

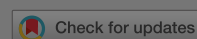
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Original Articles

The distributional effects of the multi-track year-round calendar: a quantile regression approach

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Abstract

Year-round school (YRS) calendars that redistribute the 180 school days more evenly across the calendar year are growing in popularity. Learning loss theory predicts student response to year-round calendars could vary substantially across achievement levels. Existing research on the heterogeneous effects of YRS focuses on estimating

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Notes

¹ For a detailed description of the policy change, see McMullen and Rouse ([2012](#)).

Additional information

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