports provided by local agency partners and participates on the management team for the school. To achieve their desired results, most community schools over time consciously link activities in the following areas: quality education; positive youth development; family support; family and community engagement in decision-making; and community development.

BUILDING ON CORE PRINCIPLES

The idea of community schools is not new. Settlement houses, offering an array of opportunities to neighborhood residents, first developed in the late 1800s. In the early 1900s, educators and others began to explore ways to bring these opportunities into public schools, making schools social centers for communities.

Fueled by the Charles Stewart Mott Foundation and its work in Flint, Michigan, a formal community education movement gained national visibility in the 1930s. Its goal was to make schools the social, educational and recreational anchor of communities and to involve adults as well as young people in lifelong learning.

In the past decade, the number of school-community initiatives has increased dramatically. Today's community schools may differ from one another in model and approach, but they are rooted in a common tradition and share a core set of principles: They foster strong partnerships, share accountability for results, set high expectations for all, build on the community's strengths, embrace diversity and avoid cookie-cutter solutions. Each principle is important — essential even — to the successful operation of community schools. But one stands out among the others: Community schools foster strong partnerships.

Partners in community schools represent a range of sectors and embody a rich mosaic of perspectives and experiences. Against this backdrop of diversity, the talent, energy and commitment of partners coalesce around the shared mission of improving the lives of children, youth, families and the community. Partners work

What Happens in a Community School?

In a community school, youth, families and community residents work as equal partners with schools and other community institutions to develop programs and services in five areas:

Quality education — *High-caliber curriculum and instruction enable all children to meet challenging academic standards and use all of the community's assets as resources for learning.*

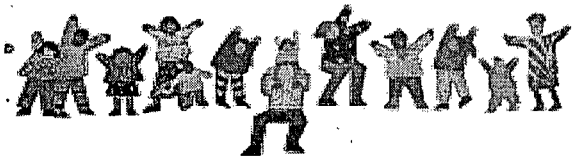
Youth development — *Young people develop their assets and talents, form positive relationships with peers and adults, and serve as resources to their communities.*

Family support — *Family resource centers, early childhood development programs, and coordinated health and social services build on individual strengths and enhance family life.*

Family and community engagement — *Family members and other residents actively participate in designing, supporting, monitoring and advocating quality activities in the school and community.*

Community development — *All participants focus on strengthening the social networks, economic viability and physical infrastructure of the surrounding community.*

A community school differs from a traditional school because the various partners are not conducting business as usual. They are working together toward common results; changing their funding patterns; transforming the practice of their staffs; and working creatively and respectfully with youth, families and residents to create a different kind of institution.



together every step along the way in developing community schools — from identifying assets and needs to designing programs and services that meet those needs to implementing programs and services and assessing impact.

WORKING TOWARD POSITIVE RESULTS

Community schools know that it is not enough to mean well, they must do well. Each community school ideally is organized around a strategic framework that allows communities to move systematically toward results. Stakeholders come together to identify the results they are seeking for children, families and communities and to devise ways to measure progress toward achieving these results. Their discussions also serve as a forum for articulating and solidifying the purpose and goals of the community school initiative.

Community schools across the country are collecting data related to student learning and achievement, youth development, family well-being, and community life. Results of these data collection efforts suggest that when adequately sustained, community school activities can contribute to improvements in these areas.

RESULTS IN LEARNING AND ACHIEVEMENT

- Charles Drew Elementary School, a West Philadelphia Improvement Corps site, showed more improvement on the state's standardized reading and math tests in 1999 than any other school in the state.
- At Hampton Year Round Elementary, a United Way/Bridges to Success program in Greensboro, N.C., the proportion of students who scored at or above grade level increased on state reading tests (43.6 percent in 1997 compared with 50.5 percent in 1998), writing tests (45.6 percent in 1997 compared with 70.7 percent in 1998) and math tests (45.6 percent in 1997 compared with 55.1 percent in 1998). In recognition of these increases, the school was awarded state "Exemplary School" status.
- At I.S. 218, the Children's Aid Society flagship school, math performance rose from 37 percent of students at grade level in 1994 to 44 percent in 1995 and 51 percent in 1996.

