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Attitudes toward a 45-15 ESY in the Western School District, Parma, Michigan

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ATTITUDES TOWARD A 45-15 ESY IN THE
WESTERN SCHOOL DISTRICT,
PARMA, MICHIGAN

by

Gordon G. Archer

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
August 1974

ACKNOWLEDGEMENTS

The completion of this dissertation was accomplished with the guidance and encouragement of many individuals. I would especially like to express my sincere appreciation to Dr. Dorothy McCuskey (committee chairperson), Dr. John Nangle, and Dr. Rodney Roth for their willing and helpful guidance as my committee members. Their expertise, time, and support were always freely and generously given and appreciated. My thanks also go to the Western School District Board of Education, Administration, and Staff for the friendly and helpful assistance that they provided. Finally, I would like to thank the members of my family, especially my father, for their continuous encouragement and support.

Gordon G. Archer

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

History of the Problem

The combined factors of continuing increases in the cost of education, demands by taxpayers throughout the nation for better utilization of existing facilities and personnel at a lower cost, and community pressure on school systems to develop improved educational programs have all tended to focus renewed and increasing attention on what are frequently called "year-round schools." The concept of "year-round school" (YRS), or "extended school year" (ESY), is not new, nor is it restricted to one pattern of operation. One form or another of the extended school year has appeared on an intermittent basis throughout the last seventy years (National Education Association, 1962, 1964). Most of the popular ESY programs can be placed in one of three categories. The first category includes those programs that attempt to provide more complete utilization of facilities and personnel for reasons of economy. A second category includes those programs that provide a longer student school year for the purposes of improving the educational program and for pupil acceleration.

The third category includes those programs that attempt to combine the functions of the first two categories. In most instances, however, the primary motivation for implementing ESY programs appears to have been for reasons of economy (Utica Community Schools, 1970). The more recent periods of ESY program implementation coincide with periods of time when student enrollments and building costs were both spiralling upward, while, at the same time, public reaction against increased taxation was also on the rise (National Education Association, 1962, p. 2).

Unfortunately, research regarding the measurement and evaluation of most of the earlier ESY programs is both limited and subjective. In most cases, these limitations resulted in an inadequate and invalid basis for judging ESY programs (Northville Board of Education, 1970, pp. 9-12). In this study, an attempt was made to avoid the above-mentioned limitations by collecting and analyzing objective data regarding the 45-15 ESY program implemented by the Western School District of Parma, Michigan.

Introduction to the Western School District

The Western School District is located immediately west of Jackson, Michigan, and, as of the 1973-74 school year, had approximately 2500 students enrolled. As was the case in many other school districts, over-crowded conditions became a major

problem in the Western School District. In 1973, school administrators estimated that their enrollment was approximately 220 students greater than the designated capacity of their facilities (Western School District, 1973). The Western Board of Education had been aware of the situation as it developed, and so in 1968 they requested the voters of the District to support a bond issue for a new middle school. The issue was rejected by the voters.

The Board then attempted to alleviate the increasingly over-crowded conditions in 1970 by using relocatable classroom units, but the voters rejected the request to support such efforts. After the 1970 election, the Board and a Citizens Committee began to look for alternative solutions, including split shifts, leasing facilities, more relocatable units, building additions to existing facilities, building a middle school, or some type of year-round program.

Split shifts were rejected as being educationally unsound because they would force the reduction of educational programs due to a shortened school day and would increase expenses at a considerably higher rate than would the other alternatives.

No suitable buildings could be located and made to meet school building codes at reasonable cost.

Some relocatable classroom units were put into use, but were not considered to be a permanent solution because they were

more expensive to obtain and operate than conventional classrooms, and they did not relieve over-crowded conditions in core areas such as cafeterias, libraries, lockers, and gyms.

In 1967, additions were made to several buildings in the District, but it was indicated by the architects at that time that further additions were not economically advisable, and in addition, would not alleviate the problem of inadequate core facilities.

One of the two remaining alternatives that seemed feasible included a second request for support of a middle school bond issue. The bond issue, however, was defeated in June of 1972.

As a result of the bond issue defeat, the only reasonable alternative considered to be left open was to continue the study and development of some type of year-round program. An in-depth study of many varied plans was coordinated by an administrator appointed to the newly created position of 45-15 Director. Many plans were studied, including the Four-Quarter plan, the Tri-mester plan, the Quin-mester plan, and the 45-15 plan. The study eventually narrowed the alternatives and selected the 45-15 plan. This program appeared to overcome most of the objections to the other year-round programs mentioned above.

In October, 1972, the Administration was authorized by the Board to undertake an in-depth study of the 45-15 plan in order to prepare for implementation of that plan for the 1973-74

academic year.

As a result of the above-mentioned Board decision, committees including students, citizens, teachers, administrators, and Board members were established to study all aspects of the decision for implementation of the plan. Finally, in February of 1973, the Board voted to implement the 45-15 plan. On July 5, 1973, the plan was put into operation.

Purpose of the Study

The primary purpose of this study was to determine the attitudes of the Western School District's students, professional staff, and community during the time that they were experiencing a mandated 45-15 ESY program. These attitudes have been identified through the use of questionnaires for each of the respondent groups.

Another objective of this study was to determine the extent to which differences in the Western School District students' academic performance existed between the traditional school year program (first semester, 1972-73), and the 45-15 ESY program (first semester, 1973-74). Semester grade-point averages (GPA's) were used to determine the extent of such differences.

Need and Significance of the Study

The significance of this study lies in the fact that up until the last few years little objective data was available on which to make valid judgments about ESY programs. The Michigan Legislature was cognizant of the situation and, through the provisions of Section One of Act 312 of the Public Acts of 1968, and Sections One and Nineteen of the Act No. 84 of the Public Acts of 1970, provided for grants to study the feasibility of, and plans for the implementation of, extended school year programs in Michigan (Roth, 1973, pp. 1-5). Among the problem areas to be studied through a survey, as a result of these grants, were the attitudes of students, staff, and community members in regard to ESY programs (Roth, 1973, p. 4). By surveying the attitudes of these groups, it is believed that a more thorough knowledge and understanding of educational, individual, and community needs can be attained and, as such, these needs can then be more effectively integrated with the functions and expectations of the school system. This study, and the data obtained through it, should provide the Western School District, as well as other school systems in the state and nation, with an objective basis for evaluating the impact of a 45-15 ESY program on its students, staff, and community. In addition, this study should provide other school systems with

an objective rationale for the implementation of an ESY program.

Definition of Terms

The use of the following terms in this study is intended to convey the attached meanings:

1. Extended school year (ESY). --This type of educational program will be considered synonymous with "year-round school" (YRS), and "rescheduled school year" (RSY). Even though a wide variety of operational patterns exist under these terms, the common elements that shall distinguish all such programs are that each involves a full educational program for students through a continuous year-round operation, while employing many of the certified staff on extended contracts.
2. Mandated 45-15 ESY program. --This phrase shall refer to a program which requires students to attend school in forty-five day modules (nine week sessions), and allows for fifteen day block (three week) vacations in each of the four seasons of the calendar year (Western School District, 1973, p. 2). The school district is divided into four sections, or residence groups (A, B, C, D,), and at any one time only

three of the four groups are in attendance, due to a staggered system of operation (refer to Appendix A).

3. Attitudes. --This term shall refer to mental or emotional positions with regard to a fact or state. In this study, attitudes are further defined as those opinions expressed as responses on the questionnaires used in this study (refer to Appendix B).
4. Questionnaires. --The questionnaires referred to in this study are the Student, Teaching Staff, and Parent questionnaires found in Appendix B. They were constructed so as to elicit the opinions regarding the 45-15 ESY program of those individuals participating in the survey.

Scope and Limitations of the Study

This study was designed to determine the attitudes of the Western School District's students, teaching staff, and parents during the time that they were experiencing a 45-15 ESY program. It was also designed to determine the degree of differences in student academic performance as reflected in grade-point averages. Because of this focus, the following are considered to be the limitations of the study:

1. The populations from which the samples were drawn

for use in this study, and the resulting collected data, did not make it possible to generalize to any other populations outside of the Western School District. The usefulness of this study, therefore, was limited to the determination of the attitudes toward a 45-15 ESY program of the students, teaching staff, and parents of the Western School District.

2. One of the survey instruments (questionnaires) used was mailed back to the researcher by the respondents, thus posing possible problems with low return rates and increased sampling error, as well as providing little or no opportunity for alleviating or correcting misinterpretations of the questions or directions.

Organization of the Dissertation

The purpose of Chapter I was to provide an overview of the study through the presentation of a brief history of the problem, an introduction to the Western School District in which this study was conducted, a statement of the problem, a rationale for the need and significance of the study, a definition of terms, and an expression of the limitations of the study. Chapter II, Review of

Selected Related Literature, contains an historical overview of factors leading to school calendar reform, a review of selected representative types of ESY programs, a review of selected 45-15 ESY programs, and a review of selected related studies concerning previous evaluations of student, professional staff, and community attitudes toward 45-15 ESY programs.

Chapter III, Design, Methods, and Procedures, includes an identification of the four populations and samples involved in the study, a discussion of the instrumentation used, the research design, the questions explored, the general procedures used for data collection, and a description of the statistical analyses.

Chapter IV contains a report of the findings, and Chapter V provides a summary of the study, a discussion of the findings, conclusions derived from the findings, and a discussion of possible implications.

CHAPTER II

REVIEW OF SELECTED RELATED LITERATURE

This chapter will present a selected review of the literature concerning the following areas: (a) a historical overview of factors leading to school calendar reform, (b) representative types of ESY programs, (c) 45-15 ESY programs, and (d) related studies pertaining to previous evaluations of student, professional staff, and community attitudes toward 45-15 ESY programs.

Historical Overview of School Calendar Reform

The "traditional" nine month school year and three month vacation has not always been traditional in American education. In the first half of the nineteenth century, most major city school systems operated throughout a major portion of the year. Prior to 1840, while New York City, Chicago, Buffalo, Cleveland, Detroit, and Philadelphia held classes for approximately eleven months, many rural schools held classes for only six months of the year (National Education Association, 1972, p. 6). The past differences in length of school year between the urban and rural schools can be attributed, to a great extent, to the differing needs

of the people residing in the two environments. A large proportion of students living in cities in the first half of the nineteenth century were children of first generation immigrants. These immigrant parents wanted their children to attend school for as many days as possible so that they might acquire the necessary skills, especially in the English language, before joining their parents in the labor force. In addition, Hermansen (1971) offers the observation that, "Parents needed to 'park' their children in school, to be sure that their activities could be accounted for. Hence the predominance of school calendars of eleven months, or more, in the major industrial cities (p. 9)."

Obviously, the rural environment of the early nineteenth century posed problems and involved human needs different from those of the large cities. Most labor had to be done by hand on the farm and, therefore, every able member of the household had to work long hours during the spring, summer, and fall months in order to till the land, and then plant, cultivate, and harvest the crops. Of necessity, the children's education was restricted to the winter months in rural areas.

During the last half of the nineteenth century, when both urban and rural life were becoming more mechanized, there evolved increasing concern for, and emphasis on, equalizing public education. Both rural and urban leaders in the legislatures

worked out compromises between their respective needs and desires by establishing state statutory minimums in regard to curriculum and the number of hours and days of public schooling for students. By the first quarter of the twentieth century, the school day and year had become somewhat standardized in most states with a legal minimum of 180 school days a year established by state statutes (Hermansen, 1971, p. 10). Thus, the "traditional" school year of approximately 180 days minimum has existed as the predominant school calendar since early in the twentieth century.

There has, however, been intermittent demand for calendar reform ever since the present traditional school year became standardized. The next section of this chapter will deal with selected representative types of ESY programs that include a few of the more notable "experiments" in school calendar reform. Those selected, reflect, in varying degrees, the overall concept of year-round school.

Representative Types of ESY Programs

There are almost as many different types of ESY programs as there are school districts which have implemented them (Gatewood, 1973, p. 3). One estimate (Mc Graw, 1973, p. 10) is that there are already about one hundred districts that are operating some form of ESY program, while it is predicted that

within ten years most districts in the country will offer year-round opportunities. Increasing acceptance of year-round schools was reported (Phi Delta Kappa, 1973, p. 130) in a summary of the 1972 Gallup Poll of Public Attitudes Toward Education that presented a comparison between the responses made in 1972 and 1970 regarding the following question about year-round schools:

"To utilize school buildings to the full extent, would you favor keeping the school open year-round? Each student would attend school for nine months over the course of a year. Do you approve or disapprove?"

The results showed that in 1970, forty-two percent of the nation's adults approved, forty-nine percent disapproved, and nine percent had no opinion. The 1972 percentages provided evidence of a trend in favor of year-round school with the results indicating that fifty-three percent of the nation's adults approved the year-round concept, forty-one percent disapproved, and six percent had no opinion.

Although a great many variations of ESY programs are possible, almost all programs can be described and defined by using a small number of variables. Gatewood (1973, p. 3) suggests that the following five characteristics be taken into consideration when examining ESY programs:

- "1. Is attendance mandatory during the whole school year except when a pupil is scheduled for vacation?

2. Is the established curriculum available during all periods of the school year?
3. Can students accelerate their attendance so that they will graduate in less time?
4. Does each family have the same vacation pattern?
5. Is the year divided into two, three, four, or five parts? "

An additional three-dimensional factor to be considered concerns the basic rationale behind the implementation of an ESY program. The rationale could be economic (savings in construction and operating costs), educational (curriculum improvement and pupil acceleration), or a combination of the two. By combining all of the above-mentioned variables, it can be seen that a wide variety of ESY programs can be devised. As a result, an attempt will be made to discuss these various programs in terms of broad categories. Such categories of representative ESY programs to be explored include the Trimester, Quadimester, and Quinmester plans, a Continuous School Year plan, a Multiple Trails plan, and a Flexible All-Year plan. These categories include almost all of the major variations of ESY plans that have been devised. Each major plan will be briefly defined and described, discussed in terms of some of the above-mentioned variables, and where appropriate, discussed in terms of a school system in which it has been implemented.

Trimester plan

The Trimester plan involves the division of the school year into three equal terms of approximately sixty-eight to seventy-five days each. Generally, the trimester school year (approximately 204 to 225 days in length), and sometimes the school day, are lengthened so that two terms of the trimester are equivalent to two semesters in a traditional school year. The plan allows for pupil acceleration and, depending on the number of grades involved, can save one year in four in a secondary school involving grades nine through twelve, one year in five for grades eight through twelve, and one year in six for a school involving grades seven through twelve. The plan can be either mandatory, with only two-thirds of the students allowed to attend at any one time, or voluntary, where students must attend two of the three terms, but attendance is not mandated for any specific terms. The mandatory version can be referred to as a "rotating" or "staggered" trimester plan when the student population is divided into three equal groups and, at any one time, only two of the three groups are in attendance. Each term is usually followed by a one-week vacation with one longer summer vacation for all students in July and August.

Advantages of a trimester plan include the guarantee of

the same amount of instruction time as for a traditional two semester school year, plus the ability to care for a fifty percent increase in the number of pupils (under a mandatory plan) with approximately the same number of facilities and staff.

One disadvantage of a trimester plan, especially for small school systems, involves the problem of dividing the pupil enrollment into three equal groups so as to achieve economy through efficient pupil-teacher ratios. Another disadvantage is that family and community living patterns and working habits are changed. One more disadvantage, according to Gatewood (1973, p. 11), is that any economic gains that accrue as a result of the plan are many times offset by increasing costs in things such as air-conditioning, teacher salaries, transportation, and increased difficulties in administering and scheduling school activities.

Another variation of the trimester plan is sometimes referred to as the "split" trimester plan. In this plan, somewhat of a compromise between the traditional two semesters and a "pure" trimester plan, an extended school year of between 212 and 226 days is divided into two equal terms of between seventy-two and seventy-five days, while a third term of the same length is divided into two "split" terms of approximately thirty-seven days each in length. Attendance is optional for the student in the second term of the "split" trimester.

Several notable institutions have given serious consideration to the various trimester plans. The New York State Department of Education has extensively studied trimester plans and has made many recommendations regarding implementation of such programs (National Education Association, 1972, p. 25). In 1962, the Florida State University lab school conducted a pilot study of a trimester plan that involved a school year of 225 days. The 225 days were divided into three seventy-five day trimesters and the school day was lengthened somewhat. Another notable implementation of a trimester plan was that of Nova High School at Fort Lauderdale in September of 1963 (National Education Association, 1972, p. 27). Nova's program ran from September through July for a period of 220 days. The school year was divided into three trimesters and the five daily class periods were increased to seventy minutes in length. A non-graded program was also implemented which allowed pupils to progress at their own rates through a series of subject area achievement levels. There have been several modifications of Nova's program since that time, but the original trimester plan was discontinued for several reasons. The National Education Association Research Summary (1972, p. 27) lists the reasons for Nova's discontinuation of the program as follows:

"First, the September-July school year calendar

caused a strain on students and teachers because of a lack of extended vacations from Easter to the end of July. Second, the fact that Nova students were not released until about seven weeks after surrounding schools were dismissed for the summer caused a 'tremendous psychological letdown' on the part of the students. Finally, July was the most popular vacation month, and since students were not legally required to remain in school beyond 180 days, some parents exerted pressure to have students released early. Budgeting and teacher certification problems also contributed to the decision to seek another arrangement."

Other selected trimester programs, according to Gatewood (1973, p. 23), were in the planning stages in Ann Arbor (split trimester) and Freeland, Michigan, while the San Jacinto High School of Houston, Texas had already implemented its own trimester plan.

Quadrimester plan

The quadrimester, or Four-Quarter, type of plan generally specifies a forty-eight week school year which has been divided into four equal twelve-week terms. In a "rotating," or "staggered," quadrimester plan the student population is divided into four groups and, in the case of a mandated plan, only three of the four groups are allowed to be in attendance at any one time. Thus, while the school is in operation for the entire year, the students attend only three of the four terms. Such attendance by the students equates with the traditional school year, but theoretically increases, by

approximately thirty-three percent, the number of pupils that can be educated by the more complete utilization of existing facilities. There are several variations of this plan. While a "pure" quadrimester plan may allow students to attend only three of the four terms, a "modified" version may allow the student to accelerate and attend four terms each year. Vacation schedules may also vary. In the so-called "12-4" plan, a four week vacation is scheduled for all students during the summer, while in the "12-1" plan, students are given a one week vacation between each twelve week term.

Advantages of a quadrimester plan are similar to those mentioned for trimester. The same amount of instruction time is provided for the students in the quadrimester plan as in a traditional school year. However, in the case of a mandated plan, approximately thirty-three percent more pupils may be educated with the existing facilities. Many teachers may also benefit through the achievement of full-time employment along with the higher salaries that accompany such full-time employment.

The disadvantages are also similar to the trimester plan. In the case of a quadrimester plan, small school systems would find it difficult to register equal numbers of students in each quarter (unless it was a mandated plan) in order to achieve the

most efficient pupil-teacher ratios. Vacations also pose problems due to family preferences and habits. Furthermore, the economic gains that might be realized under such a plan are often offset by increased costs for items such as air-conditioning, higher teacher salaries, and transportation.

Perhaps the most notable "experiment" in the use of a four-quarter plan is that of the Atlanta, Georgia school system. Started in 1968, Atlanta's program is one example of a four-quarter variation. Under the plan, according to Mc Graw (1973, p. 11), students are allowed to attend any three of the four quarters that they choose. The quarters, or terms, are divided into three twelve-week terms and one ten-week term which is held in the summer. The ten-week summer term classes include a ten minute increase in each class period to make up the difference in term length. The original intent was for the enhancement of educational opportunities for the students rather than for economic considerations. However, Atlanta has realized some capital savings due to the fact that approximately ten percent of the students attend classes during all four quarters and thus graduate a year to a year and one-half early. Other advantages that have accrued as a result of the four-quarter plan included the reform of the secondary school curriculum so that subjects were divided into smaller units, which resulted in providing

Atlanta's students with an increased variety of courses to choose from.

Quinmester plan

The characteristics of a quinmester program include a school year that is generally divided into five forty-five day terms. Four of the terms equal a traditional school year, while the fifth term is generally an optional term for the students during the summer months. Even if the student chooses to attend all five terms, he will still have a four week vacation during the summer.

The advantages of the plan are usually more educational than economic. A wider variety of subjects can be offered and thus most students are able to experience additional areas of interest. It is also possible for a student to accelerate, by attending all five terms for several years, and graduate earlier than normally possible in the traditional school year.

The disadvantages are similar to those of most voluntary attendance plans, especially where unequal student enrollments in the various terms are not conducive to maximal economic savings.

Dade County, Florida and the school systems of East Lansing, Okemos, and Haslett, Michigan provide a few examples of quinmester programs. Roth (1973, p. 6) described the

quinmester programs of these schools as being divided into five forty-five day terms where the student is given the option of attending any four of the five terms. If the student wished to graduate early, or take enrichment or remedial classes, he could attend all five.

If the plans were mandated, rather than voluntary as they are now, it is assumed that the potential of some cost savings would be realized due to a twenty-five percent increase in available classroom space. Such an increase in space is made available by dividing the student population into five equal groups and mandating that only four of the five groups could be in attendance at any one time. The above-mentioned schools, however, have emphasized increased student learning opportunities and have remained as voluntary attendance programs.

Continuous School Year plan

The Continuous School Year plan, or continuous progress plan, provides for an extended school year of approximately 225 days for all students. One grade's work would be completed in the traditional 180 days with students then progressing to the next grade's (or level of) work during the remainder of the 225 day school year. There are generally no long vacation breaks during the year, but a six or seven week summer vacation and the

normal Christmas and spring recesses are provided (National Education Association, 1972, p. 17). The length of an extended school year is dependent on the number of grades that are included in the operation of the program. As the number of grades included in the program increases, the number of days necessary to equalize the time decreases (National Education Association, 1972, p. 17). For instance, if one year out of six is to be saved and grades one through six are included in the program, the extended school year would have to be 216 days long. However, if grades K-6 are included and one year out of seven is to be saved, the school year would only have to be 210 days long.

The advantages of a continuous school year plan, it can be seen, can be both educational and economic. The educational advantage is evidenced in a system of continuous student progress that encourages commitment to ungraded, individualized education for the students. The economic advantages involve the movement of most students through school in less time (two years saved in twelve) so that more students can be educated using the same number of facilities.

It was reported (National Education Association, 1972, p. 17) that the Grace L. Hubbs Elementary School in Commack, New York implemented an experimental continuous progress program in 1964. The extended school year was approximately

210 days in length and included students in grades one through four. At the end of twenty five months of operation, the experimental ESY groups showed significantly greater gains, in almost all cases, over the control groups in reading and achievement tests (National Education Association, 1972, pp. 19 & 20).

Multiple Trails plan

This plan emphasizes both educational and economic gains. It provides for a major reorganization of the secondary school program by rescheduling the school day into time modules that generally vary in length from fifteen to thirty minutes. Classes may be provided with more or less instructional time per week in a given subject, depending on the number of time modules allotted for each class. However, the extended school year of approximately 210 days will equalize the instructional time of classes over the period of the ESY so that it is equivalent to the instructional time of classes in a traditional school year. The usual Christmas and spring vacations are kept, and a length vacation in July or August is scheduled.

Gatewood (1973, pp. 13 & 14) summarized the intent of a multiple trails program by stating,

"The ultimate aim of the program is the adoption of a program of continuous progress in which secondary grade lines become insignificant. Instead,

pupils move along a subject trail at their own rates. The traditional curriculum is reorganized into broad resource units that can be completed in four, five, or six weeks."

Both the advantages and disadvantages are similar to those of the continuous school year.

The New York State Education Department recommended, in 1968, that the multiple trails plan be given serious consideration (State Education Department, 1968, p. 111). The suggested plan of implementation included four stages. Stage I was to provide for immediate additional classroom space in overcrowded schools, due to the modular scheduling within the framework of a 210 day school year. Pupil acceleration was provided for in Stage II. Stage III was to provide for enrichment programs, and Stage IV was to achieve continuous progress either with or without acceleration (State Education Department, 1968, p. 59). As of 1968, the plan had not been tested in actual practice in New York.

Flexible All-Year plan

In this type of plan, a school would operate throughout the entire year. A continuous progress curriculum would be used so that a student could take his vacation at any time during the year and for any length of time (up to three weeks at a time), and then return to school and continue his studies at the point where he

left off (Tsitrian, 1973, p. 314). Students would be encouraged to attend any schedule they desired and could attend for as many days as they cared to over the minimum established by law. Non-graded, individualized instruction would be a necessity for such a program.

The advantages of such a program include the use of facilities and staff the year-round, flexible vacation schedules for students, their families, and teachers, and a continuous progress curriculum. It is evident that such a program alleviates many of the concerns associated with many other ESY programs. Probably of most importance is the fact that there are voluntary attendance schedules with no arbitrarily assigned vacation periods, and that continuous individualized instruction and progress are provided.

One of the disadvantages could be classified as "communication." It would take a great deal of communication with the staff and community in order to apprise them of the value of such a plan. Another important problem arises with the involvement of the secondary school level in the total plan. While the plan would seem to be appropriate and effective for the elementary level, it would take additional careful planning to implement such a plan at the secondary level. While the problems are significant, such a plan does provide for a truly flexible year-round school that alleviates many other problems associated with

ESY programs.

The Furgeson Plan for all-year school is perhaps the most notable example of a flexible all-year school plan in operation. According to Tsitrian (1973, p. 314), the plan was implemented by the Venn W. Furgeson Elementary School in Hawaiian Gardens, California. It was planned to overcome what were conceived to be two of the most important problems of ESY programs--namely curriculum and vacation periods. In an attempt to avoid these problems at Furegson, a plan was established that would keep school open for fifty weeks a year. Such a school year would provide 235 days of possible instructional time, but the students were required to attend only the state mandated minimum of 175 days. With their parents' consultation and written approval of choices, students could choose any 175 days (or more) of the school year that they wanted to attend. They were also free to select the vacation schedule that they and their families would like for the year. Teachers had similar options.

The curriculum was set up for continuous individualized instruction that attempted to provide for individual student rates of progress. The curriculum was divided into the four subject areas of language arts, math, reading and science. Each of these major subject areas was further divided into sequential concept levels that, when combined, comprised the total six year

elementary curriculum.

Tsitirian (1973, p. 314) summarized the apparent success of the plan in the Furgeson School when he stated, "With so many options available to students and teachers, the Furgeson Plan won immediate acceptance from all of its participants (p. 315)."

