

Summary of selected research findings on the “*Four-Day School Week*”

The Perceived Impact of the Four-Day School Week on Teacher Recruitment, Teacher Retention, and Job Satisfaction

This collective case study was undertaken to examine the perceptions of administrators, school counselors, and teachers on the four-day school week and the impact of the new calendar format on teacher recruitment, teacher retention, and job satisfaction. Three school districts were studied; each began implementation of the four-day school week during the 2015-2016 academic year. A total of 21 school personnel were interviewed, including three superintendents, three building administrators, three school counselors, and 12 teachers. Participants overwhelmingly identified the four-day school week as a benefit to them personally, citing the ability to balance work and family as positive. Employees of two of the three school districts reported improved ability to recruit potential candidates for teaching positions. Educators from all three districts reported an improvement in teacher retention, as the four-day schedule is very popular with teachers. Also noted as valuable and important to the teaching staff is the additional time for professional development and collaboration built into the school calendar. Given the difficulties small rural school districts frequently face when securing and retaining a highly qualified teaching staff, the findings of this study point to an unintended, yet powerful outcome of implementation of the four-day school week—the ability to recruit and retain teachers. (Marion, 2018) Retrieved October 2019, at <https://search.proquest.com/docview/2065075103>

Does Shortening the School Week Impact Student Performance? Evidence from the Four-Day School Week

In this study, we use school-level longitudinal data from the state of Colorado to investigate the relationship between the four-day school week and academic performance among elementary school students. We exploit the temporal and spatial variation in the four-day school week using a difference-in-differences empirical strategy. Our results suggest that student academic achievement has not been hurt by the change in schedule. Instead, the evidence indicates that the adoption a four-day school week shares a positive and often statistically significant relationship with performance in both reading and mathematics; the math results in particular are generally robust to a range of specification checks. These findings have policy relevance to the current U.S. education system, where many school districts must cut costs. The four-day school week is a strategy currently under debate. (Anderson, 2012) Retrieved October 2019, at https://www.mitpressjournals.org/doi/full/10.1162/EDFP_a_00165

Impact of a 4-Day School Week on Student Academic Performance, Food Insecurity, and Youth Crime Report from the Oklahoma State Department of Health’s Office of Partner Engagement, 2017.

Summary: “A Health Impact Assessment (HIA) utilizes a variety of data sources and analytic methods to evaluate the consequences of proposed or implemented policy on health. A rapid (HIA) was chosen to research the impact of the four-day school week on youth. The shift to a four-day school week was a strategy

employed by many school districts in Oklahoma to address an \$878 million budget shortfall, subsequent budget cuts, and teacher shortages. The HIA aimed to assess the impact of the four-day school week on student academic performance, food insecurity, and juvenile crime ... An extensive review of literature and stakeholder engagement on these topic areas was mostly inconclusive or did not reveal any clear-cut evidence to identify effects of the four-day school week on student outcomes — academic performance, food insecurity or juvenile crime. Moreover, there are many published articles about the pros and cons of the four-day school week, but a lack of comprehensive research is available on the practice.” Retrieved October 2019, at <https://www.ok.gov/health2/documents/FINAL%20HIA%20Four%20Day%20School%20Week%202017.pdf>

Three Midwest Rural School Districts’ First Year Transition to the Four Day School Week: Parents’ Perspectives

The four-day school week is a concept that has been utilized in rural schools for decades to respond to budgetary shortfalls. There has been little peer-reviewed research on the four-day school week that has focused on the perception of parents who live in school districts that have recently switched to the four-day model. This study collected data from 584 parents in three rural Missouri school districts that have transitioned to the four-day school week within the last year. Quantitative statistical analysis identifies significant differences in the perceptions of parents classified by the age of children, special education identification, and free and reduced lunch status. Strong parental support for the four-day school week was identified in all demographic areas investigated; however, families with only elementary aged children and families with students receiving special education services were less supportive than other groups. (Turner, Finch, Ximena, 2019) Retrieved October 2019, at <http://epubs.library.msstate.edu/index.php/ruraleducator/article/download/387/432>

Comparing Professional Learning Practices of Missouri's Four and Five Day Schools