RESULTS IN YOUTH DEVELOPMENT

- Students in St. Louis Park, Minn., have increased their standing in a national assessment of positive youth development assets conducted by the Minneapolis-based Search Institute. Ranked about average when they first began taking the survey, St. Louis Park students now show assets that place them in the top 15 percent of schools participating in the national evaluation.
- In interviews conducted by the Academy for Educational Development, students in New York City's Beacons programs say that Beacons is significantly helpful in "avoiding drug use," "learning to avoid fighting," "doing better in school" and "volunteering in community."

RESULTS IN FAMILY WELL-BEING

- According to the Bush Center for Child Development, Yale University, parents who received services at Schools of the 21st Century were able to improve their child development practices, were less stressed, spent less money on child care and missed fewer days of work.
- Missouri's Caring Communities sites report that instances of child abuse or neglect declined 15 percent between 1996 and 1998 compared with a 10 percent decline in other communities in the state.

RESULTS IN COMMUNITY LIFE

- Principals at Schools of the 21st Century reported less vandalism, increased parental involvement, better teaching practices and improved public relations with the community because of expanded services offered in the school.

WHERE IT'S HAPPENING: NINE COMMUNITY SCHOOLS

Community schools build on the basics — families, neighborhoods and academics — to create 21st century excellence. The following profiles illustrate the many different ways communities can embrace the activities and core principles guiding community schools. They underscore the commitment of community schools to support and help improve academic achievement. They include elementary, middle and high schools located in urban, suburban and rural communities.

Each initiative has created a unique design that takes advantage of local resources and capacity. Exactly what goes on in a particular community school depends on what each community and school decide to do. Typically parents, community agencies, students and school staff work together to decide what is most needed and possible — in their own neighborhoods. In short, there are no cookie-cutter solutions.

But there are centralized resources and networks that localities interested in developing community schools can turn to for help. Many communities, like those profiled here, speed up implementation by adapting elements from a variety of community school approaches. The experiences of these communities suggest the value of linkage to national and state networks — from Beacons Schools and Community Education to Caring Communities, Children's Aid Society and Communities in Schools to ventures that are university assisted or United Way supported, as well as numerous others. These organized approaches provide valuable support — from technical assistance in planning, start-up and public awareness to training, financing and evaluation. Tapping into a network can help localities see how to connect the various elements of a community school into a comprehensive whole.

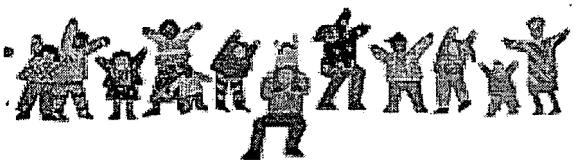
None of these examples would exist without significant support. Support from families and communities; strong leadership, often through state and local community collaboratives; linkage to a network or other source of technical assistance; and a predictable source of revenue — from federal, state and local governments; local United Ways; foundation and corporate sponsors; and school districts — are the hallmarks of every sustainable effort.

We hope that in reading about these real-world examples, you will be encouraged to transform your own schools into community schools. It just makes sense.

Financing Community Schools

Most community school initiatives rely on a primary source of core funding to provide a significant portion of their operating costs and ensure some degree of stability to their sites. There is, however, no single core funding stream for community schools. This poses a continuing challenge for community school advocates. Some potential sources of funding include:

- local United Ways, community foundations, national philanthropies and corporate funders;
- federal government (e.g., through programs with a particular focus on school and community relationships, such as the 21st Century Community Learning Centers, Safe Schools/ Healthy Students and Corporation for National Service, or through federal-state programs, such as Medicaid or Temporary Assistance to Needy Families);
- state governments (e.g., through state-level initiatives such as Missouri's Caring Communities, California's Healthy Start, Washington's Readiness to Learn and New York's Advantage Schools);
- local government (e.g., through local appropriations as in New York City's Beacons or through community development block grants); and
- local school system (e.g., through locally appropriated funds or through the Title 1 or Safe and Drug Free School Program).