An ESY program variation

The remaining two sections of this chapter will deal specifically with one particular ESY program variation that is especially pertinent to this study. The plan is generally referred to as a 45-15 ESY program.

The next section describes and defines a 45-15 ESY program and provides examples of the program as it has been implemented in three separate school systems. The first example discussed was the first 45-15 plan known to have been implemented system-wide in the country. The second example discussed was the first 45-15 plan known to have been implemented in the State of Michigan (in abbreviated and voluntary form), while the final example was the program implemented by the Western School District of Parma, Michigan which was the first district in Michigan to implement a mandated K-12 45-15 ESY program. This latter program was the primary focus of this study.

The final section of this chapter discusses previous

evaluations of student, professional staff, and community attitudes toward some 45-15 ESY programs that are in operation.

45-15 ESY Programs

A 45-15 ESY program generally is one which requires students to attend school in 45-day sessions and allows for 15-day vacations in each of the four seasons. The school district is divided into four geographical residence sections and the attendance of each of these groups is staggered so that at any one time only three of the four groups are in session (Refer to Appendix A). While attendance is usually mandated according to the residence group in which a family lives, exceptions are made in cases of extenuating circumstances.

The rationale behind the implementation of such a program tends to be an economic one, and thus, students are usually allowed to attend only their specified sessions and not accelerate their studies by attending more than four sessions a year.

Family vacation patterns are arbitrarily assigned, but three week vacations in each of the four seasons, plus the traditional Christmas and spring vacations and a week or so in the summer, gains high acceptance from the community.

The elementary teachers normally "lockstep" with their classes (teach when their class is in school and go on vacation

when their class is on vacation), but the high school situation can present some problems in terms of curriculum structure, scheduling of classes, teacher-student relationships, and the necessity, in some instances, of having multiple-entry classes. Multiple-entry classes are those in which two or more groups of students from different residence areas enter the class at different time (phases) during the course of the term.

Valley View's 45-15 plan

The Valley View Community Unit School District #365U of Will County, Illinois is located approximately thirty miles southwest of Chicago. It was the first district in the nation to have implemented a K-8, 45-15 ESY program. The towns of Romeoville and Bolingbrook lie within the district. Approximately twenty years ago, an elementary district (Valley View #96) was formed by combining six one-room schools into one elementary school with a student population of eighty-nine. The system has grown until the district now educates approximately 9,000 students in grades K-12. The school population increases had been very rapid and by 1970 the district faced a critical shortage of space for its students (Hermansen, 1971, p. 62). Since the district had exhausted the legal limit for taxing its residents, options other than building additional classrooms had to be considered. After

much deliberation and study, the option thought to be the best alternative was to reschedule the school year. Thus, by 1970, the 45-15 plan had been conceived and brought into existence for the district's students. At that time the district included only grades K-8. In 1972, the K-12 district was formed by combining Valley View District #96 and Valley View High School District #211, a dis-annexed section of Lockport Township High School District #205. As of the 1972-73 school year, all students K-12 were attending under the 45-15 plan.

The program provides for four geographical residence groups (A, B, C, D) whose families send their students to school on a staggered attendance basis. One group is always on vacation, while the other three groups are at various stages in their attendance pattern as a result of the 45-15 staggered system of operation. The school is in operation for approximately 240 days during the year, while each group is scheduled for about 180 class days of attendance. The use of a staggered operation provides the district with approximately one-third more usable classroom space.

Scheduling of students and teachers created some problems at all levels initially. In the elementary school, while most teachers "lockstepped" with their students, some formed "cooperative" groups of four teachers which assumed the responsibility for

approximately 120 students, only 90 of which were in attendance at any one time. This provided what was believed to be the necessary continuity for elementary students.

At the junior high level, a "multi-track" system was implemented so that a teacher could stay with the same groups of students throughout the year, even though, as a result of the staggered attendance pattern, the teacher might have several different groups of students during the day who were at different levels in their learning programs.

The high school departments developed and followed their own schedules within the guidelines of the program structure.

Northville's 45-15 plan

The Northville School District is located west of Detroit, Michigan. It was the first school district to implement an abbreviated and voluntary form of a 45-15 ESY plan in Michigan.

Northville's situation can be contrasted with that of Valley View in several respects. First, literature concerning Northville's program emphasizes that the major rationale for the implementation of a 45-15 plan in the district was for the educational opportunities that would accrue (Person-o-metrics, undated, p. B-3). While it is indicated that the program was not implemented because of classroom shortages or for financial reasons, as was

the case in Valley View, it was realized that a 45-15 program does help to alleviate such problems. A second difference between the two districts was that Northville's program is completely voluntary, whereas the Valley View program had mandated attendance patterns.

In July of 1972, one hundred seventy-one K-5 students began their participation in Northville's voluntary 45-15 program in the Amerman Elementary School. By February of 1973, five hundred seventy students had been enrolled in the voluntary program for the 1973-74 school year (Personometrics, undated, p. A-2).

Western's 45-15 plan

The Western School District of Parma, Michigan is located directly west of Jackson, Michigan. Western, according to a school district report (Western School District, undated, p. 1) was the first district in the State of Michigan to adopt and implement a mandatory 45-15 ESY program for a K-12 school system. The plan was implemented on July 5, 1973.

The Valley View and Western 45-15 programs are similar in their conception and operation. Both districts acknowledged that the implementation of their 45-15 plan had a basic economic rationale (the need for more classroom space), but each also recognized that the plan had additional merit in that it provided

equal or increased educational opportunities for the students.

Elementary and middle school teachers, as well as some of the secondary staff, lockstep with their students. According to an administration report (Western School District, undated p. 1) all teachers work under contracts of their own choosing which range in length of from 185 days to 245 days.

The elementary school program (K-5) in the Western District did not have to make extensive changes in curriculum structure, since the elementary teachers lockstepped with their students. The staggered attendance schedule did, however, make it necessary to develop a master room utilization schedule to handle the rotation of students and classrooms throughout each cycle.

The middle school (grades 6-7) staff also lockstepped with their students and room utilization schedules similar to those of the elementary had to be developed.

The secondary school (grades 8-12) presented significantly greater problems in scheduling and operation. Departments had to make determinations concerning things such as course length, whether courses could be better taught through the use of three-week, six-week, or nine-week modules, or whether a full semester (18 weeks), or even a full school year (36 weeks) was necessitated (Hendra, 1973, p. 18). Factors influencing these decisions included consideration of subject content, scope, and

sequence.

Other decisions had to be made concerning whether courses were to be single, dual, or multi-entry. The factors taken into consideration in making such decisions included the number of sections of each course to be offered, the numbers and combinations of students from each geographical residence area that wanted to take a course, the course subject itself, and the financial aspects involved.

It was indicated (Western School District, undated) that, as a result of the implementation of the 45-15 plan, the teaching staff began to "re-evaluate many of its present curriculum practices, and began serious consideration towards more individualized instruction and multi-grade level classes p. 2."

Related 45-15 Attitudinal Evaluations

The pertinent results of the attitudinal surveys concerning the 45-15 plans of the Valley View and Northville School Districts are summarized in this section. The attitudinal survey results concerning the Western School District's parents, students, and teaching staff will be discussed in detail in Chapters IV and V of this study.

Valley View 45-15 survey

The data discussed in this section of the study were gathered in the fall of 1971, prior to the actual experience of year-round schooling in the high school, but after approximately one year of experience in the program for the elementary (K-8). The group responses that are pertinent to this study included those of the school board members of Districts #96 (the elementary K-8 board), and #211 (the secondary school board for Romeoville High School grades 9-12), the high school professional staff, and the community.

The two school boards were separate entities at the time the questionnaires were used. A "Checklist of Priority Concerns" was used with both boards. The results showed that there were some distinct differences in their concerns about the 45-15 plan. The elementary board (#96) was primarily concerned with the program's impact on the community, while the secondary board (#211) indicated that its primary concern was the impact that the program would have on the educational operation itself, encompassing the areas of student development, school personnel, and administrative costs (Gove, 1972, p. 63). While there were both areas of agreement and disagreement among these two boards, and even though the elementary board was responding to the checklist from the standpoint of a board that had already experienced the 45-15

program for over a year, it was evident that other factors influenced their opinions. Gove (1972, p. 67) presented the following rationale for the discrepancies:

"Overall, then, it appears as if the elementary-junior high school board thinks first of the student and parent adjustment to year-round schooling at all priority levels /sic./. The high school board, perhaps considerate of the more specialized staff of teachers on the high school faculty and aware of tricky curricular adjustments to be made in the transition, showed more concern at the highest priority level with how the school system itself would be affected and changed by the 45-15 plan."

The high school faculty questionnaire was responded to by 106 out of 110 of the professional staff members. Overall, sixty percent of the high school faculty approved of the 45-15 plan (Gove, 1972, p. 64). While many gave "mixed" reactions to the plan, none of the respondents gave an outright "disapproval" to the plan. Definite distinctions were evident between the responses of men and women. In the case of reactions to the plan, seventy percent of the men tended to favor the plan, while sixty percent of the women had "mixed" reactions to it. Contract preference also showed differences of opinion between the sexes. While fifty-seven percent of the women expressed a desire for the 180 day contract, over one-half of the men indicated their desire for a full 244 day contract. Other differences involved opinions regarding the respondents' understanding of the 45-15 plan.

Fifty-seven percent of the men expressed the opinion that they had a good to excellent understanding of the program, while sixty-three percent of the women believed that they had a fair to poor understanding of the 45-15 plan. Additionally, in response to the question of whether the respondent would look elsewhere for a job when the plan was implemented in the high school, thirty percent of the women indicated that they would take a "wait and see" attitude, while nineteen percent of the men indicated that they had the same attitude.

With the exception of two areas, the relationship between the teachers' ages and responses appeared to be insignificant (Gove, 1972, p. 106). The two exceptions included the responses of teachers aged twenty to twenty-four who believed that the 45-15 plan would increase the potential for student learning, and the responses of teachers aged twenty-five to twenty-nine who indicated, according to Gove (1972), in response to giving reasons for their reactions to the 45-15 plan, that they favored the plan "because it seemed to be feasible, relevant, and well-received at the elementary-junior high level $\bar{p}. 106$."

It was also indicated that the years of teaching experience mattered little in terms of responses to the questionnaire.

The community survey involved a random sampling of one hundred parents of children in grades nine, ten, and eleven. The

data were gathered three-quarters of a year before the 45-15 plan was to be implemented in the high school. The respondents were selected from the populations of the two major towns of residence in the district. Seventy parents were from Bolingbrook (1971 population, 15,536) and thirty parents were from Romeoville (1971 population, 8,504). According to Gove (1972, p. 80) those two communities comprised nearly ninety-five percent of all of the families that had students in the Romeoville High School.

Significantly, eighty-four percent of the parents had exposure to the 45-15 plan, in that they had elementary or junior high children in the family that had experienced the 45-15 program. While they could not be categorized as a group regarding either supportive or non-supportive attitudes toward the 45-15 plan, it was found, as expressed by Gove (1972), "that their feelings toward year-round schooling were more polarized in either direction than their neighbors who had had no contact with the Plan /p. 81/."

One interesting contrast was evidenced in the reaction to the 45-15 plan for grades K-12 in comparison to high school grades (9-12) only. While seventy-five percent rated the 45-15 plan overall as being from "average" to "excellent" for grades K-12, only fifty-two percent expressed the same reaction for a program for grades nine through twelve.

The number of years residence was viewed as not significantly affecting the communities' opinions about the plan. Similarly, the relationship between the person who was responding (father, mother, both, or other) and the response to most questions was of little significance. However, there was a significant difference of opinion on the question regarding how the plan would affect the family vacation pattern. While seventy percent of the fathers indicated that they thought the plan would "adversely" affect their vacation patterns, only thirty-five percent of the mothers held the same opinion. When both parents answered the questionnaire together, sixty-five percent believed that the 45-15 plan would adversely affect their vacations.

In the area of student achievements, when asked if they would support the plan if achievement tests showed that students learned more under the plan, even though no money was saved, twenty-three parents were opposed. Ninety percent of those twenty-three parents were initially opposed to the plan.

Overall, there was little variation in responses between the two communities of Romeoville and Bolingbrook. While overall majority opinion seemed to favor the 45-15 plan, which was probably partially due to the families' good experience with the plan at the elementary and junior high level, Gove (1972) concluded that "it could not be affirmed that dislike of double sessions at the

high school convinced parents to favor the alternative of year-round schooling $\sqrt{p. 86}$."

Finally, the responses seemed to indicate that parents, in deciding about the 45-15 plan for the high school, apparently listened most closely to their own children.

Northville 45-15 survey

The survey of attitudes regarding Northville's 45-15 ESY program involved three major groups. Those groups included teachers, "non-participating" parents, and "participating" parents. Since Northville's 45-15 program encompassed only one elementary building for the "voluntary" participation, there was a need to attempt to determine the attitudes of those in the community that had no exposure to the plan. Thus, the survey included "non-participating" as well as "participating" parents.

The teachers' survey was done after the first 45-15 cycle was completed. Seven teachers were involved in the 45-15 ESY program and responded to the questionnaires (Person-o-metrics, 1973). In regard to a question concerning the start of school during the middle of the summer, eighty-six percent (six teachers) indicated that they believed it was "no more difficult" than the start of a traditional school year, while one teacher believed that there was "some difficulty" (Person-o-metrics, 1973, p. C-3).

Most comments were favorable, but three of the teachers mentioned some concern about discomfort for the students and staff of hot summer days.

Six of the seven teachers indicated that they believed their students' development of basic skills was "about the same" as in a traditional year, while one person believed the students' growth to be somewhat higher.

All seven (100%) teachers believed that the fifteen day interim vacation and inservice was more conducive to their classroom instructional program.

Five teachers said that the 45-15 program had enabled them to provide a "more individualized program" than they had been able to during the traditional school year, while one indicated that it was about the same, and the other teacher's opinion was situated between the above two mentioned categories.

Many of the strengths and weaknesses of the program were also specified in comment form.

The favorable attitude of all seven teachers was reflected in a response of "yes" by all to the question of whether they would be willing to volunteer to be a part of the ESY program if it was to be continued another year.

The survey of "non-participating" parents' attitudes towards Northville's 45-15 ESY program involved 754 families

who were randomly selected and who were not participating in the program. It also involved all other non-participating families in Northville who were not among the 754 families personally interviewed. The families not in the random sample were provided with a questionnaire which could be mailed back to the researcher. For comparison, the mail-back responses of non-participating parents will be provided as percentages in parentheses after the percentages given for the random sample respondents in the non-participating parent group.

Almost equal numbers of "random sample" and "mail-back" respondents in the "non-participating" parents category believed that they were between the categories of "somewhat" and "well" informed in regard to the Northville 45-15 program. Only about eighteen percent (21%) felt that they needed more information (Person-o-metrics, 1973, pp. E-3 and E-14). Most preferred to receive their information through newspapers and brochures from the school.

A combined total of close to sixty percent (75%) believed that the 45-15 program in operation was more desirable than a quarter-plan that had previously been considered.

Of those answering a question regarding why a person favored the 45-15 plan, the responses were somewhat equally divided between the categories of "It is voluntary," "The 45-15

schedule itself," and "Both" for the random sample group, while the "mail-back" group strongly favored the category of "The 45-15 schedule itself,"

When asked whether the program should be expanded beyond grades K-5, forty-eight percent (60%) responded positively, while twenty-eight percent (18%) said "No," and twenty-four percent (22%) were "Not certain."

The final question on the questionnaire asked if the respondents would consider enrolling their children in the program for the 1973-74 school year. Only thirty-seven percent (50%) answered "Yes," while forty-six percent (31%) answered "No" (or a qualified "no"), and about seventeen percent (19%) were "Not certain."

The "participating" parent questionnaire included five questions (Person-o-metrics, 1973, p. E-16) that were to be mailed back to the researcher by one hundred eleven families. The respondent families all had children who had experienced Northville's 45-15 program for one cycle.

In response to a question regarding whether the family had been able to do more together as a family under the 45-15 ESY plan in comparison to a traditional school year, forty-one answered "Yes," one responded with "No," and twenty-five saw "No Difference."

Thirty families believed that their child's attitude toward

school under the 45-15 plan, as compared to their attitude under a traditional program, was "Better," while two believed the attitudes toward school to be "Poorer," and eighteen felt that the attitudes were about the same.

Sixty-one families would like to have their child(ren) remain in the 45-15 ESY program, while four were "Not Certain," and one family was moving.

A question regarding whether the respondents had observed "any improvement in academic (school) effort" brought about the indication that twenty-seven respondents believed there had been an increase, while three thought that there had been a decrease. Twenty-one thought that their children's academic achievement remained about the same as for a traditional school year.

An almost unanimous positive response was given to the question of whether they would recommend Northville's 45-15 ESY program to other parents in the district.

Summary

The purpose of this chapter was to present: (1) an historical overview of factors leading to school calendar reform, (2) a review of selected representative types of ESY programs, (3) a review of selected 45-15 ESY programs, and (4) a review of selected related studies concerning previous evaluations of student, professional

staff, and community attitudes toward 45-15 ESY programs.

While the literature reviewed for this study was selected so as to provide a representative overview of ESY programs in general, an attempt was made to provide a more specific focus on 45-15 ESY programs that had been, to various extents, implemented and evaluated.

The literature indicated that attempts to reform or revise the traditional school year calendar date back to the turn of this century. There was further evidence to suggest that these "reforms" were by no means limited to a small variety of program types, but that there were, on the contrary, practically as many types of ESY program variations as there were school districts that had implemented such programs. Initially, six major categories of ESY programs were discussed. These categories included the Trimester, Quadrimester, and Quinmester plans, as well as a Continuous School Year plan, a Multiple Trails plan, and a Flexible All-Year plan. Those six categories encompassed almost all of the major variations of ESY programs that have been devised. Finally, the last sections of this chapter concentrated on a specific type of ESY program that is usually referred to as the 45-15 ESY plan. Several school systems that had implemented 45-15 programs were discussed and the attitudinal surveys regarding those systems were summarized. While the data from

those surveys suggested that there was a generally favorable attitude toward the 45-15 plans as they were implemented in those systems, further objective evidence is needed concerning the Western School District's 45-15 ESY program. Such evidence is necessary in order to provide a rational basis for evaluating the impact of such a program, not only on the Western School District specifically, but also for any other school systems that are facing calendar reform and need an objective rationale for the implementation of a 45-15 ESY program. The remaining chapters of this study are an attempt to provide that basis.

CHAPTER III

DESIGN, METHODS, AND PROCEDURES

During November of 1973, the Western School District Board of Education appointed a Citizens Advisory Committee to help evaluate the 45-15 ESY program that had been implemented, as of July 5, 1973, in their school district. At the same time, the Board hired Dr. Rodney Roth, of Western Michigan University, to act as a consultant to the Citizens Advisory Committee. This writer, acting as Dr. Roth's research assistant, and in consultation with Dr. Roth and the Citizens Advisory Committee, developed and implemented the design, methods, and procedures necessary for the completion of this study. As such, this study was designed to determine the attitudes of the Western School District's students, teaching staff, and parents through the use of questionnaires for each of the respondent groups. This study was also designed to determine, through the use of grade-point averages (GPA's), the extent to which differences might exist in the students' academic performance between the traditional school year program (first semester, 1972-73), and the 45-15 ESY program (first semester,

1973-74).

This chapter will include an identification of the four populations and samples involved in the study, a discussion of the instrumentation used, the research design, the questions explored, the general procedures used for data collection, and a description of the statistical analyses.

Populations and Samples

There were four distinct populations from which samples were drawn for this study (refer to Appendix C). The first population was composed of all of the parents listed on the Western School District's mailing list. There were approximately 1,333 families represented on the list which was continuously updated with the help of the local post offices. Approximately thirty percent (394) of the listed names of parents were selected for the survey by using a systematic sampling technique. A cover letter, signed by the chairman of the Citizens Advisory Committee, and the Parent Questionnaire were mailed to the 394 selected respondents on February 9, 1974. A follow-up letter and a separate signature card, to be returned separately and, therefore, anonymously after completing the questionnaire, were mailed on February 12, 1974. A final follow-up letter was mailed on February 25, 1974 to those parents who had not returned their

signature card as of that date. As of the final day for questionnaires to be returned (March 4, 1974), 314 parents had returned their questionnaires for an eighty percent rate of return.

The second population consisted of all of the elementary and middle school students in the Western School District. The third population included all of the secondary (8-12) students in the system. Sample classrooms of fourth through seventh grade students were drawn on a stratified random basis by grade level and residence group. Sample English classes of the eighth through tenth grade students were also drawn on the same basis. Eleventh and twelfth grade student samples were randomly selected on a stratified basis through the use of class lists arranged alphabetically for each residence group. The fourth through seventh grade student population consisted of 838 students. Forty-nine percent, or 414 elementary and middle school students were included in the randomly selected sample of classrooms. Of the 414 students in the fourth-seventh grade sample, 387 (93%) completed questionnaires. There were 898 students in the eighth through twelfth grade population, of which 472 (53%) were included in the secondary sample. Eighty-four percent (398 students) of the secondary sample completed questionnaires.

Instrumentation

The Parent, Secondary Student, Fourth-Seventh Grade Student, and Teaching Staff Questionnaires were the main instruments of this study (refer to Appendix B). All data collected from these groups, with the exception of student grade-point averages, were collected by means of these questionnaires.

The questionnaires were formulated through the cooperative efforts of the Citizens Advisory Committee of the Western School District, their consultant, Dr. Roth, and this writer. The Citizens Advisory Committee was composed of community members who were representative of the total community. Four sub-committees of the Citizens Advisory Committee were formed and each one had the responsibility for developing a final draft of one of the questionnaires. Work was begun in November and the final forms of the questionnaires were ready for use by the first week in February. The questionnaires consisted of from fifteen to twenty questions that could be responded to by placing a check mark before the respondent's answer selected from among several alternative choices. A few "open-ended" items were also included on all questionnaires which allowed for additional written comments.

Design

The design of this study was formulated so as to facilitate

the collection of data regarding the identification of the attitudes of various respondent groups within the Western School District. The design also included the means for collecting student grade-point averages for program comparison. The questionnaire data were collected, tabulated, and then analyzed by chi square tests. Correlated t-tests were used for the grade-point average comparisons.

It was expected that such analyses would provide a more thorough knowledge and understanding of the attitudes of the various segments of the Western School District and provide an objective basis for evaluating the impact of the 45-15 ESY program on the District's students, teaching staff, and community.

All four respondent groups were surveyed during the first half of February. The parents were surveyed through the mail. The teaching staff was surveyed in individual buildings and with the help of a teachers' organization representative within each building. All students were surveyed personally by this writer in classroom groups or, in the case of eleventh and twelfth grade students, in small groups according to grade level and residence groupings.

Questions to be Explored

The objectives of this study were to determine the attitudes of the students, teaching staff, and community parents in the

Western School District in regard to the educational, economic, and personal issues relating to the mandated 45-15 program implemented in July of 1973.

More specifically, the study explored the following questions:

1. What percentages of the various respondent groups favored or opposed the 45-15 ESY program as implemented in the Western School District?
2. What were the response distributions for the various respondent groups in terms of the educational, economic, and/or personal questions on the questionnaires?
3. Were the attitudes of the parents dependent upon: (a) the residence group in which they lived, (b) the grade level of their children, or (c) the number of years that they had lived in the district?
4. Were the attitudes of the students dependent upon: (a) their grade level, or (b) the residence group in which they lived?
5. Were the attitudes of the teachers dependent upon: (a) the number of years they had been

employed in the WSD, (b) the grade level that they taught, or (c) the type of teaching assignment (lock-step, multi-entry) that they chose?

6. Was there a significant difference in the students GPA's between the traditional school year program of 1972-73 (first semester), and the 45-15 ESY program of 1973-74 (first semester)?

General Procedures for Data Collection

The questionnaires (Appendix B), the Cover Letter (Appendix D), and the Follow-up Letter and Signature Card (Appendix E) were printed and ready for use by February 1, 1974.

The Parent Questionnaires and the Cover Letter (along with a stamped, self-addressed return envelope) were sent in the first mailing to the 394 randomly selected parents in the District on February 9, 1974. On February 12, 1974, the Follow-up letter and the Signature Card were mailed to the same 394 parents. By February 25, 1974, approximately 225 Signature Cards, as well as approximately 294 questionnaires had been returned. On that date, a second follow-up letter (Appendix F) was mailed to those of the original 394 who had not returned their Signature Card. By March 4, the final day for questionnaire returns, twenty additional

questionnaires had been received for a total return of 314 questionnaires, or eighty percent of the parent sample.

The Signature Card was used to assure each parent-respondent complete anonymity.

Chi square tests were used to determine whether a significant difference existed between the first group of 294 parent respondents and the twenty "non-respondents" who returned their completed questionnaires after the second follow-up letter. No significant difference was observed (at the .05 level of probability) between the two groups on the two questions used for the analysis (questions #6 and #7).

The Student Questionnaires (one for fourth-seventh grades and one for eighth-twelfth grades) were personally administered by this writer in the randomly selected classrooms in grades four through ten, and in groups of less than thirty for those randomly selected eleventh and twelfth grade students. Ninety-three percent of the fourth-seventh grade student sample completed questionnaires, while eighty-four percent of the secondary (8-12) student sample did so. Because of the 45-15 program's staggered student attendance schedule, groups A, B, and D were surveyed between February 7 and 13, while students in group C were surveyed, after coming back from their three week vacation break, on February 14 and 15.

The Teaching Staff Questionnaire was given to a representative of the teachers' professional organization in each building for distribution. One day later, this writer personally collected the questionnaires from each building representative.

Since a few of the teachers were also on staggered work schedules (lock-stepping), those teaching during the attendance of groups A, B, and D were surveyed during the week of February 4, 1974, and those teachers returning with group C students were surveyed on February 14 and 15. Out of 114 teachers in the system, 108 (94%) completed questionnaires.

As with the Parent Questionnaire, all other respondent groups were assured that their answers would remain anonymous.

On March 14, 1974, at a combined meeting of the Western Board of Education and the Citizens Advisory Committee, the survey results were presented through the use of percentages and summaries of written responses (refer to Appendix G).

Statistical Analyses

The procedures for the analyses were determined by the various objectives of the study and the nature of the respondent data. The first two "questions to be explored," that were discussed earlier in this chapter, dealt with percentage breakdowns for the responses to questionnaire items, and necessitated only the

tabulation and computation of the raw data into percentage form. Appendix G provides a complete tabulation of percentages regarding responses to all of the questions on all of the questionnaires, while Chapter IV discusses these percentages in greater detail. Questions three through five were analyzed by using the chi square test to determine whether any significant relationships existed between selected questionnaire items. Question six necessitated the use of a correlated t-test for matched groups to analyze the extent of difference in student GPA's between the first semester of 1972-73 (traditional school year), and the first semester of 1973-74 (45-15 ESY).