Teachers from 18 Missouri four-day schools and 21 comparable five-day schools based on size, RPDC region, and free and reduced lunch population were included in the study. The teachers responded via online survey distributed by email. Statistical analysis included independent sample two-tailed t-tests adjusted for unequal sample sizes at the $p < 0.05$ level. Missouri four-day teachers rated the Learning Communities, Leadership, and Data standards significantly higher than their five-day counterparts did. The findings of this study add to the sparse body of literature related to the four-day school week and professional learning practices. The study concluded that the four-day school week may help schools improve professional learning practices due to the unique availability of professional development time on the off-day. (Lewis, 2018) Retrieved October 2019, at <https://search.proquest.com/openview/6fb8d8f9984e83b66e07d3a69f4a735d/1?pq-origsite=gscholar&cbl=18750&diss=y>

Staff Perspectives of the Four-Day School Week: A New Analysis of Compressed School Schedules

This study collects data from 136 faculty and staff members in three rural Missouri school districts that have transitioned to the four-day school week within the last year. Quantitative statistical analysis identifies strong support of the four-day school week model from both certified educational staff and classified support staff

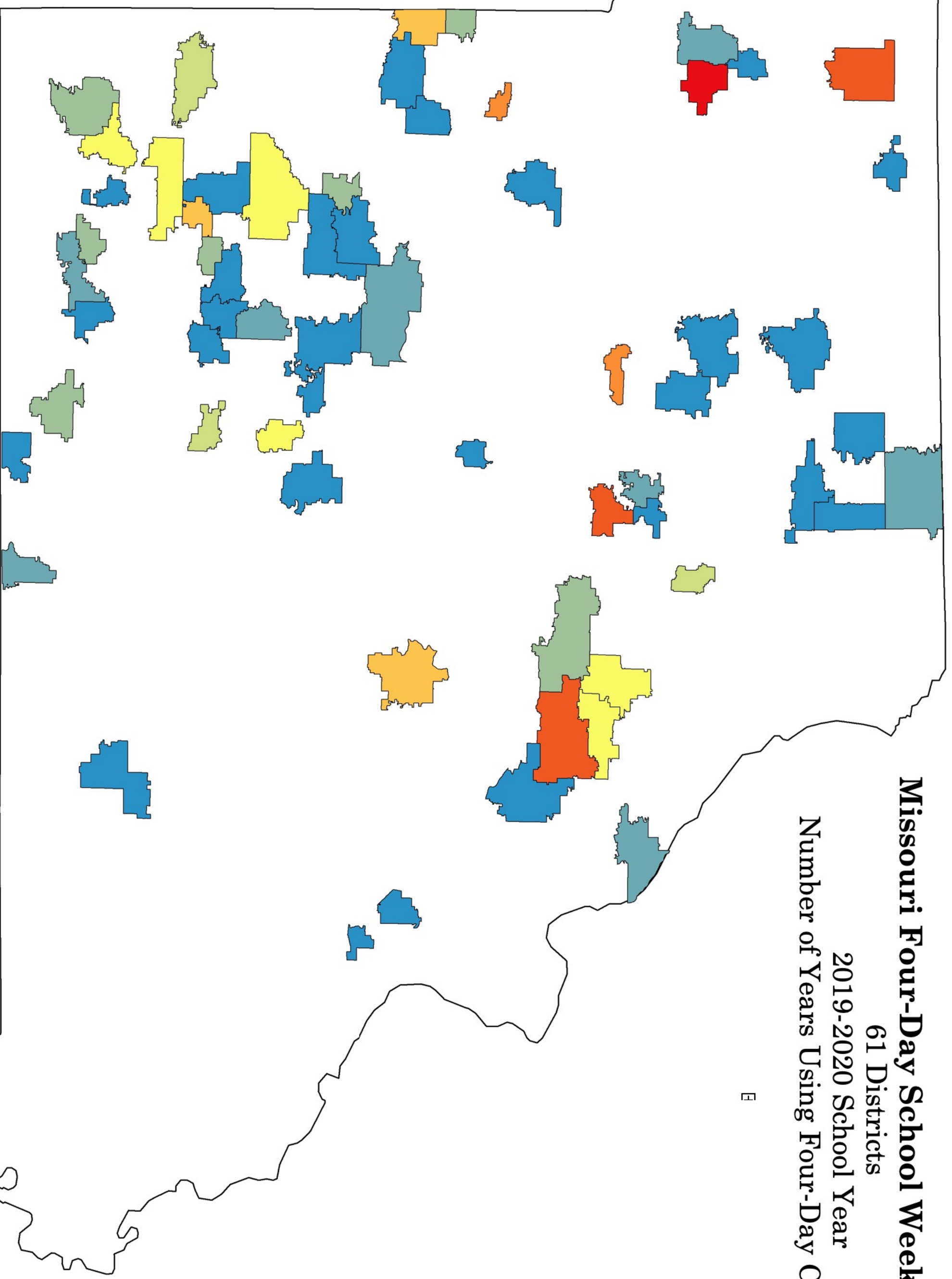
perspectives. All staff responded that the calendar change had improved staff morale, and certified staff responded that the four-day week had a positive impact on what is taught in classrooms and had increased academic quality. Qualitative analysis identifies staff suggestions for schools implementing the four-day school week including the importance of community outreach prior to implementation. No significant differences were identified between certified and classified staff perspectives. Strong staff support for the four-day school week was identified in all demographic areas investigated. Findings support conclusions made in research in business and government sectors that identify strong employee support of a compressed workweek across all work categories. (Turner, Finch, Ximena, 2017) Retrieved October 2019, at <http://redfame.com/journal/index.php/jets/article/view/2769/3014>