COMMUNITY SCHOOL PROFILES

Elementary Schools

Boston, Massachusetts

THOMAS GARDNER EXTENDED SERVICES SCHOOL

The Allston-Brighton neighborhood, home to Thomas Gardner Extended Services School (GESS), is among the most culturally and ethnically diverse in Boston. As many as 36 different languages are represented in the school's K–6 student body, and over half of its 500 students are learning English as a second language (ESL). Yet recent fourth-grade student performance on Massachusetts' state language arts test catapulted GESS into the top 10 most improved schools in the state.

According to Principal Catalina Montes, the school's progress is tied closely to the efforts of an entire community, working in the school before, during and after school hours. Ten years ago, when a Boston College (BC) faculty member visited Gardner as part of a research study, Montes made the professor promise to stay involved. "You can't leave," she said. "We need you." Eventually, a close partnership among Gardner; BC; the local YMCA, which serves the important role of fiscal agent; and the Healthy Boston Coalition developed into GESS. GESS is part of the Children's Aid Society community schools adaptation network and receives support from the Wallace-Reader's Digest Fund.

I've learned that commitment and hard work aren't always enough. I truly believe it takes the effort and good will of the entire community to help all our children succeed.

— Catalina Montes, principal, Thomas Gardner Extended Services School

BC graduate and undergraduate students, as well as faculty, work at the school daily. Before-school breakfast and after-school tutorial programs are staffed by certified teachers, with BC students working as mentors and tutors individually with GESS students. To make sure school-day and after-school learning is connected, after-school teachers regularly visit the day program as classroom specialists. A Parents Center hosts weekly coffees and workshops on various topics such as immigration clinics staffed by BC law students. ESL and parenting skills classes, counseling, a full-time nurse, and weekly "Power Lunches" with volunteers from the business sector are among the services offered by GESS and its partners to keep the doors of opportunity open for students and families.

Greensboro, North Carolina

HAMPTON YEAR ROUND ELEMENTARY SCHOOL

Hampton Elementary School, located in a high-poverty neighborhood, is used to breaking the mold — it operates on an unconventional year-round calendar. It also offers a full-day menu of services, supports and opportunities through its Bridges to Success program, a collaborative effort of the school district and the United Way of Greater Greensboro. School starts at 7:30 a.m. with breakfast. Throughout the year, nearly 200 students participate in after-school science, computer, art and recycling clubs, guided by teachers who volunteer as advisors. Fourth graders participate in a weeklong Leadership Academy. On Saturdays, a Book and Breakfast Club attracts families.

The partnership has helped eliminate inadequate health care as a barrier to learning. With the assistance of the United Way, the school's full-time nurse arranges dental, health and vision screening and transportation to outside services. Attendance rates have increased and now stand at 94 percent. Parent participation and children's academic performance also have improved. Average scores on state reading, writing and math tests for students in grades 3–5 increased from 1997 to 1998. In recognition of the increases, the school was awarded state "Exemplary School" status.

Last year, the United Way funded a series of school visits by members of the Greensboro Symphony to introduce third graders to orchestral music and participate in miniconcerts. Encouraged by the children's enthusiastic response, the orchestra sought additional resources. This year, 12 highly

motivated students selected by the school will be given the opportunity to study a string instrument for three years. Those who stay with their lessons will be invited to join the orchestra's junior string ensemble.

St. Louis Park, Minnesota

AQUILA PRIMARY SCHOOL

"Things are happening here I've never seen anywhere," says Rob Metz, principal at Aquila Primary School. Part of what he's referring to is Aquila and Cedar Manor Together (ACT), a partnership among his school, nearby Cedar Manor Intermediate School and Jewish Family Services. Funded by state, county and district funds and nurtured by the school district's Community Education program, ACT brings together social workers, psychologists, family support workers and volunteers to help families organize their lives so that their children do better academically. ACT team members visit every classroom every week to talk about difficult but important topics — like good touch/bad touch or loss and grief. Team members spend much of their time in the community working with families to keep their children in school and excelling.

