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# Year-Round Education in Texas Public Schools, 2015–16: State of Texas Assessments of Academic Readiness Outcomes

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# Year-Round Education in Texas Public Schools, 2015–16: State of Texas Assessments of Academic Readiness Outcomes

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**Abstract.** The Texas Education Agency (TEA) is required by Rider 69 (General Appropriations Act, Article III, 84th Texas Legislature) to evaluate the performance of students attending schools that operate on a Year-Round education (YRE) calendar in comparison to students attending schools that operate on a traditional school-year calendar. This report includes results from the analysis using 2015–16 State of Texas Assessments of Academic Readiness (STAAR) outcomes. No statistically significant differences in performance were found between YRE-calendar and traditional-calendar schools.

**Keywords**. *Year-Round education, Year-Round calendars, assessment outcomes.*

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Propensity Score Matching (PSM)
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Randomized Control Trial (RCT)
State of Texas Assessments of Academic Readiness (STAAR)
Texas Academic Performance Reports (TAPR)
Texas Education Code (TEC)
Year-Round Education (YRE)

# Executive Summary

## *Purpose of Report*

Rider 69 (General Appropriations Act, Article III, 84th Texas Legislature) requires the Texas Education Agency (TEA) to maintain a list of schools operating on a year-round system under Texas Education Code (TEC) § 25.084, which is to be published by January 1, 2016 for the 2015–16 school year and January 1, 2017 for the 2016–17 school year.[1,2] In addition, TEA is required to evaluate the performance of students attending schools that operate on a Year-Round education (YRE) calendar in comparison to students attending schools that operate on a traditional school-year calendar. Academic performance is defined by state assessment instruments under TEC § 39.023 and SAT or ACT performance.[3]

In the fall of 2015, TEA surveyed Texas public school districts to obtain a list of campuses operating on a YRE calendar during the 2015–16 school year.[4] This report presents findings from an analysis of State of Texas Assessments of Academic Readiness (STAAR) performance outcomes examining YRE students compared to those attending traditional-calendar campuses. The comparison of SAT or ACT performance is expected to be published as an addendum to this report in spring 2017, as the relevant outcome data are not yet available.

## *Summary of the Study Approach*

This report first introduces a general description of the 2015–16 YRE campuses in the analysis compared to traditional-calendar campuses statewide, with regards to student demographic profiles and other campus-level characteristics. In order to compare the academic performance between students exposed to the two different types of academic calendars statistically, a sample of campuses operating on a traditional calendar was matched to the set of YRE campuses based on similar demographic profiles and prior campus-level performance. Hierarchical Linear Models (HLM) were then conducted to estimate whether following a YRE calendar has an impact on campus-level student performance outcomes, including STAAR-Mathematics and Reading exams for students in Grades 4–8 and STAAR end-of-course (EOC) exams in Algebra I, English I, and English II.

## *Key Findings*

### YRE Campus Characteristics

In the 2015–16 school year, 24 public school districts in Texas reported having campuses that operate on a year-round schedule (184 campuses total). Over half of these campuses were considered

[1] See http://www.lbb.state.tx.us/Documents/GAA/General_Appropriations_Act_2016-2017.pdf, p. III-20.
[2] See TEC § 25.084 at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.084.
[3] See http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.023.
[4] See the 2015–16 list at http://tea.texas.gov/Reports_and_Data/Program_Evaluations/Other_Initiatives/Program_Evaluation__Other_Initiatives/, published on January 1, 2016.

alternative instruction campuses and/or had insufficient student performance data to meet the analytic requirements of this report.[5] The remaining regular instructional YRE campuses represented 13 school districts (71 campuses total; less than 1% of the total campuses in the state), and served approximately 55,000 students. Compared to statewide demographics for students at traditional-calendar campuses, this set of YRE campuses tended to enroll smaller percentages of White (9.1% vs. 28.7%), African American (2.4% vs. 12.5%), and Asian students (0.7% vs. 4.1%), and larger percentages of Hispanic students (86.5% vs. 52.1%). Additionally, students at YRE campuses were more likely to be identified as economically disadvantaged (67.0% vs. 58.8%) compared to students enrolled at traditional-calendar campuses.[6]

A similar proportion of these YRE campuses operated as charter school campuses compared to the statewide proportion of charter schools in 2015–16 (7.0% vs. 7.2%). There was a greater percentage of YRE campuses classified as elementary schools compared to traditional elementary schools statewide (62.0% vs. 54.2%), and a smaller percentage of YRE high schools compared to the statewide percentage (16.9% vs. 20.5%). Approximately two-thirds of the campuses identified as YRE in 2015–16 were operating within Socorro Independent School District (ISD), which is located in El Paso and comprises the largest YRE district in the state. Other districts with YRE campuses were markedly smaller than Socorro ISD, with fewer than five campuses operating within each district.

### Results from Comparisons of Student Performance at YRE and Matched Traditional-Calendar Campuses

Advanced statistical techniques were used to compare performance on STAAR-Reading and STAAR-Mathematics in Grades 4-8 and on the Algebra I, English I, and English II EOC assessments. No statistically significant differences were found on mathematics and reading performance between students attending YRE campuses and those attending matched traditional-calendar campuses.[7]

## *Study Limitations*

Several limitations existed within this study. Although the survey response rate was high, with 96% of Texas districts reporting to the TEA, thus increasing the confidence in capturing data that are representative of the population of students at YRE campuses in Texas, the total number of reported YRE campuses was very small (less than 1% of all campuses in the state). Because of the low percentage of YRE campuses in the state, there is less confidence that the outcomes from this report would be representative of all campuses that may choose to operate on a year-round basis in the

[5] Types of schools excluded from the analysis include Disciplinary Alternative Education Programs (DAEP), Juvenile Justice Alternative Education Programs (JJAEP), and educational programs housed within correctional facilities, etc.

[6] Statewide enrollment data for regular instructional campuses was obtained from the Public Education Information Management System (PEIMS).

[7] In using the term *significant* to discuss differences in this report, $p < .05$ was the minimum cut point for significance testing. This significance level means that, statistically, there is only a 5% chance that the observed amount of difference occurred due to chance alone.

future. Further, YRE status was determined via self-report by districts and not obtained directly through existing TEA data systems, which also contributes to the reduction in generalizability of the study's results.[8]

The wide variability in student characteristics and performance across the set of YRE campuses is another limitation of this analysis. A disproportionate number of YRE campuses included in the analyses (66%) were operating within the same independent school district and appeared to perform comparably, while the remaining 32% of YRE campuses were far more dissimilar in both performance and student populations served. Also, due to the exclusion criteria employed to meet the analytic requirements of the report, results from the analyses would only be generalizable to traditional instruction campuses.

It should also be noted that the analysis in the current report did not control for the length of time a YRE campus has operated under a non-traditional schedule or other distinguishing campus-level characteristics that may account for some of the observed variability in performance (e.g., district size, average years of teaching experience).

[8] Determination of whether a district had campuses operating on a YRE calendar was left to the discretion of the district representative responding to the 2015–16 survey. TEA had no other independent mechanism to verify the accuracy of their self-report.

# Section 1: Introduction

## *Year-Round Education Overview*

In 1995, the 74th Texas Legislature added language to the Texas Education Code (TEC) allowing Texas public school districts the opportunity to modify their campuses' calendars to operate on a year-round system (TEC § 25.084).[9]

According to TEC § 25.084, districts with campuses operating on year-round education (YRE) calendars may modify any of the following:

- The number of contract days of employees and the number of days of operation, including any time required for staff development, planning and preparation, and continuing education, otherwise required by law;
- Testing dates, data reporting, and related matters;[10]
- The date of the first day of instruction of the school year under § 25.0811 for a school that was operating year-round for the 2000–01 school year;[11] and
- A student's eligibility to participate in extracurricular activities when the student's calendar track is not in session.

Year-round attendance calendars are designed with the intent for districts to restructure the traditional, 180-day academic calendar, not to increase the total number of days of instruction throughout the school year.[12] YRE schedules characteristically have earlier start dates compared to the traditional calendar and divide the traditional three-month summer holiday into multiple breaks throughout the year. Some examples of calendars include the 45/15 plan (i.e., 45 days of instruction followed by 15 days of intersession) and the 60/20 plan (i.e., 60 days of instruction followed by 20 days of intersession).

Texas public school districts and campuses that operate on a YRE schedule are not required to follow a particular calendar structure (e.g., 45/15 plan or 60/20 plan), and can instead tailor their

[9] See TEC § 25.084 at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.084.
[10] As of the writing of this report, the TEA Student Assessment Division had not received any requests for a modified testing calendar for the 2015–16 and 2016–17 school years.
[11] See TEC § 25.0811 at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.0811. As per TEC § 25.0811, campuses operating on a traditional calendar may not begin instruction for a school year before the fourth Monday in August, except as provided by TEC § 7.056(f). See (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.7.htm#7.056).
[12] House Bill (HB) 2610 (84th Texas Legislature) amended the language in TEC § 25.081 to require that districts and charter schools operate for a minimum of 75,600 minutes instead of 180 days of instruction. See http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.081.

calendars to meet the needs of relevant stakeholders (e.g., students, faculty, families, community members). Non-YRE districts can also tailor their calendars, but are limited by statutory restrictions. For example, the first day of instruction cannot be scheduled for earlier than the fourth Monday in August, and the last day cannot be earlier than May 15th.[13]

## *Purpose of Report*

Rider 69 (General Appropriations Act, Article III, 84th Texas Legislature) requires that the Texas Education Agency (TEA) maintain a list of schools operating on a year-round system as defined by TEC § 25.084, which is to be published by January 1, 2016 for the 2015–16 school year and January 1, 2017 for the 2016–17 school year.[14,15,16] In addition, TEA is required to evaluate the performance of students attending schools that operate on a YRE calendar in comparison to students attending schools that operate on a traditional school year calendar, as well as provide information concerning the manner in which the academic calendars of year-round schools are structured. The evaluation mandated by Rider 69 is expected to compare students based on state assessment instruments under TEC § 39.023 and SAT or ACT performance.[17]

The current report presents findings from an analysis comparing students who attended YRE campuses in 2015–16 to their peers attending traditional-calendar campuses with regards to State of Texas Assessments of Academic Readiness (STAAR) performance. The comparison of SAT and/or ACT performance for the 2015–16 cohort is expected to be published as an addendum to this report in April 2017, as the relevant outcome data are not yet available.

## *Organization of Report*

The remainder of the report is organized as follows: Section 2 provides details regarding the sources of data compiled for this report and offers a brief introduction to the analysis plan and methodological techniques used. Section 3 begins with an overview of the campuses that reported operating on a YRE schedule during the 2015–16 school year, including comparisons to statewide demographic profiles. Results from statistical comparisons of students enrolled at YRE and matched traditional-calendar campuses follow. A discussion of these findings is presented in Section 4, along with a discussion of study limitations that should be considered when interpreting study results.

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[13] Except as provided by TEC § 7.056(f). See TEC §§ 25.0811–12 at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.0811 and TEC § 7.056 at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.7.htm#7.056.

[14] See http://www.lbb.state.tx.us/Documents/GAA/General_Appropriations_Act_2016-2017.pdf, p. III-20.

[15] See TEC § 25.084 at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.084.

[16] See the 2015–16 and 2016–17 lists at http://tea.texas.gov/Reports_and_Data/Program_Evaluations/Other_Initiatives/Program_Evaluation__Other_Initiatives/. Detailed academic calendar information for the 2016–17 school year, gathered from individual campus and district websites, is summarized in an accompanying piece to the 2016–17 list of YRE campuses.

[17] See TEC § 39.023 at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.023.

Appendix A contains the web-based survey presented to districts to obtain the list of YRE campuses for the 2015–16 school year. Appendix B is the list of YRE campuses for the 2015–16 school year, which was originally published on January 1, 2016. Details regarding the procedures used for matching YRE campuses to traditional-calendar campuses are available in Appendix C, as well as the methodological details of the analyses used in the report. Appendix C also provides further details regarding the results from the matching and analytic procedures.

# Section 2: Data and Methods

## *Identifying YRE Campuses*

Existing TEA data systems such as the Public Education Information Management System (PEIMS) do not currently collect information regarding whether a campus is operating on a year-round system as described in the language provided in TEC § 25.084.[18] Therefore, in order to identify such campuses, TEA created a web-based survey that all Texas public school districts in the state were asked to complete. The survey provided respondents with the language from TEC § 25.084 defining YRE systems in Texas, and required the respondent to state whether all, some, or none of the campuses in their district operated on a YRE calendar. Districts that indicated that at least some of their campuses were YRE in 2015–16 were asked to report the name and County-District-Campus (CDC) number for each campus.[19]

The 2015–16 survey was made available on November 23, 2015 via official TEA correspondence and remained open until December 18, 2015.[20] Follow-up emails and phone calls were conducted by TEA staff to ensure maximum validity of the responses. Upon the survey's closing date, 1,176 districts had provided a valid response (i.e., 96% of the 1,220 districts in Texas in 2015–16).