NOTE: This is by no means an exhaustive list of research findings and reports on the four-day school week. Rather, a representation of common findings among researchers. Most notable among them in terms of academic achievement. There are also a number of studies pertaining to potential cost savings. For the purpose of this summary, these are not included as it is not the primary goal of Hallsville School District to implement a four-day week to save money. While some savings can be expected, the primary motivations for this potential change include (1) recruiting and retaining quality staff, (2) improved attendance during the four school days, (3) providing time for staff collaboration in preparing for high quality instruction, and (4) increased quality time for families.

Missouri Four-Day School Week Districts

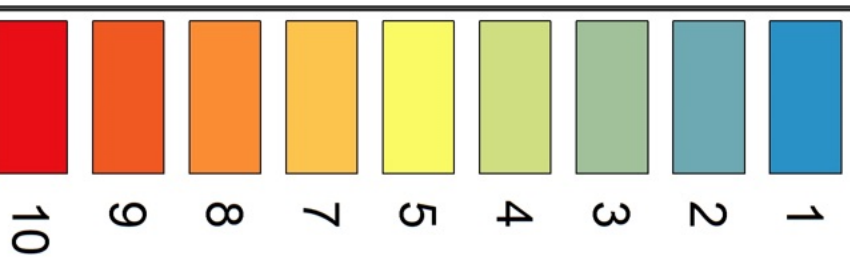
61 Districts
2019-2020 School Year
Number of Years Using Four-Day Calendar

E



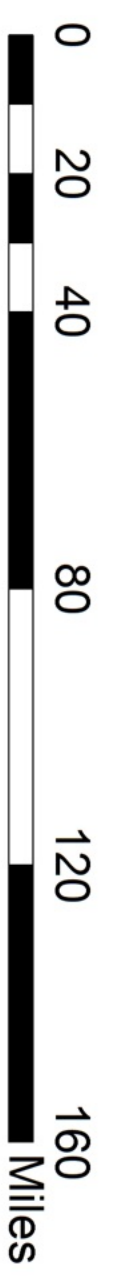
Legend
Missouri

No of Year(s)