Thirty children from Aquila end their day at Kids Café, an after-school program located and run by a not-for-profit agency two miles away. Some of the children who participate live there in a residential program with their mothers, who are in drug treatment or on parole. Other participants are children who would be unsupervised in the afternoon for other reasons. The children do homework, play and learn how to be a family. Every day, the children and their mothers work in teams under the watchful eye of a professional chef, planning, preparing and serving a sit-down meal. Activities such as these help children acquire "developmental assets" that all youth need to grow up healthy, competent and caring. The St. Louis Park community has embraced the framework designed by the Search Institute, which evaluates such assets. A Search Institute analysis shows that St. Louis Park students who ranked about average when they first took the survey now have assets that place them in the top 15 percent of participating schools nationwide.

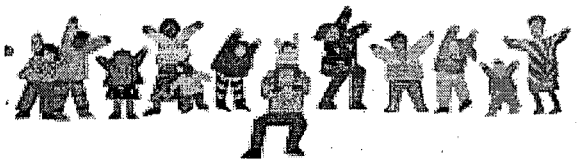
Wichita, Kansas

STANLEY ELEMENTARY SCHOOL

Designed as a "community haven," Stanley Elementary School is generally open and in use from 7 a.m. to midnight, seven days a week. Stanley is a Communities in Schools, Inc. (CIS) site that houses substations of the city's departments of Health, Human Resources, Parks and Recreation. Stanley's services are the most widely used in the city: Twenty-three repositioned personnel provide support services to CIS students and families each semester. Services are provided using funds from the federal Supplemental Nutrition Program for Women, Infants and Children. There also is an on-site city/school district library and a senior service center.

Evenings and weekends, the school hosts college classes, community programs and recreation for adults. At weekly Family Learning nights, parents come to Stanley with their children. Adults take part in English as a second language and other literacy activities. Their school-age children study with reading tutors while preschoolers play together in child care provided with Title I funds. Participants from Volunteers in Service to America (VISTA, a branch of the Corporation for National Service Americorps program) work with the CIS site coordinator to organize literacy activities, raise funds and promote community service.

Partnerships with Washburn University and the Yamaha Corporation have introduced astronomy and keyboard-based music instruction into the curriculum. Stanley's third-grade teachers are working with a local arts group to integrate classroom language arts into a musical production of the Pied Piper tale. Extended-day tutoring and mentoring is provided by 45 volunteers including local college students, foster grandparents, and Big Brothers and



Big Sisters program participants. Program measures show positive impact. Students involved in CIS activities improved their 1999 reading scores by 21 percentile rank points — up from six points the year before. Ninety-five percent of all students were promoted to the next grade.

Denver, Colorado

LAKE MIDDLE SCHOOL

The Beacon Neighborhood Center at Lake Middle School in Denver, Colo., sees itself as "a grassroots effort to promote youth development and community building." With core funding from the Wallace-Reader's Digest Fund and additional local support, it brings education, recreation and leadership experiences to students attending Lake Middle School. It also serves students from surrounding elementary and high schools and provides continuing education and training to parents and neighborhood adults. Lake Beacons is managed by Mi Casa Resource Center for Women, a nonprofit organization that helps Latina women and others become self-sufficient.

... it made me feel really good that a professional potter with her talent told me my piece was very creative .... This project allowed all of us to perform to the extreme!

— 7th-grade boy's writing portfolio essay, Winburn Middle School, Lexington, Kentucky

Activities for middle and high school students combine enrichment with leadership and employment preparation. Students with experience in the program and good grades can apply for paid positions at the center. Students run the reception area, assist in center programs, and participate in weekly leadership development and staff meetings. More than 60 students have progressed through some or all levels of responsibility, including supervision of other youth staff.

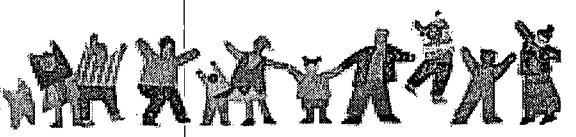
Teens also are teaching adults how to explore issues surrounding cultural diversity — especially by recognizing and getting past negative stereotypes. Youth Empower, a group of 13–16 year olds, has developed a series of workshops and interactive presentations to help adults learn to work effectively with youth, build ethnic and cultural awareness, and help youth develop their own leadership skills. Course content comes directly from the students' own insight, reflection and growing tolerance. Youth Empower has been invited to work with groups throughout the Denver area. The students made presentations at the Promise Colorado Conference in fall 1999 and Youth Speak 2000 in Grand Junction, Colo.

