

# 4-Day Week Recommendation

2019-2020 and 2020-2021 Proposed Calendars

## Calendar Committee Process Stakeholder Input & Timeline

- **Board Workshop on the calendar process**
  - January 14
- **Calendar Committee Meetings**
  - November 14
  - November 26
  - December 4
  - December 13
  - February 7
- **Cabinet Meeting**
  - February 20
- **Leadership Team Meeting**
  - February 21
- **Administrators hold staff meetings at all departments and schools to share calendar information**
  - February 22
- **Calendars go to all District staff for voting (*updated*)**
  - ~~February 22~~ (**February 25**)
- **Last day for District voting**
  - February 27

## Calendar Committee Process Stakeholder Input & Timeline

- **Communication**
  - Media press release
  - SchoolWay Push
  - Facebook
  - Website email account for feedback
  - January 14 – February 5
- **SchoolWay and Facebook reminders for Public Forums**
  - January 17
  - January 18
  - January 23
  - January 30
  - February 4
- **Public Forums at Rock Springs Junior High Auditorium**
  - Thursday, January 17 from 5:30 – 7:00 p.m. (11)
  - Wednesday, January 23 from 5:30 – 7:00 p.m. (12)
  - Thursday, January 31 from 7:00 – 8:30 a.m. (1) and 6:00 – 7:30 p.m. (16)
  - Tuesday, February 5 from 7:00 – 8:30 a.m. (2) and 11:30 – 1:00 p.m. (24) and 5:30 – 7:00 p.m. (6)

## Calendar Committee Process Stakeholder Input & Timeline

- District staff surveyed
  - November 19
  - November 27
  - January 14
- Survey results
  - Semester to end before Christmas break: 73% staff and 69% of students
  - Interested in looking at a 4-day week: 83% staff and 74% of students
  - P/T Conferences moved back to the end of the quarter: 69% staff
  - Traditional calendar: 54.3% No and 45.7% Yes
  - Traditional calendars with early out option once a month: 79.8% No and 20.4% Yes
  - 4-day week with staff working every other Friday: 33.9% No and 66.1% Yes
  - Early out for students every Friday: 65.2% No and 34.8% Yes
- February 28 District vote results
  - Media Press Release
  - SchoolWay Push
  - District Facebook post
  - District Website update

## Calendar Committee Process Stakeholder Input & Timeline

- **March 11 and April 8**
  - Two public meetings will be held prior to the Board Meetings on the 4-day week
- **More Public Forums to provide feedback to the Trustees**
  - March 19 from 5:30 – 7:00 p.m.
  - April 4 from 7:00 – 8:30 a.m.
  - April 4 from 11:30 – 1:00 p.m.
  - April 4 from 5:00 – 6:30 p.m.
- **April 8**
  - Board of Trustees vote on 4-day calendar

# Vote

	<u>4 Day</u>	<u>Traditional</u>
• Administrators (27)	21	6
• District Classified (115)	62	53
• 5-6 Building Staff (77)	45	32
• K-4 Building Staff (222)	147	75
• BBHS (13)	7	6
• RSHS (108)	68	40
• RSJH (72)	28	44
• Head Start (6)	5	1

# Vote

	<u>4 Day</u>	<u>Traditional</u>	<u>Percent</u>
• Classified (237)	141 59%	96 41%	37%
• Certified (403)	241 60%	162 40%	63%

# Fridays for Staff

- Contracted every other Friday
- Designated PLC time
- Rotate building professional development/District professional development and committees/classroom time



# Why

- Staff gave feedback saying they needed time
  - Uninterrupted time with PLC
    - Data teams
    - Purposeful planning
    - Flex grouping
- Time to effectively plan
- Move some professional development and committees to Friday so staff stay in their classrooms/buildings

# Options for Students

## Possibilities

- Move most detentions to Friday (keep students in class)
- Assistance with homework or make-up work
- Breakfast and lunch available for students
- Utilize grant funds to run different STEM/STEAM or intervention groups