Missouri State
UNIVERSITY

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District Code	Name	1st Year on Four-Day	Dcity	ZIP	Cert Staff#*	Student #	Website
	Currently Using Four-Day Week (* K-8 District-Elementary Only)						
025-002	LATHROP R-II	2010-2011 (10th Year)	Lathrop	64465		94	http://lathropschools.com
038-046	ALBANY R-III	2011-2012 (9th Year)	Albany	64402		59	http://www.albany.k12.mo.us
010-092	HARRISBURG R-VIII	2011-2012 (9th Year)	Harrisburg	65256		70	http://harrisburg.k12.mo.us/
070-093	MONTGOMERY CO. R-II	2011-2012 (9th Year)	Montgomery City	63361		117	http://www.mc-wildcats.org
019-147	EAST LYNNE 40*	2012-2013 (8th Year)	East Lynne	64743		15	http://www.eastlynne40school.org
097-118	OREARVILLE R-IV*	2012-2013 (8th Year)	Slater	65349		13	http://smdesign410wixsite.com/orearville
029-003	EVERTON R-III	2013-2014 (7th Year)	Everton	65646		32	http://www.evertontigers.org/
063-067	MARIES CO. R-II	2013-2014 (7th Year)	Belle	65013		85	http://maries2.org/
007-121	MIAMI R-I	2013-2014 (7th Year)	Amoret	64722		27	http://miamir1.net
004-106	COMMUNITY R-VI	2015-2016 (5th Year)	Laddonia	63352		41	http://www.cr6.net/
053-114	LACLEDE CO. C-5*	2015-2016 (5th Year)	Lebanon	65536		40	http://www.jebc5.k12.mo.us/
055-104	MILLER R-II	2015-2016 (5th Year)	Miller	65707		50	http://www.millerschools.org
055-105	PIERCE CITY R-VI	2015-2016 (5th Year)	Pierce City	65723		78	http://www.pcschools.net
020-001	STOCKTON R-I	2015-2016 (5th Year)	Stockton	65785		96	http://www.stockton.k12.mo.us
070-092	WELLSVILLE MIDDLETOWN R-I	2015-2016 (5th Year)	Wellsville	63384		48	http://wvmr1.k12.mo.us/
069-107	HOLLIDAY C-2*	2016-2017 (4rd Year)	Holiday	65258		13	http://www.holidayc2school.weebly.com
049-137	JASPER CO. R-V	2016-2017 (4rd Year)	Jasper	64755		52	http://www.jasper.k12.mo.us/
112-099	NIANGUA R-V	2016-2017 (4rd Year)	Niangua	65713		43	http://www.nianguaschools.com
106-001	BRADLEYVILLE R-I	2017-2018 (3rd Year)	Bradleyville	65614		33	http://bradleyville.k12.mo.us
104-043	CRANE R-III	2017-2018 (3rd Year)	Crane	65633		64	http://www.crane.k12.mo.us
019-150	DREXEL R-IV	2017-2018 (3rd Year)	Drexel	64742		41	http://www.drexel.k12.mo.us/
073-099	EAST NEWTON CO.R-VI	2017-2018 (3rd Year)	Granby	64844		137	http://eastnewton.org
014-126	NORTH CALLAWAY CO. R-I	2017-2018 (3rd Year)	Kingdom City	65262		120	http://nc.k12.mo.us
093-121	ROSCOE C-1*	2017-2018 (3rd Year)	Osceola	64776		9	53
039-136	WALNUT GROVE R-V	2017-2018 (3rd Year)	Walnut Grove	65770		35	http://www.wgtigers.com
088-075	Higbee	2018-2019 (2nd Year)	Higbee	65257		31	https://sites.google.com/a/higbeeschool.com/h
084-003	Halfway	2018-2019 (2nd Year)	Halfway	65663		35	https://www.halfwayschools.org/
104-042	Galena	2018-2019 (2nd Year)	Galena	65656		50	https://sites.google.com/a/galena.k12.mo.us/g
008-107	Warsaw R-IX	2018-2019 (2nd Year)	Warsaw	65355		142	http://www.warsawk12.org/
025-003	Clinton County R-III	2018-2019 (2nd Year)	Plattsburg	64477		80	http://ccr3.k12.mo.us/
098-080	Schuyler County R-I	2018-2019 (2nd Year)	Queen City	63561		68	https://www.schuyler.k12.mo.us/
082-101	Pike County R-III (Clopton)	2018-2019 (2nd Year)	Clarksville	63336		73	https://sites.google.com/clopton.k12.mo.us/ma
077-101	Bakersfield R-IV	2018-2019 (2ndYear)	Bakersfield	65609		43	http://bakersfield.k12.mo.us
084-005	Marion C. Early R-V	2019-2020 (1st Year)	Morrisville	65710		45	https://www.mceonline.net/
039-142	Fair Grove	2019-2020 (1st Year)	Fair Grove	65648		113	https://www.fairgroveschools.net/o/district
001-090	Adair County R-I (Novinger)	2019-2020 (1st Year)	Novinger	63559		30	http://novinger.k12.mo.us/home.html