## *Data Sources*

As required by Rider 69, STAAR performance outcomes from 2015–16 were obtained for the comparison of YRE and traditional-calendar students. Outcomes data included student scale scores and passing rates on STAAR-Mathematics and Reading exams as well as end-of-course (EOC) scale scores and passing rates for Algebra I, English I, and English II. SAT and ACT scores were not available during the completion of this report. Analyses of SAT and ACT performance will be published in an addendum available in spring 2017. Campus-level data, including student demographic characteristics, were calculated from STAAR data and used to statistically match YRE campuses to those operating on a traditional calendar.

## *Campus Matching Procedure*

In an effort to isolate the impact of attending a YRE campus on student performance, TEA utilized a statistical matching procedure to identify campuses operating on a traditional calendar that had similar characteristics as the set of YRE campuses. One intent of this procedure is to minimize the potential bias that may arise due to differences in campus characteristics that are known to be

[18] In the 2016–17 school year, campus calendar information in the form of minutes of instruction will be collected in the third PEIMS submission. It is unknown whether this information will allow for the identification of YRE campuses.

[19] The CDC number is a unique campus identifier in the Public Education Information Management System (PEIMS).

[20] See the "To the Administrator Addressed" announcement at http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Year-round_Schools_District_Survey/.

related to student performance on statewide assessments (e.g., proportion of students identified as economically disadvantaged). It would therefore be difficult to isolate the impact of attending a YRE campus when comparing YRE and traditional-calendar campuses if they differed significantly on the proportion of economically disadvantaged students served. Propensity score matching (PSM) techniques were used to prevent this bias by matching each YRE campus with a traditional-calendar public school campus in Texas whose set of characteristics was the best match.[21] The following set of campus-level variables was considered in the matching procedure:[22]

- Racial and ethnic composition of the campus,
- Percentage of male and female students,
- Percentage of economically disadvantaged students,
- Percentage of students identified as English language learners (ELL),
- Percentage of students receiving special education services, and
- Average STAAR test score of the same campus from the 2014–15 school year.

Matching YRE campuses to traditional-calendar campuses with similar demographic and prior performance profiles provides greater confidence in determining whether differences in STAAR test performance for the 2015–16 school year between the two types of campuses can be attributed to the effect of following the year-round school calendar compared to a traditional calendar. Demographic comparisons of YRE campuses to their matched traditional campuses indicate that the PSM procedure resulted in good matches. For further detail regarding the PSM technique and results from the matching procedure, see Appendix C.

### *Analysis Methods*

After PSM procedures identified a traditional-calendar campus match for each YRE campus operating during the 2015–16 school year, student performance was statistically compared between each type of campus. The goal of these analyses was to address the following research question: Does academic performance differ between students who attend YRE-calendar campuses and students who attend traditional-calendar campuses?

First, aggregate campus-level academic performance was determined using average scale scores and passing rates for each STAAR-Mathematics and Reading exam as well as Algebra I, English I, and English II EOC exams, for both students enrolled at YRE campuses and students enrolled at the

[21] A propensity score is the probability of some occurrence (here, whether a campus is operating on a year-round calendar or a traditional-calendar), accounting for certain covariates (here, campus-level demographic characteristics and prior performance). YRE campuses were included in the analysis if their propensity score was matched with a score from a traditional-calendar campus, and vice-versa.

[22] All campus-level data used in the matching procedure were acquired from STAAR student-level data files which were aggregated to the campus level, specifically from the 2014–15 school year.

set of matched traditional-calendar campuses.[23] The average impact of attending a YRE campus on each academic performance outcome was then estimated by a set of hierarchical linear models (HLM; see Appendix C for further methodological detail). HLM allows for the estimation of an average YRE effect while, at the same time, accounting for any "clustering" of student scores within each campus. This method is used frequently with education data because students enrolled in one campus are likely to perform more similarly to one another than to students at other campuses for various reasons (e.g., they have the same teachers, come from the same communities, etc.). Failing to model such within-campus clustering may lead to incorrect conclusions about the observed relationships among study variables (Raudenbush & Bryk, 2002). HLM helps protect against this form of bias.[24]

[23] STAAR-Mathematics and Reading exams are vertically scaled for Grades 3–8, meaning that average scale scores are expected to be higher for students in more advanced grades compared to their academic peers in lower grades. Because students within the campuses included in the analyses are not equally distributed across grade levels and these data should not be combined across grades, average performance is disaggregated by grade level in the associated tables and subsequent analyses.

[24] Further, this HLM procedure allows the effect of operating as a year-round campus to be different for each YRE campus. That is, instead of estimating an overall fixed effect of operating as a year-round campus for the set of YRE campuses as a whole, HLM explores whether YRE has a more pronounced impact on certain campuses in comparison to others. In the context of this study, significant campus variability could be interpreted as indicating that STAAR performance depends to some degree on which campus a student attends regardless of whether the year-round or traditional school calendar is followed. See Appendix C for further information.

# Section 3: Comparison of Student Performance at YRE and Traditional-Calendar Campuses

## *2015–16 YRE Survey Results*

As mentioned previously, the survey response rate was high, with 96% of the 1,220 school districts operating in Texas during the 2015–16 school year responding to TEA's web-based survey regarding year-round schedules (see Appendices A and B). Of those responses, 24 school districts indicated that some or all of the campuses within their district follow a YRE schedule – a total of 184 individual campuses.[25]

To address the analytic requirements for this report (i.e., comparison of student performance at YRE and traditional-calendar campuses), certain campuses from the 2015–16 list were excluded from the analysis due to difficulties in finding comparable traditional-calendar matches.[26] In total, 71 YRE campuses were considered for inclusion in this report's analyses.[27] Table 1 provides a general overview of those YRE campuses considered for analysis, as well as summary values from the statewide population of traditional-calendar campuses for comparative purposes.

The 71 YRE campuses were located within 13 districts, representing less than 1% of campuses in the state. Just over 55,000 students were served by these YRE campuses. Compared to statewide demographics for students at traditional-calendar campuses, YRE campuses tended to enroll smaller percentages of White (9.1% vs 28.7%), African American (2.4% vs 12.7%), and Asian students (0.7% vs 4.1%), and larger percentages of Hispanic students (86.5% vs 51.9%). Additionally, students at YRE campuses were more likely to be identified as economically disadvantaged (67.0% vs 58.9%) compared to students enrolled at traditional-calendar campuses.

A similar proportion of YRE campuses operated as charter school campuses during the 2015–16 school year compared to traditional-calendar campuses across the state (7.0% vs 7.2%). There was a greater percentage of YRE campuses classified as elementary schools compared to traditional elementary schools statewide (62.0% vs 54.2%), and a smaller percentage of YRE high schools compared to the statewide percentage (16.9% vs 20.5%). It should be noted that a disproportionate number of YRE campuses (i.e., 45 of the 71 campuses) were operating within the same school district (Socorro ISD; see list of campuses in Appendix B). Although other districts also had all campuses on

[25] Half of those YRE campuses (N = 92) belonged to the Windham School District, which was established by the Texas Board of Corrections in 1969 to provide educational opportunities at the various facilities of the Texas Department of Criminal Justice. See TEC § 19.002 at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.19.htm. According to language in TEC § 25.084, these campuses meet YRE specifications; however, Windham campuses were excluded from the analytical sample for this report.

[26] Examples of campuses excluded from the analyses were those that operated as Disciplinary Alternative Education Programs (DAEP) or Juvenile Justice Alternative Education Programs (JJAEP), and all campuses (N= 92) within Windham ISD. These campuses were excluded due to difficulties in finding comparable traditional-calendar campus matches.

[27] See Appendix B for the list of YRE campuses considered for inclusion in the analytic sample for this report (indicated by asterisks).

a YRE calendar, no other district contributed as large a number as Socorro ISD. Other districts with YRE campuses were markedly smaller, with fewer than five campuses operating within each district.

**Table 1**
**Demographic Characteristics for YRE Campuses,[a] Compared to Traditional-Calendar Campuses Statewide,[b] 2015–16**

| | Year-Round Education Campuses | | Traditional-Calendar Campuses Statewide | |
|---|---|---|---|---|
| **Campus Characteristic** | **Number** | **Percent** | **Number** | **Percent** |
| *Total Number of Campuses* | *71* | *100* | *8,587* | *100* |
| Charter Status | | | | |
| Charter school campus | 5 | 7.04 | 618 | 7.20 |
| Not a charter school campus | 66 | 92.96 | 7,969 | 92.80 |
| School Type | | | | |
| Elementary | 44 | 61.97 | 4,654 | 54.20 |
| Middle School | 12 | 16.90 | 1,681 | 19.58 |
| High School | 12 | 16.90 | 1,763 | 20.53 |
| Elementary/Secondary | 3 | 4.23 | 489 | 5.69 |
| **Student Demographic** | **Number** | **Percent** | **Number** | **Percent** |
| *Total Number of Students* | *55,610* | *100* | *5,227,205* | *100* |
| Race/Ethnicity | | | | |
| African American | 1,354 | 2.43 | 665,381 | 12.73 |
| American Indian | 146 | 0.26 | 20,693 | 0.40 |
| Asian | 387 | 0.70 | 212,569 | 4.07 |
| Hispanic | 48,080 | 86.46 | 2,711,413 | 51.87 |
| Pacific Islander | 89 | 0.16 | 7,303 | 0.14 |
| White | 5,078 | 9.13 | 1,501,772 | 28.73 |
| Two or More Races | 476 | 0.86 | 108,074 | 2.07 |
| Program Classification | | | | |
| Economically Disadvantaged | 37,231 | 66.95 | 3,080,687 | 58.94 |
| English Language Learners (ELL) | 3,120 | 5.61 | 969,257 | 18.54 |
| Special Education | 4,640 | 8.34 | 449,091 | 8.59 |

*Source.* Texas Academic Performance Reports (TAPR), 2015–16

*Notes.* YRE = year-round education. [a] Campuses designated as YRE from the 2015–16 survey, not including Juvenile Justice Alternative Education Programs (JJAEP), Disciplinary Alternative Education Programs (DAEP), or other alternative instructional units. Not all campuses that were identified as YRE in the survey were included in the analyses. [b] All Texas public schools that were not designated as YRE.

## *Aggregate Student Performance: 2015–16 STAAR Assessments*

Tables 2 and 3 present aggregate academic performance outcomes for students enrolled at YRE campuses and for their peers enrolled at the matched traditional-calendar campuses.[28] Average STAAR-Mathematics and STAAR-Reading scale scores and passing rates are shown in Table 2, and average EOC scale scores and passing rates are shown in Table 3.[29, 30] Because STAAR-Mathematics

[28] Comparisons of demographic profiles and prior performance between YRE and their matched traditional-calendar campuses are presented in Appendix C, as evidence of the Propensity Score Matching (PSM) procedure.

[29] For the purpose of this report, the passing standard for each STAAR exam was defined at the Level II Phase-in 1 standard.

[30] STAAR-Mathematics and Reading exams are vertically scaled for Grades 3–8; therefore, the average scale scores are disaggregated by grade level in Table 2.

and Reading exams are first administered to students in Grade 3, prior performance data were not available for Grade 3 students in the 2015–16 sample. Therefore, the subset of students in Grade 3 or lower is omitted from the aggregate statistics in Table 2, as well as from subsequent statistical analyses of STAAR outcomes.

**Table 2**
**Average STAAR-Mathematics and Reading Scale Scores and Passing Rates (%) for Students at YRE and Matched Traditional-Calendar Campuses,[a] Grades 4–8, 2015–16**

| | Year-Round Education Campuses | | | Matched Traditional-Calendar Campuses | | |
|---|---|---|---|---|---|---|
| Outcome | Number of Students | Average Scale Score | Passing Rate (%)[b] | Number of Students | Average Scale Score | Passing Rate (%)[b] |
| **STAAR-Mathematics** | | | | | | |
| Grade 4 | 3,874 | 1550 | 74 | 3,405 | 1562 | 77 |
| Grade 5 | 3,899 | 1614 | 82 | 3,536 | 1624 | 83 |
| Grade 6 | 3,845 | 1630 | 77 | 2,943 | 1638 | 75 |
| Grade 7 | 3,803 | 1656 | 74 | 4,258 | 1663 | 69 |
| Grade 8 | 3,717 | 1680 | 75 | 3,973 | 1660 | 69 |
| **STAAR-Reading** | | | | | | |
| Grade 4 | 3,879 | 1520 | 78 | 3,260 | 1512 | 76 |
| Grade 5 | 3,894 | 1565 | 78 | 3,514 | 1555 | 74 |
| Grade 6 | 3,870 | 1595 | 72 | 3,722 | 1590 | 70 |
| Grade 7 | 3,783 | 1644 | 75 | 2,901 | 1634 | 72 |
| Grade 8 | 3,805 | 1687 | 83 | 3,457 | 1684 | 82 |

*Source.* State of Texas Assessments of Academic Readiness (STAAR), 2015–16

*Notes.* YRE = year-round education; STAAR = State of Texas Assessments of Academic Readiness. [a] Types of schools excluded from the analysis include Disciplinary Alternative Education Programs (DAEP), Juvenile Justice Alternative Education Programs (JJAEP), and educational programs housed within correctional facilities, etc. [b] The passing standard for each STAAR exam was defined as the Level II Phase-in 1 standard.