All chi squares and t-values obtained were reported along with their probability levels. The .05 level was utilized as the basis for determining statistical significance. Those chi square values that were not significant (those that were not at least significant at the .05 level) were not reported.

Summary

This field study was designed to determine the attitudes of the Western School District's students, teaching staff, and community parents through the use of questionnaires for each of the respondent groups. The study was also designed to determine the extent to which differences might exist in the students' academic

performance between a traditional and a 45-15 ESY program.

Four populations were identified from which representative samples were to be drawn. From the parent population of approximately 1,333, three hundred ninety-four were randomly selected for the sample. Eighty percent, or 314 parents returned their questionnaires. Of the 898 secondary students in the school system's population, 472 were selected as a sample. Eighty-four percent (398) of the secondary students completed questionnaires. The fourth through seventh grade population was composed of 838 students, of which 414 were selected as a sample. Ninety-three percent, or 387 students, completed the Fourth Through Seventh Grade Questionnaires. Of the 114 teachers in the school system, 108, or ninety-four percent completed a questionnaire.

The instrumentation used to collect the data included four separate questionnaires (Appendix B) which were developed by the Western School District's Citizen Advisory Committee in consultation with Dr. Rodney Roth of Western Michigan University, and this writer.

Each respondent group completed their questionnaires during the month of February, 1974. The collection of the data was by mail for the parent group, by this writer's personal contact with the student groups, and by teacher association representative's contacts within the teachers' group.

The data were first tabulated and presented in percentage form to a combined meeting of the Western School District Board of Education and the Citizens Advisory Committee. In addition, the data were statistically analyzed by using chi square tests for the questionnaires and by using correlated t-tests for the student grade-point averages in an attempt to answer the questions previously posed in this study.

All chi squares and t-ratios obtained were evaluated in terms of a probability level of .05 to establish statistical significance.

CHAPTER IV

REPORT OF THE FINDINGS

Results

The results of this study are presented and discussed within the framework of the "six questions to be explored" that were previously set forth in Chapter III. The first two "questions," pertaining to response distributions for the items on each questionnaire, are pertinent to all four respondent groups and shall, therefore, be discussed within the context of each questionnaire. The other four "questions" are each applicable to only one specific respondent group and, thus, shall be discussed in the context of only that particular respondent group. A complete summary of all responses for all questionnaires, in terms of percentages and written responses, is presented in Appendix G.

A summary of the populations and samples referred to in this chapter is presented in Table 1.

TABLE 1. - Summary of populations and samples

	Number in popu- lation	Number in sample	Sample as % of popula- tion	Number of Sample Returns	Return Rate
Parents	1333	394	30%	314	80%
Secondary Students	898	472	53%	398	84%
Fourth - Seventh Grade Students	838	414	49%	387	93%
Teachers	114	114	100%	108	94%

Parent Survey

Percentage summaries of parent responses

Three hundred ninety-four names were randomly selected from the parent population of 1,333 to provide a thirty percent sample of the population. Of this sample, 314, or eighty percent returned their questionnaires. Table 2 provides a demographic outline of the parent respondents.

The characteristics of the parent sample that are displayed in Table 2 include the following:

1. Approximately one-quarter of the parent sample was represented in each of the residence sections. A chi

square test determined that the observed differences in the proportions of respondents in the residence sections were not statistically significant at the .05 level of probability and, therefore, the differences could be attributed to chance.

TABLE 2. --Characteristics of the parent sample.

Percentages of Parents Residing in Each Residence Section		Number of Years of Resi- dence in School District	
Group A	30%	0 - 1 years	11%
Group B	26%	2 - 5 years	27%
Group C	21%	6 or more years	62%
Group D	22%		
Didn't Know	2%		

Percentage of Parents with Children at Various Grade Levels*	
One or more pre-school children	25%
Children in grades K-5	60%
Children in grades 6-7	29%
Children in grades 8-12	45%
School age children not enrolled in the WSD	8%
Have no children presently enrolled in the WSD	7%

*Percentages will total more than 100% due to possibility of more than one child per family.

2. A large majority of the parent respondents (62%) had lived in the school district for six or more

years, while twenty-seven percent had lived in the district from two through five years, and eleven percent had lived in the district one year or less.

3. The largest percentage of parent respondents (60%) had children in grades K-5, followed by forty-five percent with children in grades 8-12, and twenty-nine percent with children in grades 6-7. Approximately twenty-five percent of the respondents had pre-school age children. The difference between the percentage of respondents with school age children not enrolled in the Western School District (8%), and those respondents who had no children enrolled in the Western School District (7%) could indicate the percentage of school age children living in the school district who are attending private schools.

Table 3 presents a summary of the responses by parents regarding questions concerning the economics of the 45-15 ESY program.

According to the results presented in Table 3 regarding question number four, it is evident that a plurality of the parents surveyed (42%) were "uncertain" as to whether or not the 45-15

ESY program would save the school system money in the future. The next largest group of respondents included thirty-two percent who did not think that the program would save money, while the remaining twenty-six percent believed that the program would provide savings to the school system.

TABLE 3. --Percentage summary of parents' responses to cost related items on the parent questionnaire

Question #		Yes	No	Uncertain
#4	Do you think that in the future the 45-15 program will save the school system money?	26%	32%	42%
#7	If money were available to construct the necessary buildings, would you desire to return to the nine-month schedule?	35%	42%	23%

In regard to question number seven, it can be noted from Table 3 that a plurality of the parents surveyed (42%) would not be in favor of returning to the traditional school year even if money were available to construct the necessary buildings. Thirty-five percent would desire to return to the traditional program if money were available for the construction of necessary buildings, while twenty-three percent were "uncertain."

A comparison between the original and present overall

attitudes toward the 45-15 ESY program is presented in Table 4.

TABLE 4. --Percentage summary of parents' responses regarding past and present overall attitudes toward the 45-15 ESY

Question #5		Yes	No	Uncertain
Did you originally favor the implementation of the 45-15 program?		47%	36%	16%
Question #6				
How do you now feel about the 45-15 program as implemented by the Western School District?				
Strongly Negative	Somewhat Negative	Mixed	Somewhat Positive	Strongly Positive
13%	12%	20%	26%	29%

Table 4 displays the results concerning question number five which indicates that a plurality of the parents (47%) originally favored the 45-15 ESY program. Thirty-six percent were originally opposed to the program, while sixteen percent were "uncertain."

The results for question number six, also found in Table 4, indicated that the combined total of positive responses regarding the program had increased to a majority of fifty-five percent at the time of the survey, as compared with a combined total of twenty-five percent of the responses that were "negative" and twenty percent that were "mixed" responses. It appears that the attitudes of

the parents toward the 45-15 ESY program became proportionally more positive once they and their children had completed the first semester of experience with the program.

Parent attitudes regarding the effect that the 45-15 ESY program had on the quality of education are displayed in Table 5.

TABLE 5. --Percentage summary of parents' responses regarding the quality of education under the 45-15 ESY program

Question #8

To what extent do you believe that the 45-15 program has affected the quality of education in the Western School District?

Grades K-5	Grades 6-7	Grades 8-12	
10%	9%	5%	Greatly Improved
21%	29%	19%	Somewhat Improved
57%	40%	49%	About the Same
9%	16%	15%	Somewhat Reduced
3%	6%	12%	Greatly Reduced

The results presented in Table 5 show that a majority of parents of students in grades K-5, and a plurality of the parents of students in grades 6-7 and 8-12, agreed that the quality of education in the Western School District had remained "about the same" when comparing the 45-15 ESY and the traditional program. The majority and two pluralities included fifty-seven percent of the K-5 parents, forty percent of the 6-7 parents, and forty-nine percent of the 8-12 parents who believed that the quality of education remained "about the same" for both years. A combined total

of thirty-one percent of the parents of K-5 students and a combined total of thirty-eight percent of the parents of 6-7 students believed that the quality of education had "improved" under the 45-15 ESY program, while combined totals of twelve percent of the K-5 parents and twenty-two percent of the 6-7 parents believed that the quality of education had been "reduced." Conversely, the parents of students in grades 8-12 had a larger combined total who believed that the quality of education had been "reduced" (27%) as compared to the combined total who believed that the quality had "improved" (24%).

Parent attitudes regarding their children's level of interest in school under the 45-15 ESY program are presented in Table 6.

TABLE 6.--Percentage summary of parents' responses regarding student interest under the 45-15 ESY program

Question #9			
How would you rate your child(ren)'s interest in school this year under the 45-15 program as compared to last year's traditional program?			
Grades 1-5	Grades 6-7	Grades 8-12	
16%	15%	22%	Decreased Interest in School this Year
56%	52%	50%	Interest about the Same During both Years
27%	33%	28%	Increased Interest this Year

The data displayed in Table 6 suggest that the parents of students in grades 1-5, 6-7, and 8-12 believed, by a simple majority, that their children's interest in school was about the same for both the 45-15 ESY and the traditional school year. Fifty-six percent of the 105 parents, fifty-two percent of the 6-7 parents, and fifty percent of the 8-12 parents held the view that their children's interest remained about the same for both school years. In addition, all three groups of parents (1-5, 6-7, and 8-12) had larger percentages of respondents that believed that there had been "increased" interest under the 45-15 ESY program than the percentages of respondents that thought that there had been "decreased" interest. Of the parents of 1-5, 6-7, and 8-12 students, twenty-seven percent, thirty-three percent, and twenty-eight percent respectively believed there had been an "increase" in student interest under the 45-15 ESY program. In the same respective order, sixteen percent, fifteen percent and twenty-two percent thought that student interest had decreased under the 45-15 program.

The results regarding how parents rated their children's achievement in school during the 45-15 ESY as compared to the traditional school year are displayed in Table 7.

According to the results presented in Table 7, a majority of parents of students in grades 1-5, 6-7, and 8-12 believed that

their children's achievement was "about the same" for both the 45-15 ESY and the traditional school year. Sixty-nine percent of the parents of students in grades 1-5, sixty-four percent of the 6-7 parents, and sixty-nine percent of the 8-12 parents indicated that they thought that their children's achievement was about the

TABLE 7.--Percentage summary of parents' responses regarding student achievement under the 45-15 ESY program

Question #10

How would you rate your child(ren)'s achievement in school this year in comparison to last year?

Grades 1-5	Grades 6-7	Grades 8-12	
21%	21%	14%	Higher this Year
69%	64%	69%	About the Same
10%	15%	16%	Lower this Year

same for both years. A total of twenty-one percent of the 1-5 parents and twenty-one percent of the 6-7 parents believed that their children's achievement was "higher" under the 45-15 ESY program, while ten percent and fifteen percent of the two parent groups respectively, thought that achievement was "lower." Just the opposite viewpoint, by a small margin, was expressed by the parents of students in grades 8-12. Sixteen percent believed that their children's achievement was "lower" under the 45-15 ESY program, while fourteen percent believed it to be "higher."

Table 8 presents the results of parent responses regarding

how the 45-15 ESY program affected the children socially.

TABLE 8. --Percentage summary of parents' responses regarding how the 45-15 ESY affected the children's social lives

Question #11

How has the 45-15 program affected your children socially?

Grades K-5	Grades 6-7	Grades 8-12	
10%	14%	21%	Negatively
74%	72%	69%	Unchanged
16%	14%	10%	Positively

As evidenced in Table 8, a large majority of parents thought that their children's social lives had not been changed as a result of the 45-15 ESY. Seventy-four percent of the parents of the K-5 students, seventy-two percent of the parents of students in grades 6-7, and sixty-nine percent of the parents with students in grades 8-12 believed that the 45-15 ESY program had left their children socially "unchanged." Of the parents of K-5 students, 6-7 students, and 8-12 students, ten percent, fourteen percent, and twenty-one percent respectively felt that the 45-15 ESY program had negatively affected their children's social lives, while in the same respective order, sixteen percent, fourteen percent and ten percent believed that their children's social lives had been affected in a positive manner. It is apparent that, aside from the fact that there is a plurality of "unchanged" responses

for all three groups, the parent attitudes regarding this item become progressively more positive the lower the grade level of their children. Conversely, the higher the grade level of their children, the more negative are the parents' attitudes concerning this item.

A summary of parent attitudes concerning whether or not the 45-15 ESY program interfered with their children's participation in extra curricular school activities is displayed in Table 9.

TABLE 9.--Percentage summary of parents' responses regarding the 45-15 ESY program's effect on student participation in extra-curricular school activities

Question #12

Has the 45-15 program interfered with your child(ren)'s participation in extra-curricular school activities?

Grades K-5	Grades 6-7	Grades 8-12	
11%	14%	23%	Yes
73%	69%	63%	No
16%	17%	13%	Unchanged

Table 9 indicates that a majority of parents believed that the 45-15 ESY program did not interfere with student participation in extra-curricular school activities. Seventy-three percent of the K-5 parents, sixty-nine percent of the 6-7 parents, and sixty-three percent of 8-12 parents believed that there was no interference.

Eleven percent of the parents of K-5 students, fourteen percent of the parents of 6-7 students, and twenty-three percent of the parents of 8-12 students felt that the 45-15 ESY program did interfere with their children's extra-curricular school activities. Sixteen percent, seventeen percent, and thirteen percent respectively, saw no change as far as interference with their children's extra-curricular activities. Of those who specified the types of interference involved, the greatest numbers mentioned problems concerning the difficulty of attending various extra-curricular events and/or summer camps and activities (nineteen respondents), or their displeasure with having to continually transport their children to and from school during their residence group's vacation breaks (thirteen respondents).

Parent responses regarding whether or not summer temperatures hindered their children's learning are summarized in Table 10.

TABLE 10. --Percentage summary of parents' responses regarding the effect of summer temperatures on student learning

Question #13			
Do you believe that summer temperatures have hindered your child(ren)'s learning?			
Grades K-5	Grades 6-7	Grades 8-12	
20%	21%	24%	Yes
53%	56%	45%	No
27%	23%	31%	Uncertain

According to the results displayed in Table 10, a majority of the parents of students in grades K-5, and 6-7, and a plurality of parents of students in grades 8-12 indicated that summer temperatures were believed not to have hindered their children's learning. Fifty-three percent of the parents of K-5 students thought that summer temperatures did not hinder learning, while fifty-six percent of the 6-7 parents, and forty-five percent of the 8-12 parents also expressed that viewpoint. A fairly even distribution occurred between the remaining two possible responses for each of the three parent groups. The K-5, 6-7, and 8-12 parents all had larger percentages (27%, 23%, and 31% respectively) of "uncertain" responses than the respective percentages of "yes" responses (20%, 21%, and 24%). One possible explanation for the large percentages of "uncertain" responses could be due to the fact that the students and parents from residence group D had not had any experience with the program during the summer months. This was due to the staggered schedule of attendance in which group D students didn't begin school until the second week in September.

Table 11 presents the results of parent responses concerning multi-entry classes. Multi-entry classes are those classes which contain students from more than one residence group. For instance, due to the staggered nature of the attendance

schedule, it might be expedient to have a physical education class which would begin with fifteen students from group A, and then three weeks later, enroll an additional fifteen students from group B. Another three weeks later would find fifteen students from group C enrolling in the same class. Finally, three weeks later, when group D students were to begin, fifteen group D students would enter the class and the fifteen students from group A would begin their three week vacation break. Thus, at any one time in a multi-entry class, it would be possible to have students from three different residence groups enrolled in the class.

TABLE 11.--Percentage summary of parents' responses regarding whether multi-entry classes create problems for students

Question # 14	Yes	No	Uncertain
If you have children in grades 8-12, have multi-entry classes created problems for them?	30%	40%	28%

The results displayed in Table 11 show that a plurality of the parents (40%) believed that multi-entry classes did not create problems for their children. Thirty percent of the parents felt that multi-entry classes created problems for secondary students, and another twenty-eight percent were "uncertain" about their answer. Of those who wrote additional written responses, it was generally

indicated that the teacher's time for each group within the class was too limited and/or that there was less teacher attention per student (eleven respondents), or that students were unable to obtain desired classes (eight respondents). Another ten respondents mentioned that it was either too difficult for the teacher or too confusing for the students.

A summary of parent responses regarding how they reacted to statements concerning advantages and disadvantages of the 45-15 ESY program is presented in Table 12.

TABLE 12.--Percentage summary of parents' responses regarding various advantages and disadvantages of the 45-15 ESY program

Question #15

Knowing that there are advantages and disadvantages to the 45-15 program, how do you now react to the following statements?

Yes	No	Uncertain	
26%	29%	45%	Provides a better education for students
8%	64%	28%	Poorer utilization of facilities
55%	32%	13%	Provides better opportunities for student/ family travel and vacation
18%	61%	21%	Lower student interest and enthusiasm
59%	22%	19%	Less student boredom
34%	16%	50%	Costs more to operate
81%	9%	10%	Better than split shifts or overcrowding
69%	19%	12%	Better than increased taxes

The results displayed in Table 12 indicate that a majority

of parents, on all but two items, showed their acceptance of the 45-15 ESY program. On the other two items, a plurality of the respondents were "uncertain" as to how to respond to the statements. When given the opportunity to express their opinions about whether the 45-15 ESY program "provides a better education for students," forty-five percent responded with "uncertain," twenty-nine percent said "no," and twenty-six percent answered "yes." When asked if the program provided "poorer utilization of facilities," sixty-four percent said "no," twenty-eight percent were "uncertain," and eight percent answered "yes." Fifty-five percent believed that the 45-15 ESY program "provides better opportunities for student/family travel and vacation," while thirty-two percent disagreed by answering "no," and thirteen percent were "uncertain." The statement, "lower student interest and enthusiasm" received sixty-one percent "no" responses, while twenty-one percent were "uncertain" and eighteen percent said "yes." Fifty-nine percent thought that there was "less student boredom" when under the 45-15 ESY program.

The "no" responses to that statement included twenty-two percent, while nineteen percent remained "uncertain." A large "uncertain" response of fifty percent was evidenced when the parents were asked if the 45-15 ESY program "costs more to operate." Thirty-four percent said "yes," and sixteen percent

answered "no." By a wide margin, the parents were convinced that the 45-15 ESY program was "better than split shifts or over-crowding." Eighty-one percent answered the above statement with a "yes," while ten percent were "uncertain," and only nine percent responded with "no." Almost as large a margin resulted when the parents responded to the statement, "better than increased taxes." Sixty-nine percent said that the 45-15 ESY program was better than increased taxes. Nineteen percent answered that statement with a "no," and another twelve percent responded with "uncertain." Other advantages and disadvantages were expressed as written responses, but were generally individual expressions. There were approximately twelve additional written responses that were positive about the program, while approximately thirty-three were negative. Another two were neutral, and/or didn't apply to the 45-15 ESY program.

Table 13 presents the results of parent responses concerning family vacations under the 45-15 ESY program.

According to the data presented in Table 13 regarding question number sixteen, a majority of the parents believed that the 45-15 ESY program had not created problems for their family in terms of planning for, and taking, vacations. Seventy-one percent of the parents stated that the 45-15 ESY program had not created problems for their family with respect to vacations.

Twenty-four percent indicated that the program did cause problems where family vacations were concerned, while five percent were not certain about an answer.

TABLE 13. --Percentage summary of parents' responses regarding family vacations

Question	Yes	No	Uncertain
#16 Has the 45-15 program created problems for your family in planning for, and taking, vacations?	24%	71%	5%
#17 Would your employer grant your request for vacation time during any season of the year?	63%	27%	10%
#18 Have you taken family vacations during seasons other than summer in the past?	42%	59%	0%
#19 Have you taken family vacations during seasons other than summer during this school year?	32%	68%	0%
If "yes," please check the appropriate season	Fall - 62% (Sept. -Nov.)	Winter - 38% (Dec. -March)	

In regard to question number seventeen displayed in Table 13, a majority of the parents (63%) answered that they thought their employers would grant their request for a vacation during any season of the year. Twenty-seven percent answered the above-mentioned question with "no," while ten percent had

"uncertain" responses.

The responses displayed in Table 13 for question number eighteen indicate that a simple majority of the families had not taken vacations during seasons other than summer in the past. Forty-two percent of the families had taken vacations in seasons other than summer in the past.

The results presented for question number nineteen in Table 13 show that the percentage of families that took vacations during seasons other than summer during the 45-15 ESY (one semester) had declined. While a majority of sixty-eight percent said that they had not taken a vacation during seasons other than summer during the 45-15 ESY, thirty-two percent indicated that they had done so. Of that thirty-two percent, sixty-two percent of the respondents indicated that they took a family vacation between September and November, while thirty-eight percent of that group had taken vacations between December and March.

On a final "open ended " question, sixty percent of the parents indicated that they wanted to make additional comments or suggestions about the 45-15 ESY program. Of the number who responded, approximately sixty of the written responses were positive about some aspect of the 45-15 ESY program, while approximately 150 were negative, and about thirty-five were general statements or suggestions. The above-mentioned written

responses can be found in Appendix G.

Analyses of parent attitudes

The question was posed for this study regarding whether the attitudes of the parents were dependent upon: (a) the residence group in which they lived, (b) the grade level of their children, or (c) the number of years that they had lived in the district. In order to answer these questions, the questionnaire items were analyzed by using the chi square test on selected combinations of variables taken two at a time. The following will, therefore, discuss those significant relationships found between the variables (a, b, and c above) and the responses to certain questions on the questionnaire. Such analyses will provide some indication of the relationships that exist between the above-mentioned variables and the attitudes of the parents.

Analyses of parent responses by residence group

An analysis of the relationship between the residence group in which the respondent lived and other questions on the questionnaire revealed six relationships that were significant at less than the .05 level of probability.

One analysis was performed in order to determine if a significant relationship existed between the residence group in

which the respondents lived and their responses to the question, "How do you now feel about the 45-15 program as implemented by the Western School District?" The results are presented in Table 14.

TABLE 14.--Relationship between residence group and parents' feelings about the 45-15 ESY program

Group	Strongly Negative	Somewhat Negative	Mixed	Somewhat Positive	Strongly Positive	Totals
A	15 (17%)	11 (13%)	16 (18%)	24 (27%)	22 (25%)	88
B	6 (8%)	8 (10%)	13 (17%)	26 (34%)	24 (31%)	77
C	7 (11%)	7 (11%)	7 (11%)	15 (24%)	27 (43%)	63
D	9 (14%)	11 (17%)	23 (36%)	11 (17%)	10 (16%)	64
Totals	37	37	59	76	83	292
$\chi^2 = 28.218$			df = 12		p = .005	

According to the findings presented in Table 14, it can be concluded that a significant relationship ($p < .05$) exists between the respondents' attitudes concerning how they felt about the 45-15 ESY program and the residence group in which they lived. The percentage data indicate that while a majority of respondents from groups A, B, and C were "positive" about the program, a plurality of the respondents from group D had "mixed" feelings about the 45-15 ESY program.

When an analysis was made concerning the relationship

between the residence group of the respondents and the question, "If money were available to construct the necessary buildings, would you desire to return to the nine-month schedule?", the results were as displayed in Table 15.

TABLE 15. --Relationship between residence group and parents' attitudes toward returning to nine-month schedule if money were available to construct the necessary buildings

Group	Yes	No	Uncertain	Totals
A	33 (38%)	38 (44%)	15 (17%)	86
B	18 (24%)	34 (47%)	21 (29%)	73
C	20 (32%)	32 (51%)	11 (17%)	63
D	32 (49%)	14 (22%)	19 (29%)	65
Totals	103	118	66	287
	$\chi^2 = 18.609$	$df = 6$	$p = .005$	

The findings presented in Table 15 indicate that a significant relationship ($p < .05$) exists between the residence group in which the respondents lived and how they responded to the question, "If money were available to construct the necessary buildings, would you desire to return to the nine-month schedule?" The percentage data show that a plurality of the respondents in groups A and B, and a majority of those in group C, were not inclined to want to return to a traditional program even if money were made available for new buildings. The opposite was true for group D respondents.

Table 16 presents the results of the analysis concerning the relationship between the residence group of the parents and their responses to the question, "To what extent do you believe that the 45-15 program has affected the quality of education for grades six and sevenin the Western School District?"

TABLE 16.--Relationship between residence group and the parents' views regarding the effect that the 45-15 ESY had on the quality of education for grades six and seven

Group	Improved	Same	Reduced	Totals
A	7 (31%)	11 (48%)	5 (22%)	23
B	7 (37%)	11 (58%)	1 (5%)	19
C	14 (61%)	5 (22%)	4 (18%)	23
D	4 (21%)	7 (37%)	8 (43%)	19
Totals	32	34	18	84
	$\chi^2 = 15.014$	$df = 6$	$p = .020$	

According to the findings in Table 16, it can be concluded that a significant relationship ($p < .05$) exists between the residence group in which the respondents lived and how they felt about the effect of the 45-15 ESY program on the quality of education for grades six and seven. The percentage data revealed that a majority of the respondents from group C believed that the 45-15 ESY program had "improved" the quality of education in the system, while a plurality of respondents from groups A, and a majority of the

respondents from group B, thought that the quality had remained the same for both years (45-15 ESY and traditional school year). A plurality of group D respondents took the point of view that the quality of education had been "reduced" during the 45-15 ESY program. Thus, the data indicated that residents of group C, and to a lesser extent, residents of groups A and B, tend to view the 45-15 ESY program as having a more positive effect on the quality of education for grades six and seven than do those respondents living in group D.

The results of the analysis concerning the relationship between the parents' residence group and whether parents believed that multi-entry classes presented problems for their children in grades 8-12 are presented in Table 17.

It can be concluded from the findings presented in Table 17 that a significant relationship ($p < .05$) exists between the residence group in which the parents lived and their attitudes regarding whether or not multi-entry classes caused their children problems in grades 8-12. An interpretation of the percentage data revealed that while a plurality of respondents from group A were inclined to believe that multi-entry classes caused their children problems, a plurality of respondents from group B, and a majority of the respondents from group C, took the opposite point of view. A majority of group D respondents were "uncertain" in regard to

the question.

TABLE 17. --Relationship between residence group and responses to the question, "If you have children in grades 8-12, have multi-entry classes created problems for them?"