San Diego, California

O'FARRELL COMMUNITY SCHOOL FOR ADVANCED ACADEMIC STUDIES

A decade ago, a group of teachers and parents came together to turn a long-vacant San Diego school building into a new kind of public middle school. It was based on a clear philosophy: All children in the proper environment can learn at advanced levels. Teachers would assume responsibility for children's learning, make major decisions with a CEO rather than a principal and share in the school's administrative work. Convinced that children need to be emotionally and physically healthy to do their best, the school staff decided to dedicate a wing of the building to house community partners who could help meet their students' physical, social and emotional needs.

Today, O'Farrell Community School for Advanced Academic Studies serves 1,500 sixth- through eighth-grade students. With support from the county, the school's discretionary budget, state Healthy Start funding and other sources, the Family Support Service (FSS) Wing is up and running 12 hours a day. Family advocates see over 500 children and families a year and have been able to document — through fewer absences, fewer detentions and other indicators — measurable improvement in family stability and student outcomes. While enrichment, recreation and support services are important components at O'Farrell Community School, the



COMMUNITY SCHOOL PROFILES
Middle and High Schools

FSS Wing stresses that academics come first.

Parents and community members are involved closely in the school and in their own learning. A Head Start program run by a neighborhood organization conducts parenting classes on site — in Spanish and English. An employment preparation program includes classes in budgeting, resume writing and interviewing. And a thrift store on campus offers a career clothing section, as well as a large selection of family apparel, dry and canned food, furniture, and appliances.

Kansas City, Missouri

VAN HORN HIGH SCHOOL

In the 1970s, the bottom fell out of the neighborhood surrounding Van Horn High School. Families moved out, and housing values plummeted as the school district experienced court-ordered desegregation. Local children were bused throughout the Kansas City school district, and when they returned home each afternoon, there were no parks, Boys Clubs, YMCAs or other positive opportunities in their own neighborhood.

By the mid-1990s, things had begun to change. Through the efforts of a grassroots coalition of local community members and the Kansas City School District, Van Horn became the site of Caring Communities, a statewide initiative. A School/Neighborhood Advisory Committee including parents, neighborhood residents and Van Horn school staff decide what they want for their community. Van Horn now boasts a year-round health clinic, family service social workers and a job developer. Strong partnerships with community agencies have brought extracurricular activities to the school for the first time in years. Students produce a school paper and yearbook; participate in debate teams, multicultural clubs and sports; and take advantage of mentoring and tutoring help.

While Van Horn provides an operational hub, activities reach far beyond the school to help create families and neighborhoods that are safe, supportive and engaged. Not just school students but all residents in the neighborhood are eligible to receive health services at the school clinic — and parents and community members play a major role in Caring Communities' content and direction.

Our community partnerships provide so many resources here on site. They're there as soon as you need them.

— Mary Long, principal, Van Horn High School, Kansas City, Missouri

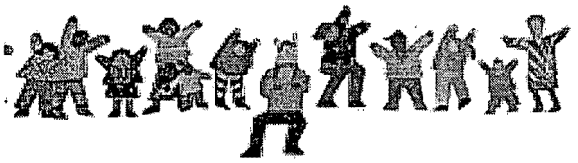
Strong community involvement also has led to the creation of a 501(c)(3) community development organization enabling the community to seek new revenue sources and expand its agenda.

Philadelphia, Pennsylvania

UNIVERSITY CITY HIGH SCHOOL

University City High School (UCHS) is just one of 13 West Philadelphia schools where the West Philadelphia Improvement Corps (WEPIC) approach is making a difference. Drawing on the resources of universities and surrounding communities, WEPIC partnerships develop deep, rich and thematically related learning experiences that connect academic exploration, community service and community revitalization. In one joint learning experience, University of Pennsylvania and high school students teamed up with former residents of a neighborhood displaced by urban renewal in the 1950s and 1960s, known as Black Bottom. Working together, participants explored interviewing techniques, personal recollections and the performing arts as a means to study history. The project culminated in a series of "Black Bottom Sketches," written and performed by students and community members.