**Table 3**
**Average STAAR EOC Algebra I, English I, and English II Scale Scores and Passing Rates (%) for Students at YRE and Matched Traditional-Calendar Campuses,[a] 2015–16**

| | Year-Round Education Campuses | | | Matched Traditional-Calendar Campuses | | |
|---|---|---|---|---|---|---|
| Outcome | Number of Students | Average Scale Score | Passing Rate (%)[b] | Number of Students | Average Scale Score | Passing Rate (%)[b] |
| STAAR Algebra I EOC | 3,900 | 4334 | 93 | 2,450 | 4214 | 87 |
| STAAR English I EOC | 3,994 | 4069 | 76 | 3,439 | 4114 | 76 |
| STAAR English II EOC | 3,764 | 4081 | 80 | 2,452 | 4049 | 72 |

*Source.* State of Texas Assessments of Academic Readiness (STAAR), 2015–16

*Notes.* YRE = year-round education; STAAR = State of Texas Assessments of Academic Readiness; EOC = end-of-course. [a] Types of schools excluded from the analysis include Disciplinary Alternative Education Programs (DAEP), Juvenile Justice Alternative Education Programs (JJAEP), and educational programs housed within correctional facilities, etc. [b] The passing standard for each STAAR EOC exam was defined as the Level II Phase-in 1 standard.

Findings were consistent for the grade-specific STAAR-Reading aggregate score comparisons presented in Table 2. Differences in student performance on STAAR-Reading between YRE campuses and their matched traditional-calendar campuses for Grades 4–8 ranged from three scale score points higher in Grade 8 to ten scale score points higher in Grade 5 and Grade 7. Comparisons

of average passing rates for the STAAR-Reading exam showed differences ranging from one to four percentage points (in Grades 8 and 5, respectively). These observed differences in scale scores and passing rates, however, were small and not meaningful, equating to differences of approximately one exam item.[31]

Findings were mixed for the grade-specific STAAR-Mathematics aggregate score comparisons. In Grades 4 and 5, average STAAR-Mathematics scores for YRE campuses were slightly lower than those of traditional-calendar campuses (differences ranged from 10–12 scale score points, or one to two exam items). This pattern was also seen when comparing passing rates for Grades 4 and 5: differences ranged from 1–3 percentage points lower for YRE campuses. There was no consistent pattern across STAAR-Mathematics performance in Grades 6 and 7. The largest difference in STAAR-Mathematics performance was observed for students in Grade 8: the average student performance at YRE campuses was 20 scale score points higher than the average performance at traditional-calendar campuses, and the average passing rate at YRE campuses was six percentage points higher than the matched traditional-calendar campus passing rate. These observed differences were not considered substantively meaningful, however, and represent a difference of approximately three exam items. Further, the difference in Grade 8 STAAR-Mathematics scores was primarily due to the performance of one district, in which 65% of the YRE campuses with Grade 8 students were located: Socorro ISD.

Table 3 shows similar mixed results for EOC performance. Passing rates for EOC exams were slightly higher for students at YRE campuses compared to their peers at the set of matched traditional-calendar campuses for both Algebra I (93% vs. 87%) and English II (80% vs. 72%). Identical passing rates, however, were observed for the English I EOC exam, with 76% of both YRE and matched traditional-calendar students scoring at or above the passing standard. Differences in scale score points for the EOC exams equated to roughly three or fewer exam items.

### *Statistical Comparison of YRE and Traditional-Calendar Campuses*

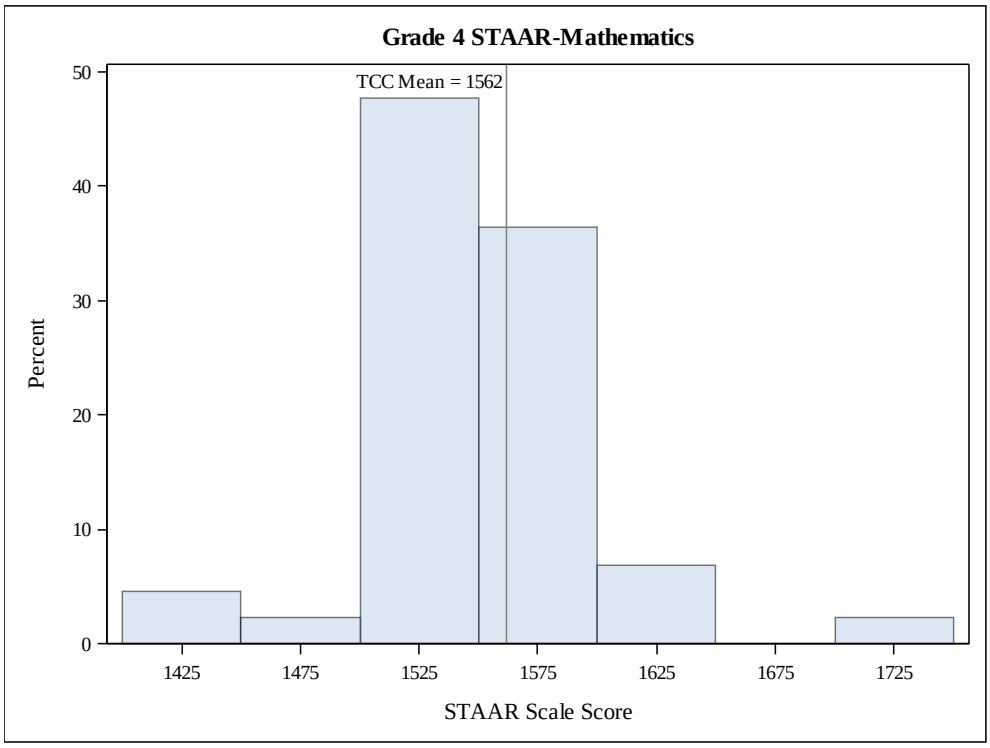
While the descriptive analyses presented in Tables 2 and 3 showed some aggregated performance differences between the YRE campuses and their set of matched traditional-calendar campuses, many factors could be contributing to these observed differences. Therefore, further analyses using more complex statistical methods were conducted to control for these factors. Specifically, HLM analyses were conducted to explore whether any of these differences were statistically significant (see Appendix C for a more detailed description of the HLM approach).[32] One important advantage of using HLM is the ability to account for variability in student performance among the YRE campuses as compared to their matched traditional-calendar campuses, because it may not be reasonable to

[31] See STAAR raw score conversion tables for 2015–16 at http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Raw_Score_Conversion_Tables_for_2015-2016/.

[32] In using the term *significant* to discuss differences in this report, $p < .05$ was the minimum cut point for significance testing. This significance level means that, statistically, there is only a 5% chance that the observed amount of difference occurred due to chance alone.

attribute the same influence of operating on a YRE calendar to *all* YRE campuses. A visual examination of student performance across the YRE campuses shows that, on average, academic performance is very varied at the campus level. As an example, Figure 1 below illustrates the variability in average student performance on the Grade 4 STAAR-Mathematics exam for the set of YRE campuses.[33]

**Figure 1**
**Distribution of Average Student Performance across YRE Campuses, Grade 4 STAAR-Mathematics, 2015–16**




*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16
*Note*. YRE = Year-Round education; TCC = traditional-calendar campus. The vertical line indicates the overall mean scale score for the set of matched traditional-calendar campuses.

The distribution of YRE campus means shown in Figure 1 is compared to the overall mean scale score for the set of matched traditional-calendar campuses, which is indicated by the labeled vertical line. While approximately 35% of the YRE campuses have mean Grade 4 STAAR-Mathematics scores very close to the traditional-calendar mean, an even greater percentage are performing lower than average. HLM statistically controls for this variability among campuses, in addition to modeling the "clustering" patterns of student scores within the campuses.

As seen in Table 4, results from the HLM analyses indicate that there are no statistically significant differences between YRE campuses and their matched traditional-calendar campuses on

[33] Distributions in student performance across YRE campuses for the remaining STAAR outcomes can be found in Appendix C.

any of the STAAR outcomes. In other words, there is no consistent pattern of performance that results in a significant advantage (or disadvantage) for campuses operating on a YRE calendar.

**Table 4**
**Statistical Comparison of YRE and Matched Traditional-Calendar Campuses on Aggregate Student Academic Performance: Results from Hierarchical Linear Models,[a] 2015–16**

| Outcome | Coefficient | SE | *p*-value[b] | Number of Students | Number of Campuses |
|---|---|---|---|---|---|
| **STAAR-Mathematics** | | | | | |
| Grade 4 | -12.19 | 9.19 | 0.185 | 7279 | 88 |
| Grade 5 | -10.39 | 9.66 | 0.282 | 7435 | 82 |
| Grade 6 | 1.41 | 15.45 | 0.927 | 6788 | 52 |
| Grade 7 | -5.78 | 13.17 | 0.661 | 8061 | 50 |
| Grade 8 | 28.24 | 14.63 | 0.054 | 7690 | 50 |
| **STAAR-Reading** | | | | | |
| Grade 4 | 7.98 | 7.64 | 0.296 | 7139 | 88 |
| Grade 5 | 10.88 | 9.38 | 0.246 | 7408 | 82 |
| Grade 6 | -8.80 | 14.97 | 0.557 | 7592 | 52 |
| Grade 7 | 4.57 | 10.81 | 0.672 | 6684 | 48 |
| Grade 8 | 2.64 | 11.57 | 0.819 | 7262 | 50 |
| **STAAR EOC Exams** | | | | | |
| Algebra I | 96.68 | 102.18 | 0.344 | 6350 | 70 |
| English I | -48.41 | 80.80 | 0.549 | 7433 | 34 |
| English II | -4.07 | 79.19 | 0.959 | 6216 | 32 |

*Source:* State of Texas Assessments of Academic Readiness (STAAR), 2015–16

*Notes*. YRE = year-round education; EOC = end-of-course; SE = standard error. [a] Types of schools excluded from the analysis include Disciplinary Alternative Education Programs (DAEP), Juvenile Justice Alternative Education Programs (JJAEP), and educational programs housed within correctional facilities, etc. [b] None of the coefficients were significant at the $\alpha = 0.05$ level.

# Section 4: Discussion of Findings

## *Overview of Results*

Overall, results from the statistical analyses presented in this report indicate that there were no significant differences between YRE campuses and a set of matched traditional-calendar campuses in terms of aggregate student performance on STAAR exams. The largest descriptive difference in scale scores between the two types of campuses could only be translated to approximately two to three exam items, which is not substantively meaningful. Further, there was wide variability in average student performance among the set of YRE campuses, with a large proportion of campuses tending to score below the average performance level of traditional-calendar campuses.

The inconsistent patterns in observed differences between and within YRE and traditional-calendar campuses suggest that the designation of a year-round academic calendar alone is not likely to guarantee an increase in performance on statewide assessments. Instead, differences may be due to campus-level factors that cannot be identified through this analysis.

## *Study Limitations*

Several limitations are evident within the evaluation. Although the survey response rate was high, with 96% of Texas districts reporting to the TEA, thus increasing the confidence in capturing data that are representative of the population of students at YRE campuses in Texas, the total number of reported YRE campuses was very small (less than 1% of all campuses in the state). Because of the low percentage of YRE campuses in the state, there is less confidence that the outcomes from this report would be representative of all campuses that may choose to operate on a year-round basis in the future. Further, YRE status was determined via self-report by districts and not obtained directly through existing TEA data systems, which also contributes to the lack of generalizability of the study's results.[34]

The wide variability in student characteristics and performance across the set of YRE campuses is another limitation of this analysis. A disproportionate number of YRE campuses included in the analyses (68%) were operating within the same independent school district and appeared to perform comparably, while the remaining 32% of YRE campuses were far more dissimilar in both performance and the student populations they served. Also, due to the exclusion criteria employed to meet the analytic requirements of the report, results from the analyses would only be generalizable to traditional instruction campuses.

It should also be noted that the analysis in the current report did not allow for the ability to control for the length of time a YRE campus has operated under a non-traditional schedule, as well as other distinguishing campus-level characteristics that may account for some of the observed

[34] Determination of whether a district had campuses operating on a YRE calendar was left to the discretion of the district representative responding to the 2015–16 survey. TEA had no other independent mechanism to verify the accuracy of their self-report.

variability in performance (e.g., district size, average years of teaching experience). It may be possible that campuses that have recently transitioned to the YRE calendar experience additional organizational challenges as compared to campuses that have had more time to acclimate to the calendar change and maximize the benefits of being on a year-round calendar. Further, because the YRE campuses did not uniformly adopt the same calendar, it is expected that the number of instructional days prior to state assessment periods would vary among the different YRE campuses.

## References

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# Appendix A: District Survey Used to Obtain List of YRE Campuses

## Texas Year-Round Schools—District Survey Fall 2015

### Introduction: Fall 2015 Texas Year Round Schools District Survey

***Why am I receiving this survey invitation?***

The Texas Education Agency (TEA) is required to maintain and publish a list of campuses operating on a year-round system under Texas Education Code §25.084 (84th Texas Legislature, General Appropriations Act (GAA), Article III, Rider 69). To meet this mandate, TEA must determine which campuses operate on a year-round calendar system. Your school district has recently received a communication from TEA regarding this survey. All districts must complete this survey. The *To the Administrator Addressed* communication can be accessed here:

To the Administrator Addressed: Year-round Schools District Survey

In this survey, "school districts" refer to both traditional school districts and charter schools.