Group	Yes	No	Uncertain	Totals
A	16 (47%)	10 (29%)	8 (24%)	34
B	14 (37%)	16 (42%)	8 (21%)	38
C	9 (23%)	21 (53%)	10 (25%)	40
D	3 (15%)	6 (30%)	11 (55%)	20
Totals	42	53	37	132
$\chi^2 = 14.925$ $df = 6$ $p = .021$				

The percentage data thus revealed that residence group A respondents were more inclined, than were respondents from groups B, C, and D, to believe that multi-entry classes caused their children problems.

Table 18 displays the results of an analysis regarding the relationship between the residence group of the parents and a question as to whether the respondents thought that the 45-15 ESY program provided "poorer utilization of facilities."

The findings presented in Table 18 indicate that a significant relationship ($p < .05$) exists between the residence group in which the parents lived and how they viewed the utilization of the system's facilities. The percentage data revealed that a majority

of respondents from groups A, B, and C rejected the statement that the 45-15 ESY program had resulted in "poorer utilization of facilities," while a majority of group D respondents were "uncertain" about their answer. As such it appears that no one group of respondents believed significantly more so than another group that there had been poorer utilization of the facilities under the 45-15 ESY program. However, group D respondents were much more "uncertain" regarding the question than were those respondents in groups A, B, and C.

TABLE 18.--Relationship between parent residence group and responses to the statement, "poorer utilization of facilities"

Group	Yes	No	Uncertain	Totals
A	9 (11%)	48 (61%)	22 (28%)	79
B	4 (5%)	53 (73%)	16 (22%)	73
C	6 (10%)	42 (72%)	10 (17%)	58
D	2 (4%)	25 (46%)	27 (50%)	54
Totals	21	168	75	264
$\chi^2 = 20.157$ $df = 6$ $p = .003$				

Table 19 presents the findings concerning the relationship between the respondents' residence group and whether the respondents believed that the 45-15 ESY program provided "less student boredom."

The findings displayed in Table 19 indicate that a significant

relationship ($p < .05$) exists between the residence group in which the respondents lived and their attitudes concerning the statement "less student boredom." A review of the percentage data suggests that a majority of respondents from groups A, B, and C, and a plurality of respondents from group D, believed that there was "less student boredom" under the 45-15 ESY program. Group D respondents differ somewhat from the other groups in that there are more "uncertain" responses in group D than are found in groups A, B, and C.

TABLE 19.--Relationship between residence group and parents' responses to the statement, "less student boredom"

Group	Yes	No	Uncertain	Totals
A	46 (56%)	25 (30%)	11 (13%)	82
B	49 (65%)	14 (19%)	12 (16%)	75
C	36 (63%)	13 (23%)	8 (14%)	57
D	28 (47%)	9 (15%)	22 (37%)	59
Totals	159	61	53	273
$\chi^2 = 18.877$ $df = 6$ $p = .004$				

Analyses of parent attitudes by number of years residence

An examination of the parent attitudes by the number of years that they had resided in the Western School District produced significant relationships between two sets of questions.

The results of an analysis concerning the relationship between the number of years of residence in the district and the question regarding the respondents original feelings about the 45-15 ESY program are presented in Table 20.

TABLE 20.--Relationship between number of years of residence and parents' responses to the question, "Did you originally favor the implementation of the 45-15 ESY program"

Years of Residence	Yes	No	Uncertain	Totals
0-1 years	9 (30%)	9 (30%)	12 (40%)	30
2-5 years	42 (53%)	28 (35%)	10 (13%)	80
6 years or more	88 (48%)	69 (38%)	26 (14%)	183
Totals	139	106	48	293
$\chi^2 = 14.315$ $df = 4$ $p = .006$				

An examination of the findings presented in Table 20 indicates that a significant relationship ($p < .05$) exists between the number of years that a respondent had lived in the district and the respondents' original feelings about the 45-15 ESY program. The percentage data revealed that while a majority of the "2-5 year" group, and a plurality of the "6 years or more" group were originally "positive" about the 45-15 ESY program, a plurality of the "0-1 year" respondent group were "uncertain" about their

original feelings in the matter. There was, however, no significant relationship found between the number of years' residence and the question regarding the parents' feelings about the program at the time of the survey.

The findings of an analysis concerning the relationship between the number of years' residence and the parents' comparative views of their children's achievement in grades 1-5 under the traditional versus the 45-15 ESY program are presented in Table 21.

TABLE 21.--Relationship between number of years of residence and parents' responses to the question, "How would you rate your child(ren)'s achievement in school (grades 1-5) this year in comparison to last year?"

Years of Residence	Higher	Same	Lower	Totals
0-1 years	9 (47%)	6 (32%)	4 (21%)	19
2-5 years	8 (16%)	36 (73%)	5 (10%)	49
6 years or more	17 (18%)	71 (74%)	8 (8%)	96
Totals	34	113	17	164
$\chi^2 = 14.207$		df = 4	p = .007	

The results presented in Table 21 indicate that a significant relationship ($p < .05$) exists between the number of years that a respondent had lived in the district and how the respondent-parents viewed their children's achievement in grades 1-5 when comparing

the traditional school year with the 45-15 ESY. The percentage data reveal that while a plurality of those respondents who had lived in the district for one year or less thought that their children's achievement was higher under the 45-15 ESY program than under a traditional program, a majority of those respondents who had lived in the school district either "2-5 years," or "6 years or more," viewed their children's achievement as "about the same" for both the traditional and the 45-15 ESY programs.

Analyses of parent attitudes by their children's level in school

Significant relationships were found during the analyses of parents' attitudes with their children's grade level in school in two instances.

Table 22 displays the results of an analysis regarding the relationship between parents' attitudes according to their children's grade level (K-5, 6-7, or 8-12) and how they responded to the question regarding the effect of the 45-15 ESY program on the quality of education.

The findings displayed in Table 22 show that a significant relationship ($p < .05$) exists between the parents' attitudes regarding the effect of the 45-15 ESY program on the quality of education and the grade level of their children. Further study of the percentage data reveals that a majority of the parents of K-5 students, and a

plurality of the parents of students in grades 6-7, and 8-12, believe that the quality of education has "remained about the same" (traditional versus 45-15 ESY). However, while more parents of the "K-5" and "6-7" students view the quality of education as "improved" rather than "reduced," a slightly larger percentage of parents of "8-12 grade" students view the quality of education as "reduced" rather than "improved."

TABLE 22. --Relationship between grade level of children and parents' responses to the question, "to what extent do you believe that the 45-15 ESY program has affected the quality of education in the Western School District?"

Grades	Greatly Improved	Somewhat Improved	About the Same	Somewhat Reduced	Greatly Reduced	Totals
K-5	17 (10%)	38 (21%)	101 (57%)	16 (9%)	6 (3%)	178
6-7	8 (9%)	25 (29%)	34 (40%)	14 (16%)	5 (6%)	86
8-12	7 (5%)	27 (19%)	68 (49%)	21 (15%)	17 (12%)	140
Totals	32	90	203	28	28	404
$\chi^2 = 20.558$			df = 8		p = .008	

The results of an analysis concerning the relationship between the grade level of the children and the parents' responses to whether the 45-15 ESY program has interfered with their children's participation in extra-curricular school activities is presented in Table 23.

According to the results presented in Table 23, it is indicated

that a significant relationship ($p < .05$) exists between the grade level of the children and the parents' views of their children's participation in extra-curricular activities. The percentage data reveal that a majority of parents of students in all three grade levels believe that the 45-15 ESY program does not interfere with their children's extra-curricular activities. However, a slightly higher percentage of parents of "8-12" grade students believe that the 45-15 ESY program does interfere with their children's extra-curricular activities as compared to those parents of "K-5" and "6-7" grade students.

TABLE 23. --Relationship between grade level of children and parents' responses to the question, "has the 45-15 program interfered with your child(ren)'s participation in extra-curricular school activities?"

Grades	Yes	No	Uncertain	Totals
K-5	19 (11%)	130 (73%)	28 (16%)	177
6-7	12 (14%)	60 (69%)	15 (17%)	87
8-12	33 (23%)	90 (63%)	19 (13%)	142
Totals	64	280	62	406
	$\chi^2 = 9.835$	$df = 4$		$p = .043$

Secondary Student (8-12) Survey

Percentage summary of secondary student (8-12) responses

From a total secondary student (grades 8-12) population of

898, a sample of 472 students was selected. The sample represented fifty-three percent of the secondary student population. Eighty-four percent (398) of the sample completed questionnaires. Table 24 presents a summary of the characteristics of the secondary student respondents.

TABLE 24.--Characteristics of secondary student sample

Percentage of Students per Grade Level		Percentage of Students of Each Sex	
8th	25%	Male	47%
9th	19%	Female	53%
10th	20%		
11th	21%		
12th	15%		
<u>Percentage of Students from each Residence Group</u>			
	Group A		24%
	Group B		27%
	Group C		25%
	Group D		24%

The characteristics of the secondary student sample that are displayed in Table 24 include the following:

1. The percentages of students per grade level in the sample are proportionate to the total number of students per grade level.
2. A majority of the students were females (53%), while the remaining forty-seven percent were males.

3. Approximately one-quarter of the secondary students in the sample were represented in each of the four residence sections.

Table 25 presents a summary of the responses by secondary students regarding several questions concerning their general attitude about the 45-15 ESY program.

TABLE 25.--Percentage summary of secondary students' responses regarding students' general attitudes toward the 45-15 ESY program

Question #4

Which of the following statements would best describe your feelings about the 45-15 program in the Western School District?

38%	Like it
43%	Mixed feelings
14%	Don't like it
5%	Can't say

Question #5

Which of the following statements would best describe your feelings about the 45-15 program in comparison to the traditional school year program that you attended last year?

41%	Like 45-15 better than traditional (9 months school, 3 month vacation)
29%	Like both about the same
30%	Don't like 45-15 as well as the traditional program

According to the results displayed in Table 25, question number four, a plurality of the secondary student respondents indicated that they had "mixed feelings" about the 45-15 ESY

program. While forty-three percent had "mixed feelings," thirty-eight percent stated that they "like" the program, fourteen percent "don't like" the program, and five percent couldn't answer the question.

The results for question number five in Table 25 indicate, however, that a plurality of the secondary students like the 45-15 ESY program better than the traditional program. Forty-one percent of these students like the 45-15 ESY better than the traditional school year, while thirty percent don't like the 45-15 ESY as well as the traditional school year, and twenty-nine percent like both years about the same.

The results of two comparisons regarding quantity and quality of instruction are presented in Table 26.

Table 26 displays the results concerning question number six which indicates that a majority of the secondary students believed that they received about the same amount of instruction during both the 45-15 ESY and the traditional school year. Sixty percent of the students felt that they received about the same amount of instruction during both years, while twenty-three percent thought that they received less during the 45-15 ESY, and seventeen percent said that they received more instruction during the new program.

The results of question number nine in Table 26 indicate

that a majority of the secondary student respondents believed that their teachers were doing "about the same job of teaching" them during the 45-15 ESY as they had during the traditional school year. While the sixty-eight percent majority felt that the teaching quality was about the same for both years, seventeen percent believed that their teachers were doing a better job of teaching under the 45-15 ESY program, and fourteen percent thought just the opposite.

TABLE 26.--Percentage summary of secondary students' responses regarding quality and quantity of instruction

Question #6

Do you think you are getting more instruction from your teachers this year in comparison to last year?

17%	More this year
60%	About the same as last year
23%	Less this year

Question #9

Which of the following would best describe your opinion of the way your teachers are teaching you this year in comparison to last year?

17%	Doing a better job teaching me this year
68%	Doing about the same job of teaching me this year as last year
14%	Doing a worse job of teaching me this year

Secondary students' "likes" and "dislikes" regarding the 45-15 ESY program are presented in Table 27.

TABLE 27.--Percentage summary of secondary students' responses regarding "likes" and "dislikes" concerning the 45-15 ESY program

Questions #7 and #8 (combined)

Which of the following would you say are your major "likes" ("dislikes") of the 45-15 school program as compared to the traditional school year? (You may check more than one)

61%	Shorter vacations, coming more often	41%	Vacation breaks too short, no long summer vacation
55%	Less boredom with school or vacation	13%	More boredom in school
12%	Opportunity to learn more	12%	Less opportunity to learn
5%	More knowledge retention	31%	Forget more during vacations
46%	Smaller class size		
11%	More attention from teachers	20%	Less attention from teachers
14%	More interesting classes	17%	Less interesting classes
13%	Others	29%	Others

Percentages will total more than 100% because students were encouraged to check more than one item for each question

Table 27 shows that when the secondary students expressed their major likes of the 45-15 ESY program in response to question number seven, sixty-one percent of the secondary students checked "shorter vacations, coming more often," fifty-five percent check "less boredom with school or vacation," and forty-six percent mentioned "smaller class size." Smaller percentages of students checked "more interesting classes" (14%), "opportunity to learn more" (12%), "more attention from teachers" (11%), and "more

knowledge retention" (5%). Other written responses (13%) about the secondary students' major "likes" regarding the program included items mentioning how they liked the alternating school and vacation situation, and/or liked to have vacations in all four seasons (eleven respondents), and that there was more opportunity for individuals to progress at their own rate (five respondents). Approximately seventeen other written responses were given under seven different answer categories.

The summary of responses to question number eight, shown in Table 27, indicates that the secondary students' responses regarding major "dislikes" included forty-one percent who thought that "vacation breaks were too short; no long summer vacation," thirty-one percent who stated that they "forget more during vacations," and twenty percent who believed that they received "less attention from teachers." Another seventeen percent said that they thought that the classes were "less interesting," while thirteen percent stated that there was "more boredom in school," and twelve percent felt that there was "less opportunity to learn." Twenty-nine percent expressed additional written opinions. Some of the categories with the largest number of similar responses included twenty-five students who "miss my friends from different groups," seventeen who "don't like having to attend school during the summer," and fourteen students who "miss or don't hear about

certain school activities when on vacation, and/or dislike having to come back during vacation." One group of ten respondents disliked "not having a long summer for work and/or for vacation," while another group of ten respondents stated that they "dislike and/or wish to eliminate multi-entry classes." Eleven other categories included about twenty-six additional responses.

Student responses regarding whether the 45-15 ESY program has caused them any problems that they did not have during the traditional school year are presented in Table 28.

TABLE 28.--Percentage summary of secondary students' responses concerning new problems caused by the 45-15 ESY program

Question #10	Yes	No
Has going to school under the 45-15 program caused you any problems that you did not have last year under the traditional school program	39%	61%

As indicated in Table 28, a majority (61%) of the secondary students responding to question number ten stated that they did not encounter any new problems as a result of the 45-15 ESY. Thirty-nine percent of the students had an opposing viewpoint and believed that going to school under the 45-15 ESY program had caused them problems that they had not had under the traditional program. Of the thirty-nine percent who indicated that they did encounter

problems as a result of the 45-15 ESY program, thirty-four respondents said that it "interferes with finding and/or keeping a job," twenty-nine students "dislike not having long summer vacations and/or it limits summer activities," and seventeen respondents said that it "makes it difficult for their family to plan activities and/or vacations." Twelve respondents stated that they "miss my friends in other groups," eleven "miss or don't hear about certain school activities when on vacation and/or dislike having to come back during vacations," and nine students think that it is "difficult to obtain desired classes and/or schedule classes." Included in nine other categories were twenty-four other written responses.

Student attitudes regarding the availability of classes are summarized in Table 29.

As is evidenced for question number eleven in Table 29, a majority of the secondary students stated that they were able to schedule those classes that they needed to fulfill their educational requirements for graduation. The above-mentioned majority was sixty-four percent, while twenty-two percent were "uncertain" regarding their answer to question number eleven, and fourteen percent thought that they were not able to schedule the classes they needed.

Question twelve results displayed in Table 29 indicate that

a majority of fifty-three percent of the students believed that they were able to schedule the classes that they wanted. Thirty-eight percent disagreed with the majority's viewpoint, and nine percent were "uncertain."

TABLE 29.--Percentage summary of secondary students' responses regarding availability of classes

Question #	Yes	No	Uncertain
#11 Were you able to schedule classes that you needed to fulfill your educational requirements?	64%	14%	22%
#12 Were you able to schedule classes that you wanted?	53%	38%	9%
#13 How do you feel 45-15 has affected the availability of electives?			
23% More electives offered			
19% Fewer electives offered			
58% About the same			

The results presented in Table 29 for question number thirteen show that a majority (58%) of the secondary students believed that the availability of electives has remained "about the same" for both the 45-15 ESY and the traditional year. Twenty-three percent thought that there were more electives offered during the 45-15 ESY, while nineteen percent believed that there were fewer electives to choose from under the 45-15 ESY as compared

to the traditional school year.

A summary of the percentage of secondary students that had experienced a multi-entry class and their attitudes toward such classes is presented in Table 30.

TABLE 30.--Percentage summary of secondary students' responses to a question regarding multi-entry classes

Question # 14	Yes	No
Have you had a multi-entry class?	86%	14%
Question # 14A		
If yes, do you feel multi-entry classes have:		
(a) Provided greater learning opportunity		13%
(b) Hindered your learning opportunity		35%
(c) Have had no effect		52%

The results displayed in Table 30 for question number fourteen point out that a majority of eighty-six percent of the secondary students have had at least one multi-entry class. Fourteen percent had not had experience with a multi-entry class.

When asked how they felt about those multi-entry classes that they had (question 14A, Table 30), a majority of students (52%) believed that multi-entry classes had no effect on their learning opportunity. Thirty-five percent thought that multi-entry classes "hindered" their learning opportunity, while thirteen percent

believed that multi-entry classes "provided greater learning opportunity."

Table 31 displays the results of student responses to questions concerning vacations, part-time employment, extra-curricular activities, and school "spirit."

TABLE 31.--Percentage summary of secondary students' responses to questions regarding vacations, part-time student work, extra-curricular activities and school "spirit"

Question #15	Yes	No	Uncertain	
Are your parents able to take their vacations from work at the same time as your school vacations if they wish to?	51%	32%	17%	
Question #17	Yes	No	Don't Work	Uncertain
Has the 45-15 program made it more difficult for you to work in a part-time job this year?	26%	24%	47%	3%
Question #18	Yes	No	Uncertain	
Has the 45-15 program made it more difficult for you to take part in school sports and/or other activities this year?	23%	68%	8%	
Question #19	Increased	Decreased	Unchanged	
What effect do you think the 45-15 program has had on school spirit?	22%	28%	51%	

According to the results for question number fifteen, found

in Table 31, a fifty-one percent majority of secondary student respondents thought that their parents would be able to take vacations from work during scheduled school vacations under the 45-15 ESY program. Thirty-two percent disagreed, while seventeen percent were "uncertain."

The results for question number seventeen, also found in Table 31, indicate that a plurality of secondary students (47%) are not employed. However, twenty-six percent of the students believed that the 45-15 ESY made it more difficult to work in a part-time job, while twenty-four percent didn't think that working on a part-time job was any more difficult under the 45-15 ESY than it had been during the traditional school year. Three percent of the students were "uncertain" as to an answer for the question.

The responses to question number eighteen, found in Table 31, indicated that a majority of sixty-eight percent of the secondary students believed that the 45-15 ESY program had not made it any more difficult to take part in "school sports and/or other activities" than had been the case during the traditional school year. Twenty-three percent held the opposite view, while eight percent were "uncertain." Of the twenty-three percent who answered "yes," by far the largest number of written responses (58) explained that they "miss or don't hear about certain school activities when on vacation and/or dislike having to come back during vacation for

those activities." A second category included nineteen respondents who stated that "transportation presents a problem for extra-curricular activities." Three other categories included approximately nine additional written responses.

In regard to question number nineteen, Table 31, a majority of fifty-one percent of the secondary students felt that "school spirit" had been "unchanged" from the traditional school year to the 45-15 ESY. Twenty-eight percent believed that "school spirit" had "decreased," while twenty-two percent thought that it had "increased."

Data on student friendships are summarized in Table 32.

TABLE 32.--Percentage summary of secondary students' responses regarding student friendships

Question #16

Which of the following statements best describes your friendships this year?

63%	Kept most of my same friends
21%	Lost some old friends; gained some new friends
16%	Lost most of my old friends because they are in different groups

The results displayed in Table 32 suggest that a majority (63%) of the secondary students in the sample believed that they kept most of their same friends during the 45-15 ESY that they had had during the traditional school year. Twenty-one percent

indicated that they had lost some old friends, but had gained some new ones, while sixteen percent felt that they had lost most of their old friends as a result of the 45-15 ESY program.

In response to an opportunity to make additional written responses (question number twenty) regarding changes desired for the next school year, 214 respondents had negative remarks about the 45-15 ESY program, forty-four secondary students had constructive suggestions for changing the program or remarks that were not relevant to the 45-15 ESY program, and sixteen respondents had positive remarks.

Analyses of secondary student responses

A specific question posed by this study was to analyze whether the attitudes of the students were dependent upon: (a) their grade level, or (b) the residence group in which they lived. In order to answer the above question, chi square tests were utilized in order to determine whether significant relationships existed between items taken from the Secondary Student Questionnaire. The following, therefore, includes a presentation of the significant relationships that were found to exist during the analyses.

Analyses of secondary student attitudes by grade level

Analyses of secondary student attitudes by the students' grade level produced seven significant relationships that were presented for discussion.

The results of an analysis regarding the relationship between the students' grade level and the students' feelings about the 45-15 ESY program are presented in Table 33.

TABLE 33.--Relationship between grade level of students and students' responses to the question, "which of the following statements would best describe your feelings about the 45-15 program in the Western School District? "

Grade	Like	Mixed	Dislike	Can't Say	Totals
8	47 (48%)	35 (36%)	8 (8%)	8 (8%)	98
9	33 (43%)	30 (39%)	9 (12%)	4 (5%)	76
10	26 (33%)	32 (41%)	19 (24%)	2 (3%)	79
11	26 (31%)	42 (50%)	13 (15%)	3 (4%)	84
12	18 (31%)	33 (56%)	6 (10%)	2 (3%)	59
Totals	150	172	55	19	396
$\chi^2 = 23.257$ $df = 12$ $p = .026$					

The findings presented in Table 33 indicate that a significant relationship ($p < .05$) exists between the students' grade level and how the students responded regarding their feelings about the 45-15 ESY program. The percentage data indicate that while a plurality of the eighth and ninth grade students stated that they

"liked" the 45-15 ESY program, a plurality of the students in grade 10, and a majority of the students in grades 11 and 12, had "mixed" feelings about the program.

Table 34 presents the results of an analysis concerning the relationship between student grade level and the students' perception of the amount of instruction under the 45-15 ESY program in comparison to the traditional school year.

TABLE 34. --Relationship between grade level of students and students' responses to the question, "do you think you are getting more instruction from your teachers this year in comparison to last year? "

Grade	More	Same	Less	Totals
8	26 (27%)	58 (59%)	14 (14%)	98
9	13 (17%)	53 (70%)	10 (13%)	76
10	9 (12%)	44 (58%)	23 (30%)	76
11	12 (14%)	46 (54%)	27 (32%)	85
12	7 (12%)	35 (59%)	17 (29%)	59
Totals	67	236	91	394
$\chi^2 = 21.354$				
$df = 8$				
$p = .006$				

The results in Table 34 point out that a significant relationship ($p < .05$) exists between the grade level of the students and their opinions about the amount of instruction that they believe they are getting from their teachers under the 45-15 ESY program in comparison to the traditional school year. Further study of the

percentage data suggests that a majority of the students at each grade level believe that the amount of instruction is about the same for both years. However, a larger percentage of the eighth and ninth grade students generally felt that they were getting "more" instruction, rather than "less," under the 45-15 ESY program, while the reverse was true for the students in grades 10, 11 and 12.

The findings of an analysis concerning the relationship between the grade level of students and their views regarding a comparison between the quality of teaching under the 45-15 ESY and traditional programs are presented in Table 35.

TABLE 35. --Relationship between grade level of students and students' responses to the question, "which of the following would best describe your opinion of the way your teachers are teaching you this year in comparison to last year? "

Grade	Better	Same	Worse	Totals
8	31 (32%)	54 (56%)	12 (12%)	97
9	10 (14%)	56 (76%)	8 (11%)	74
10	10 (13%)	57 (74%)	10 (13%)	77
11	12 (14%)	59 (69%)	14 (16%)	85
12	5 (9%)	41 (72%)	11 (19%)	57
Totals	68	267	55	390
$\chi^2 = 21.864$ $df = 8$ $p = .005$				

According to the results displayed in Table 35, a significant

relationship ($p < .05$) exists between the grade level of the secondary students and their opinions comparing the quality of teaching for the 45-15 ESY and the traditional school year. Additional study of the percentage data suggests that a majority of all grade levels think that the quality of teaching remained about the same for both years. The remaining percentages of student attitudes appear to generally change from the situation where a larger percentage of eighth grade students evaluated the teaching quality under the 45-15 ESY program as "better," rather than "worse," to the opposite situation where a larger percentage of twelfth grade students evaluated the teaching quality under the 45-15 ESY program as "worse," rather than "better."

The results of an analysis to determine the relationship between student grade level and students' opportunity to schedule "necessary" classes are presented in Table 36.

The findings presented in Table 36 make it apparent that a significant relationship ($p < .05$) exists between the grade level of the secondary students and their perceptions of the opportunity to schedule "necessary" classes. The percentage data reveal that while a majority of the students in grades nine through twelve were able to obtain what they thought to be "necessary" classes, the eighth grade responses included a large percentage of students who answered that they were "uncertain."

TABLE 36.--Relationship between student grade level and students' responses to the question, "were you able to schedule classes that you needed to fulfill your educational requirements?"

Grade	Yes	No	Uncertain	Totals
8	41 (43%)	14 (15%)	41 (43%)	96
9	52 (68%)	9 (12%)	15 (20%)	76
10	49 (63%)	15 (19%)	14 (18%)	78
11	61 (72%)	11 (13%)	13 (15%)	85
12	51 (85%)	6 (10%)	3 (5%)	60
Totals	254	55	86	395
$\chi^2 = 43.874$		df = 8	p < .001	

Table 37 presents an analysis regarding the relationship between student grade levels and the students' opportunity to schedule "desired" classes.

TABLE 37.--Relationship between student grade level and students' responses to the question, "were you able to schedule classes that you wanted?"