Themes based on environmental planning, health and nutrition, and literacy developed at several elementary and middle school feeder schools also have been extended and adapted at the high school level. For example, a university nutrition class studying food supply, control and usage helped younger students learn about nutrition, analyze their own eating patterns and create a student-run fruit



bar. At the high school level, the focus shifted from studying consumption to learning about alternative production techniques and managing a business.

WEPIC at UCHS is focused particularly on strengthening students' school-to-work opportunities. WEPIC, the University of Pennsylvania and other community partners have developed a wide variety of paid internships and work experiences. UCHS is also home to the university's newly created Skills Development Center. The center helps students, as well as underemployed and unemployed adults, prepare for high-skill careers. In one initiative, students are certified in fiber optic and copper cabling, provided internships with local companies, and prepared to take local union apprentice exams.

Tony, Wisconsin (K–12)

FLAMBEAU SCHOOL

Flambeau School has functioned as a community center for rural Rusk County and the surrounding area for more than 50 years. During the regular school-day hours, 670 students in prekindergarten through 12th grade attend the school. During the evening and weekend hours, classes and activities are offered to students and adults of all ages. The geographical isolation of the school — it is the only public building in a six-mile radius — is a key factor that has shaped its evolution into a focal point for lifelong learning and community activities. Approximately 15 years ago, the various educational programs and services became systematized and formally connected with the district's Community Education program, with funding from the school district.

Many participants had not previously felt connected to the school, and the program fosters a sense of belonging much in the same way that sports does for student athletes.

— Dave Johnson, director of community education

Community members have long taken ownership of education and schooling issues. As part of a recent planning effort facilitated by the Institute for Responsive Education, teams of residents learned that the district's main priority was helping students develop competencies in "the basics," defined by this community as technology, school-to-work, social and life skills.

Flambeau students in grades 5–8 are developing social and academic skills through the Youth Connections Program (YCP), funded through a 21st Century Community Learning Center grant. During one experiential learning exercise, teams of students worked together to devise a plan for climbing over a fictitious fence of a daunting height. Afterward, students analyzed and reflected upon the experience. Flambeau staff and students at nearby Mount Scenario College provide academic tutoring to YCP participants, every day of the week. Every other weekend, YCP organizes events for students and their families. While students are off canoeing or tubing, families attend parenting classes offered by University of Wisconsin extension personnel.

LINKING TO COMMUNITY SCHOOLS

Following is information on some of the key community school networks across the country. Profiles of schools in other networks can be found at www.communityschools.org/approaches.html.

ALLIANCE SCHOOLS

The Alliance Schools initiative, a partnership among the Texas Industrial Areas Foundation Network, the Interfaith Education Fund and the Texas Education Agency is a community-based strategy to increase student achievement in low-income areas.

Ernesto Cortes
Texas Interfaith Education Fund
1106 Clayton Lane, Suite 120W
Austin, TX 78723
(512) 459-6551

BEACONS

The Beacons approach is an integrated strategy to both engage young people and strengthen neighborhoods. Since 1995, the Youth Development Institute at the Fund for the City of New York has promoted adaptation of school-community collaborations similar to the New York Beacons in Denver; Minneapolis; Oakland, Calif.; and Savannah, Ga. Beacons also operate in San Francisco.

Sharon DuPree
Youth Development Institute
Fund for the City of New York
121 Avenue of the Americas, 6th Floor
New York, NY 10013
(212) 925-6675
www.fcny.org

CARING COMMUNITIES

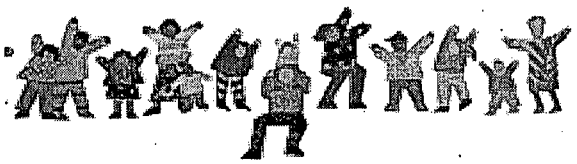
Caring Communities is the primary school-linked support and services delivery strategy of the Missouri Family Investment Trust, a state-level, public-private partnership. Community partnerships involving an array of stakeholders, including parents, provide leadership and support for local sites. Adaptations in 18 communities and 115 schools are supported by funds pooled across seven state agencies.