The purpose of the survey is to identify campuses in the state that are currently operating on the year-round system. Specifically, this survey requests: 1) whether your district has campuses operating on a year round system under Texas Education Code §25.084 and if so, the name and county-district-campus (CDC) number of the campus(es), and 2) information about the type of track (i.e., single track, multi-track, traditional and single track, traditional and multi-track) used at the year-round education (YRE) campuses.

The survey will take approximately 5-10 minutes to complete, depending on the number of YRE campuses in your school district. Please read the questions carefully and review all of the response choices before making your selections.

We ask that the superintendent's office forward this survey to the person in the district who is most knowledgeable about how the district's campuses operate. We also ask that only one survey be completed for your district. The survey will be available until **December 18, 2015**.

***Why should I participate?***

This survey asks for identification of year-round campuses in your district and information on how they operate. Your participation is mandatory to comply with Rider 69 (84th Texas Legislature, GAA, Article III). Your response plays an important role in ensuring TEA fulfills mandated reporting requirements regarding campuses operating on year-round calendars, and your survey responses will help TEA and the Texas Legislature understand how to better serve districts, campuses, and students using the year-round system.

***Who can I contact for questions or support in completing the survey?***

If you encounter technical issues while completing the survey, please direct your questions by phone or email to Lauren Dwiggins at Lauren.Dwiggins@tea.texas.gov or (512) 463-0922.

*To begin the survey, click on the "NEXT" button below.*

## Texas Year-Round Schools—District Survey Fall 2015

### Survey Instructions

It is ideal that you complete the survey in one sitting, as you will not be able to save your work and come back to it later. If you need to edit your response to a previous page, do not use the back button on your web browser. Instead, you may navigate through the survey by using the **Previous** and **Next** buttons within the Survey Monkey page to view different pages.

Your responses will not be recorded until it is officially submitted by pressing the **Submit** button on the final screen. Once the survey is submitted, you will no longer be able to access the survey.

If you have any questions, please contact Lauren Dwiggins at 512-463-0922 or Lauren.Dwiggins@tea.texas.gov.

**Asked for all districts**

**Texas Year-Round Schools—District Survey Fall 2015**

Part I: Basic District Information

* Please provide your district name.

* Please provide your 6-digit county-district number (CDN).

**Asked for all districts**

**Texas Year-Round Schools—District Survey Fall 2015**

Part II: Year-Round Education in District

**Texas Education Code Sec. 25.084 defines schools operating on the year-round system as follows:**

*Texas Education Code Sec. 25.084. YEAR-ROUND SYSTEM.*
*(a) A school district may operate its schools year-round on either a single-track or a multitrack calendar. If a school district adopts a year-round system, the district may modify:*
*(1) the number of contract days of employees and the number of days of operation, including any time required for staff development, planning and preparation, and continuing education, otherwise required by law;*
*(2) testing dates, data reporting, and related matters;*
*(3) the date of the first day of instruction of the school year under Section 25.0811 for a school that was operating year-round for the 2000- 2001 school year; and*
*(4) a student's eligibility to participate in extracurricular activities when the student's calendar track is not in session.*
*(b) The operation of schools year-round by a district does not affect the amount of state funds to which the district is entitled under Chapter 42.*

* **Are any campuses in your school district operating on a year-round education (YRE) calendar under Texas Education Code §25.084 during the 2015–16 school year?**

- ◯ Yes, all campuses in this district operate on an YRE calendar.
- ◯ Yes, some (i.e., one or more, but not all) campuses in my district operate on a YRE calendar.
- ◯ No, none of the campuses in my district operate on an YRE calendar.

**Asked for districts where ALL campues are on YRE calendar**

**Texas Year-Round Schools—District Survey Fall 2015**

Districts with All Campuses on Year-Round Education (YRE) Calendar

* Are all of the campuses operating on the same YRE calendar for the 2015–16 school year?

- ◯ Yes, all campuses in the district are operating on the same YRE calendar.
- ◯ No, not all campuses in the district operate on the same YRE calendar.

**Asked for districts where all campuses are on YRE calendar and that operate on the same calendar**

**Texas Year-Round Schools—District Survey Fall 2015**

Districts with All Campuses on Year-Round Education (YRE) Calendar, All Use the Same Calendar

**The next question is about the types of tracks used at the YRE campuses in your district. Please review the text below in order to answer the next question.**

*DEFINITIONS:*

- *YRE campuses using a **single-track** system operate on a calendar in which all students and staff are in school or on vacation at the same time.*
- *YRE campuses using a **multi-track** system operate on a calendar in which groups of students attend school at different times with different vacations.*
- *Some campuses may have students who follow the single or multi-track YRE calendar and have students following a traditional (i.e., not year-round) calendar; this may be the case for schools within a school, for example.*

* Please select the choice that best describes the type of track used by the YRE campuses in your district for the 2015–16 school year.

- ◯ Single-Track Only
- ◯ Multi-Track Only
- ◯ Single-Track with Traditional
- ◯ Multi-Track with Traditional

**Asked for districts where all campuses are on YRE calendar and that operate on varying calendars**

**Texas Year-Round Schools—District Survey Fall 2015**

Districts with All Campuses on Year-Round Education (YRE) Calendar, Varying Calendars for Campuses

**The next question is about the types of tracks used at the YRE campues in your district. Please review the text below in order to answer the next question.**

*DEFINITIONS:*

- *YRE campuses using a **single-track** system operate on a calendar in which all students and staff are in school or on vacation at the same time.*
- *YRE campuses using a **multi-track** system operate on a calendar in which groups of students attend school at different times with different vacations.*
- *Some campuses may have students who follow the single or multi-track YRE calendar and have students following a traditional (i.e., not year-round) calendar; this may be the case for schools within a school, for example.*

* Please select the choice(s) that best describes the type of track(s) used by the YRE campuses in your district for the 2015–16 school year. (Check all that apply.)

- ☐ Single-Track Only
- ☐ Multi-Track Only
- ☐ Single-Track with Traditional
- ☐ Multi-Track with Traditional

**Asked for districts who have SOME campuses operating on a YRE calendar**

**Texas Year-Round Schools—District Survey Fall 2015**

District Year-Round Education (YRE) Campus Detail

**In this section, we ask you to provide information about each YRE campus in your district for the 2015–16 school year. Please enter the following for each YRE campus: the campus name, the 9-digit county-district-campus (CDC) number, and the track type which best describes each campus.**

**The definitions below will assist you to answer the type of track(s) offered by the campus(es).**

*DEFINITIONS:*

- *YRE campuses using a **single-track** system operate on a calendar in which all students and staff are in school or on vacation at the same time.*
- *YRE campuses using a **multi-track** system operate on a calendar in which groups of students attend school at different times with different vacations.*
- *Some campuses may have students who follow the single or multi-track YRE calendar and have students following a traditional (i.e., not year-round) calendar; this may be the case for schools within a school, for example.*

* Campus 1 Name

* Campus 1 CDC Number

* Select the choice which best describes Campus 1.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 2 Name

Campus 2 CDC Number

Select the choice which best describes Campus 2.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 3 Name

Campus 3 CDC Number

Select the choice which best describes Campus 3.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 4 Name

Campus 4 CDC Number

Select the choice which best describes Campus 4.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 5 Name

Campus 5 CDC Number

Select the choice which best describes Campus 5.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

* Do you have additional YRE campuses in your district?

- ○ Yes
- ○ No

**Texas Year-Round Schools—District Survey Fall 2015**

District Year-Round Education (YRE) Campus Detail (Page 2)

**Please enter the following for each YRE campus: the campus name, the 9-digit county-district-campus (CDC) number, and the track type which best describes each campus.**

* Campus 6 Name

* Campus 6 CDC Number

* Select the choice which best describes Campus 6.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 7 Name

Campus 7 CDC Number

Select the choice which best describes Campus 7.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 8 Name

Campus 8 CDC Number

Select the choice which best describes Campus 8.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 9 Name

Campus 9 CDC Number

Select the choice which best describes Campus 9.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 10 Name

Campus 10 CDC Number

Select the choice which best describes Campus 10.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

* Do you have additional YRE campuses in your district?

- ○ Yes
- ○ No

**Texas Year-Round Schools—District Survey Fall 2015**

District Year-Round Education (YRE) Campus Detail (Page 3)

**Please enter the following for each YRE campus: the campus name, the 9-digit county-district-campus (CDC) number, and the track type which best describes each campus.**

* Campus 11 Name

* Campus 11 CDC Number

* Select the choice which best describes Campus 11.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 12 Name

Campus 12 CDC Number

Select the choice which best describes Campus 12.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 13 Name

Campus 13 CDC Number

Select the choice which best describes Campus 13.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 14 Name

Campus 14 CDC Number

Select the choice which best describes Campus 14.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 15 Name

Campus 15 CDC Number

Select the choice which best describes Campus 15.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 16 Name

Campus 16 CDC Number

Select the choice which best describes Campus 16.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 17 Name

Campus 17 CDC Number

Select the choice which best describes Campus 17.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 18 Name

Campus 18 CDC Number

Select the choice which best describes Campus 18.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 19 Name

Campus 19 CDC Number

Select the choice which best describes Campus 19.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 20 Name

Campus 20 CDC Number

Select the choice which best describes Campus 20.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

* Do you have additional YRE campuses in your district?

- ◯ Yes
- ◯ No

**Texas Year-Round Schools—District Survey Fall 2015**

District Year-Round Education (YRE) Campus Detail (Page 4)

**Please enter the following for each YRE campus: the campus name, the 9-digit county-district-campus (CDC) number, and the track type which best describes each campus.**

* Campus 21 Name

* Campus 21 CDC Number

* Select the choice which best describes Campus 21.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 22 Name

Campus 22 CDC Number

Select the choice which best describes Campus 22.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 23 Name

Campus 23 CDC Number

Select the choice which best describes Campus 23.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 24 Name

Campus 24 CDC Number

Select the choice which best describes Campus 24.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 25 Name

Campus 25 CDC Number

Select the choice which best describes Campus 25.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 26 Name

Campus 26 CDC Number

Select the choice which best describes Campus 26.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 27 Name

Campus 27 CDC Number

Select the choice which best describes Campus 27.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 28 Name

Campus 28 CDC Number

Select the choice which best describes Campus 28.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 29 Name

Campus 29 CDC Number

Select the choice which best describes Campus 29.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

Campus 30 Name

Campus 30 CDC Number

Select the choice which best describes Campus 30.

| Single-Track Only | Multi-Track Only | Single-Track with Traditional | Multi-Track with Traditional |
|---|---|---|---|
| ○ | ○ | ○ | ○ |

* Do you have additional YRE campuses in your district?

- ◯ Yes
- ◯ No

**Displayed for districts who have SOME campuses operating on a YRE calendar (>30 campuses)**

**Texas Year-Round Schools—District Survey Fall 2015**

District Year-Round Education (YRE) Campus Detail (More than 30 Campuses within District)

TEA will contact you directly for information about your other YRE campuses.

**Asked for all districts with at least one YRE campus**

**Texas Year-Round Schools—District Survey Fall 2015**

Part IV: Year-Round Education (YRE) District Contact Information

TEA may need to contact your district to request additional information to comply with the requirements of Rider 69 (84th Texas Legislature, GAA, Article III). Please provide contact information for the person in your district who can respond to questions about campuses operating on a year-round system.

* Contact Person Name

* Title

* Email Address

* Phone Number (XXX-XXX-XXXX)

Phone Number Extension (if applicable)

**Final submission of survey is required for all districts**

**Texas Year-Round Schools—District Survey Fall 2015**

Please Submit

If you have completed the survey, please press **Submit**.

By clicking Submit, you will officially submit your answers to the Texas Education Agency. You will be unable to further edit your responses. Your responses will not be collected until the Submit button is selected.