Grade	Yes	No	Uncertain	Totals
8	59 (61%)	18 (19%)	20 (21%)	97
9	40 (53%)	31 (41%)	5 (7%)	76
10	36 (46%)	38 (48%)	5 (6%)	79
11	52 (61%)	30 (35%)	3 (4%)	85
12	22 (37%)	34 (57%)	4 (7%)	60
Totals	209	151	37	397
$\chi^2 = 41.814$		df = 8	p < .001	

Examination of the findings presented in Table 37 appear to indicate that a significant relationship ($p < .05$) exists between the grade level of students and their perception of the opportunity to schedule "desired" classes. The percentage data indicate that a majority of students in grades 8, 9, and 11 believed that they were able to schedule "desired" classes, while a plurality of students in grade 10, and a majority of students in grade 12, indicated that they were not able to schedule their "desired" classes.

The results of an analysis concerning the relationship between student grade level and the students' perceptions of the availability of elective classes are presented in Table 38.

TABLE 38.--Relationship between student grade level and students' perceptions of the availability of elective classes.

Grade	More	Less	Same	Totals
8	16 (17%)	10 (11%)	66 (71%)	92
9	14 (18%)	17 (22%)	45 (59%)	76
10	15 (19%)	20 (26%)	42 (55%)	77
11	27 (32%)	14 (16%)	44 (52%)	85
12	18 (31%)	13 (22%)	27 (47%)	58
Totals	90	74	224	388
$\chi^2 = 18.082$		df = 8	p = .021	

The data presented in Table 38 indicate that a majority of the secondary students in grades 8-11, and a plurality of students

in twelfth grade, believed that the availability of electives has remained the same for both the 45-15 ESY and the traditional school year. A larger percentage of students in grades 8, 11, and 12 believe that "more" electives are available as opposed to "less," while the reverse is true for those students in grades 9 and 10.

The findings of an analysis concerning the relationship between student grade level and students' perceptions of the effect of multi-entry classes is presented in Table 39.

TABLE 39.--Relationship between student grade level and students' perceptions concerning the effects of multi-entry classes on learning

Grade	Improved	Hindered	No Effect	Totals
8	14 (18%)	15 (19%)	48 (62%)	77
9	10 (15%)	17 (26%)	39 (59%)	66
10	9 (13%)	24 (36%)	34 (51%)	67
11	5 (7%)	36 (47%)	35 (46%)	76
12	6 (11%)	27 (48%)	23 (41%)	56
Totals	44	119	179	342
$\chi^2 = 21.634$		df = 8	p = .006	

Table 39 indicates that a significant relationship ($p < .05$) exists between the grade level of students and student perceptions of the effects of multi-entry classes on learning opportunities. Additionally, the percentage data indicate that a majority of the students in grades 8, 9, and 10 believe that multi-entry classes

have "had no effect" on their learning. On the other side, however, the eleventh and twelfth graders, by a small plurality, believed that multi-entry classes "hindered" their learning.

Analyses of secondary student attitudes by residence group

The analyses of secondary student attitudes by the residence group in which the students lived produced three significant relationships that were selected for discussion.

The results of an analysis concerning the relationship between the residence group of students and their feelings about the 45-15 ESY program are presented in Table 40.

TABLE 40.--Relationship between student residence group and students' feelings about the 45-15 ESY program

Group	Like	Mixed	Dislike	Can't Say	Totals
A	37 (39%)	44 (46%)	13 (14%)	2 (2%)	96
B	49 (46%)	52 (49%)	4 (4%)	2 (2%)	107
C	41 (42%)	34 (35%)	18 (18%)	5 (5%)	98
D	23 (24%)	42 (44%)	20 (21%)	10 (11%)	95
Totals	150	172	55	19	396
$\chi^2 = 32.168$ $df = 9$ $p < .001$					

Examination of the results found in Table 40 shows that a significant relationship ($p < .05$) exists between the residence group in which a student lived and the students' feelings about the 45-15

ESY program. The percentage data seem to indicate that a plurality of students in groups A, B, and D had "mixed" feelings about the program, while a plurality of the students in group C stated that they "like" the program. Additionally, the students in groups A, B, and C tend to be more positive about the 45-15 ESY program than those students residing in section D.

Table 41 displays the findings of an analysis concerning the relationship between the residence group of students and their feelings comparing the 45-15 ESY program with the traditional program.

TABLE 41. --Relationship between student residence group and students' feelings about the 45-15 ESY program in comparison to the traditional school year program

Group	Better	Same	Worse	Totals
A	48 (49%)	24 (25%)	25 (26%)	97
B	54 (50%)	33 (31%)	20 (19%)	107
C	35 (36%)	27 (28%)	36 (37%)	98
D	25 (26%)	33 (35%)	37 (39%)	95
Totals	162	117	118	397
$\chi^2 = 20.800$ $df = 6$ $p = .002$				

According to the results summarized in Table 41, a significant relationship ($p < .05$) exists between the residence group of the students and their feelings regarding a comparison of the 45-15 ESY

and traditional programs. The percentage data indicate that a plurality of students residing in group A, and a majority of group B students, believed that the 45-15 ESY program is better than the traditional school year. A slight plurality of students residing in groups C and D, however, believed that the traditional program was better.

The findings of an analysis regarding the relationship between the residence group of the secondary students and their perceptions of the amount of instruction that they received from their teachers when comparing the 45-15 ESY and the traditional programs are presented in Table 42.

TABLE 42. --Relationship between student residence group and students' perceptions of the amount of instruction received during the 45-15 ESY program in comparison to the traditional school year program

Group	More	Same	Less	Totals
A	20 (21%)	49 (52%)	26 (27%)	95
B	22 (21%)	69 (65%)	15 (14%)	106
C	11 (11%)	66 (67%)	22 (22%)	99
D	14 (15%)	52 (55%)	28 (30%)	94
Totals	67	236	91	394
	$\chi^2 = 13.000$	df = 6		p = .043

The data presented in Table 42 indicate that a significant relationship ($p < .05$) exists between the residence group of the

students and their perceptions of the amount of instruction that they think they received during both the 45-15 ESY and the traditional school year. The percentage data suggest that a majority of students in all four residence groups believed that the amount of instruction was about the same for both years. While a larger percentage of students in groups A, C, and D believed that there was "less," rather than "more," instruction during the 45-15 ESY, group B students held the opposite opinion.

Fourth through Seventh Grade Survey

Percentage summary of fourth-seventh grade respondents

Of the 838 students in the fourth through seventh grade population, 414 (49%) were randomly selected by classes as the sample for this study. Ninety-three percent, or 387 students, completed the questionnaire. Table 43 provides a summary of the characteristics of the fourth-seventh grade student sample.

The characteristics of the fourth through seventh grade student sample that are presented in Table 43 include the following:

1. The percentages of fourth through seventh grade students per grade level and per residence group are proportionate to the total number of those students in each of the grade levels and in each residence section.
2. A majority of the fourth through seventh grade students

in the sample were males (55%), while the remaining forty-five percent were females.

TABLE 43.--Characteristics of fourth through seventh grade sample

Percentage of Students Residing in each residence group		Percentage of Students Per grade level	
Group A	26%	Grade 4	26%
Group B	22%	Grade 5	27%
Group C	27%	Grade 6	23%
Group D	25%	Grade 7	24%

Percentage of Students by Sex	
Male	55%
Female	45%

Table 44 displays a summary of the responses by the fourth-seventh grade students regarding several questions about vacations during the 45-15 ESY.

The results displayed in Table 44 for question number four indicate that a majority of the fourth-seventh grade students (54%) liked the 45-15 ESY vacations better than the vacations of the traditional school year. Twenty-eight percent liked the vacation periods for both years "about the same," while eighteen percent didn't like the 45-15 ESY vacations as well as the traditional school year vacations.

A small plurality of students (34%) believed that their

parents could "sometimes" take their vacations at the same time as school vacations during the 45-15 ESY, as evidenced by the results presented in Table 44 for question number eleven. Thirty-two percent of the students answered the question with "yes," while twenty-one percent said "no," and fourteen percent didn't know.

TABLE 44.--Percentage summary of fourth-seventh grade students' responses regarding vacations during the 45-15 ESY program

Question #4

How well do you like the vacation periods (breaks) this year in comparison to last year?

18%	Don't like it as well as last year
28%	Like them about the same
54%	Like it better than last year

Question #11

Are your father and mother able to take their vacation from work at the same time as you have your school vacation, if they want to?

Yes	No	Sometimes	Don't Know
32%	21%	34%	14%

A summary of the fourth-seventh grade students' general attitudes about the 45-15 ESY is presented in Table 45.

The results of question number five, displayed in Table 45, show that a slight plurality of fourth-seventh grade students (40%) were more "excited" about school during the 45-15 ESY than they

were during the traditional school year. Thirty-eight percent of the student respondents disagreed and stated that they were not "excited" about school "this year," while twenty-two percent didn't know how to answer the question.

TABLE 45.--Percentage summary of fourth-seventh grade students' general attitudes about the 45-15 ESY

Question #5	Yes	No	Don't Know	
Are you excited about school this year?	40%	38%	22%	
Question #12	Yes	No	About the Same	Don't Know
Do you have more fun this year in school than you had last year?	58%	17%	23%	2%

Question number twelve, found in Table 45, was probably a better question to be used to differentiate the students' general attitudes concerning the 45-15 ESY. A majority of fifty-eight percent of the students answered that they did have "more fun this year in school than they had last year." Twenty-three percent thought that they had about the same amount of "fun" for both years, while seventeen percent answered with "no," and only two percent didn't know.

The results of a comparison concerning the quantity of instruction that students thought that they received during the

45-15 ESY and the traditional school year are presented in Table 46.

TABLE 46.--Percentage summary of fourth-seventh grade students' responses regarding quantity of instruction

Question #6

Do you think that you are getting more instruction from your teacher this year in comparison to last year?

Yes	No	About the Same	Don't Know
37%	14%	43%	6%

According to the results displayed in Table 46 for question number six, a plurality of the students in fourth-seventh grades believed that the amount of instruction that they received when comparing the 45-15 ESY with the traditional school year was "about the same" (43%). Thirty-seven percent thought that they were receiving more instruction under the 45-15 ESY program, while fourteen percent disagreed, and another six percent didn't know.

Table 47 presents a summary of the results of the students' responses concerning questions pertaining to their academic achievement and learning.

Table 47 results indicate that, for question number seven, a plurality of the fourth-seventh grade students (47%) believed that the 45-15 ESY had enabled them to "remember more and forget less"

as compared to the traditional school year. Twenty-two percent said "no," while twenty-one percent believed that there was no difference in their ability to learn and retain what they had learned when comparing the two years. Eleven percent didn't know the answer to the question.

The results for question number ten, also found in Table 47, show that a plurality of the students (47%) believed that their academic grades were "about the same" for both the 45-15 ESY and the traditional school year. Forty-five percent of the fourth-seventh grade students thought that their grades were better during the 45-15 ESY, while nine percent stated that their grades were lower during the 45-15 ESY.

TABLE 47.--Percentage summary of fourth-seventh grade students' responses regarding their learning and academic achievement

Question #7

Has going to school year-round enabled you to "remember more and forget less" as compared to last year?

Yes	No	About the Same	Don't Know
47%	22%	21%	11%

Question #10

How do your grades this year compare with your grades last year?

9%	Grades are lower
47%	Grades are about the same
45%	Grades are better

A summary of student responses regarding whether the 45-15 ESY program has caused them any new problems or changed their after-school activities is presented in Table 48.

TABLE 48.--Percentage summary of fourth-seventh grade students' responses regarding whether the 45-15 ESY had caused new problems or changes in after-school activities

Question	Yes	No	Don't Know
Question #8			
Has going to school year-round created new problems for You?	24%	64%	13%
Question #9			
Have your after school activities been changed because you are now going to school the year-round	27%	65%	8%

As indicated in Table 48, in regard to question number eight, a majority of students in the fourth-seventh grades did not believe that going to school year-round had created new problems for them. Sixty-four percent answered "no," while twenty-four percent believed that the 45-15 ESY had created new problems for them. Thirteen percent were uncertain. Of those who responded with a "yes" to that question, eight students mentioned through written responses that they "can't go on vacations with my parents," while six respondents stated that they "miss my old friends and/or I don't get to see

them as often." Another six students mentioned that they "dislike not having long summer vacations and/or the program hinders summer activities." Fourteen other written responses were divided among eleven other answer categories.

Table 49 displays a summary of the students' responses to questions concerning their friends' attitudes toward the program and their own friendships.

TABLE 49. --Percentage summary of fourth-seventh grade students' responses regarding friendships and friends' attitudes toward the 45-15 ESY

Question #13

How do you think that your friends feel about year-round school?

20%	They don't like it
32%	They like it
48%	Don't know

Question #14

Which of the following statements would best tell me of your friendships this year in school?

43%	Kept most of my same friends
39%	Lost some old friends; gained some new friends
18%	Lost most of my friends because they are in a different group

The results displayed for question number thirteen in Table 49 indicate that a plurality of the fourth-seventh grade students in the sample (48%) didn't know how their friends felt about the 45-15

ESY. Thirty-two percent of the students surveyed said that they thought that their friends liked the new program, while twenty percent believed that their friends didn't like the 45-15 ESY program.

In regard to question number fourteen, displayed in Table 49, a plurality of the student respondents (43%) thought that they had kept most of their same friends during the 45-15 ESY. Thirty-nine percent said that they had "lost some old friends, but gained some new friends," while eighteen percent believed that, as a result of the 45-15 ESY, they had lost most of their friends because they were in different residence groups.

When given an opportunity to express additional written responses concerning the things that they would like to see added to the school program for next year, seventy-nine respondents expressed negative feelings about the 45-15 ESY program, nineteen had positive feelings or comments, and another seventy-seven students made constructive suggestions for changing the program or made remarks that were not pertinent to the 45-15 ESY program.

Analyses of fourth-seventh grade attitudes by grade level

The analyses of the fourth through seventh grade students' attitudes by the students' grade level provided four significant relationships that were presented for discussion.

The results of an analysis concerning the relationship

between student grade level and the amount of instruction that students perceived that they were getting from their teachers are presented in Table 50.

TABLE 50.--Relationship between student grade level and students' responses to the question, "do you think that you are getting more instruction from your teacher this year in comparison to last year?"

Grade	Yes	No	Same	Don't Know	Totals
4	37 (36%)	11 (11%)	41 (40%)	13 (13%)	102
5	48 (47%)	12 (12%)	39 (38%)	4 (4%)	103
6	37 (42%)	8 (9%)	38 (43%)	5 (6%)	88
7	21 (23%)	21 (23%)	47 (51%)	3 (3%)	92
Totals	143	52	165	25	385
$\chi^2 = 27.170$		df = 9		p = .001	

According to the findings presented in Table 50, a significant relationship ($p < .05$) exists between the grade level of the students and the amount of instruction that they perceived they were receiving from their teachers under the 45-15 ESY as compared to the traditional school year. The percentage data indicate that while a plurality of the fourth and sixth graders, and a majority of the seventh graders, believed that they were receiving "about the same" amount of instruction under the 45-15 ESY program in comparison to the traditional school year, a plurality of the fifth graders believed that they were receiving "more" instruction under

the 45-15 ESY program.

Table 51 presents the results of an analysis of the relationship between student grade level and student views of whether the 45-15 ESY has changed their after-school activities.

TABLE 51.--Relationship between student grade level and students' responses to the question, "have your after-school activities been changed because you are now going to school the year-round? "

Grade	Yes	No	Don't Know	Totals
4	40 (39%)	49 (48%)	13 (13%)	102
5	21 (20%)	74 (72%)	8 (7%)	103
6	17 (19%)	65 (74%)	6 (7%)	88
7	26 (28%)	64 (68%)	4 (4%)	94
Totals	104	252	31	387
$\chi^2 = 20.403$ $df = 6$ $p = .020$				

As is indicated in Table 51, a significant relationship ($p < .05$) exists between student grade level and student opinions regarding whether the 45-15 ESY has changed their after-school activities. The percentage data in Table 51 show that a majority of the students in grades 5, 6, and 7, and a plurality of students in fourth grade, did not think that their after-school activities have changed as a result of the 45-15 ESY program. However, students in fourth grade were somewhat more inclined to answer "yes" to the question than were the students in the other grade levels.

Table 52 displays the results of an analysis of the relationship between student grade level and student views of a comparison between their academic grades for the traditional and the 45-15 ESY programs.

TABLE 52.--Relationship between student grade level and students' responses to the question, "how do your grades this year compare with your grades last year?"

Grade	Lower	Same	Higher	Totals
4	7 (7%)	46 (45%)	49 (48%)	102
5	4 (4%)	40 (39%)	59 (57%)	103
6	7 (8%)	43 (49%)	38 (43%)	88
7	15 (16%)	51 (55%)	27 (29%)	93
Totals	33	108	173	386
$\chi^2 = 21.109$		df = 6		p = .002

The findings displayed in Table 52 make it possible to conclude that a significant relationship ($p < .05$) exists between the grade level of students and their perceptions of how their grades for the 45-15 ESY compare with their grades for the traditional school year. The percentage data suggest that a plurality of fourth graders, and a majority of the fifth graders, believed that their grades were "higher" during the 45-15 ESY program, while a plurality of the sixth graders, and a majority of the seventh graders, believed that their grades remained "about the same"

for both years.

The results of an analysis concerning the relationship between student grade level and the students' opinions of their friendships are presented in Table 53.

TABLE 53.--Relationship between student grade level and students' attitudes concerning the status of friendships

Grade	Kept Most	Lost Some Gained Some	Lost Most Due to Groups	Totals
4	44 (43%)	38 (37%)	20 (20%)	102
5	40 (40%)	46 (46%)	15 (15%)	101
6	29 (33%)	40 (46%)	18 (21%)	87
7	53 (56%)	25 (27%)	16 (17%)	94
Totals	166	149	69	384
$\chi^2 = 13.154$ $df = 6$ $p = .041$				

It can be concluded from the results displayed in Table 53 that a significant relationship ($p < .05$) exists between the students' grade level and their opinions about the status of their friendships. According to the percentage data presented in Table 53, it appears that while a plurality of fourth graders, and a majority of seventh graders, believed that they kept most of their same friends from the traditional to the 45-15 ESY, a plurality of the fifth and sixth graders felt that they "lost some old friends, but gained some new friends."

Analyses of fourth through seventh grade student attitudes by residence group

Six significant relationships resulting from the analyses of the fourth through seventh grade students' attitudes with the residence group in which the students lived are presented for discussion in this section.

Table 54 presents an analysis of the relationship between the residence group of the students and their expressed degree of "excitedness" about the 45-15 ESY.

TABLE 54.--Relationship between student residence group and students' responses to the question, "are you excited about school this year? "

Group	Yes	No	Don't Know	Totals
A	30 (30%)	46 (46%)	25 (25%)	101
B	47 (55%)	22 (26%)	17 (20%)	86
C	47 (46%)	38 (37%)	17 (17%)	102
D	29 (30%)	41 (42%)	27 (28%)	97
Totals	153	147	86	386
$\chi^2 = 19.572$ $df = 6$ $p = .003$				

The results displayed in Table 54 indicate that a significant relationship ($p < .05$) exists between the residence group of the fourth-seventh grade students and whether they are "excited" about the 45-15 ESY. While the percentage data in Table 54 show that a

plurality of students in groups A and D stated that they were not "excited" about school "this year" (45-15 ESY), a majority of students from group B, and a plurality of students from group C, indicated that they were "excited" about the 45-15 ESY.

An analysis concerning the relationship between the residence group of students and the amount of instruction that they perceive they are getting from their teachers provided results as shown in Table 55.

TABLE 55.--Relationship between student residence group and students' responses to the question, "do you think that you are getting more instruction from your teacher this year in comparison to last year? "

Group	Yes	No	Same	Don't Know	Totals
A	29 (29%)	14 (14%)	47 (47%)	10 (10%)	100
B	39 (46%)	2 (2%)	40 (47%)	4 (5%)	85
C	44 (43%)	15 (15%)	39 (38%)	5 (5%)	103
D	31 (32%)	21 (22%)	39 (40%)	6 (6%)	97
Totals	143	52	165	25	385
$\chi^2 = 22.052$			df = 9		p = .009

The results of the analysis shown in Table 55 indicate that a significant relationship ($p < .05$) exists between the residence group in which the fourth-seventh grade students lived and their perceptions of the comparative amount of instruction that they received from their teachers during the 45-15 ESY versus the

traditional school year. Additional study of the percentage data indicated that a plurality of students from residence groups A, B, and D tended to believe that they received about the same amount of instruction during both the 45-15 ESY and the traditional school year. A plurality of students from group C, however, thought that they had received "more" instruction during the 45-15 ESY.

Table 56 presents the results of an analysis of the relationship between the students' residence group and their responses concerning whether the 45-15 ESY program had created new problems for them.

TABLE 56.--Relationship between student residence group and students' responses to the question, "has going to school year-round created new problems for you? "

Group	Yes	No	Don't Know	Totals
A	25 (25%)	62 (62%)	14 (14%)	101
B	11 (13%)	70 (81%)	5 (6%)	86
C	29 (28%)	62 (60%)	12 (12%)	103
D	26 (27%)	53 (55%)	18 (19%)	97
Totals	91	247	49	387
	$\chi^2 = 17.456$	df = 6		p = .008

Examination of the results presented in Table 56 indicates that a significant relationship ($p < .05$) exists between the residence group in which a student lived and the students' responses regarding

whether the 45-15 ESY program had created any new problems for them. An additional examination of the percentage data shows that all four groups of students had a majority of students who didn't think that the 45-15 ESY program had created new problems for them. However, the percentage of students in residence group B with the above-mentioned attitude was much larger than were the percentages for students in groups A and C, and especially those in group D.

The results of an analysis concerning the relationship between the fourth-seventh grade students' residence group and their attitudes about the amount of "fun" they were having during the 45-15 ESY are displayed in Table 57.

TABLE 57.--Relationship between student residence group and students' responses to the question, "do you have more fun this year in school than you had last year?"

Group	Yes	No	Same	Don't Know	Totals
A	60 (60%)	16 (16%)	23 (23%)	1 (1%)	100
B	60 (70%)	6 (7%)	17 (20%)	3 (3%)	86
C	56 (54%)	19 (18%)	28 (27%)	0 (0%)	103
D	47 (48%)	25 (26%)	21 (22%)	4 (4%)	97
Totals	223	66	89	8	386
$\chi^2 = 20.233$		df = 9		p = .017	

According to the results displayed in Table 57, a significant

relationship ($p < .05$) exists between the residence group in which the student respondents lived and their opinions about the amount of "fun" that they had during the 45-15 ESY in comparison to the traditional school year. The percentage data show that a majority of the students from groups A, B, and C, and a plurality of group D students, believed that they had more fun during the 45-15 ESY than during the traditional school year. Group D students, however, were more inclined to disagree with the majority than were the students from the other three residence sections.

Table 58 presents the results of an analysis concerning the relationship between the students' residence section and their perceptions of their friends feelings about the 45-15 ESY.

TABLE 58.--Relationship between student residence group and students responses to the question, "how do you think that your friends feel about year-round school? "

Group	Dislike	Like	Don't Know	Totals
A	25 (25%)	36 (36%)	40 (40%)	101
B	7 (8%)	34 (40%)	45 (52%)	86
C	24 (23%)	28 (27%)	51 (50%)	103
D	22 (23%)	27 (28%)	48 (49%)	97
Totals	78	125	184	387
$\chi^2 = 13.122$ $df = 6$ $p = .041$				

The results presented in Table 58 indicate that a significant

relationship ($p < .05$) exists between the students' residence group and their perceptions of how their friends feel about the 45-15 ESY. The percentage data show that a plurality of students in groups A and D, and a majority of students in groups B and C, "don't know" how their friends feel about the program. The next highest percentage of students, in all four groups, stated that they think their friends "like" the 45-15 ESY program. Group B students seemed to be more inclined to say that they thought that their friends "liked" the program, as opposed to saying their friends "disliked" the 45-15 ESY, than were the students from group A, C, and D.

An analysis of the relationship between the students' residence group and how the 45-15 ESY program affected their friendships provided the results as found in Table 59.

TABLE 59. --Relationship between student residence group and students' responses to the question, "which of the following statements would best tell me of your friendships this year in school?"

Group	Kept Most	Lost Some, Gained Some	Lost Most Due to Groups	Totals
A	46 (46%)	42 (42%)	12 (12%)	100
B	42 (49%)	33 (39%)	10 (12%)	85
C	50 (49%)	34 (33%)	18 (18%)	102
D	28 (29%)	40 (41%)	29 (30%)	97
Totals	166	149	69	384
$\chi^2 = 19.037$		df = 6	p = .004	

The results of the analysis presented in Table 59 point out that a significant relationship ($p < .05$) exists between the residence group of the students and their views on the effect that the 45-15 ESY program has had on student friendships. Further study of the data in percentage form indicates that a plurality of the students in groups A, B, and C believed that they had kept most of their same friends. In group D, however, a plurality of the students thought that they had "lost some old friends, but gained some new friends."

Teaching Staff Survey

Percentage summary of teacher respondents

All 114 teachers in the Western School District were surveyed by questionnaire. Of the 114 total, 108 completed questionnaires for a ninety-four percent return rate. A summary of the characteristics of the teacher sample is presented in Table 60.

The characteristics of the teaching staff sample that are presented in Table 60 include the following:

1. A majority of the teachers have taught five years or less in the Western School District (combined total of fifty-eight percent), while a combined total of forty-three percent have taught six years or more in the system.

2. A majority of the teachers in the system are female (66%), while thirty-four percent are males.

TABLE 60.--Characteristics of the teacher sample

<u>Percentages of Teacher Tenure in the System</u>		<u>Percentage of Teachers by Sex</u>	
One year or less	13%		
2-3 years	19%	Male	34%
4-5 years	26%	Female	66%
6-10 years	28%		
More than 10 years	15%		
<u>Percentage of Teachers by Age</u>		<u>Percentage of Teachers by Grade Level</u>	
Under 30	44%	Elementary (K-5)	42%
30-50	47%	Middle (6-7)	19%
Over 50	9%	High School (8-12)	39%
<u>Percentage of Teachers by Type of Contract</u>		<u>Percentage of Teachers by Length of Contract</u>	
Lockstep	62%	185 days or less	59%
Multi-entry	38%	186-225 days	17%
		More than 225 days	24%

3. A plurality of the teachers are between the ages of thirty and fifty (47%). Forty-four percent of the teachers in the system are under thirty years of age, while nine percent are over fifty years old.
4. A plurality of the teachers in the system are elementary teachers (42%), while thirty-nine percent are high school teachers (grades 8-12), and nineteen percent are

middle school teachers (grades 6-7).