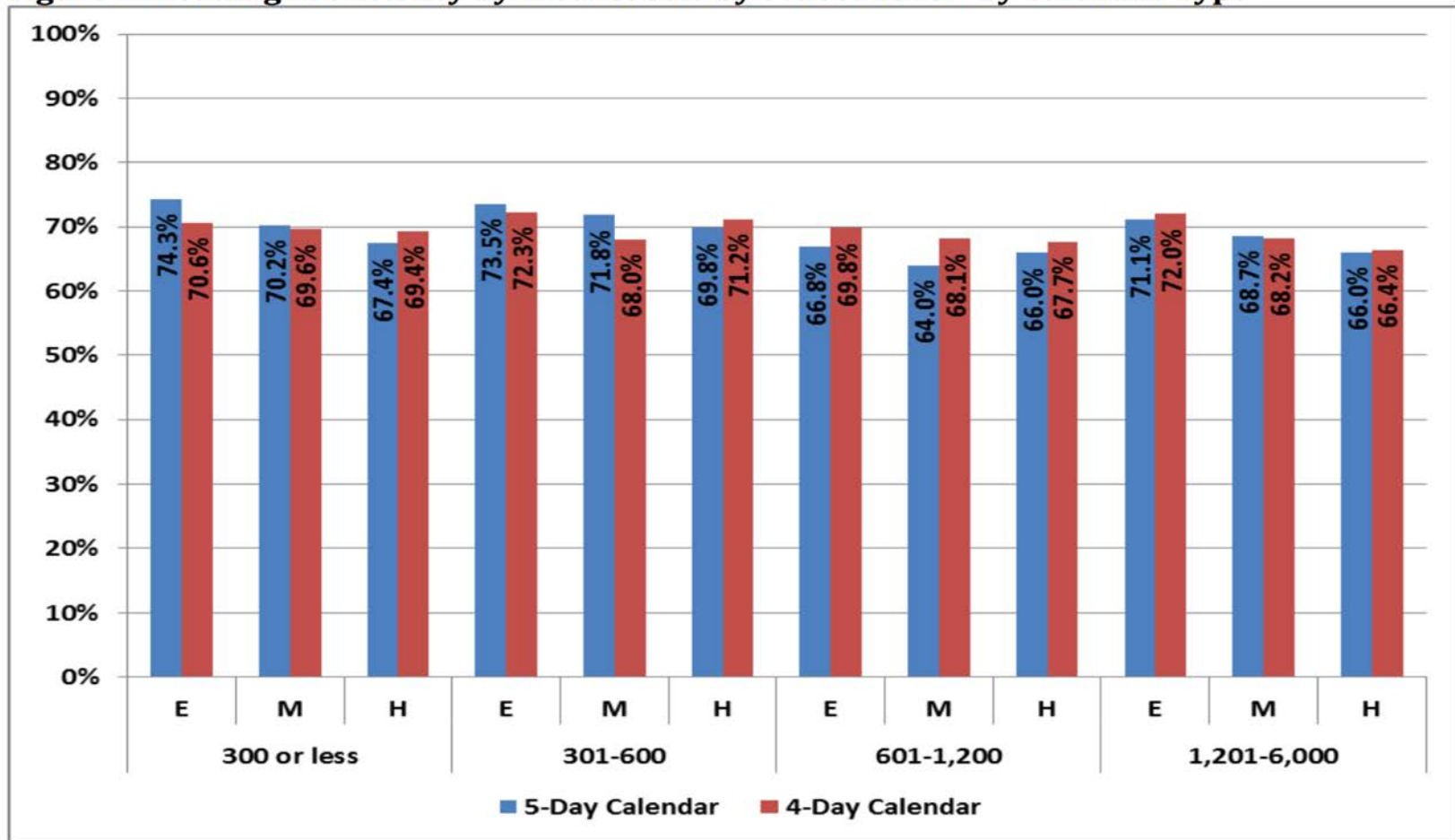
# Community

- Boys and Girls Club
- Rock Springs Police Department
- BOCES
- YWCA
- Recreation/Civic Center