# Appendix B: 2015–16 YRE Campus List

Table B.1 provides a list of campuses that indicated they were operating on a year-round schedule in 2015–16, as defined by TEC § 25.084. As mandated by Rider 69, this list was originally published on January 1, 2016.[35] Campuses that were considered for inclusion in the analytic sample for this report are indicated by an asterisk.[36]

**Table B.1**
**List of Districts and Campuses on Year-Round Education Calendars, 2015–16 School Year**

| District Name | District Number | Campus Name | Campus Number |
|---|---|---|---|
| COOLIDGE ISD | 147901 | COOLIDGE H S | 147901001* |
| COOLIDGE ISD | 147901 | COOLIDGE EL | 147901101* |
| DRISCOLL ISD | 178905 | DRISCOLL EL & MIDDLE | 178905041* |
| ECTOR COUNTY ISD | 068901 | GALE POND ALAMO EL | 068901101* |
| FORT WORTH ISD | 220905 | JO KELLY SP ED | 220905026 |
| FORT WORTH ISD | 220905 | ALICE CARLSON APPLIED LRN CTR | 220905101 |
| HUDSON ISD | 003902 | STUBBLEFIELD LRN CTR | 003902004 |
| KAUFFMAN LEADERSHIP ACADEMY | 126801 | KAUFFMAN LEADERSHIP ACADEMY | 126801001 |
| LONDON ISD | 178906 | LONDON H S | 178906001* |
| LONDON ISD | 178906 | LONDON EL | 178906101* |
| LOVELADY ISD | 113903 | LOVELADY J H H S | 113903002* |
| LOVELADY ISD | 113903 | LOVELADY EL | 113903102* |
| MONTESSORI FOR ALL | 227826 | MAGNOLIA MONTESSORI FOR ALL | 227826101* |
| NORTH EAST ISD | 015910 | CASTLE HILLS EL | 015910101* |
| PHARR-SAN JUAN-ALAMO ISD | 108909 | COLLEGE CAREER & TECHNOLOGY ACAD | 108909008 |
| RAVEN SCHOOL | 236801 | RAVEN SCHOOL | 236801001 |
| SANTA GERTRUDIS ISD | 137904 | SANTA GERTRUDIS ACADEMY H S | 137904001* |
| SANTA GERTRUDIS ISD | 137904 | SANTA GERTRUDIS SCHOOL | 137904101* |
| SOCORRO ISD | 071909 | SOCORRO H S | 071909001* |
| SOCORRO ISD | 071909 | MONTWOOD H S | 071909002* |
| SOCORRO ISD | 071909 | KEYS ACAD | 071909003 |
| SOCORRO ISD | 071909 | AMERICAS H S | 071909004* |
| SOCORRO ISD | 071909 | EL DORADO H S | 071909005* |
| SOCORRO ISD | 071909 | MISSION EARLY COLLEGE H S | 071909007* |
| SOCORRO ISD | 071909 | EASTLAKE H S | 071909008* |
| SOCORRO ISD | 071909 | OPTIONS H S | 071909009 |

*Note.* Campus numbers marked with an asterisk (*) indicate that the campus was considered for inclusion in the analytic dataset.

**continues**

[35] See the 2015–16 list at http://tea.texas.gov/Reports_and_Data/Program_Evaluations/Other_Initiatives/Program_Evaluation__Other_Initiatives/, published on January 1, 2016.

[36] Types of schools excluded from the analysis include Disciplinary Alternative Education Programs (DAEP), Juvenile Justice Alternative Education Programs (JJAEP), and educational programs housed within correctional facilities, etc.

## Table B.1 (continued)
## List of Districts and Campuses on Year-Round Education Calendars, 2015–16 School Year

| District Name | District Number | Campus Name | Campus Number |
|---|---|---|---|
| SOCORRO ISD | 071909 | PEBBLE HILLS H S | 071909011* |
| SOCORRO ISD | 071909 | SOCORRO MIDDLE | 071909041* |
| SOCORRO ISD | 071909 | SALVADOR SANCHEZ MIDDLE | 071909042* |
| SOCORRO ISD | 071909 | WILLIAM D SLIDER MIDDLE | 071909043* |
| SOCORRO ISD | 071909 | CAPT WALTER E CLARKE MIDDLE | 071909044* |
| SOCORRO ISD | 071909 | MONTWOOD MIDDLE | 071909045* |
| SOCORRO ISD | 071909 | COL JOHN O ENSOR MIDDLE | 071909046* |
| SOCORRO ISD | 071909 | SUN RIDGE MIDDLE | 071909047* |
| SOCORRO ISD | 071909 | SPEC RAFAEL HERNANDO MIDDLE | 071909048* |
| SOCORRO ISD | 071909 | SSG MANUEL R PUENTES | 071909049* |
| SOCORRO ISD | 071909 | ROBERT R ROJAS EL | 071909101* |
| SOCORRO ISD | 071909 | H D HILLEY EL | 071909102* |
| SOCORRO ISD | 071909 | O'SHEA KELEHER EL | 071909103* |
| SOCORRO ISD | 071909 | CAMPESTRE EL | 071909104* |
| SOCORRO ISD | 071909 | HORIZON HEIGHTS EL | 071909105* |
| SOCORRO ISD | 071909 | VISTA DEL SOL EL | 071909106* |
| SOCORRO ISD | 071909 | HUECO EL | 071909107* |
| SOCORRO ISD | 071909 | MYRTLE COOPER EL | 071909109* |
| SOCORRO ISD | 071909 | ESCONTRIAS EARLY CHILD CTR | 071909110* |
| SOCORRO ISD | 071909 | ESCONTRIAS EL | 071909111* |
| SOCORRO ISD | 071909 | BENITO MARTINEZ EL | 071909112* |
| SOCORRO ISD | 071909 | SIERRA VISTA EL | 071909113* |
| SOCORRO ISD | 071909 | HELEN BALL EL | 071909114* |
| SOCORRO ISD | 071909 | ELFIDA CHAVEZ EL | 071909115* |
| SOCORRO ISD | 071909 | JANE A HAMBRIC SCHOOL | 071909116* |
| SOCORRO ISD | 071909 | ERNESTO SERNA SCHOOL | 071909117* |
| SOCORRO ISD | 071909 | KEYS EL | 071909118 |
| SOCORRO ISD | 071909 | LUJAN-CHAVEZ EL | 071909119* |
| SOCORRO ISD | 071909 | DESERT WIND EL | 071909120* |
| SOCORRO ISD | 071909 | LOMA VERDE | 071909121* |
| SOCORRO ISD | 071909 | BILL SYBERT SCHOOL | 071909122* |
| SOCORRO ISD | 071909 | PASO DEL NORTE SCHOOL | 071909123* |
| SOCORRO ISD | 071909 | JOHN DRUGAN SCHOOL | 071909124* |
| SOCORRO ISD | 071909 | HURSHEL ANTWINE SCHOOL | 071909125* |
| SOCORRO ISD | 071909 | DR SUE A SHOOK SCHOOL | 071909126* |
| SOCORRO ISD | 071909 | SGT ROBERTO ITUARTE | 071909127* |
| SOCORRO ISD | 071909 | CHESTER E JORDAN | 071909128* |
| SOCORRO ISD | 071909 | JAMES P BUTLER EL | 071909129* |
| SOCORRO ISD | 071909 | MISSION RIDGE | 071909130* |
| SOCORRO ISD | 071909 | PURPLE HEART EL | 071909131* |
| TEXAS TECH UNIVERSITY HIGH SCHOOL | 152504 | TEXAS TECH H S | 152504001 |

*Note.* Campus numbers marked with an asterisk (*) indicate that the campus was considered for inclusion in the analytic dataset.

**continues**

## Table B.1 (continued)
## List of Districts and Campuses on Year-Round Education Calendars, 2015–16 School Year

| District Name | District Number | Campus Name | Campus Number |
|---|---|---|---|
| TEXAS TECH UNIVERSITY HIGH SCHOOL | 152504 | TEXAS TECH MIDDLE | 152504041 |
| TEXAS TECH UNIVERSITY HIGH SCHOOL | 152504 | TEXAS TECH EL | 152504101 |
| THE EXCEL CENTER | 227828 | THE EXCEL CENTER | 227828001 |
| THE EXCEL CENTER (FOR ADULTS) | 227827 | THE EXCEL CENTER (FOR ADULTS) | 227827001 |
| TOM BEAN ISD | 091918 | TOM BEAN H S | 091918001* |
| TOM BEAN ISD | 091918 | TOM BEAN MIDDLE | 091918041* |
| TOM BEAN ISD | 091918 | TOM BEAN EL | 091918101* |
| TULOSO-MIDWAY ISD | 178912 | TULOSO-MIDWAY H S | 178912001* |
| TULOSO-MIDWAY ISD | 178912 | TULOSO-MIDWAY ACADEMIC CAREER CENTER | 178912002 |
| TULOSO-MIDWAY ISD | 178912 | TULOSO-MIDWAY MIDDLE | 178912041* |
| TULOSO-MIDWAY ISD | 178912 | TULOSO-MIDWAY PRI | 178912101* |
| TULOSO-MIDWAY ISD | 178912 | TULOSO-MIDWAY INT | 178912104* |
| UNIVERSITY OF TEXAS AT AUSTIN H S | 227506 | UNIVERSITY OF TEXAS AT AUSTIN H S | 227506001 |
| UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL | 227806 | PATHFINDER CAMP | 227806009 |
| UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL | 227806 | PATHWAYS 3H CAMPUS | 227806023 |
| UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL | 227806 | TNC CAMPUS (TEXAS NEUROREHABILITATION CENTER) | 227806024 |
| WAYSIDE SCHOOLS | 227803 | SCI-TECH PREPARATORY | 227803001* |
| WAYSIDE SCHOOLS | 227803 | EDEN PARK ACADEMY | 227803101* |
| WAYSIDE SCHOOLS | 227803 | REAL LEARNING ACADEMY | 227803102* |
| WAYSIDE SCHOOLS | 227803 | ALTAMIRA ACADEMY | 227803103* |
| WEBB CISD | 240904 | BRUNI H S | 240904001* |
| WEBB CISD | 240904 | WEBB D A E P | 240904002 |
| WEBB CISD | 240904 | JJAEP | 240904003 |
| WEBB CISD | 240904 | BRUNI MIDDLE | 240904041* |
| WEBB CISD | 240904 | OILTON EL | 240904102* |
| WINDHAM SCHOOL DISTRICT | 236903 | CLEMENS UNIT | 236903002 |
| WINDHAM SCHOOL DISTRICT | 236903 | COFFIELD UNIT | 236903003 |
| WINDHAM SCHOOL DISTRICT | 236903 | DARRINGTON UNIT | 236903004 |
| WINDHAM SCHOOL DISTRICT | 236903 | ELLIS UNIT | 236903006 |
| WINDHAM SCHOOL DISTRICT | 236903 | EASTHAM UNIT | 236903007 |
| WINDHAM SCHOOL DISTRICT | 236903 | FERGUSON UNIT | 236903008 |
| WINDHAM SCHOOL DISTRICT | 236903 | GOREE UNIT | 236903009 |
| WINDHAM SCHOOL DISTRICT | 236903 | HUNTSVILLE (WALLS) UNIT | 236903010 |
| WINDHAM SCHOOL DISTRICT | 236903 | JESTER I UNIT | 236903011 |
| WINDHAM SCHOOL DISTRICT | 236903 | RAMSEY I UNIT | 236903012 |
| WINDHAM SCHOOL DISTRICT | 236903 | A M STRINGFELLOW UNIT | 236903013 |
| WINDHAM SCHOOL DISTRICT | 236903 | WAYNE SCOTT UNIT | 236903014 |
| WINDHAM SCHOOL DISTRICT | 236903 | WYNNE UNIT | 236903015 |

*Note.* Campus numbers marked with an asterisk (*) indicate that the campus was considered for inclusion in the analytic dataset.

**continues**

## Table B.1 (continued)
## List of Districts and Campuses on Year-Round Education Calendars, 2015–16 School Year

| District Name | District Number | Campus Name | Campus Number |
|---|---|---|---|
| WINDHAM SCHOOL DISTRICT | 236903 | MOUNTAIN VIEW UNIT | 236903016 |
| WINDHAM SCHOOL DISTRICT | 236903 | C T TERRELL UNIT | 236903017 |
| WINDHAM SCHOOL DISTRICT | 236903 | CHRISTINA CRAIN UNIT | 236903018 |
| WINDHAM SCHOOL DISTRICT | 236903 | BETO I UNIT | 236903019 |
| WINDHAM SCHOOL DISTRICT | 236903 | HILLTOP UNIT | 236903020 |
| WINDHAM SCHOOL DISTRICT | 236903 | POWLEDGE UNIT | 236903021 |
| WINDHAM SCHOOL DISTRICT | 236903 | JESTER III UNIT | 236903022 |
| WINDHAM SCHOOL DISTRICT | 236903 | LUTHER UNIT | 236903023 |
| WINDHAM SCHOOL DISTRICT | 236903 | PACK UNIT | 236903024 |
| WINDHAM SCHOOL DISTRICT | 236903 | ESTELLE UNIT | 236903026 |
| WINDHAM SCHOOL DISTRICT | 236903 | MICHAEL UNIT | 236903028 |
| WINDHAM SCHOOL DISTRICT | 236903 | DANIEL UNIT | 236903030 |
| WINDHAM SCHOOL DISTRICT | 236903 | HIGHTOWER UNIT | 236903031 |
| WINDHAM SCHOOL DISTRICT | 236903 | HOBBY UNIT | 236903032 |
| WINDHAM SCHOOL DISTRICT | 236903 | HUGHES UNIT | 236903033 |
| WINDHAM SCHOOL DISTRICT | 236903 | LEWIS UNIT | 236903034 |
| WINDHAM SCHOOL DISTRICT | 236903 | CLEMENTS UNIT | 236903035 |
| WINDHAM SCHOOL DISTRICT | 236903 | ROACH UNIT | 236903036 |
| WINDHAM SCHOOL DISTRICT | 236903 | BRISCOE UNIT | 236903037 |
| WINDHAM SCHOOL DISTRICT | 236903 | BOYD UNIT | 236903038 |
| WINDHAM SCHOOL DISTRICT | 236903 | ROBERTSON UNIT | 236903039 |
| WINDHAM SCHOOL DISTRICT | 236903 | MCCONNELL UNIT | 236903040 |
| WINDHAM SCHOOL DISTRICT | 236903 | SMITH UNIT | 236903041 |
| WINDHAM SCHOOL DISTRICT | 236903 | TORRES UNIT | 236903042 |
| WINDHAM SCHOOL DISTRICT | 236903 | JESTER IV UNIT | 236903043 |
| WINDHAM SCHOOL DISTRICT | 236903 | JORDAN UNIT | 236903044 |
| WINDHAM SCHOOL DISTRICT | 236903 | POLUNSKY UNIT | 236903045 |
| WINDHAM SCHOOL DISTRICT | 236903 | STILES UNIT | 236903046 |
| WINDHAM SCHOOL DISTRICT | 236903 | LYNAUGH UNIT | 236903047 |
| WINDHAM SCHOOL DISTRICT | 236903 | WALLACE UNIT | 236903049 |
| WINDHAM SCHOOL DISTRICT | 236903 | STEVENSON UNIT | 236903050 |
| WINDHAM SCHOOL DISTRICT | 236903 | HOLLIDAY UNIT | 236903051 |
| WINDHAM SCHOOL DISTRICT | 236903 | MIDDLETON UNIT | 236903052 |
| WINDHAM SCHOOL DISTRICT | 236903 | GURNEY UNIT | 236903053 |
| WINDHAM SCHOOL DISTRICT | 236903 | NEAL UNIT | 236903054 |
| WINDHAM SCHOOL DISTRICT | 236903 | DALHART UNIT | 236903055 |
| WINDHAM SCHOOL DISTRICT | 236903 | MONTFORD UNIT | 236903056 |
| WINDHAM SCHOOL DISTRICT | 236903 | ALLRED UNIT | 236903057 |
| WINDHAM SCHOOL DISTRICT | 236903 | TELFORD UNIT | 236903058 |
| WINDHAM SCHOOL DISTRICT | 236903 | HODGE UNIT | 236903059 |
| WINDHAM SCHOOL DISTRICT | 236903 | CONNALLY UNIT | 236903060 |

*Note.* Campus numbers marked with an asterisk (*) indicate that the campus was considered for inclusion in the analytic dataset.