5. A majority of sixty-two percent of the teachers lock-step with their pupils (have their teaching and vacation schedule "locked in," or the same as one of the residence group's schedule), while thirty-eight percent teach multi-entry classes.
6. A majority of fifty-nine percent of the teachers in the system are contracted for 185 days or less. Twenty-four percent teach more than 225 days, while seventeen percent are contracted for between 186 and 225 days.

Table 61 displays a summary of the number of days that the teachers in the system said they would like to contract for in future years.

TABLE 61.--Percentage summary of teachers' responses regarding desired length of contract in future years

Question		185 or less	186-225	More than 225
#7	How many days do you think that you would generally like to contract for in future years?	57%	24%	19%

The results displayed in Table 61 for question number seven indicate that a majority of the teachers in the system would like to

contract for 185 days or less in future years. While fifty-nine percent of the teachers were on 185 day or less contracts for the first 45-15 ESY (1973-74), fifty-seven percent stated that they would desire the same length contract in future years. To continue the comparison, seventeen percent of the teachers were contracted for 186-225 days at the time of this survey, but twenty-four percent stated that they would like that length of contract in the future. While twenty-four percent of the teachers were contracted for more than 225 days during the 1973-74 ESY, only nineteen percent thought that they would like that length of contract in the future.

A summary of the teachers' past and present attitudes toward the 45-15 ESY is presented in Table 62.

TABLE 62.--Percentage summary of teachers' responses regarding past and present attitudes toward the 45-15 ESY

Question #8		Yes	No	Was Uncertain
Did you favor the implementation of the 45-15 program?		74%	9%	17%
Question #9				
What are your feelings now regarding the 45-15 program as implemented by the Western School District?				
Strongly Positive	Somewhat Positive	Mixed	Somewhat Negative	Strongly Negative
49%	26%	16%	7%	3%

According to the results found in Table 62 for question number eight, a majority of seventy-four percent of the teachers in the system were originally in favor of the 45-15 ESY program. Seventeen percent were "uncertain" originally, while only nine percent originally opposed the implementation of the program.

The results displayed for question number nine in Table 62 show that a combined total of seventy-five percent were "positive" about the program at the time of this survey, while sixteen percent had "mixed" feelings about the program, and a combined total of ten percent were "negative."

Table 63 presents a summary of teachers' attitudes regarding how the 45-15 ESY has affected the quality of education in the system and how the program has affected students' learning.

TABLE 63.--Percentage summary of teachers' responses regarding the 45-15 ESY's effect on quality of education and students' learning

Question #10	Unchanged	Improved	Reduced
#10 How do you feel the 45-15 program has affected the quality of education in the Western School District?	52%	38%	10%
#11 Which of the following most closely represents your beliefs concerning how the 45-15 program affects students' learning?	37%	Improves learning	
	49%	Makes little difference	
	6%	Decreases learning	
	8%	Uncertain	

The results presented in Table 63 for question number ten show that a majority of the teachers in the Western School District system believe that the quality of education was "unchanged" from the traditional to the 45-15 ESY. Fifty-two percent of the teachers saw no change in the quality of education between the two years, while thirty-eight percent believed that the quality of education had "improved" and ten percent thought that it had been "reduced."

The results of question number eleven displayed in Table 63, indicate that a plurality of 49% of the teachers thought that the 45-15 ESY program made "little difference" in students' learning. Thirty-seven percent believed that student learning was improved as a result of the program, while eight percent were "uncertain" as to an answer, and six percent thought that the 45-15 ESY program had decreased student learning.

The responses to question number 12, in effect, verified the responses to the question concerning the number of teachers who "lock-stepped" or taught "multi-entry" classes (found in Table 60) and will, therefore, not be dealt with again in this section.

Table 64 presents the results of teachers' responses to a question dealing with the types, methods, or styles of teaching that the teachers had developed as a result of the implementation of the 45-15 ESY.

TABLE 64. --Percentage summary of teachers' responses regarding changes in teaching as a result of the 45-15 ESY

Question #13

In what way(s) have you changed your teaching style or methods as a result of the implementation of the 45-15 ESY program?

38%	Used somewhat more individualized materials and methods than previously
33%	Used small group methods more frequently than large group
29%	Individualized instruction as much as possible
27%	Devised new materials for use other than standard tests or materials
23%	Devised "Mini-course" structure for subject content to fit nine week modules
22%	Little or no change
5%	Used large group methods more frequently than small group
14%	Other

Percentages will total more than 100% because teachers were allowed to select more than one choice.

The results for question number thirteen which are displayed in Table 64 point out that as a result of the 45-15 ESY, thirty-eight percent of the teachers "used somewhat more individualized materials and methods than previously," thirty-three percent "used small group methods more frequently than large groups," twenty-nine percent "individualized instruction as much as possible," twenty-seven percent "devised new materials for their use other than standard tests or materials," twenty-three percent "devised 'mini-course' structure for subject content to fit nine-week

modules," and twenty-two percent said that they had made "little or no change." In addition, five percent stated that they "used large group methods more frequently than small groups," and fourteen percent of the teachers (twelve respondents) suggested, in written form, other individual items concerning their teaching methods or style.

Teachers' beliefs regarding the 45-15 ESY programs' ability to make school more interesting for students are summarized in Table 65.

TABLE 65.--Percentage summary of teachers' responses regarding the opportunity afforded by the 45-15 ESY program to make school more interesting for students

Question #14

Which of the following most closely represents your beliefs regarding the ability of the 45-15 program to increase the opportunity to make school more interesting for Western's students?

64%	Increases opportunities to make school more interesting
20%	Makes little difference
9%	Decreases opportunities
7%	Uncertain

As evidenced by the results for question number fourteen in Table 65, a majority of the teachers (64%) believed that the 45-15 ESY program increased the opportunities to make school more interesting for the students. Twenty percent of the teachers thought

that the program made "little difference" in that respect, while nine percent stated that the program "decreases opportunities" to make school more interesting, and seven percent were "uncertain."

Table 66 provides a summary of teachers' opinions regarding various areas of student improvement.

TABLE 66.--Percentage summary of teachers' responses regarding various statements concerning student improvement

Question #15

Do students appear to do better under the 45-15 program as opposed to the nine month schedule as exemplified by the following?	Yes	No	Uncertain
Fewer absences	27%	32%	40%
Less discipline problems	48%	32%	19%
Better classroom participation	47%	22%	30%
Higher achievement	26%	24%	50%
Better social adjustment	24%	32%	44%

According to the results summarized in Table 66, when teachers were asked to compare the 45-15 ESY program with the traditional program in terms of the statement "fewer absences," a plurality of forty percent were "uncertain" as to an answer, while thirty-two percent stated that the statement was not true, and twenty-seven percent said that there were "fewer absences." A plurality of forty-eight percent thought that there were "fewer discipline problems," whereas thirty-two percent said "no," and nineteen percent were "uncertain." When asked if there was

"better classroom participation," a plurality of forty-seven percent answered "yes," thirty percent were "uncertain," and twenty-two percent said "no." A majority of fifty percent of the teachers were "uncertain" when asked if there was higher student achievement under the 45-15 ESY program. Twenty-six percent of the teachers believed that there was higher achievement under the program, while twenty-four percent disagreed. In regard to the statement, "better social adjustment," a plurality of the teachers (44%) selected the "uncertain" category, while thirty-two percent said "no," and twenty-four percent answered "yes."

The results of another opportunity for teachers to select statements which best expressed their feelings about the 45-15 ESY program are presented in Table 67.

The results displayed in Table 67 show a wide variety of opinions. A hierarchy of these expressions, by percentages, revealed that seventy-eight percent believed that the program provided "more varied opportunities for student/family travel." sixty-five percent thought that there was "better retention of learning; less review needed," sixty-three percent felt that there was "less student and/or teacher boredom," and forty-eight percent thought that there was "higher student interest, and/or enthusiasm." Thirty-six percent of the teachers in the system stated that they were "less able to attend graduate school," and

twenty-six percent thought that the 45-15 ESY program "decreased effective communication between administrators and staff."

Twenty-five percent of the teachers believed that the program "provides better education for students," while twenty percent

TABLE 67.--Percentage summary of teachers' responses regarding their feelings about the 45-15 ESY program

Question #16

Express your feelings about the 45-15 program. (You may check more than one)

78%	More varied opportunities for student/family travel
65%	Better retention of learning; less review needed
63%	Less student and/or teacher boredom
48%	Higher student interest, enthusiasm
36%	Less able to attend graduate school
26%	Decreased effective communication between administrators and staff
25%	Provides better education for student
20%	Improved communication between administrators and professional staff
9%	Less varied opportunities for student/family travel
7%	Provides inadequate education for students
6%	Less retention of student learning; need for more review
3%	More able to attend graduate school
2%	Lower student interest, enthusiasm
1%	More student and/or teacher boredom
8%	Others

Percentages will total more than 100% because teachers were allowed to select more than one choice.

stated that there was "improved communication between administrators and professional staff." The category of "less varied opportunities for student/family travel" was selected by nine

percent of the teachers, with seven percent choosing the statement, "provides inadequate education for students." Six percent of the teachers viewed the 45-15 ESY program as providing "less retention of student learning; need more review," three percent thought that they were "more able to attend graduate school," and two percent believed that the program brought about "lower student interest, [and/or] enthusiasm." Only one percent of the teachers thought that the program created "more student and/or teacher boredom." Another eight percent of the teachers had individual feelings that they expressed as written responses.

Table 68 displays the results of teachers' responses to questions regarding their graduate education.

TABLE 68.--Percentage summary of teachers' responses regarding their graduate education

Question	Yes	No	Uncertain
#17 Would you be interested in taking additional graduate courses to help you overcome any problems that you encountered as a result of the 45-15 program?	47%	26%	26%
#18 Do you think that the 45-15 program will seriously hinder your ability to enroll in graduate courses for professional improvement?	27%	56%	17%

According to the results displayed for question number

seventeen in Table 68, a plurality of the teachers (47%) stated that they were interested in taking additional graduate courses to overcome problems encountered as a result of the 45-15 ESY program. The remaining respondents were evenly divided (26% each) between "no" responses and "uncertain" responses.

The results for question number eighteen, found in Table 68, indicate that a majority of the teachers (56%) did not think that the 45-15 ESY would seriously hinder their ability to enroll in graduate classes. Twenty-seven percent of the teachers believed that the program would hinder them in that respect, while seventeen percent were "uncertain."

Finally, the opportunity to offer written suggestions or comments produced fifty-four responses that were either constructive suggestions and/or comments, or were not applicable to the 45-15 ESY program, forty-three responses that were negative, and four responses that were positive.

Analyses of teacher attitudes by number of years tenure

One of the two significant relations presented for discussion in this section was found in an analysis of the relationship between the number of years teachers had been employed in the system and the teachers' original feelings about the implementation of the 45-15 ESY program. Table 69 presents the results of that analysis.

TABLE 69. --Relationship between number of years employed by the system and teachers' responses to the question, "did you favor the implementation of the 45-15 program? "

Years Employed	Yes	No	Uncertain	Totals
1 year or less	5 (38%)	5 (38%)	3 (23%)	13
2-3 years	16 (80%)	1 (5%)	3 (15%)	20
4-5 years	25 (89%)	1 (4%)	2 (7%)	28
6-10 years	21 (72%)	3 (10%)	5 (17%)	29
10 years or more	11 (69%)	0 (0%)	5 (31%)	16
Totals	78	10	18	106
$\chi^2 = 21.715$		df = 8	p = .005	

The results presented in Table 69 indicate that a significant relationship ($p < .05$) exists between the number of years that teachers have been employed in the system and their original feelings about the implementation of the 45-15 ESY program. The percentage data reveal that while a majority of teachers with two or more years tenure in the system were strongly in favor of the implementation, those teachers that were employed in the system for one year or less were basically equally divided as to their original feelings about the program.

Table 70 displays the results of an analysis concerning the relationship between the number of years teachers had been employed in the system and their responses to the statement, "less discipline problems."

TABLE 70. --Relationship between number of years employed by the system and teachers' responses to the statement, "less discipline problems"

Years Employed	Yes	No	Uncertain	Totals
1 year or less	0 (0%)	7 (70%)	3 (30%)	10
2-3 years	9 (45%)	7 (35%)	4 (20%)	20
4-5 years	14 (50%)	9 (32%)	5 (17%)	28
6-10 years	19 (66%)	4 (14%)	6 (21%)	29
10 years or more	6 (50%)	5 (42%)	1 (8%)	12
Totals	48	32	19	99
$\chi^2 = 15.906$ $df = 8$ $p = .044$				

According to the results presented in Table 70 a significant relationship ($p < .05$) exists between the number of years teachers were employed in the system and their opinions regarding whether there were fewer discipline problems during the 45-15 ESY as compared to the traditional school year. The percentage data show that while a plurality of teachers with 2-3 years tenure, and a majority of teachers with four or more years' tenure, believed that there were fewer discipline problems during the 45-15 ESY, a majority of those teachers who had taught in the system for one year or less (and who probably had no basis for comparison) took the opposite point of view.

Analysis of teacher attitudes by grade level taught

Table 71 presents the results of the one significant relationship selected for discussion in this section. It was an analysis of the relationship between the grade level taught by the teachers and the teachers' original feelings about the implementation of the 45-15 ESY program.

TABLE 71. --Relationship between grade level taught and teachers' responses to the question, "did you favor the implementation of the 45-15 program?"

Grade Level	Yes	No	Uncertain	Totals
Elementary	29 (64%)	6 (13%)	10 (22%)	45
Middle School	14 (70%)	4 (20%)	2 (10%)	20
High School	35 (85%)	0 (0%)	6 (15%)	41
Totals	78	10	18	106
$\chi^2 = 9.714$ $df = 4$ $p \approx .046$				

The results in Table 71 appear to indicate that a significant relationship ($p < .05$) exists between the teachers' grade level and their feelings about the implementation of the 45-15 ESY program. The percentage data indicate that a majority of all of the teachers at the various level were favorable to the implementation of the program. The middle school and elementary teachers were favorable to the program but, at the same time, had a larger combined percentage of negative or "uncertain" responses to the

question than did the high school teachers.

Analysis of teacher attitudes by type of teaching assignment

The only meaningful relationship found for discussion in this section resulted from the analysis of the relationship between the type of teaching assignment of teachers and their views concerning the statement suggesting that there was "better classroom participation" under the 45-15 ESY program. Table 72 displays the results of that analysis.

TABLE 72.--Relationship between type of teaching assignment (multi-entry or lockstep) and the teachers' responses to the statement, "better classroom participation"

Assignment	Yes	No	Uncertain	Totals
Multi-entry	25 (64%)	9 (23%)	5 (13%)	39
Lockstep	22 (37%)	13 (22%)	24 (41%)	59
Totals	47	22	29	98
$\chi^2 = 9.689$ $df = 2$ $p = .008$				

The findings presented in Table 72 indicate that a significant relationship ($p < .05$) exists between the type of teaching assignment (whether multi-entry or lockstep) and the teachers' responses to the statement that there is "better classroom participation" under the 45-15 ESY program as compared to the traditional school year

program. The percentage data indicate that the big difference between the two groups appeared to be that while a substantial majority of the "multi-entry" teachers believed that the 45-15 ESY program resulted in "better classroom participation," a plurality of the "lockstep" teachers were "uncertain" about their response to the question.

Grade-Point Average Analysis

The question was posed in Chapter III of this study concerning whether there was "any significant difference" in the students' GPA's between the traditional school year program of 1972-73 (first semester), and the 45-15 ESY program of 1973-74 (first semester). In order to determine the answer to that question, 252 students in grades seven through twelve were randomly selected by grade level. This total comprised twenty-three percent of the total number of students in grades seven through twelve.

Table 73 presents an analysis of the relationship between the students first semester GPA's of the 1972-73 traditional school year and those same students first semester GPA's for the 1973-74 45-15 ESY.

According to the findings displayed in Table 73, no significant difference exists between the combined grade-point averages earned by the seventh-twelfth graders during the

TABLE 73.--Relationship between students' first semester GPA's of the 1972-73 traditional school year and those same students GPA's for the first semester of the 1973-74 45-15 ESY

Grade	1972-73			1973-74					
	N	M	SD	N	M	SD	df	t	p
7	45	2.996	.696	45	2.913	.729	44	1.229	.226
8	48	2.660	.826	48	2.519	.796	47	2.555	.014*
9	37	2.681	.759	37	2.627	.730	36	.745	.461
10	45	2.732	.603	45	2.632	.615	44	1.611	.104
11	44	2.655	.645	44	2.789	.816	43	-1.484	.145
12	33	2.733	.607	33	2.982	.657	32	-2.506	.017*
Combined	252	2.734	.722	252	2.723	.761	251	.360	.719

*Indicates those that were significant at the .05 level of probability

first semester of the traditional school year and the combined GPA's earned by the same students during the first semester of the 45-15 ESY. The mean GPA for these students decreased by only .011 between the first semester of the traditional school year and the first semester of the 45-15 ESY.

Further study of Table 73 shows that significant differences (at the .05 level or better) in GPA's occurred at only two of the six grade levels investigated. A significant difference ($p < .05$) was found to exist between the eighth graders' GPA's for the first semester of the traditional school year (1972-73) (when they were seventh graders), and their first semester GPA's of the 45-15

ESY (1973-74). In addition, the results indicated that the mean GPA of the eighth grade students had decreased .141 between those two first semesters. A second significant difference ($p < .05$) was found to exist between the GPA's earned by the twelfth graders during their first semester of the 1972-73 traditional school year and the GPA's earned during their first semester of the 1973-74 ESY. The analysis revealed that the GPA mean for the twelfth grade students had increased .249 between their first semester as eleventh graders under the traditional school year and their first semester as twelfth graders under the 45-15 ESY.

Summary

In response to the second question posed for this study in Chapter III, this chapter has presented information regarding how the various respondent groups responded to the educational, economic, and/or personal questions in the survey. More specifically, and in response to the first question posed for this study, the evidence presented in this chapter has indicated that there was a generally favorable overall attitude toward the 45-15 ESY program as implemented by the Western School District in all of the four respondent groups that were surveyed. At least a plurality of respondents in all four samples (parents, secondary students

(8-12), fourth-seventh grade students, and teachers) indicated that they had positive feelings about the 45-15 ESY program.

In answer to the third question posed for this study in Chapter III, when statistically significant relationships were found in the analyses of parent attitudes, the attitudes were more frequently dependent upon the residence group in which they lived (six significant relationships), rather than upon either the grade level of their children (two significant relationships), or the number of years that they had lived in the school district (two significant relationships).

The fourth question posed for this study asked whether the attitudes of the students were dependent upon: (a) their grade level, or (b) the residence group in which they lived. The answer to the fourth question is that when statistically significant relationships were found to exist in the secondary student group, their attitudes were more often dependent upon their grade level (seven instances), than upon their residence group (three instances). The attitudes of the fourth-seventh graders, in those cases where statistically significant relationships were found, were, by a small margin, more frequently dependent upon the residence group in which they lived (six instances), rather than on their grade level (four instances).

Question number five, posed for this study in Chapter III,

asked whether the attitudes of the teachers were dependent upon: (a) the number of years they had been employed in the Western School District, (b) the grade level that they taught, or (c) the type of teaching assignment (lockstep or multi-entry) that they chose. In the four analyses of teacher attitudes where statistically significant relationships were found, the teachers' attitudes were somewhat more dependent upon the number of years that they had been employed in the system (two instances), than on the grade level that they taught (one instance), or the type of teaching assignment that they held (one instance).

Finally, in regard to the sixth question posed for this study, a correlated t-test determined that no significant difference existed between the combined seventh through twelfth grade students' first semester GPA's of the 1972-73 traditional school year and those same students' first semester GPA's for the 1973-74 45-15 ESY. However, significant differences ($p < .05$) were found to exist for the GPA's of students in both eighth and twelfth grades. The eighth graders showed a slight, but statistically significant, decrease in the mean GPA for their group, while the seniors showed a slight, but statistically significant, increase in their groups' mean GPA.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

A review of the literature regarding the attitudinal surveys of selected 45-15 ESY programs suggested that there was a generally favorable attitude toward the programs as they were implemented in those school systems. A similar generally favorable attitude was evidenced in this survey of the parents, students, and teachers of the Western School District.

The basic purpose of this study was to identify, in the actual field situation, the attitudes of various respondent groups within the Western School District of Parma, Michigan. A second purpose of the study was to make a comparison of the academic performance of the students between the traditional school year and the 45-15 ESY. This was accomplished through the use of student grade-point averages (GPA's). As such, two types of data were collected. Attitudinal data were collected through the use of four different questionnaires (refer to Appendix B). Grade-point averages were collected and compiled from the CA-60 files of

randomly selected students in grades 7-12.

The attitudinal data were presented as percentages for the responses to each question on all four forms of the questionnaires. The data were then analyzed, using chi square tests, to determine whether significant relationships existed between questionnaire items on each of the questionnaires. The variables used as a basis for the chi square tests on the Parent Questionnaire included: (a) the residence group in which they lived, (b) the grade level of their children, and (c) the number of years that they had lived in the district. The variables used as a basis for the Secondary Student and for the Fourth through Seventh Grade Student Questionnaires included: (a) student grade level, and (b) the residence group in which they lived. For the Teacher Questionnaire analyses, the variables were as follows: (a) the number of years they had been employed in the school district, (b) the grade level that they taught, and (c) the type of teaching assignment (lockstep or multi-entry) that they chose.

The student GPA data were analyzed using correlated t-tests to determine whether significant differences existed between the students' first semester GPA's of the 1972-73 traditional school year and those same students' first semester GPA's of the 1973-74 45-15 ESY.

All chi squares and t values were presented along with the

precise probability levels at which they could occur by chance. The .05 level was used as a basis for determining statistical significance.

Three hundred ninety-four parents, representing thirty percent of the listed parent population in the Western School District, were randomly selected as one of the samples for this survey. Approximately fifty-three percent of the secondary students, and forty-nine percent of the fourth through seventh grade students, represented the student populations of 898 and 838 students respectively. One hundred fourteen teachers comprised the teacher sample, and represented one hundred percent of the total teacher population.

The basis instruments used in this study were the four questionnaire forms (refer to Appendix B) developed jointly by the Western School District's Citizen Advisory Committee, in consultation with Dr. Rodney Roth of Western Michigan University, and this writer.

Conclusions

A discussion of the results of this study has been organized according to each respondent group surveyed, with two additional sections for the comparison of student GPA's and a comparison of selected parent, student, and teacher attitudes.

Parent survey

The parent survey revealed that a majority of the parents surveyed in the Western School District had expressed a favorable attitude toward the 45-15 ESY program as implemented by the District. The analyses revealed that significant relationships existed between certain variables (questions) that were investigated. These differences in parent attitudes were found to more frequently be dependent upon the residence group in which they lived (possibly due to socio-economic factors), rather than upon either the grade level of their children, or on the number of years that they had resided in the District.

Student surveys

The student group (secondary and fourth-seventh) surveys indicated that a plurality of the secondary students, and a majority of the fourth-seventh grade students, expressed a favorable attitude toward the 45-15 ESY program. Statistically significant relationships were found to exist as a result of the analyses of student questionnaire items. While the secondary students' attitudes were more often dependent upon their grade level, the fourth-seventh grade students' opinions were, by a slight margin, more frequently dependent on the residence group in which they lived.

Teacher survey

The survey of teachers revealed that a very large majority of them expressed favorable attitudes regarding the 45-15 ESY. Teachers' attitudes were more frequently dependent on the number of years employed by the system, than on the grade level taught, or on the type of teaching assignment that they held.

Student grade-point averages

The 45-15 ESY program appeared to have little or no effect on the academic achievement of students. An analysis of the randomly selected student GPA's (grades 7-12) between the first semester of 1972-73 (traditional school year) and the same students' GPA's for the first semester of 1973-74 (45-15 ESY) revealed that no significant difference existed between the combined seventh-twelfth grade students' GPA's for those two semesters. Small, but significant differences did exist, however, for eighth graders (slight decrease in GPA's), and for twelfth graders (slight increase in GPA's).

Comparison of selected parent, student, and teacher attitudes

At least a plurality of the respondents from all four of the groups surveyed favored the 45-15 ESY. The teaching staff

appeared to be the most "positive" about the program, followed in order by the parents, the fourth-seventh grade students, and then the secondary (8-12) students.

A majority of the teachers and of the parents of students in grades K-5, and a plurality of the parents of students in grades 6-12, believed that the "quality of education in the Western School District" was unaffected as a result of the implementation of the 45-15 ESY.

While a majority of the parent respondents believed that their children's interest in school had remained about the same for both the 45-15 ESY and the traditional school year, a majority of the teachers in the system believed that the 45-15 ESY program "increases the opportunity to make school more interesting" for students.

A plurality of the teachers thought that the 45-15 ESY program "makes little difference" in regard to student learning. A similar question for the parent sample regarding their children's "achievement" in school during the 45-15 ESY in comparison to the traditional school year, resulted in a majority of the parent respondents believing that student achievement was "about the same" for both years.

The parent sample and both student samples (4-7 grade and 8-12 grade) had a majority of respondents who stated that the

45-15 ESY had not interfered with the students' extra-curricular (or "after school") activities.

At least a plurality of both the parent and the secondary student respondents believed that multi-entry classes have either "had no effect" on their learning (majority of student responses) or had not created problems for the students (plurality of parent responses).

A majority of the parents and secondary students, and a plurality of the fourth-seventh grade students, stated that the 45-15 ESY program had created little or no problem for them in terms of taking family vacations.

A majority of the secondary students, and a plurality of the fourth-seventh grade students, stated that they thought that they had received about the same amount of instruction from their teachers during the 45-15 ESY as they had during the traditional school year.

A majority of both the secondary student sample and the fourth-seventh grade sample thought that the 45-15 ESY had not created any new problems for them as compared to the traditional school year.

Finally, a majority of the secondary students, and a plurality of the fourth through seventh grade students, thought that they had kept most of their same friends even though the 45-15

ESY program required a staggered schedule of attendance for students in the four residence groups.

Implications

The primary purpose of this study was to determine the attitudes of the Western School District's students, teachers, and parents. It was believed that by surveying the attitudes of those groups, a more thorough knowledge and understanding of the educational, individual, and community needs could be achieved. It was thought that the determination of attitudes would provide an objective basis for evaluating the impact of the 45-15 ESY program on the students, teachers, and parents of the Western School District and, as such, provide an objective rationale for any future decisions regarding the continuation of the 45-15 ESY program.

In the opinion of this writer, the findings of this study provided a valid indication of the attitudes of the four respondent groups regarding short-term exposure to the 45-15 ESY program and, therefore, could provide the Western School District with an objective rationale for the continuation of the 45-15 ESY program. In addition, this study could provide other school systems in the state and nation with an objective basis for the implementation of 45-15 ESY programs.