Steve Milburn
Missouri Family Investment Trust
3915 West Pine Boulevard
St. Louis, MO 63108
(314) 531-5505

CHILDREN'S AID SOCIETY (CAS) COMMUNITY SCHOOLS

The CAS approach developed out of a partnership involving the Children's Aid Society, the New York City Board of Education, a local school district and participating agencies. Through community alliances, this model broadens the school's mission to bring in parents, teachers and the community as full partners. In 1995, CAS opened a Technical Assistance Center to help other communities adapt this model.

Jane Quinn
Children's Aid Society
105 East 22nd Street
New York, NY 10010
(212) 949-4954
www.childrensaidsociety.org



LINKING TO COMMUNITY SCHOOLS

Networks

COMMUNITY EDUCATION

Community Education promotes parent and community involvement in public education, the formation of community partnerships to address community needs and the expansion of lifelong learning opportunities. Community educators come together under the leadership of the National Community Education Association (NCEA). NCEA works in close collaboration with the National Center for Community Education, which provides leadership training and technical assistance.

Starla Jewell-Kelly
National Community Education Association
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030
(703) 359-8973
www.ncea.org

Jill Waters
National Center for Community Education
1017 Avon Street
Flint, MI 48503
(810) 238-0463
www.nccenet.org

COMMUNITIES IN SCHOOLS, INC.

Communities in Schools, Inc. helps localities develop not-for-profit 501(c)(3) boards, which identify and broker resources to support children and families in schools. CIS operates in more than 1,500 schools in 243 school districts across the country, with state and local programs in 33 states.

Tom Wilson
Communities in Schools, Inc.
1199 North Fairfax Street, 3rd Floor
Alexandria, VA 22314-1436
(703) 518-2564
www.cisnet.org

HEALTHY START

Healthy Start, which grew out of legislation passed in 1991 by the California Legislature, is one of the largest school-linked services initiatives. Local collaboratives develop and institutionalize more effective school-linked service delivery systems.

Lisa Villarreal
UCD/Education CRESS Center
Davis, CA 95616
(530) 754-4307
hsfo.ucdavis.edu

READINESS TO LEARN INITIATIVE

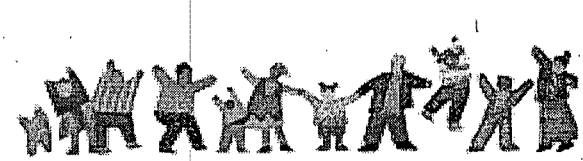
This program authorizes grants to local school-linked, community-based consortia to develop and implement strategies that ensure children arrive at school every day "ready to learn." Activities are family oriented, culturally relevant, coordinated, locally planned, outcome based, creative, preventive and customer service oriented.

Chris McElroy
Washington State Readiness to Learn Initiative
Old Capital Building – P.O. Box 47200
Olympia, WA 98504-7200
(360) 753-6760

SCHOOL-BASED YOUTH SERVICES PROGRAM

Developed by the New Jersey Department of Human Resources in 1987, this was the first major state program that gave grants to community agencies to link education and human services, health, and employment systems. The "one-stop" program has been initiated by schools and community agency partners in 30 school districts.

Kay Reiss
New Jersey School-Based Youth Services Program
New Jersey Department of Human Services
P.O. Box 700
Trenton, NJ 08625
(609) 292-1617
www.reeusda.gov/pavnet/ye/yesbysp.htm



LINKING TO COMMUNITY SCHOOLS

Networks

SCHOOLS OF THE 21ST CENTURY (21C)

This school-based child care and family support approach promotes the optimal growth and development of children ages 0–12. The 21C model's goal is to transform the school into a year-round, multiservice center providing services from early morning to early evening.

Jennifer McGrady Heath
The School of the 21st Century
The Yale University Bush Center
310 Prospect Street
New Haven, CT 06511
(203) 432-9944
www.yale.edu/21C/

UNITED WAY/BRIDGES TO SUCCESS

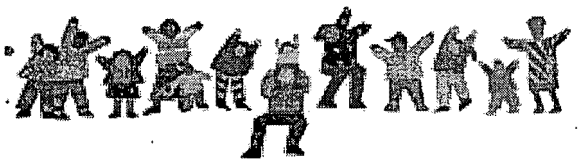
Developed by the United Way of Central Indiana, this initiative is being adapted in seven communities through the leadership of local United Ways. Many other local United Ways are involved with a variety of community school approaches and serve as catalysts for new initiatives.