**continues**

## Table B.1 (continued)
## List of Districts and Campuses on Year-Round Education Calendars, 2015–16 School Year

| District Name | District Number | Campus Name | Campus Number |
|---|---|---|---|
| WINDHAM SCHOOL DISTRICT | 236903 | COLE STATE JAIL | 236903061 |
| WINDHAM SCHOOL DISTRICT | 236903 | WOODMAN STATE JAIL | 236903062 |
| WINDHAM SCHOOL DISTRICT | 236903 | SANCHEZ STATE JAIL | 236903063 |
| WINDHAM SCHOOL DISTRICT | 236903 | LOPEZ STATE JAIL | 236903064 |
| WINDHAM SCHOOL DISTRICT | 236903 | WARE UNIT | 236903065 |
| WINDHAM SCHOOL DISTRICT | 236903 | FORMBY STATE JAIL | 236903066 |
| WINDHAM SCHOOL DISTRICT | 236903 | LYCHNER STATE JAIL | 236903067 |
| WINDHAM SCHOOL DISTRICT | 236903 | DOMINGUEZ STATE JAIL | 236903068 |
| WINDHAM SCHOOL DISTRICT | 236903 | GIST STATE JAIL | 236903069 |
| WINDHAM SCHOOL DISTRICT | 236903 | HUTCHINS STATE JAIL | 236903070 |
| WINDHAM SCHOOL DISTRICT | 236903 | PLANE STATE JAIL | 236903071 |
| WINDHAM SCHOOL DISTRICT | 236903 | MURRAY UNIT | 236903072 |
| WINDHAM SCHOOL DISTRICT | 236903 | GARZA WEST UNIT | 236903073 |
| WINDHAM SCHOOL DISTRICT | 236903 | SAYLE (SATF) | 236903074 |
| WINDHAM SCHOOL DISTRICT | 236903 | HAVINS (SATF) | 236903075 |
| WINDHAM SCHOOL DISTRICT | 236903 | GLOSS BRENNER (SATF) | 236903076 |
| WINDHAM SCHOOL DISTRICT | 236903 | NEY STATE JAIL | 236903077 |
| WINDHAM SCHOOL DISTRICT | 236903 | JOHNSTON (SATF) | 236903078 |
| WINDHAM SCHOOL DISTRICT | 236903 | WHEELER STATE JAIL | 236903079 |
| WINDHAM SCHOOL DISTRICT | 236903 | RUDD (SATF) | 236903080 |
| WINDHAM SCHOOL DISTRICT | 236903 | HENLEY STATE JAIL | 236903081 |
| WINDHAM SCHOOL DISTRICT | 236903 | GOODMAN (SATF) | 236903082 |
| WINDHAM SCHOOL DISTRICT | 236903 | HALBERT UNIT | 236903083 |
| WINDHAM SCHOOL DISTRICT | 236903 | MOORE UNIT | 236903084 |
| WINDHAM SCHOOL DISTRICT | 236903 | SEGOVIA UNIT | 236903085 |
| WINDHAM SCHOOL DISTRICT | 236903 | LE BLANC UNIT | 236903086 |
| WINDHAM SCHOOL DISTRICT | 236903 | KEGANS STATE JAIL | 236903087 |
| WINDHAM SCHOOL DISTRICT | 236903 | BATEN UNIT | 236903088 |
| WINDHAM SCHOOL DISTRICT | 236903 | DUNCAN UNIT | 236903089 |
| WINDHAM SCHOOL DISTRICT | 236903 | COTULLA UNIT | 236903090 |
| WINDHAM SCHOOL DISTRICT | 236903 | FORT STOCKTON UNIT | 236903091 |
| WINDHAM SCHOOL DISTRICT | 236903 | TULIA UNIT | 236903092 |
| WINDHAM SCHOOL DISTRICT | 236903 | TRAVIS COUNTY STATE JAIL | 236903093 |
| WINDHAM SCHOOL DISTRICT | 236903 | HAMILTON UNIT | 236903094 |
| WINDHAM SCHOOL DISTRICT | 236903 | GARZA EAST UNIT | 236903096 |
| WINDHAM SCHOOL DISTRICT | 236903 | SAN SABA UNIT | 236903097 |
| WINDHAM SCHOOL DISTRICT | 236903 | MARLIN UNIT | 236903098 |
| WINDHAM SCHOOL DISTRICT | 236903 | VANCE UNIT | 236903099 |

*Note.* Campus numbers marked with an asterisk (*) indicate that the campus was considered for inclusion in the analytic dataset.

# Appendix C: Methodological Appendix

## *Propensity Score Matching (PSM) Procedure*

This study evaluates the average treatment effect on treated (ATT) parameter, which focuses explicitly on the program effects for participants who received treatment, in this case students who attended schools operating on a Year-Round Education (YRE) calendar. The expected value of ATT is defined in this study as the effects of year-round schooling on students' expected STAAR test scores. Knowing the true value of ATT would require the counterfactual mean – YRE campuses' effects if they had instead followed the traditional school calendar – to be observed. Because the counterfactual mean cannot be observed in this instance, it must be estimated using an appropriate sample.

Estimating the counterfactual mean is typically not as simple as estimating the mean from the non-treatment group, because there can be significant differences between characteristics of the treatment and non-treatment sample populations (Caliendo & Kopeinig, 2008). In this study, for example, the population of students who attended YRE campuses is overrepresented by economically disadvantaged students when compared with the student population in traditional school calendar campuses (see Table 1). Failure to take such differences into account can produce selection bias within the study's results, because economic disadvantage status is known to be related to student performance on statewide assessments.

Therefore, to counteract sample population differences and reduce selection bias, a sample of traditional-calendar campuses matched by population characteristics with YRE campuses was drawn. In particular, a propensity score matching (PSM) algorithm developed by Parsons (2010) was used to match, without replacement, a 1:1 set of traditional-calendar and year-round campuses. The use of PSM procedures in this study can be thought of as attempting to mimic a clustered randomized control trial (RCT), an experimental design in which clusters (e.g., campuses) rather than individuals (e.g., students) are assigned to treatment and control conditions, where campuses were randomly assigned to either follow a year-round or traditional calendar.

Propensity score matching procedures match treatment and control groups by assigning a predicted probability of belonging to the treatment group, given a set of covariates that describe the treatment group sample characteristics. Research has shown that a sample matched on propensity scores will be similar for all the covariates that went into computing the propensity scores, reducing the amount of selection bias in a study's results (Rosenbaum & Ruben, 1983). In this study, propensity scores were assigned using a logistic regression model of the form:

$$logit(\pi) = log\left(\frac{\pi}{1-\pi}\right) = \alpha + \boldsymbol{\beta}'\boldsymbol{x},$$

where $\pi$ is the probability of operating as a year-round campus, $\alpha$ is an intercept parameter, $\boldsymbol{x}$ is a vector of covariates that describe the characteristics of year-round campuses' students, and $\boldsymbol{\beta}$ is a vector of slope parameters. The characteristics of year-round campuses were described using the following set of covariates:

- Racial and ethnic composition of the campus,
- Percentage of male and female students,
- Percentage of economically disadvantaged students,
- Percentage of students identifying as English Language Learners (ELL),
- Percentage of students receiving Special Education services, and
- Mean STAAR test score of the same campus from the 2014–15 school year.

Year-round campuses were included in the analysis if their propensity score was matched with a score from a traditional-calendar campus, and vice-versa. The algorithm makes matches in a hierarchical sequence until no more matches can be made. First, campuses were matched to controls using eight digits of the propensity score. For those that did not match, campuses were then matched to controls using seven digits of the propensity score. The algorithm proceeds in this manner to one digit on the propensity score (see Parsons (2010) for further details). Given a successful PSM procedure, differences in 2016 STAAR test performance between year-round and traditional-calendar campuses can be attributed to the effect of following the year-round school calendar.

The propensity-score matching procedure was conducted separately for each STAAR test evaluated during the study. Campuses serving students in alternative education settings such as JJAEPs and DAEPs were excluded from the analysis, as well as educational programs housed within correctional facilities.

### *Matched Sample of Traditional-Calendar Campuses*

Tables C.1 and C.2 provide a descriptive comparison of the students enrolled at YRE campuses and their peers at matched traditional-calendar campuses with regards to student characteristics from the 2014–15 school year. Because prior performance was one of the matching variables included in the matching procedure, a unique matched sample was created for the analysis of each 2015–16 STAAR outcome. The descriptive comparisons shown are therefore separated by outcome (i.e., Table C.1: STAAR-Mathematics and STAAR-Reading for Grades 4–8, and Table C.2: EOC exams for Algebra I, English I, and English II), and provide summary information for students from each type of campus with valid scores on the 2014–15 and 2015–16 STAAR outcome of interest.

Recall that the goal of the statistical matching procedure was to minimize the difference between matched campuses on a set of prior-year variables, which helps isolate the impact of operating on a YRE schedule on 2015–16 outcomes. Accordingly, the observed comparisons of 2014–15

characteristics in Tables C.1 and C.2 should be relatively small. Most comparisons between YRE and matched traditional-calendar campuses show a difference of only one or two percentage points. The largest differences are seen in the proportions of Hispanic students in the analytic sample for Algebra I (82% at matched traditional-calendar campuses vs. 75% at YRE campuses; Table 3), and the proportion of students who are identified as economically disadvantaged in the analytic sample for English I EOC (56% at matched traditional-calendar campuses vs. 50% at YRE campuses; Table C.2). In general, any observed similarities between the YRE campuses and their matched traditional-calendar campuses would indicate a successful matching procedure, and provide additional confidence in the results of the subsequent statistical analyses.

## Table C.1
## Average Student Demographic Characteristics for YRE and Matched Traditional-Calendar Campuses,[a] STAAR-Mathematics and Reading, 2014–15

| | Year-Round Education Campuses | | Matched Traditional-Calendar Campuses | |
|---|---|---|---|---|
| **Student Demographic** | **Number** | **Percent** | **Number** | **Percent** |
| **Grades 4–8 Mathematics** | | | | |
| *Total Number of Students* | *19,138* | *100* | *18,115* | *100* |
| Gender | | | | |
| Female | 9,512 | 49.7 | 9,184 | 50.7 |
| Male | 9,626 | 50.3 | 8,931 | 49.3 |
| Race/Ethnicity | | | | |
| African American | 517 | 2.7 | 471 | 2.6 |
| Asian | 115 | 0.6 | 163 | 0.9 |
| Hispanic | 15,004 | 78.4 | 14,329 | 79.1 |
| White | 3,273 | 17.1 | 2,917 | 16.1 |
| Program Classification | | | | |
| Economically Disadvantaged | 12,382 | 64.7 | 11,720 | 64.7 |
| English Language Learners (ELL) | 1,053 | 5.5 | 888 | 4.9 |
| Special Education | 1,722 | 9.0 | 1,703 | 9.4 |
| **Grades 4–8 Reading** | | | | |
| *Total Number of Students* | *19,231* | *100* | *16,854* | *100* |
| Gender | | | | |
| Female | 9,577 | 49.8 | 8,275 | 49.1 |
| Male | 9,654 | 50.2 | 8,579 | 50.9 |
| Race/Ethnicity | | | | |
| African American | 519 | 2.7 | 556 | 3.3 |
| Asian | 135 | 0.7 | 118 | 0.7 |
| Hispanic | 15,019 | 78.1 | 13,433 | 79.7 |
| White | 3,327 | 17.3 | 2,562 | 15.2 |
| Program Classification | | | | |
| Economically Disadvantaged | 12,442 | 64.7 | 11,528 | 68.4 |
| English Language Learners (ELL) | 1,058 | 5.5 | 910 | 5.4 |
| Special Education | 1,731 | 9.0 | 1,500 | 8.9 |

*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2014–15

*Notes*. YRE = year-round education. [a] Types of schools excluded from the analysis include Disciplinary Alternative Education Programs (DAEP), Juvenile Justice Alternative Education Programs (JJAEP), and educational programs housed within correctional facilities, etc.