Recommendations

Because this study was conducted and completed after only one semester of operation of the 45-15 ESY program in the Western School District, it would seem wise to complete one or more similar surveys at specified intervals in future years. Certainly, as the various problems of the present program are determined, acknowledged, and alleviated, replications of this study could further aid in the evaluation of the program's impact and value. This process would increase the knowledge about, and understanding of, the program and would necessarily provide a logical and rational basis for any future decisions regarding the 45-15 ESY.

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APPENDICES

APPENDIX A.--Western School District 1973-74 45-15 ESY Calendar

1973

July	August	September	October	November	December
5 26	16	7 10 28	1 19 22	9 12 30	3 21*

Group	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA
Group	BBBBBBBBBBBBBBBBBBBB	BBBBBBBBBBBBBBBBBBBB
Group	CCCCCCCCCCCCCCCCCCCC	CCCCCCCCCCCCCCCC
Group	DDDDDDDDDDDDDDDDDD	DDDDDDDD

1974

January	February	March	April	May	June	July	August
3 23 24	13 14	8 11 29*	8 26 29	17 20	7 10 28*	8 26	16

Group	AAAAAAAAAAAAAAAAAAAA	AAAAAAAAAAAAAAAAAAAA
Group	BBBBBBBBBBBBBBBBBBBB	BBBBBBBBBBBBBBBBBBBB
Group	CCC CCCCCCCCC	CCC CCCCCCCC CCCC
Group	DDDDDDDDDDDDDD	DDDD DDDDDDDDD DDDD DDDDDDDDD

*Simultaneous vacations for all four groups included the following periods of time:

Christmas-----December 22 - January 2

Spring-----March 30 - April 7

Fourth of July-----June 29 - July 7

APPENDIX B.--Western School District Evaluation Project
Parent Questionnaire

1. What group (residence section) of the District do you live in?
☐ A ☐ B ☐ C ☐ D ☐ Don't Know
2. Approximately how many years have you lived in the Western School District?
☐ 0-1 ☐ 2-5 ☐ 6 or more
3. Please place an "X" in front of any one or more of the following categories which would described your family.
 - A. ☐ Have one or more pre-school age children in the Western School District
 - B. ☐ Have one or more children enrolled in elementary grades K-5 in the Western Schools
 - C. ☐ Have one or more children enrolled in middle school grades 6-7 in the Western Schools
 - D. ☐ Have one or more children enrolled in high school grades 8-12 in the Western Schools
 - E. ☐ Have one or more children, other than pre-school, that are not enrolled in the Western Schools
 - F. ☐ Have no children presently enrolled in the Western Schools
4. Do you think that in the future the 45-15 program will save the school system money?
☐ Yes ☐ No ☐ Uncertain
5. Did you originally favor the implementation of the 45-15 program?
☐ Yes ☐ No ☐ Uncertain
6. How do you now feel about the 45-15 program as implemented by the Western School District?
☐ Strongly Negative ☐ Mixed ☐ Somewhat Positive
☐ Somewhat Negative ☐ Strongly Positive
7. If money were available to construct the necessary buildings, would you desire to return to the nine-month schedule?
☐ Yes ☐ No ☐ Uncertain

Questions 8-13 should be responded to according to the grade

level(s) of your child(ren). For example, if you have one child in the 5th grade, and one child in the 8th grade, you would respond once under the "Grades K-5" column and once under the "Grades 8-12" column. Please respond in only those answer columns that apply to the grade level(s) of your child(ren).

8. To what extent do you believe the 45-15 program has affected the quality of education in the Western School District?

<u>Grades K-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
_____	_____	_____	Greatly Improved
_____	_____	_____	Somewhat Improved
_____	_____	_____	About the Same
_____	_____	_____	Somewhat Reduced
_____	_____	_____	Greatly Reduced

9. How would you rate your child(ren)'s interest in school this year under the 45-15 program as compared to last year's traditional program?

<u>Grades 1-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
_____	_____	_____	Decreased interest in school this year
_____	_____	_____	Interest about the same during both years
_____	_____	_____	Increased interest this year

10. How would you rate your child(ren)'s achievement in school this year in comparison to last year?

<u>Grades 1-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
_____	_____	_____	Higher this year
_____	_____	_____	About the same
_____	_____	_____	Lower this year

11. How has the 45-15 program affected your children socially?

Grades K-5 Grades 6-7 Grades 8-12

_____	_____	_____	Negatively
_____	_____	_____	Unchanged
_____	_____	_____	Positively

12. Has the 45-15 program interfered with your child(ren)'s participation in extra-curricular school activities?

Grades K-5 Grades 6-7 Grades 8-12

_____	_____	_____	Yes
_____	_____	_____	No
_____	_____	_____	Unchanged

If "Yes," please specify. _____

13. Do you believe that summer temperatures have hindered your child(ren)'s learning?

Grades K-5 Grades 6-7 Grades 8-12

_____	_____	_____	Yes
_____	_____	_____	No
_____	_____	_____	Uncertain

14. If you have children in grades 8-12, have multi-entry classes created problems for them?

_____ Yes _____ No _____ Uncertain

If "Yes," please specify. _____

15. Knowing that there are advantages and disadvantages to the 45-15 program, how do you now react to the following statements?

Yes No Uncertain

_____	_____	_____	Provides a better education for students
_____	_____	_____	Poorer utilization of facilities

Yes No Uncertain

<u> </u>	<u> </u>	<u> </u>	Provides better opportunities for student/ family travel and vacation
<u> </u>	<u> </u>	<u> </u>	Lower student interest and enthusiasm
<u> </u>	<u> </u>	<u> </u>	Less student boredom
<u> </u>	<u> </u>	<u> </u>	Costs more to operate
<u> </u>	<u> </u>	<u> </u>	Better than split shifts or overcrowding
<u> </u>	<u> </u>	<u> </u>	Better than increased taxes
<u> </u>	<u> </u>	<u> </u>	Other (Please specify below)

16. Has the 45-15 program created problems for your family in planning for, and taking, vacations?

 Yes No Uncertain

17. Would your employer grant your request for vacation time during any season of the year?

 Yes No Uncertain

18. Have you taken family vacations during seasons other than summer in the past?

 Yes No Uncertain

19. Have you taken family vacations during seasons other than summer during this school year?

 Yes No Uncertain

If "Yes," please check the appropriate season.

 Fall (Sept. - Nov.)

 Winter (Dec. - March)

20. Do you have any suggestions or comments about Western's 45-15 year-round program?

 Yes No

If "Yes," please specify. _____

APPENDIX B.--Western School District Evaluation Project
Secondary Student Questionnaire

1. What grade are you in this year?
☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
2. Are you a:
☐ Male ☐ Female
3. What "group" (residence section) of the school district do you live in?
☐ A ☐ B ☐ C ☐ D ☐ Don't Know
4. Which of the following statements would best describe your feelings about the 45-15 program in the Western School District?
☐ Like It ☐ Mixed Feelings ☐ Don't Like it
☐ Can't Say
5. Which of the following statements would best describe your feelings about the 45-15 program in comparison to the traditional school year program that you attended last year?
☐ Like 45-15 better than traditional (9 month school, 3 month vacation)
☐ Like both about the same
☐ Don't like 45-15 as well as the traditional program
6. Do you think you are getting more instruction from your teachers this year in comparison to last year?
☐ More this year ☐ About the same as last year
☐ Less this year
7. Which of the following would you say are your major "likes" of the 45-15 school program as compared to the traditional school year? (You may check more than one)
☐ Shorter vacations, coming more often
☐ Less boredom with school or vacation
☐ Opportunity to learn more
☐ More knowledge retention
☐ Smaller class size
☐ More attention from teachers
☐ More interesting classes
☐ Others: (Please specify) _____

8. Which of the following would you say are your major "dislikes" of the 45-15 school program as compared to the traditional school year? (You may check more than one)
- ☐ Vacation breaks too short, no long summer vacation
 - ☐ More boredom in school
 - ☐ Less opportunity to learn
 - ☐ Forget more during vacations
 - ☐ Less attention from teachers
 - ☐ Less interesting classes
 - ☐ Others: (Please specify) _____
-
9. Which of the following would best describe your opinion of the way your teachers are teaching you this year in comparison to last year?
- ☐ Doing a better job teaching me this year
 - ☐ Doing about the same job of teaching me this year as last year
 - ☐ Doing a worse job of teaching me this year
10. Has going to school under the 45-15 program caused you any problems that you did not have last year under the traditional school program?
- ☐ Yes ☐ No
- If "Yes," please explain. _____
-
11. Were you able to schedule classes that you needed to fulfill your educational requirements?
- ☐ Yes ☐ No ☐ Uncertain
12. Were you able to schedule the classes that you wanted?
- ☐ Yes ☐ No ☐ Uncertain
13. How do you feel 45-15 has affected the availability of electives?
- ☐ More electives offered
 - ☐ Fewer electives offered
 - ☐ About the same
14. Have you had a multi-entry class?
- ☐ Yes ☐ No

If "Yes," do you feel multi-entry classes have

☐ Provided greater learning opportunity

☐ Hindered your learning opportunity

☐ Have had no effect

15. Are your parents able to take their vacations from work at the same time as your school vacations if they wish to?

☐ Yes

☐ No

☐ Uncertain

16. Which of the following statements best describe your friendships this year?

☐ Kept most of my same friends

☐ Lost some old friends; gained some new friends

☐ Lost most of my old friends because they are in different groups

17. Has the 45-15 program made it more difficult for you to work in a part-time job this year?

☐ Yes

☐ No

☐ Don't Work

☐ Uncertain

18. Has the 45-15 program made it more difficult for you to take part in school sports and/or other activities this year?

☐ Yes

☐ No

☐ Uncertain

If "Yes," please explain. _____

19. What effect do you think the 45-15 program has had on school spirit?

☐ Increased

☐ Decreased

☐ Unchanged

20. What things were wrong with the 45-15 program this year that you would like to see changed for next year? Please list below any comments that you may wish to make.

APPENDIX B. --Western School District Evaluation Project
Fourth through Seventh Grade Questionnaire

1. What grade are you in?
☐ 4th ☐ 5th ☐ 6th ☐ 7th
2. Who answered these questions?
☐ A Boy ☐ A Girl
3. What "group" do you live in?
☐ Group A ☐ Group C
☐ Group B ☐ Group D ☐ Don't Know
4. How well do you like the vacation periods (breaks) this year
in comparison to last year?
☐ Don't like it as well as last year
☐ Like them about the same
☐ Like it better than last year
5. Are you excited about school this year?
☐ Yes ☐ No ☐ Don't Know
6. Do you think that you are getting more instruction from
your teachers this year in comparison to last year?
☐ Yes ☐ No ☐ About the Same ☐ Don't Know
7. Has going to school year-round enabled you to "remember
more and forget less" as compared to last year?
☐ Yes ☐ No ☐ About the Same ☐ Don't Know
8. Has going to school year-round created new problems for you?
☐ Yes ☐ No ☐ Don't Know

If "Yes, " please explain. _____

9. Have your after school activities been changed because you
are now going to school the year-round?
☐ Yes ☐ No ☐ Don't Know
10. How do your grades this year compare with your grades last
year?
☐ Grades are lower
☐ Grades about the same
☐ Grades are better

11. Are your father and mother able to take their vacation from work at the same time as you have your school vacation, if they want to?
☐ Yes ☐ No ☐ Sometimes ☐ Don't Know
12. Do you have more fun this year in school than you had last year?
☐ Yes ☐ No ☐ About the Same ☐ Don't Know
13. How do you think that your friends feel about year-round school?
☐ They don't like it ☐ They like it ☐ Don't Know
14. Which of the following statements would best tell me of your friendships this year in school?
☐ Kept most of my same friends
☐ Lost some old friends; gained some new friends
☐ Lost most of my friends because they are in a different group
15. What things would you like to see added to the school program for next year?
-
-
-

APPENDIX B.--Western School District Evaluation Project
Teaching Staff Questionnaire

1. How many school years have you been employed in the Western Schools? (Count any part of a year as a full year)
☐ 1 ☐ 2-3 ☐ 4-5 ☐ 6-10 ☐ More than 10
2. What is the sex of the person completing this questionnaire?
☐ Male ☐ Female
3. What is your age?
☐ Under 30 ☐ 30-50 ☐ Over 50
4. What level do you teach?
☐ Elem. ☐ Middle Sch. ☐ High School
5. Did you "lockstep" under this year's contract?
☐ Yes ☐ No
6. How many days are you contracted for during this school year?
☐ 185 or less ☐ 186-225 ☐ More than 225
7. How many days do you now think that you would generally like to contract for in future school years?
☐ 185 or less ☐ 186-225 ☐ More than 225
8. Did you favor the implementation of the 45-15 program?
☐ Yes ☐ No ☐ Uncertain
9. What are your feelings now regarding the 45-15 program as implemented by the Western School District?
☐ Strongly Positive ☐ Somewhat Negative
☐ Somewhat Positive ☐ Mixed ☐ Strongly Negative
10. How do you feel the 45-15 program has affected the quality of education in the Western School District?
☐ Unchanged ☐ Improved ☐ Reduced
11. Which of the following most closely represents your beliefs concerning how the 45-15 program affects students' learning?
☐ Improves learning
☐ Makes little difference
☐ Decreases learning
☐ Uncertain

12. Do you teach any "multi-entry" classes?
 ___ Yes ___ No
13. In what way(s) have you changed your teaching style or methods as a result of the implementation of the 45-15 program?
 ___ Devised "Mini-course" structure for subject content to fit nine week modules
 ___ Used somewhat more individualized materials and methods than previously
 ___ Individualized instruction as much as possible
 ___ Used large group methods more frequently than small group
 ___ Used small group methods more frequently than large group
 ___ Devised new materials for use other than standard tests or materials
 ___ Little or no change
 ___ Other: (Please specify) _____
-
14. Which of the following most closely represents your beliefs regarding the ability of the 45-15 program to increase the opportunity to make school more interesting for Western's students?
 ___ Increases opportunities to make school more interesting for students
 ___ Makes little difference
 ___ Decreases opportunities
 ___ Uncertain
15. Do students appear to do better under the 45-15 program as opposed to the 9 month schedule as exemplified by the following?

Fewer absences	___ Yes	___ No	___ Uncertain
Less Discipline problems	___ Yes	___ No	___ Uncertain
Better classroom participation	___ Yes	___ No	___ Uncertain
Higher achievement	___ Yes	___ No	___ Uncertain
Better social adjustment	___ Yes	___ No	___ Uncertain
16. Express your feelings about the 45-15 program. (You may check more than one)
 ___ Provides better education for students
 ___ Provides inadequate education for students
 ___ Better retention of learning; less review needed
 ___ Less retention of student learning; need for more review
 ___ More varied opportunities for student/family travel and vacations
 ___ Less varied opportunities for student/family travel and vacations

- ☐ Higher student interest, enthusiasm
☐ Lower student interest, enthusiasm
☐ Less student and/or teacher boredom
☐ More student and/or teacher boredom
☐ Improved communication between administrators and professional staff
☐ Decreased effective communication between administrators and staff
☐ More able to attend graduate school
☐ Less able to attend graduate school
☐ Others: (Please specify) _____

17. Would you be interested in taking additional graduate courses to help you overcome any problems that you encountered as a result of the 45-15 program?
☐ Yes ☐ No ☐ Uncertain
18. Do you think that the 45-15 program will seriously hinder your ability to enroll in graduate courses for professional improvement?
☐ Yes ☐ No ☐ Uncertain
19. Do you have any suggestions or comments which would improve Western's 45-15 program?
☐ Yes ☐ No

If "Yes," please specify. _____

APPENDIX C. --Summary of Populations and Samples

	Number in Population	Number in Sample	Sample as % of Population	Number of Sample Returns	Return Rate
Parents	1333	394	30%	314	80%
Secondary Students	898	472	53%	398	84%
Fourth - Seventh Grade Students	838	414	49%	387	93%
Teachers	114	114	100%	108	94%

APPENDIX D.--Letter to Parents

WESTERN SCHOOL DISTRICT

1400 S. Dearing Rd.

Parma, Michigan 49269

February 9, 1974

Dear Parents:

As you know, the Western School District has been involved in a unique school program this year. Since our district is one of only a few school systems in the nation to offer a 45-15 year-round program, the Western Board of Education asked for a Citizens Advisory Committee to evaluate that program.

The Citizens Advisory Committee began its work last November by electing officers, reviewing questionnaires provided by the Research, Evaluation, Development, Experimentation Center from Western Michigan University, and then developing their own questionnaires. Your opinions will provide important information concerning our type of school program and will play an important part in the evaluation of our 45-15 program.

With the above in mind, the Citizens Committee is asking for your help to complete the attached questionnaire. This was developed by the Community Sub-Committee of the Citizens Committee for 45-15 program evaluation and it is intended to allow you to express your opinion about the 45-15 program in our school district. Your responses to this questionnaire will be completely anonymous. Please do not sign the questionnaire.

We would appreciate it if you would now spend just a few minutes to fill out the enclosed questionnaire as accurately and as completely as possible and then return it to Dr. Rodney Roth, Consultant from Western Michigan University, by February 15, 1974. A self-addressed, stamped envelope has been enclosed for your convenience. If you have no children enrolled in the Western School District, please check 3F and return the questionnaire.

Thank you for your cooperation and participation in this effort.

Sincerely,

Carl J. Benes, Chairman

Mrs. Frances Jett, Vice Chairman

Mrs. Mary Trumble, Secretary

Dave Gines, Chairman of Community Sub-Committee

Alun Bevan, Chairman of Student Sub-Committee

Mrs. Mildred Murphy, Chairman of Non-Teaching Staff Sub-Committee

Charles Savage, Chairman of Teachers Sub-Committee

APPENDIX E.--Letter to Parents

WESTERN SCHOOL DISTRICT
1400 S. Dearing Rd. Parma, Michigan 49269

February 12, 1974

Dear Parents:

Recently, you were one of 400 randomly selected families in the district to receive a questionnaire concerning the evaluation of the Western School District's 45-15 year-round program.

Since you are one of only a small number of families in the district to receive the questionnaire, it is very important that you complete and return the questionnaire by February 15, 1974.

If you have already sent the questionnaire back to Dr. Roth, we would like to thank you for your time and efforts and ask that you sign the enclosed self-addressed postcard and mail it to him. This will still guarantee that your responses on the questionnaire will remain completely anonymous, but it will allow him to eliminate your name from the list of those who have not yet completed and returned the questionnaire.

If you have not completed and returned the questionnaire, would you please do so as soon as possible, and then, a day or so later, sign and return the postcard to Dr. Roth. Your opinions are a very important part of this evaluation.

Thanks again for your help in this matter.

Sincerely,

Carl J. Benes, Chairman
Mrs. Frances Jett, Vice Chairman
Mrs. Mary Trumble, Secretary
Dave Gines, Chairman of Community Sub-Committee
Alun Bevan, Chairman of Student Sub-Committee
Mrs. Mildred Murphy, Chairman of Non-Teaching Staff Sub-Committee
Charles Savage, Chairman of Teachers Sub-Committee

APPENDIX E.--Example of Signature Card

Address Side

Dr. Rodney Roth, Director
Research, Evaluation, Development,
Experimentation (REDE) Center
College of Education
Western Michigan University
Kalamazoo, Michigan 49001

Message Side

Dated _____

Dear Dr. Roth:

I have completed and mailed the 45-15 Parent
Questionnaire to your office.

Signature

If you have not completed and returned the
questionnaire, would you please do so as soon as
possible, and then, a day or two later, sign and
mail this postcard.

Thank you.

APPENDIX F.--Letter to Parents

WESTERN SCHOOL DISTRICT
1400 S. Dearing Rd. Parma, Michigan 49269

February 25, 1974

Dear Parents:

Recently, you were one of 400 randomly selected families in the district to receive a questionnaire concerning the evaluation of the Western School District's 45-15 year-round program. A few days later you received a follow-up letter and a postage paid, self-addressed return postcard.

Because of the importance to the validity of this survey, and since you were one of only a small number of families in the district to receive the questionnaire, it is very important that you complete and return the questionnaire to Dr. Roth as soon as possible (REDE Center, College of Education, Western Michigan University, Kalamazoo, Mich., 49001). For your convenience a stamped, self-addressed envelope was enclosed with the questionnaire sent to you earlier.

Thanks again for your help in this matter

Sincerely,

The Citizens Advisory Committee
The Reverend Carl J. Benes, Chairman

APPENDIX G.--Western School District Evaluation Project
Parent Questionnaire

1. What group (residence section) of the District do you live in?
30% A 26% B 21% C 22% D 2% Don't Know

2. Approximately how many years have you lived in the Western School District?
11% 0-1 27% 2-5 62% 6 or more

3. Please place an "X" in front of any one or more of the following categories which would describe your family.
 - A. 25% Have one or more pre-school age children in the Western School District.
 - B. 60% Have one or more children enrolled in elementary grades K-5 in the Western Schools
 - C. 29% Have one or more children enrolled in middle school grades 6-7 in the Western Schools
 - D. 45% Have one or more children enrolled in high school grades 8-12 in the Western Schools
 - E. 8% Have one or more children, other than pre-school, that are not enrolled in the Western Schools
 - F. 7% Have no children presently enrolled in the Western Schools

4. Do you think that in the future the 45-15 program will save the school system money?
26% Yes 32% No 42% Uncertain

5. Did you originally favor the implementation of the 45-15 program?
47% Yes 36% No 16% Was Uncertain

6. How do you now feel about the 45-15 program as implemented by the Western School District?
13% Strongly Negative 26% Somewhat Positive
12% Somewhat Negative 20% Mixed 29% Strongly Positive

7. If money were available to construct the necessary buildings, would you desire to return to the nine-month schedule?
35% Yes 42% No 23% Uncertain

Questions 8-13 should be responded to according to the grade level(s) of your child(ren). For example, if you have one child in the 5th grade, and one child in the 8th grade, you would respond once under the "Grades K-5" column and once under the "Grades 8-12" column. Please respond in only those answer columns that apply to the grade level(s) of your child(ren).

8. To what extent do you believe that the 45-15 program has affected the quality of education in the Western School District?

<u>Grades K-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
10%	9%	5%	Greatly Improved
21%	29%	19%	Somewhat Improved
57%	40%	49%	About the Same
9%	16%	15%	Somewhat Reduced
3%	6%	12%	Greatly Reduced

9. How would you rate your child(ren)'s interest in school this year under the 45-15 program as compared to last year's traditional program?

<u>Grades K-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
16%	15%	22%	Decreased interest in school this year
56%	52%	50%	Interest about the same during both years
27%	33%	28%	Increased interest this year

10. How would you rate your child(ren)'s achievement in school this year in comparison to last year?

<u>Grades 1-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
21%	21%	14%	Higher this year
69%	64%	69%	About the Same
10%	15%	16%	Lower this year

11. How has the 45-15 program affected your children socially?

<u>Grades K-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
10%	14%	21%	Negatively
74%	72%	69%	Unchanged
16%	14%	10%	Positively

12. Has the 45-15 program interfered with your child(ren)'s participation in extra-curricular school activities?

<u>Grades K-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
11%	14%	23%	Yes
73%	69%	63%	No
16%	17%	13%	Unchanged

If "Yes," please specify.

1. Makes it difficult to attend scouts, sports activities, cheerleading practice, social events, Band, Driver's Education, GAA, summer camp, and/or other summer activities. (19)
2. Continuous transporting of students for school activities during breaks is a problem. (13)
3. Free time is not actually free time when student actively participates in extra-curricular activities. (2)
4. No because of opportunity, but because of lack of interest while on vacation. (2)
5. Not at this level (elementary and middle school) so much, but we anticipate problems for grades 8-12.
6. Child preferred to take mini-courses rather than band.
7. Unable to participate because of lack of transportation.
8. Inconvenience of having to stay home during vacation.
9. No, but the family has had to plan around our child.

13. Do you believe that summer temperatures have hindered your child(ren)'s learning?

<u>Grades K-5</u>	<u>Grades 6-7</u>	<u>Grades 8-12</u>	
20%	21%	24%	Yes
53%	56%	45%	No
27%	23%	31%	Uncertain

14. If you have children in grades 8-12, have multi-entry classes created problems for them?

30% Yes 40% No 28% Uncertain

If "Yes," please specify.

1. Teacher's time for each group is limited; less teacher attention per student. (11)
2. Unable to obtain desired classes. (8)

3. Presents a problem in band, geometry, woodshop, algebra II, math, chemistry, and foreign languages. (7)
 4. Too difficult to teach this type of class. (5)
 5. Confusion when each new group enters class. (5)
 6. Teacher was more interested in progress of most advanced students.
 7. Students are at different places in the books.
 8. More "Incompletes" for grades.
 9. Don't know what multi-entry classes are.
 10. Distractions from other groups in class.
 11. Depends on teachers' ability to handle it.
 12. Presents a learning problem for the students.
 13. Art supplies are used up by the time groups C and D start.
 14. No problem in band.
 15. Withdrew my children before they could be affected.
 16. Teachers spend too much time away from classrooms.
15. Knowing that there are advantages and disadvantages to the 45-15 program, how do you now react to the following statements?

