

EXTENDING THE SCHOOL YEAR: STUDENT ACHIEVEMENT, ATTENDANCE,
AND STUDENT, TEACHER, AND PARENT SATISFACTION

by

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(ABSTRACT)

The effects of an Extended School Year Program on student achievement, attendance, and stakeholder satisfaction were examined at one middle school in the Henrico County Public School Division. Several populations were used for this study: participating students, teachers, and parents. Data on English-social studies, math, and science were collected using pretests and posttests. Attendance was taken daily and maintained for participating students. Student and parent satisfaction data were collected using satisfaction surveys. Focus group interviews were conducted to collect teacher satisfaction data. The difference between pretest and posttest scores was used to measure achievement in English-social studies, math, and science. The Average Daily Attendance (ADA) during the Extended School Year Program was compared to the ADA of the school and the division during the previous year. Each student and parent survey response was averaged and reported. Teacher focus group responses were assigned domains and placed into categories and themes.

Findings

Achievement gains were reported in all subject areas. Attendance results indicated that when compared to the school and the division during the previous year, the Average Daily Attendance (ADA) during the Extended School Year Program was lower. Students were most satisfied with their teachers. Parents were most satisfied with the program being offered at no charge, and the transportation provided. Teachers were most satisfied with the daily schedule.

DEDICATION

This work is dedicated to my daughters (Alaina and Hillary) for their love, patience, and sacrifice as they lost time with me so that I could complete my graduate program. My father and mother provided inspiration through their pride in my accomplishments. Beyond my family, coworkers and friends provided relentless encouragement and support.

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In addition to working on this degree, I also had the opportunity to experience three different schools for which I was asked to provide leadership. One constant at each of those schools and during my work on this study was my secretary, Alice Overton. This accomplishment is shared with her.

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