## Table C.2
## Average Student Demographic Characteristics for YRE and Matched Traditional-Calendar Campuses,[a] STAAR EOC Algebra I, English I, and English II, 2014–15

| | Year-Round Education Campuses | | Matched Traditional-Calendar Campuses | |
|---|---|---|---|---|
| **Student Demographic** | **Number** | **Percent** | **Number** | **Percent** |
| **Algebra I** | | | | |
| *Total Number of Students* | *3,900* | *100* | *2,450* | *100* |
| Gender | | | | |
| Female | 2,059 | 52.8 | 1,205 | 49.2 |
| Male | 1,841 | 47.2 | 1,245 | 50.8 |
| Race/Ethnicity | | | | |
| African American | 113 | 2.9 | 61 | 2.5 |
| Asian | 59 | 1.5 | 25 | 1.0 |
| Hispanic | 2,941 | 75.4 | 1,997 | 81.5 |
| White | 733 | 18.8 | 343 | 14.0 |
| Program Classification | | | | |
| Economically Disadvantaged | 2,106 | 54.0 | 1,458 | 59.5 |
| English Language Learners (ELL) | 86 | 2.2 | 61 | 2.5 |
| Special Education | 203 | 5.2 | 198 | 8.1 |
| **English I** | | | | |
| *Total Number of Students* | *3,994* | *100* | *3,439* | *100* |
| Gender | | | | |
| Female | 2,121 | 53.1 | 1,981 | 57.6 |
| Male | 1,873 | 46.9 | 1,458 | 42.4 |
| Race/Ethnicity | | | | |
| African American | 248 | 6.2 | 89 | 2.6 |
| Asian | 32 | 0.8 | 52 | 1.5 |
| Hispanic | 2,500 | 62.6 | 2,235 | 65.0 |
| White | 1,162 | 29.1 | 1,015 | 29.5 |
| Program Classification | | | | |
| Economically Disadvantaged | 1,977 | 49.5 | 1,929 | 56.1 |
| English Language Learners (ELL) | 156 | 3.9 | 89 | 2.6 |
| Special Education | 403 | 10.1 | 289 | 8.4 |
| **English II** | | | | |
| *Total Number of Students* | *3,764* | *100* | *2,452* | *100* |
| Gender | | | | |
| Female | 1,874 | 49.8 | 1,165 | 47.5 |
| Male | 1,890 | 50.2 | 1,287 | 52.5 |
| Race/Ethnicity | | | | |
| African American | 203 | 5.4 | 154 | 6.3 |
| Asian | 38 | 1.0 | 37 | 1.5 |
| Hispanic | 2,507 | 66.6 | 1,724 | 70.3 |
| White | 918 | 24.4 | 488 | 19.9 |
| Program Classification | | | | |
| Economically Disadvantaged | 2,439 | 64.8 | 1,591 | 64.9 |
| English Language Learners (ELL) | 105 | 2.8 | 44 | 1.8 |
| Special Education | 181 | 4.8 | 110 | 4.5 |

*Source.* State of Texas Assessments of Academic Readiness (STAAR), 2014–15

*Notes.* YRE = year-round education. [a] Types of schools excluded from the analysis include Disciplinary Alternative Education Programs (DAEP), Juvenile Justice Alternative Education Programs (JJAEP), and educational programs housed within correctional facilities, etc.

### *Data Analysis Procedure*

As mentioned in the previous section, propensity score matching was conducted in this study to mimic a clustered RCT, an experimental design in which clusters rather than individuals are assigned to treatment and control conditions. It is important to note that the variance of the estimated treatment effect is typically larger when using a clustered RCT than when using a RCT in which individuals are randomly assigned to treatment. Researchers must therefore take that larger variance into account when analyzing the results of clustered RCTs or they risk overstating the statistical significance of treatment effect estimates (Raudenbush & Bryk, 2002).

In this study, multilevel modeling techniques were used account for the clustered RCT design and obtain more accurate estimates of the statistical significance of the treatment effects. In particular, two-level hierarchical linear models (HLM) were specified to estimate the effects of year-round school attendance on STAAR scores. In the first level of the two-level model, a STAAR score *Y* for student *i* who was in campus *j* was modeled as a function of his or her campus mean STAAR score $\beta_{0j}$ and the random effect for each student $r_{ij}$, as shown in Equation 1.

$$Y_{ij} = \beta_{0j} + r_{ij}. \quad (1)$$

The Level-1 random effects, which represent variability in student performance within each campus, are assumed to be normally distributed with a mean of zero (i.e., $r_{ij} = N(0, \sigma^2)$).

In the second level of the model, the campus mean STAAR score $\beta_{0j}$ is modeled as a function of the grand mean STAAR score $\gamma_{00}$, the effects of following the year-round school calendar $\gamma_{01}$, and the random effect for each campus $u_{0j}$, as shown in Equation 2.

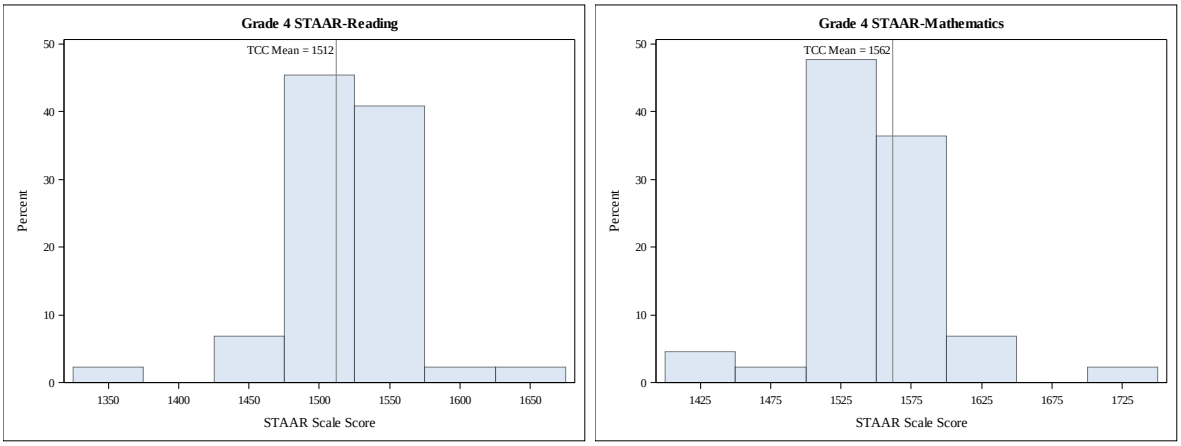
$$\beta_{0j} = \gamma_{00} + \gamma_{01} YRS_j + u_{0j} \quad (2)$$

The Level-2 random effects are also assumed to be normally distributed with a mean of zero (i.e., $u_{0j} = N(0, \tau_{00})$). The Level-2 random effects represent variability in campus performance after taking into consideration the type of school calendar followed. In the context of this study, significant campus variability could be interpreted as indicating that STAAR performance depends to some degree on which campus a student attends regardless of whether the year-round or traditional school calendar is followed.

### *Variability in Campus Performance*

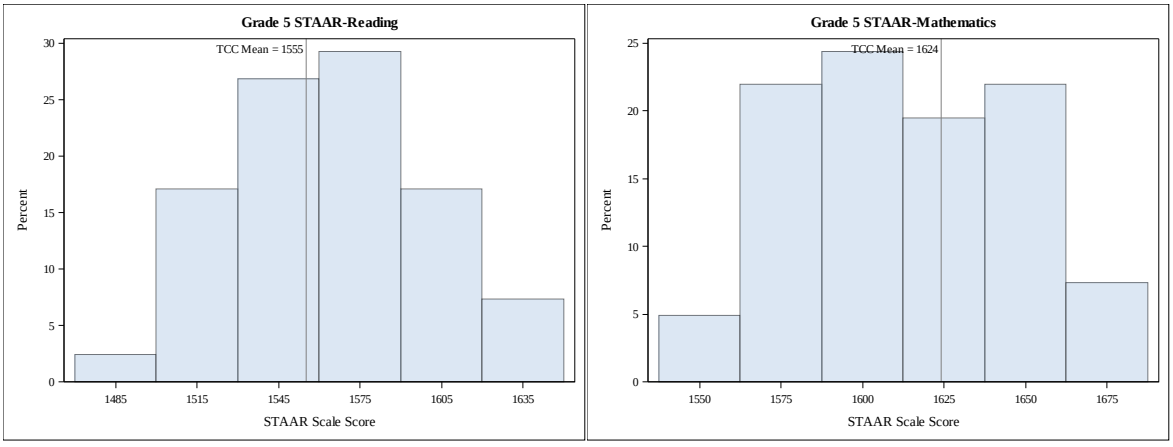
The following figures show the outcome-specific distributions of average student performance for the set of YRE campuses included in each analysis. Each distribution of campus means is compared visually to the overall average scale score for the set of matched traditional-calendar campuses, which is indicated by a vertical line labeled "TCS Mean".

**Figure C.1**
**Distribution of Average Student Performance across YRE Campuses, Grade 4 STAAR Outcomes, 2015–16**



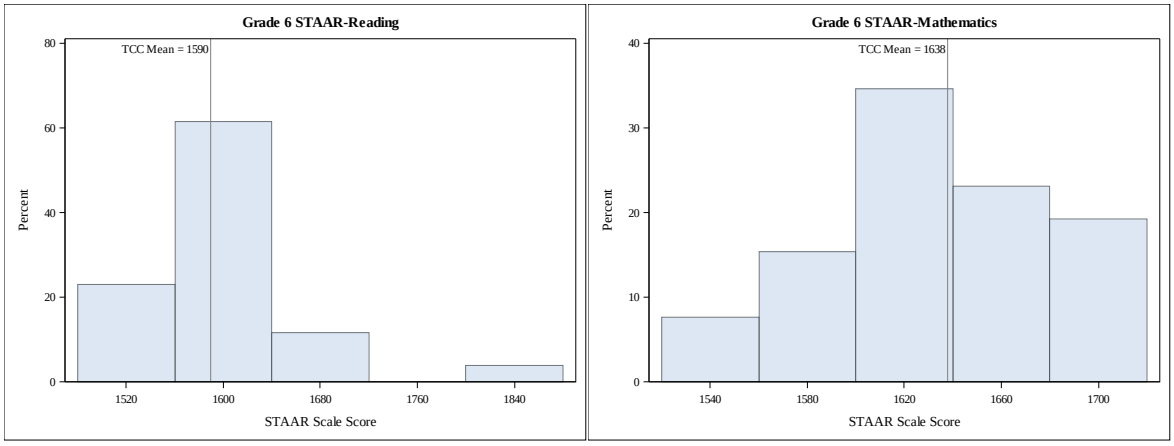

*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16
*Notes*. YRE = Year-Round education; TCC = traditional-calendar school

**Figure C.2**
**Distribution of Average Student Performance across YRE Campuses, Grade 5 STAAR Outcomes, 2015–16**




*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16
*Notes*. YRE = Year-Round education; TCC = traditional-calendar campus

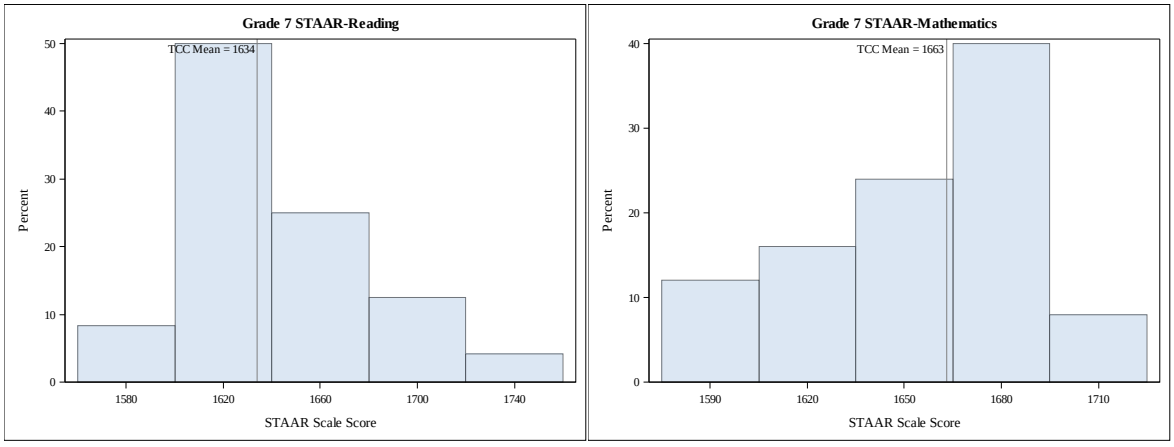
## Figure C.3
## Distribution of Average Student Performance across YRE Campuses, Grade 6 STAAR Outcomes, 2015–16