<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	
26%	29%	45%	Provides a better education for students
8%	64%	28%	Poorer utilization of facilities
55%	32%	13%	Provides better opportunities for student/ family travel and vacation
18%	61%	21%	Lower student interest and enthusiasm
59%	22%	19%	Less student boredom
34%	16%	50%	Costs more to operate
81%	9%	10%	Better than split shifts or overcrowding
69%	19%	12%	Better than increased taxes

Other: (Please specify below)

1. Increased taxes seen forthcoming anyway. (3)
2. 45-15 is O.K. for elementary and middle school grades, but not for high school. (3)
3. Dislike busing children away from their neighborhood school and friends. (2)
4. 45-15 was supposed to reduce class sizes, but it hasn't. (2)
5. Interferes with student employment. (2)
6. Too soon to evaluate student achievement. (2)
7. Rather pay more taxes and have traditional program. (2)

8. Needs of the children weren't considered. (2)
 9. Only one uninterrupted 9-week block for C group-provides only a "hit or miss" education.
 10. Our taxes will increase due to inflation--not necessarily because of 45-15.
 11. Separates friends.
 12. Cost of 45-15 has never been fully disclosed.
 13. Children seem to be able to work on summer jobs during the weeks they are off.
 14. Taxes doubled over last year.
 15. Difficult for working mothers to find babysitters.
 16. Decrease in class sizes have increased teacher-student relationships.
 17. There are grading difficulties when more than one teacher has the same class.
 18. Scheduling of classes is a problem.
 19. Vacation breaks hinder some courses.
 20. We can always work our vacation schedule into the school break.
 21. Western School District is administratively unable to conduct the program.
 22. Better able to find babysitters.
 23. Shorter vacations may help poorer students to retain more.
 24. System has become much more contemporary.
 25. District should be split up into smaller units.
 26. No busing.
 27. They wanted this system for the teachers' standpoint, not the parents/students.
 28. Paying teachers with 3 to 7 students in a class is poor management.
 29. Probably needs more study.
 30. Quality of education is reduced.
 31. Provides better opportunity for student jobs.
 32. Dislike split-grade situations in elementary.
 33. Disrupts family unit.
 34. Our problem may be due more to a change of schools (elementary to middle school) than to 45-15.
 35. Teachers need to maintain more discipline.
-
16. Has the 45-15 program created problems for your family in planning for, and taking, vacations?
 24% Yes 71% No 5% Uncertain

 17. Would your employer grant your request for vacation time during any season of the year?
 63% Yes 27% No 10% Uncertain

18. Have you taken family vacations during seasons other than summer in the past?

42% Yes 59% No 0% Uncertain

19. Have you taken family vacations during seasons other than summer during this school year?

32% Yes 68% No 0% Uncertain

If "Yes," please check the appropriate season.

62% Fall (Sept. - Nov.) 38% Winter (Dec. - March)

20. Do you have any suggestions or comments about Western's 45-15 year-round program?

60% Yes 40% No

If "Yes," please specify.

1. Feel positive about 45-15. (23)
2. Return to regular 9-month school year. (12)
3. Eliminate multi-entry classes. (10)
4. Difficult to evaluate the program since an entire year has not been completed. (10)
5. Don't feel that 45-15 is providing the best education for our children. (6)
6. Like the 3-week breaks--children get a rest and don't get bored. (6)
7. Time and/or study are needed to iron out the difficulties and improve upon the good points. (6)
8. Would be interested in hearing a "cost" evaluation of 45-15 in comparison to the traditional year. (5)
9. Residence groups should alternate schedules each year. (5)
10. Some teachers were unprepared to teach courses that they hadn't taught before. (5)
11. Quality of education is questionable or reduced. (4)
12. Separates friends and/or hinders social activities. (4)
13. Believe that air-conditioning is a must. (4)
14. Desire better student discipline. (4)
15. Our child likes school. (4)
16. Need our children for summer work. (3)
17. Doesn't work well in elementary. Students forget a lot a lot during breaks. (3)
18. More care should be taken on hot days. Teachers and students should be informed of signs and treatment for heat exhaustion and heat strokes. (3)
19. Dislike split-grade class situations in the elementary. (3)

20. We are negative because our children are unhappy. (3)
21. Students are forced to take "Mickey Mouse" courses because they can't work more important classes into their schedule--not all 45-15's fault. (3)
22. Give more thought to graduation and commencement. (3)
23. There is a little problem in planning things at times. (2)
24. The program should be evaluated in terms of its impact on the scholastic achievement of the students first. (2)
25. Taxes are not used in proper ways or in the best interest of students. (2)
26. Rumors say that the program is costing a great deal more than expected. (2)
27. It divides the school system into social segments--is a type of segregation and may be unconstitutional. (2)
28. Buses running all year doesn't help gas shortage. (2)
29. Creates scheduling problems for students attending career classes at the community college. (2)
30. Deters students from working during summer months at full-time jobs. (2)
31. We're sending our children to a private school where they're getting a superior education. (2)
32. Would rather build the necessary facilities. (2)
33. Children learn more and are less bored. (2)
34. More emphasis should be placed on reading at the secondary level. (2)
35. Sports are a problem--too much running around when not in school. (2)
36. Want to see the results of this survey. (2)
37. Go back to basics--they waste rooms when they split subjects (English split into debate, reading, language, etc.). (2)
38. Politically motivated with no real concern for cost, students, and parents. (2)
39. Unable to take any vacation due to children participating in sports when their group is not in session. (2)
40. The actual learning time is too "broken up." (2)
41. Availability of courses is a concern. (2)
42. Believe that some questions on the questionnaire don't allow for factors other than 45-15 affecting negative or positive changes. (2)
43. Decision to implement 45-15 was too hasty. (2)
44. The school district has a lack of concern for children's problems. (2)
45. Works well in elementary grades--not for high school. (2)
46. Unity of district is greatly reduced.

47. First time that my children have attended Western--they feel that they have good learning opportunities.
48. Unless the Board can show considerable savings, we should go back to the traditional program.
49. Too much change for students to cope with--the old way was better.
50. Believe that Kindergarteners should not be allowed to start in the 45-15 program unless they have reached five years of age before September 1.
51. Students should attend school as close to home as possible.
52. Even though it was stated that students would have the same teacher for a subject throughout the school year, one math class had a new teacher after the first 9 weeks. How many other falsehoods were told to convince the public that 45-15 would not impede students' education.
53. Increase number of field trips.
54. Hope that the residence sections remain the same over the coming years.
55. Other districts are not on vacation at the same times.
56. Family structure needs strengthening with longer periods of togetherness which the summer vacation (3 months) provides.
57. 45-15 provides better utilization of facilities.
58. 3-R's should be required, even though not taking a college prep course.
59. Babysitters have been hard to get for working mothers due to the short term (3 weeks) that the children need one.
60. Believe that too few a number of people are involved in making the decisions.
61. Our child likes multi-entry classes better than regular classes.
62. Hot weather is no problem.
63. 45-15 is O.K. for the well adjusted and good learners.
64. When the schools were designed and built it was understood that additions to existing buildings could be made, rather than having to build new buildings. This fact was not taken into consideration when additional classrooms were needed.
65. Bus everyone in order to break up neighborhood problem.
66. Like to see more realistic life situations for training (marriage, taxes, etc.).
67. Don't believe our kindergartener gets a firm enough foundation before vacation breaks. Hinders retention of skills.
68. Family vacation schedule can easily be worked around school schedule.

69. Questionnaires should have been sent to everyone in the district.
70. Students will be too young to get a job when they graduate.
71. School should start later with Daylight Savings Time during winter weather.
72. More problems with 45-15 than with traditional program.
73. Some buses are overcrowded, while other are half empty.
74. The vacation breaks seem to provide relief for both the students and teachers.
75. The school administrators, through their efforts, have made it work.
76. Hope that the information (questionnaires) for decision-making is generated in time for proper consideration.
77. There are more problems than the school board is willing to admit.
78. State tests should be conducted twice this year for an evaluation of student learning.
79. Program is an asset in building stronger family relationships.
80. More difficult for teachers to teach multi-entry classes.
81. Curriculum is the main problem.
82. A positive approach to the problem at hand is important regardless of the type of calendar.
83. Seems to be a high turnover of teachers--too many teachers for one class.
84. Get off of Daylight Savings Time.
85. A system is no better than the teachers who make it work.
86. Evaluation is too late to help my child.
87. Would be interested in seeing teachers' responses.
88. Longest vacations shouldn't occur in the winter.
89. Disappointed in my child's achievement this year.
90. We did not have to take our children out of school during those years before 45-15 was implemented.
91. Would like some homework units sent home during vacations.
92. Have more shut-down in summer months.
93. Have been impressed with caliber of teaching staff.
94. Creates more family problems.
95. Elementary students should be able to attend neighborhood schools.
96. Equalize class sizes (Phy. Ed.).
97. Discontinue classes with fewer than 6 students.
98. Program eliminates most of prime time for summer activities.
99. Reduce the number of classes by eliminating "junk" classes.
100. Taxpayers should have a vote on whether or not major changes are to be made in a school system.

101. Need better 8-12 scheduling.
102. Provide flexibility so that twins and siblings are not in the same elementary classroom.
103. Don't scrap the program because of a few loud dissenters.
104. Keep up the good work.
105. Don't see as many teenagers on the street as they are now able to get jobs that were not open to them before.
106. Upsets children's sleeping and eating habits.
107. Believe that a lot of time is wasted each time a group starts a new session.
108. Continue 45-15, or combine with adjacent districts that have adequate facilities and programs.
109. Emphahsize education, not vacations. Improve the education first.
110. What happens to a family that has to move during the school year?
111. Believe that there is great educational merit to 45-15, not that it provides a "better" education.
112. Congratulate the Board for trying.
113. Don't think that the faculty challenges the intelligent student.
114. Our child "loves it," but we are unhappy with what it's doing to him.
115. Teachers aren't doing as much as they should to help students adjust.
116. Are other schools going to go along with this plan too?
117. Would like a more complete evaluation concerning what is being done about multi-entry classes at the high school level.

APPENDIX G. --Western School District Evaluation Project
Secondary Student Questionnaire

1. What grade are you in this year?
25% 8th 19% 9th 20% 10th 21% 11th 15% 12th
2. Are you a:
47% Male 53% Female
3. What "group" (residence section) of the school district do you live in?
24% A 27% B 25% C 24% D 0% Don't Know
4. Which of the following statements would best describe your feelings about the 45-15 program in the Western School District?
38% Like It 43% Mixed Feelings 14% Don't Like It
5% Can't Say
5. Which of the following statements would best describe your feelings about the 45-15 program in comparison to the traditional school year program that you attended last year?
41% Like 45-15 better than traditional (9 month school, 3 month vacation)
29% Like both about the same
30% Don't like 45-15 as well as the traditional program.
6. Do you think you are getting more instruction from your teachers this year in comparison to last year?
17% More this year 60% About the same as last year
23% Less this year
7. Which of the following would you say are your major "likes" of the 45-15 school program as compared to the traditional school year? (You may check more than one)
61% Shorter vacations, coming more often
55% Less boredom with school or vacation
12% Opportunity to learn more
5% More knowledge retention
46% Smaller class size
11% More attention from teachers
14% More interesting classes
13% Others: (Please specify)

2. More opportunity for individual to progress at own rate and/or learn. (5)
 3. Get to know new people and/or make new friends. (4)
 4. Like vacations in all seasons. (4)
 5. Provides good opportunity for finding and/or keeping outside jobs. (3)
 6. Allows a student to come in during breaks for independent study and/or to make up work. (2)
 7. Less boredom with school and/or vacations. (2)
 8. Less pressure.
 9. Dislike alternating vacations--desire long summer vacation.
 10. More resource materials are available.
8. Which of the following would you say are your major "dislikes" of the 45-15 school program as compared to the traditional school year? (You may check more than one)
- 41% Vacation breaks too short; no long summer vacation
 - 13% More boredom in school
 - 12% Less opportunity to learn
 - 31% Forget more during vacations
 - 20% Less attention from teachers
 - 17% Less interesting classes
 - 29% Others: (Please specify)
1. Miss my friends from different groups. (25)
 2. Don't like having to attend school during the summer. (17)
 3. Miss or don't hear about certain school activities when on vacation and/or dislike having to come back during vacation. (14)
 4. Dislike not having a long summer for work and/or vacation. (10)
 5. Dislike and/or eliminate multi-entry classes. (10)
 6. Difficult to get desired classes and/or need better scheduling. (6)
 7. More confusion and/or more difficult to learn. (4)
 8. Less attention from teachers and/or classes are too big. (4)
 9. Interferes with finding and/or keeping a job. (3)
 10. Dislike graduation situation. (2)
 11. Vacation breaks interrupt school work. (2)
 12. Some vacations are too long and/or become boring.
 13. Can't progress at own rate in some classes.
 14. Hinders social life.
 15. Reduces school spirit.
 16. Don't like having several different teachers for one course.

9. Which of the following would best describe your opinion of the way your teachers are teaching you this year in comparison to last year?

17% Doing a better job teaching me this year

68% Doing about the same job of teaching me this year as last year

14% Doing a worse job of teaching me this year

10. Has going to school under the 45-15 program caused you any problems that you did not have last year under the traditional school program?

39% Yes

61% No

If "Yes," please explain:

1. Interferes with finding and/or keeping a job. (34)
2. Dislike not having long summer vacation and/or limits summer activities. (29)
3. Makes it difficult for family to plan activities and/or vacations. (17)
4. Miss my friends in other groups. (12)
5. Miss or don't hear about certain school activities when on vacation and/or dislike having to come back during vacation. (11)
6. Difficult to obtain desired classes and/or schedule classes. (9)
7. Dislike graduation situation. (6)
8. Dislike and/or eliminate multi-entry classes. (5)
9. More confusion and/or more difficult to learn. (4)
10. Forget what was learned while on breaks. (3)
11. Creates extra burden on student at school and/or at home. (2)
12. All work has to be done in short periods of time.
13. Difficult and/or unfair to have to make up assignments when family has to go away.
14. Transportation to extra-curricular activities is a problem.
15. Doing worse academically this year.

11. Were you able to schedule classes that you needed to fulfill your educational requirements?

64% Yes

14% No

22% Uncertain

12. Were you able to schedule classes that you wanted?

53% Yes

38% No

9% Uncertain

13. How do you feel 45-15 has affected the availability of electives?
 23% More electives offered
 19% Fewer electives offered
 58% About the same

14. Have you had a multi-entry class?
 86% Yes 14% No

If "Yes," do you feel multi-entry classes have:

- 13% Provided greater learning opportunity
 35% Hindered your learning opportunity
 52% Have had no effect

15. Are your parents able to take their vacations from work at the same time as your school vacations if they wish to?
 51% Yes 32% No 17 % Uncertain

16. Which of the following statements best describe your friendships this year?
 63% Kept most of my same friends
 21% Lost some old friends; gained some new friends
 16% Lost most of my old friends because they are in different groups

17. Has the 45-15 program made it more difficult for you to work in a part-time job this year?
 26% Yes 24% No 47% Don't Work 3% Uncertain

18. Has the 45-15 program made it more difficult for you to take part in school sports and/or other activities this year?
 23% Yes 68% No 8% Uncertain

If "Yes," please explain.

1. Miss or don't hear about certain school activities when on vacation and/or dislike having to come back during vacation for those activities. (58)
2. Transportation presents a problem for extra-curricular activities. (19)
3. Makes it difficult to find and/or keep a job. (5)
4. Makes it difficult for family to plan activities and/or vacations. (3)
5. Restricts girls extra-curricular activities.

19. What effect do you think the 45-15 program has had on school spirit?
 22% Increased 28% Decreased 51% Unchanged

20. What things were wrong with the 45-15 program this year that you would like to see changed for next year? Please list below any comments that you may wish to make.
1. Have negative feelings about 45-15 and/or return to traditional program. (34)
 2. Dislike and/or eliminate multi-entry classes. (34)
 3. Difficult to obtain desired classes and/or need better scheduling. (26)
 4. Need air-conditioning and/or too hot during summer. (21)
 5. Would like longer vacations--especially in the summer. (17)
 6. Positive feelings about 45-15. (16)
 7. Dislike attending school during the summer and/or limits summer activities. (15)
 8. Miss or don't hear about certain school activities when on vacation and/or dislike having to come back during vacation. (15)
 9. Would like more electives. (9)
 10. Classes are too big and/or not enough attention from teachers. (9)
 11. Allow students to change attendance groups freely and/or accelerate. (7)
 12. Like to have school start earlier each day in the summer and/or be shortened. (6)
 13. Miss my friends in different groups. (6)
 14. Dislike changing rooms and/or teachers every 3 weeks. (5)
 15. Teachers didn't know how to teach multi-entry classes and/or did a poor job. (5)
 16. Interferes with summer job and/or college entry. (5)
 17. Tend to forget what was learned in class while on breaks. (5)
 18. Would like more classes with different groups in them (multi-entry). (4)
 19. Some groups didn't have same advantages as other groups. (4)
 20. Like to see something done about graduation situation. (3)
 21. Makes it difficult to find and/or keep a job. (3)
 22. Don't like length of courses (9 week courses). (3)
 23. Alternate group vacation schedules. (3)
 24. Quality of education has been reduced. (3)
 25. Have fewer "Mickey Mouse" courses and/or more interesting courses. (3)
 26. Would like choice of teachers. (2)
 27. Balance class sizes and/or group sizes. (2)
 28. Transportation is a problem for extra-curricular activities. (2)

29. Too much homework during vacations. (2)
30. Parents were not well enough informed.
31. Would like to see more opportunities to work on an individual basis.
32. Teachers, administration, and/or Board should show more interest in making 45-15 work.
33. Need more teachers.
34. Reduced school spirit.

**APPENDIX G. --Western School District Evaluation Project
Fourth through Seventh Grade Questionnaire**

1. What grade are you in?
26% 4th 27% 5th 23% 6th 24% 7th
2. Who answered these questions?
55% A Boy 45% A Girl
3. What "group" do you live in?
26% Group A 27% Group C 0% Don't Know
22% Group B 25% Group D
4. How well do you like the vacation periods (breaks) this year in comparison to last year?
18% Don't like it as well as last year
28% Like them about the same
54% Like it better than last year
5. Are you excited about school this year?
40% Yes 38% No 22% Don't Know
6. Do you think that you are getting more instruction from your teacher this year in comparison to last year?
37% Yes 14% No 43% About the Same 6% Don't Know
7. Has going to school year-round enabled you to "remember more and forget less" as compared to last year?
47% Yes 22% No 21% About the Same 11% Don't Know
8. Has going to school year-round created new problems for you?
24% Yes 64% No 13% Don't Know

If "Yes," please explain:

1. Can't go on vacations with my parents. (8)
2. Miss my old friends in different groups and/or don't get to see them as often. (6)
3. Dislike not having long summer vacations and/or hinders summer activities. (6)
4. Have negative feelings about 45-15. (2)
5. Makes it difficult to find and/or keep a job. (2)
6. Interferes with family plans and activities. (2)

7. Grades are lower this year.
 8. Wanted to go to my own neighborhood school.
 9. Return to the traditional school year.
 10. Causes you to forget what you learn when you go on breaks.
 11. Too hot in the summer.
 12. Parents have to get a babysitter.
 13. School work is harder this year.
 14. Would like more work and/or school.
9. Have your after school activities been changed because you are now going to school the year-round?
 27% Yes 65% No 8% Don't Know
10. How do your grades this year compare with your grades last year?
 9% Grades are lower
 47% Grades are about the same
 45% Grades are better
11. Are your father and mother able to take their vacation from work at the same time as you have your school vacation, if they want to?
 32% Yes 21% No 34% Sometimes 14% Don't Know
12. Do you have more fun this year in school than you had last year?
 58% Yes 17% No 23% About the Same 2% Don't Know
13. How do you think that your friends feel about year-round school?
 20% They don't like it 32% They like it 48% Don't Know
14. Which of the following statements would best tell me of your friendships this year in school?
 43% Kept most of my same friends
 39% Lost some old friends; gained some new friends
 18% Lost most of my friends because they are in a different group.
15. What things would you like to see added to the school program for next year?
1. Negative feelings about 45-15 and/or return to traditional school year. (33)
 2. Have positive feelings about 45-15. (18)
 3. Need air-conditioning and/or too hot on summer days. (17)
 4. Want more sports and/or other activities for elementary boys and girls. (15)

5. Want longer lunch time and/or recess time. (15)
6. Want longer and/or more vacations. (15)
7. Want different administrators and/or Board members. (8)
8. Would like swimming in the summer and/or swimming pool. (7)
9. Would like better food for lunch. (7)
10. Would like more work and/or school. (6)
11. Would like cleaner and/or better buildings and/or equipment. (6)
12. Want more courses and/or activities from which to choose. (5)
13. Would like more and/or new buildings, rooms, and/or equipment. (5)
14. Want more snow and/or heat days. (3)
15. Change the time that school is in session during winter and/or summer. (3)
16. Would like a new middle school. (2)
17. Would like to be able to see my friends from other groups.
18. Want a better opportunity to choose classes.
19. Want better teachers.
20. Transportation is a problem for extra-curricular activities.
21. Want to see better films.
22. Like my teachers.
23. Would like to have different groups (residence) in same class.
24. Put all elementary students (from one area) in the same school.
25. Would like to have less school work.

APPENDIX G. --Western School District Evaluation Project
Teaching Staff Questionnaire

1. How many school years have you been employed in the Western Schools? (Count any part of a year as a full year).
13% 1 19% 2-3 26% 4-5 28% 6-10 15% More than 10
2. What is the sex of the person completing this questionnaire?
34% Male 66% Female
3. What is your age?
44% Under 30 47% 30-50 9% Over 50
4. What level do you teach?
42% Elementary 19% Middle School 39% High School
5. Did you "lockstep" under this year's contract?
62% Yes 38% No
6. How many days are you contracted for during this school year?
59% 185 or less 17% 186-225 24% More than 225
7. How many days do you now think that you would generally like to contract for in future years?
57% 185 or less 24% 186-225 19% More than 225
8. Did you favor the implementation of the 45-15 program?
74% Yes 9% No 17% Was Uncertain
9. What are your feelings now regarding the 45-15 program as implemented by the Western School District?
49% Strongly Positive 7% Somewhat Negative
26% Somewhat Positive 16% Mixed 3% Strongly Negative
10. How do you feel the 45-15 program has affected the quality of education in the Western School District?
52% Unchanged 38% Improved 10% Reduced
11. Which of the following most closely represents your beliefs concerning how the 45-15 program affects students' learning?
37% Improves learning 6% Decreases learning
49% Makes little difference 8% Uncertain
12. Do you teach any "Multi-entry" classes?
37% Yes 63% No

13. In what way(s) have you changed your teaching style or methods as a result of the implementation of the 45-15 program?

23% Devised "Mini-course" structure for subject content to fit nine week modules
 29% Individualized instruction as much as possible
 38% Used somewhat more individualized materials and methods than previously
 5% Used large group methods more frequently than small group
 33% Used small group methods more frequently than large group
 27% Devised new materials for use other than standard tests or materials
 22% Little or no change
 14% Other:

1. Attempted to individualize instruction. (2)
2. Changed because of interest--not because of program (2)
3. Attempted to prepare learning centers, packets, tapes, contracts, etc. (2)
4. Used 3 week assignment sheets and rotated through classroom groups.
5. Had no set method or style.
6. Split general and college prep students.
7. Now teaching a different level--changed many things.
8. Devised 3-week units to provide for multi-entry.
9. No money, therefore, what new materials?

14. Which of the following most closely represents your beliefs regarding the ability of the 45-15 program to increase the opportunity to make school more interesting for Western's students?

64% Increases opportunities to make school more interesting
 20% Makes little difference
 9% Decreases opportunities
 7% Uncertain

15. Do students appear to do better under the 45-15 program as opposed to the 9 month schedule as exemplified by the following?

Fewer Absences	27% Yes	32% No	40% Uncertain
Less Discipline Problems	48% Yes	32% No	19% Uncertain
Better Classroom Participation	47% Yes	22% No	30% Uncertain

Higher Achievement	26% Yes	24% No	50% Uncertain
Better Social Adjustment	24% Yes	32% No	44% Uncertain

16. Express your feelings about the 45-15 program. (You may check more than one)
- 25% Provides better education for students
 - 7% Provides inadequate education for students
 - 65% Better retention of learning; less review needed
 - 6% Less retention of learning; need for more review
 - 78% More varied opportunities for student/family travel
 - 9% Less varied opportunities for student/family travel
 - 48% Higher student interest, enthusiasm
 - 2% Lower student interest, enthusiasm
 - 63% Less student and/or teacher boredom
 - 1% More student and/or teacher boredom
 - 20% Improved communication between administrators and professional staff
 - 26% Decreased effective communication between administrators and professional staff
 - 3% More able to attend graduate school
 - 36% Less able to attend graduate school
 - 8% Others: (Please specify)
1. Less flexible program with multi-entry classes.
 2. Too early to evaluate the program fairly.
 3. Small class size was best benefit.
 4. Program has the effect of tightening, rather than loosening our schedule--unfair to students.
 5. It's like starting school all over after each 3 week break.
 6. Better student and teacher involvement in school activities.
 7. Programs are not the panaces to education.
17. Would you be interested in taking additional graduate courses to help you overcome any problems that you encountered as a result of the 45-15 program?
- | | | |
|---------|--------|---------------|
| 47% Yes | 26% No | 26% Uncertain |
|---------|--------|---------------|
18. Do you think that the 45-15 program will seriously hinder your ability to enroll in graduate courses for professional improvement?
- | | | |
|---------|--------|---------------|
| 27% Yes | 56% No | 17% Uncertain |
|---------|--------|---------------|

19. Do you have any suggestions or comments which would improve Western's 45-15 program?

1. Eliminate or reduce multi-entry classes--no more than dual entry. (13)
2. Would be advantageous to mix the children (residence groups) in school, both for the students' and teachers' benefit. (11)
3. Provide better scheduling. (8)
4. Need better and/or more storage area. (7)
5. Provide released time for departments to meet in order to study and attempt to solve problems. (6)
6. Provide more A-V software and instructional materials. (5)
7. Provide more "viable" inservice training programs. (5)
8. Need bigger budgets. (4)
9. Need air-conditioning. (3)
10. Need to improve communication between administration and staff. (3)
11. Continue with Head Counselor position. (3)
12. Keep small classes--like small classes. (2)
13. Desire present assistant superintendent as superintendent. (2)
14. Program inhibits classroom teacher incentive to develop creative classroom with varied interest centers when a room switch has to be made 4 times a year. (2)
15. More time needed before evaluation. (2)
16. Want multi-entry in the middle school. (2)
17. Do not start the program on a staggered basis.
18. Teaching is inhibited during hot summer days.
19. Need more outside activities.
20. Program needs more study.
21. If teaching a multi-entry class, teach it back to back with some other course to allow a phase-in and no expensive over-lap.
22. Equalize class sizes.
23. Working well in the elementary--not working well in high school.
24. Allows for teachers to individualize instruction.
25. Provisions should be made for a teacher to take 9 weeks off for graduate study.
26. Change staff members around from group to group to vary exposure of students to teachers.
27. Concentrate on basic courses, rather than "fun" courses.
28. Combine with another school district so that more courses could be offered.
29. Begin school year with three groups instead of one in order to eliminate overlapping.

30. Hire more teachers.
31. Adjust times and time allotment for conferences.
32. Want less hassel about requisitions.
33. Eliminate 45-15 above the middle school level.
34. Causes too many problems with music, sports, and foreign languages.
35. Have 18 weeks as minimum for courses.
36. Contact community groups for programs and activities to be available.
37. Find adequate qualified substitutes to handle classes for a week or more.
38. Don't expect 45-15 to solve all educational problems.