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

Steven C. McMullen, Kathryn E. Rouse & Justin Haan

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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 mean treatment effects by subgroup. We instead use a quantile regression approach with school and grade-by-year fixed effects to estimate the distributional impact of year-round calendars using a natural experiment setting in Wake County, NC. Contrary to the prior literature, we find evidence of a positive impact of year-round calendars for the lowest-performing students. However, even for these students, the estimated academic impact is small.

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Notes

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

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