*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16

*Notes*. YRE = Year-Round education; TCC = traditional-calendar campus

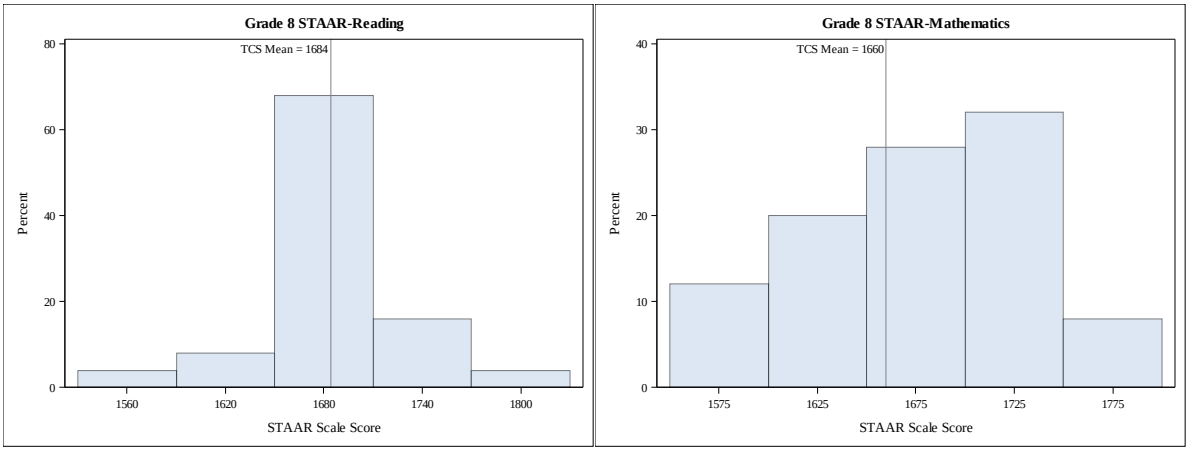
## Figure C.4
## Distribution of Average Student Performance across YRE Campuses, Grade 7 STAAR Outcomes, 2015–16




*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16

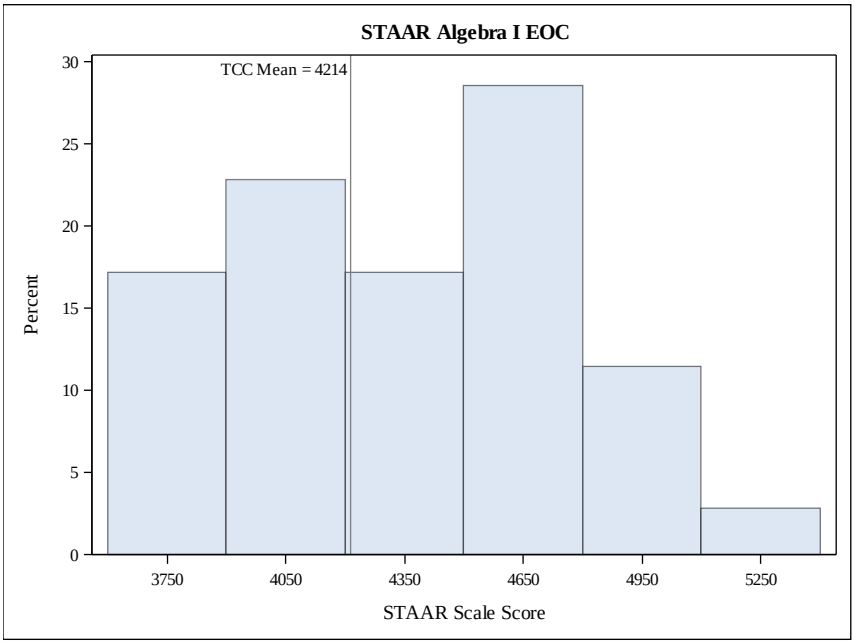
*Notes*. YRE = Year-Round education; TCC = traditional-calendar campus

## Figure C.5
## Distribution of Average Student Performance across YRE Campuses, Grade 8 STAAR Outcomes, 2015–16



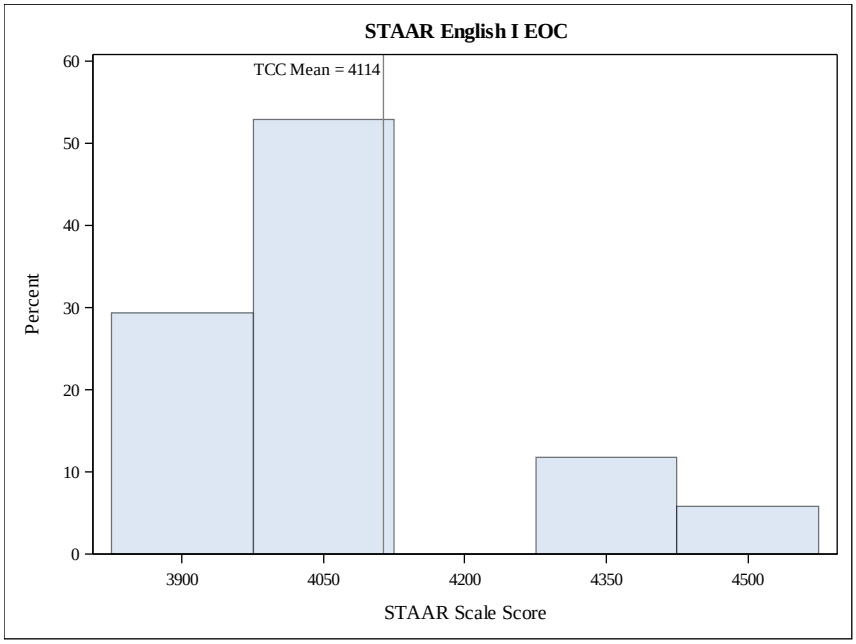

*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16
*Notes*. YRE = Year-Round education; TCC = traditional-calendar campus

## Figure C.6
## Distribution of Average Student Performance across YRE Campuses, STAAR Algebra I EOC, 2015–16



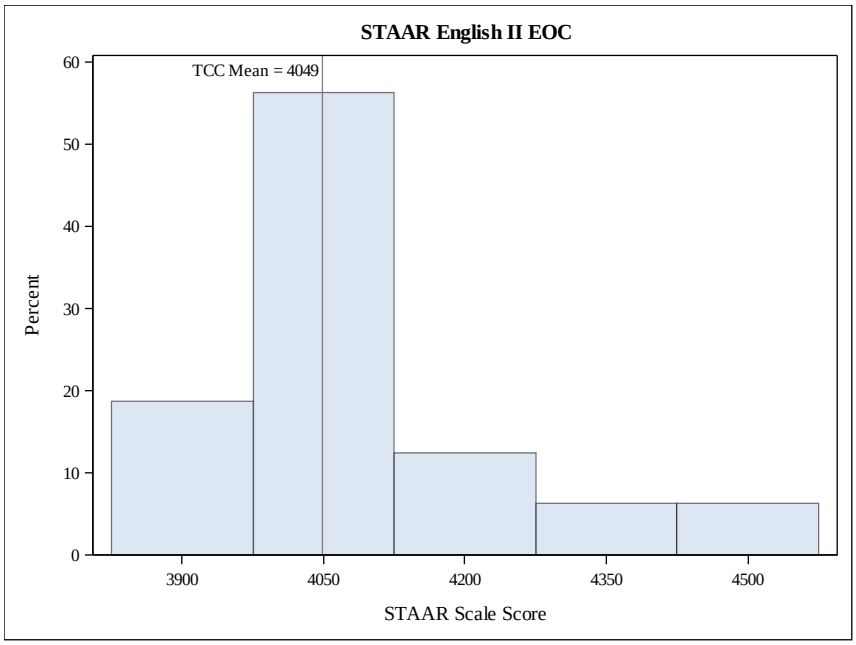

*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16
*Notes*. YRE = Year-Round education; TCC = traditional-calendar campus; EOC = end-of-course

## Figure C.7
## Distribution of Average Student Performance across YRE Campuses, STAAR English I EOC, 2015–16




*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16
*Notes*. YRE = Year-Round education; TCC = traditional-calendar campus; EOC = end-of-course

## Figure C.8
## Distribution of Average Student Performance across YRE Campuses, STAAR English II EOC, 2015–16




*Source*. State of Texas Assessments of Academic Readiness (STAAR), 2015–16
*Notes*. YRE = Year-Round education; TCC = traditional-calendar campus; EOC = end-of-course

### *HLM Results*

Results from the set of multilevel models are presented in Table C.3 below. The estimated intercept parameter for each model represents the predicted average campus-level scale score for the set of matched traditional-calendar campuses, and the YRE-effect parameter is the average point advantage associated with the set of YRE campuses. For example, a positive YRE effect would indicate higher predicted averages for YRE campuses, while a negative YRE effect favors the traditional-calendar campuses. Standard errors are provided for each parameter estimate, as well as campus and student counts for each analysis model. The *p*-values in Table C.3 are used to determine the statistical significance of the YRE effect – each is the probability that the respective model's results could be observed by chance alone. Further information regarding the analytical procedures used in this report are provided earlier in this appendix.

**Table C.3**
**Results from Hierarchical Linear Models Comparing YRE Campuses to Matched Traditional-Calendar Campuses on Academic Performance, 2015–16[a]**

| Outcome | Intercept ($\gamma_{00}$) | $SE_{\gamma_{00}}$ | YRE effect ($\gamma_{01}$) | $SE_{\gamma_{01}}$ | *p*-value (for $\gamma_{01}$) | Number of Students | Number of Campuses |
|---|---|---|---|---|---|---|---|
| **STAAR-Mathematics** | | | | | | | |
| Grade 4 | 1562.64 | 6.45 | -12.19 | 9.19 | 0.185 | 7279 | 88 |
| Grade 5 | 1624.24 | 6.83 | -10.39 | 9.66 | 0.282 | 7435 | 82 |
| Grade 6 | 1626.13 | 11.11 | 1.41 | 15.45 | 0.927 | 6788 | 52 |
| Grade 7 | 1663.35 | 9.41 | -5.78 | 13.17 | 0.661 | 8061 | 50 |
| Grade 8 | 1655.70 | 10.62 | 28.24 | 14.63 | 0.054 | 7690 | 50 |
| **STAAR-Reading** | | | | | | | |
| Grade 4 | 1512.52 | 5.37 | 7.98 | 7.64 | 0.296 | 7139 | 88 |
| Grade 5 | 1553.93 | 6.65 | 10.88 | 9.38 | 0.246 | 7408 | 82 |
| Grade 6 | 1595.14 | 10.64 | -8.80 | 14.97 | 0.557 | 7592 | 52 |
| Grade 7 | 1636.05 | 7.75 | 4.57 | 10.81 | 0.672 | 6684 | 48 |
| Grade 8 | 1681.76 | 8.25 | 2.64 | 11.57 | 0.819 | 7262 | 50 |
| **EOC Exams** | | | | | | | |
| Algebra I | 4233.09 | 72.43 | 96.68 | 102.18 | 0.344 | 6350 | 70 |
| English I | 4109.78 | 58.12 | -48.41 | 80.80 | 0.549 | 7433 | 34 |
| English II | 4081.43 | 56.61 | -4.07 | 79.19 | 0.959 | 6216 | 32 |

*Source:* State of Texas Assessments of Academic Readiness (STAAR), 2015–16

*Notes.* YRE = year-round education; STAAR = State of Texas Assessments of Academic Readiness; EOC = end-of-course; SE = standard error

[a] Types of schools excluded from the analysis include Disciplinary Alternative Education Programs (DAEP), Juvenile Justice Alternative Education Programs (JJAEP), and educational programs housed within correctional facilities, etc.

The intercept values in Table C.3 tend to correspond with the average scale scores for traditional-calendar campuses shown in Tables 2 and 3 in the main text, as expected. Similarly, the YRE effect estimate for each analysis is very close to the scale score differences between YRE campuses and their matched traditional-calendar campuses. An exception to this pattern is seen among the set of parameters estimated by the Grade 6 STAAR-Mathematics multilevel model. The direction of the YRE effect in Table C.3 (γ_01= 1.41) suggests that YRE campuses perform, on average, slightly better than the set of matched traditional-calendar campuses; however, Table 2 in the main text shows

that average Grade 6 STAAR-Mathematics scale scores were approximately eight points higher among traditional-calendar campuses (1638 vs. 1630).

None of the YRE effect estimates are statistically significant, as evidenced by their respective *p*-values. In other words, there is no meaningful difference in aggregate student performance between YRE campuses and their matched traditional-calendar campuses for any of the STAAR outcomes of interest. It is worth noting that the positive impact of YRE on average Grade 8 STAAR-Mathematics performance is approaching statistical significance ($p = 0.054$). Results from this multilevel model estimate that the average YRE campus has an aggregate Grade 8 STAAR-Mathematics score that is predicted to be approximately 28 scale score points higher than the average traditional-calendar campus. In investigating this potential effect further, it was discovered that all of the YRE campuses that scored higher than the average traditional-calendar campus are from the same school district, Socorro ISD.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