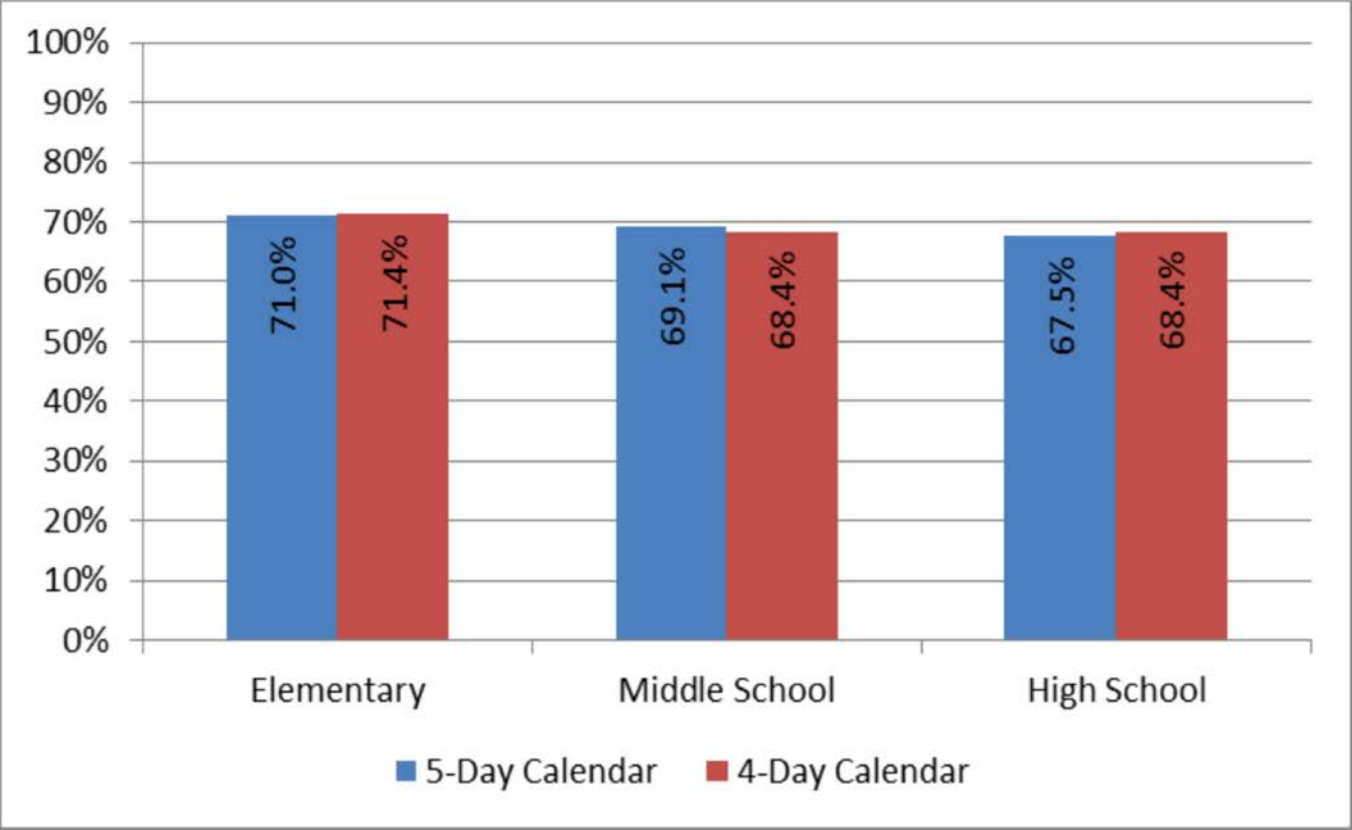
# Research

- Limited empirical research on 4-day weeks
  - Academic achievement is not impacted negatively or positively, depends upon implementation
  - Increase in staff and student morale
  - Increase in staff and student attendance
- Districts and states have collected their own data
  - Individual districts report increase in student achievement
  - Increase in staff and student morale
  - Increase in staff and student attendance