Sheri DeBoe Johnson
United Way
701 North Fairfax Street
Alexandria, VA 22314-2045
(703) 836-7112 ext. 250
www.unitedway.org

WEST PHILADELPHIA IMPROVEMENT CORPS (WEPIC)

WEPIC's mission is to build university-assisted community schools. WEPIC partnerships between universities and local schools are designed to revitalize both school curricula and local neighborhoods through community-oriented, real-world problem solving. Ten institutions of higher education are now part of the WEPIC network.

Joann Weeks
WEPIC Replication Project
University of Pennsylvania
3440 Market Street, Suite 440
Philadelphia, PA 19104-3325
(215) 898-0240
www.upenn.edu/ccp



COALITION FOR COMMUNITY SCHOOLS

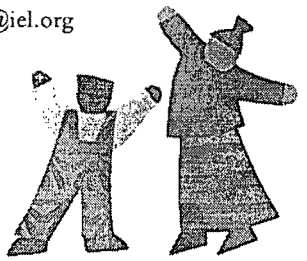
Strengthening schools, families and communities

The Coalition for Community Schools mobilizes the resources and capacity of multiple sectors and institutions to create a united movement for community schools. We bring together local, state and national organizations that represent individuals and groups engaged in creating and sustaining community schools, including: parents, youth, community residents, teachers, principals, school superintendents and boards, youth development and community-based organizations, health and human services agencies, faith-based organizations, neighborhood associations, civic groups, higher education, business, government, and private funders. The Coalition disseminates information, connects people and resources, and educates the general public.

The Community Schools Public Education Campaign is one of the key activities of the Coalition. Sponsored by the Children's Aid Society, the Coalition for Community Schools and the Ad Council of America, the goal of the ad campaign is to build awareness of and support for the community school approach to public education. Campaign resources include television, radio and print ads.

To order free copies of this document and learn more about the Coalition, contact:

Martin J. Blank, *Staff Director*
Coalition for Community Schools
c/o Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
Telephone: (202) 822-8405 ext. 45
Fax: (202) 872-4050 Email: ccs@iel.org
www.communityschools.org



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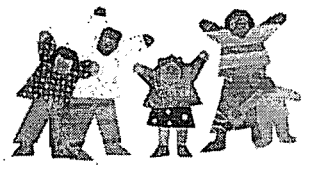
COALITION FOR COMMUNITY SCHOOLS

Steering Committee



IRA HARKAVY, CHAIRMAN
Center for Community Partnerships, University of Pennsylvania

DORIS BAYLOR
Minneapolis YMCA

CYNTHIA BROWN
Council of Chief State School Officers

JOAN BUCKLEY
American Federation of Teachers

JAY SCHENIRER
Foundation Consortium

PHIL COLTOFF
The Children's Aid Society

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National Center for Schools and Communities

JOY DRYFOOS
Independent Researcher

SHARON DUPREE
Fund for the City of New York

JILL WATERS
National Center for Community Education

STARLA JEWELL-KELLY
National Community Education Association

SHERI DEBOE JOHNSON
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National Collaboration for Youth

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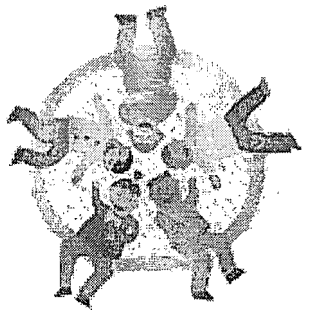
New Jersey School-Based Youth Services Program

PEGGY SPARKS
Birmingham Public Schools

GERALD TIROZZI
National Association of Secondary School Principals

LISA VILLARREAL
California Center for Community-School Partnerships

MARTIN J. BLANK
Staff Director, Coalition for Community Schools



Community schools create opportunities for self-expression that students are hungry for. As one middle school student wrote in an after-school creative writing group, "The way I want to express myself is in every way, in every shape, in every motion, like wind blowing through the trees."

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