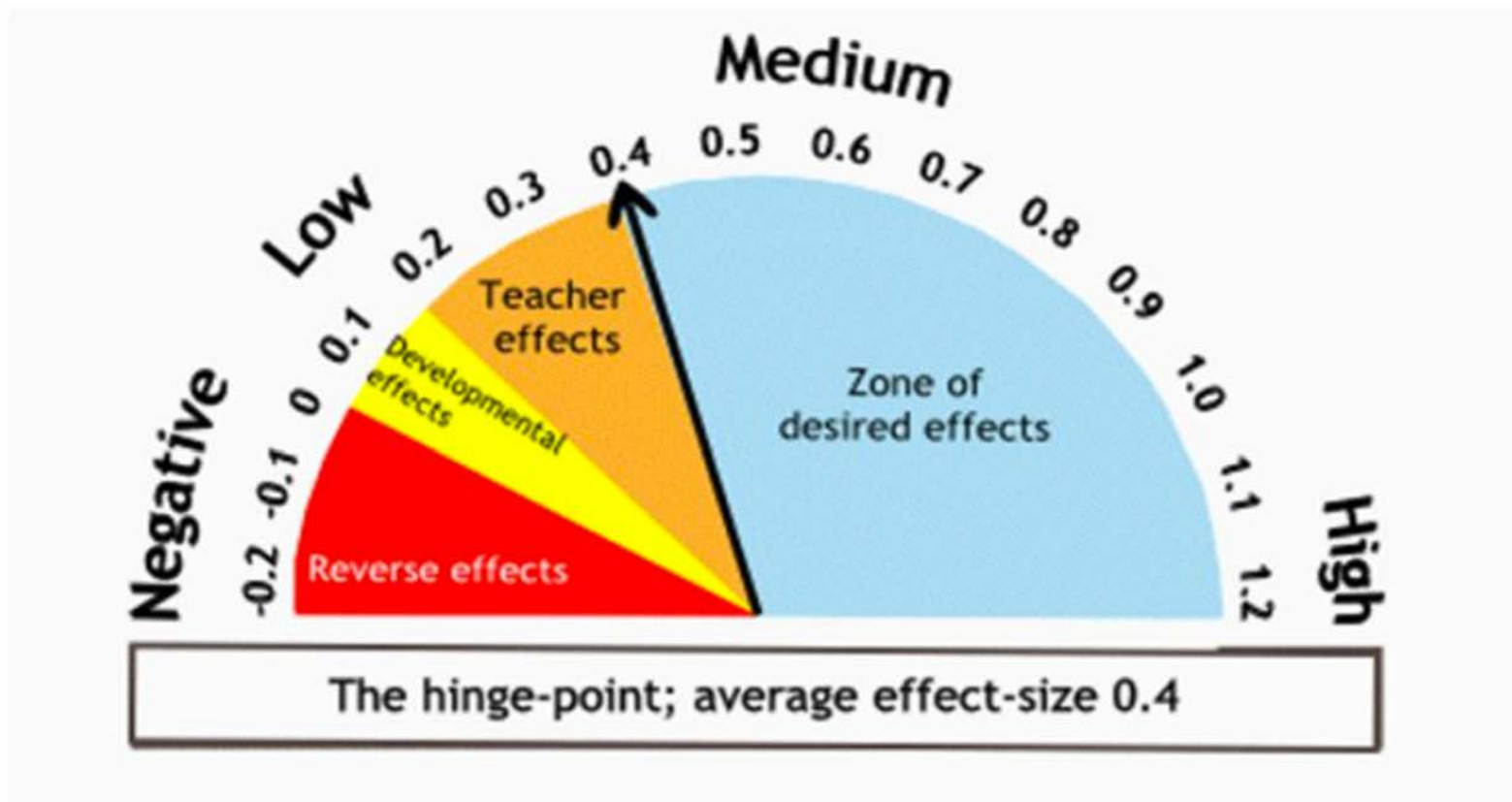
**Figure 2: Reading Proficiency by District Size by School Level\* by Calendar Type**



**Figure 1: Reading Proficiency by School Level by Calendar Type**



# Hatti's Research



Source of Influence	Aspect	Factor	Effect Size
Teacher	Teacher Attributes	Teacher estimates of student achievement	1.62
School	Leadership	Collective teacher efficacy	1.57
Student	Prior Knowledge & Background	Self-reported grades	1.33
Teaching: Teaching/Instruction Strategies	Strategies Emphasising Learning Intentions	Cognitive task analysis	1.29
Teaching: Teaching/Instruction Strategies	Strategies Emphasising Feedback	Response to Intervention	1.29
Student	Prior Knowledge & Background	Piagetian programs	1.28
Teaching: Teaching/Instruction Strategies	Teaching/Instruction Strategies	Jigsaw method	1.2
Curricula	Other Curricula Programs	Conceptual Change Programs	0.99
Student	Prior Knowledge & Background	Prior ability	0.94
Teaching: Student Learning Strategies	Learning Strategies	Strategy to integrate with prior knowledge	0.93
Student	Beliefs, Attitudes, Dispositions	Self-Efficacy	0.92
Teacher	Teacher Attributes	Teacher credibility	0.9

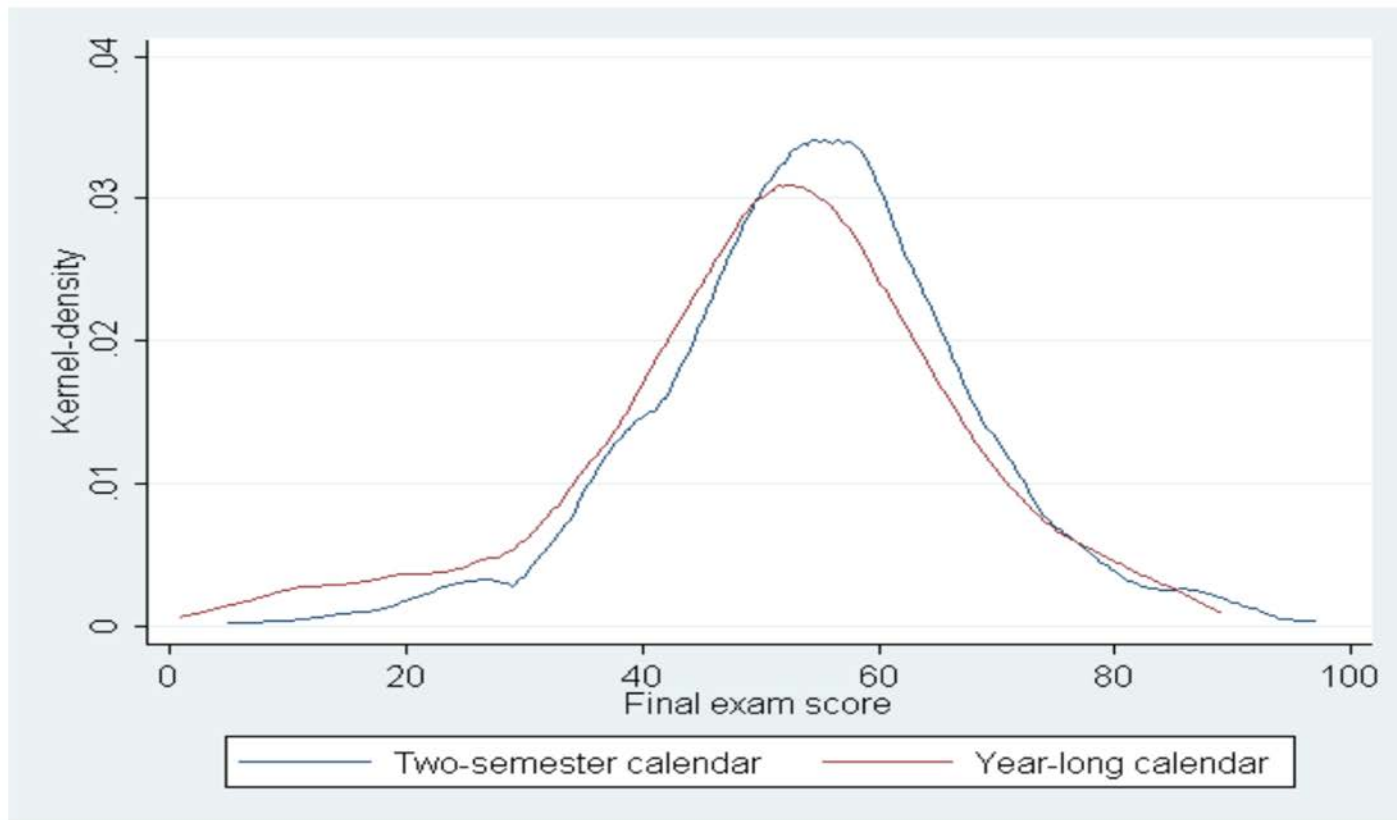


Teacher	Teacher Education	Micro teaching	0.88
Teaching: Student Learning Strategies	Meta-cognition/Self-Regulated Learning	Transfer strategies	0.86
Teaching: Student Learning Strategies	Meta-cognition/Self-Regulated Learning	Seeking help from peers	0.83
Teaching: Teaching/Instruction Strategies	Teaching/Instruction Strategies	Scaffolding	0.82
Teaching: Teaching/Instruction Strategies	Strategies Emphasising Feedback	Classroom discussion	0.82

# Hatti's Research

Source of Influence 	Aspect 	Factor 	Effect Size 
School	Other School Effects	School calendars and timetables	0.09

Appendix  
Distribution of final exam scores across the two types of calendar



Merely adding more time to the day, or days to the year,  
make little difference.

Hattie, 2015