043-003	Weaubleau R-III	2019-2020 (1st Year)	Weaubleau	65774		40	http://www.weaubleau.k12.mo.us/
043-001	Hickory County R-I (Skyline)	2019-2020 (1st Year)	Urbana	65767		78	https://skylineschools.info/
021-150	Keytesville	2019-2020 (1st Year)	Keytesville	65261		33	https://www.keytesville.k12.mo.us/
029-004	Greenfield RIV	2019-2020 (1st Year)	Greenfield	65661		52	https://www.greenfieldr4.org/
109-003	Warren County R-III	2019-2020 (1st Year)	Warrenton	63383		293	http://www.warrencor3.org/
022-094	Spokane R-VII	2019-2020 (1st Year)	Highlandville	65669		84	http://www.spokane.k12.mo.us/
001-092	Adair County R-II (Brashear)	2019-2020 (1st Year)	Brashear	63533		31	http://brashear.k12.mo.us/
058-106	Linn County R-I	2019-2020 (1st Year)	Purdin	64674		38	209
077-104	Lutie	2019-2020 (1st Year)	Theodosia	65761		33	147
050-002	Grandview R-II (Hillsboro)	2019-2020 (1st Year)	Hillsboro	63050		78	http://www.grandviewr2.com/
055-111	Verona R-VII	2019-2020 (1st Year)	Verona	65769		47	https://www.veronar7.net/
084-006	Pleasant Hope	2019-2020 (1st Year)	Pleasant Hope	65725		98	https://sites.google.com/a/phr6.org/phr6/home
007-129	Butler	2019-2020 (1st Year)	Butler	64730		92	1070
007-122	Ballard R-II	2019-2020 (1st Year)	Butler	64730		30	https://www.ballardr2.net/
088-073	Renick R-V*	2019-2020 (1st Year)	Renick	65278		18	94
068-072	Moniteau County R-V (Latham)*	2019-2020 (1st Year)	Latham	65050		12	https://www.lathambraves.com/
021-148	Northwestern R-I (Mendon)	2019-2020 (1st Year)	Mendon	64660		35	161
032-054	Osborn	2019-2020 (1st Year)	Osborn	64474		31	https://www.osbornwildcats.org/
050-009	Sunrise R-IX	2019-2020 (1st Year)	Desoto	63020		27	https://www.sunrise-r9.org/
051-154	Crest Ridge (Johnson County R-VII)	2019-2020 (1st Year)	Centerville	64019		50	www.crestridge.org
093-124	Osceola	2019-2020 (1st Year)	Osceola	64776		52	http://www.osceola.k12.mo.us/
015-001	Stoutland R-II	2019-2020 (1st Year)	Stoutland	65567		47	https://www.stoutlandschools.com/
101-105	Winona	2019-2020 (1st Year)	Winona	65588		47	https://www.winonar3.org/
061-154	LaPlata R-II	2019-2020 (1st Year)	La Plata	63549		38	https://www.laplata.k12.mo.us/home
041-005	Ridgeway	2019-2020 (1st Year)	Ridgeway	64481		26	88
					*Staff Number may be duplicated with staff being counted more than once		
	Shaded Blue---Currently under consideration					3532	31337
080-121	Green Ridge (potentially adopting flex calendar)		Green Ridge	65332		41	http://greenridge.k12.mo.us/cms/One.aspx?www.stjosephchristian.com
	St Joseph Christian		St Joseph	64506			www.stjosephchristian.com
057-002	Elsberry (under committee study for possible 2020-21)		Elsberry	63343		100	http://www.elsberryschools.com/
077-100	Thornfield		Thornfield	65762		10	53
057-001	Silex		Silex	63377		49	430
045-077	Fayette R-III (voted no for 2019-2020)		Fayette	65248		83	659
052-096	Knox County R-I (will not be switching for 2019-2020)		Edina	63537		58	507
104-041	Hurley		Hurley	65675		37	203
058-108	Meadville R-IV		Meadville	64659		36	247
058-107	Bucklin R-II		Bucklin	64631		32	128
021-149	Brunswick (will not be going to 4 day for 2019-2020)		Brunswick	65236		36	293

077-102	Gainesville R-V (will not be going to 4 day for 2019-2020)		Gainesville	65655	64	638	
114-112	Norwood (will vote Feb 20 to adopt flex calendar)		Norwood	65717	53	387	
106-003	Forsyth R-III (not for 2019-2020)		Forsyth	65653	109	1184	
112-103	Seymore (voted to stick with 5 day for 2019-2020)		Seymour	65746	84	717	
007-124	Rich Hill R-IV (Researching for 2020-2021)		Rich Hill	64779	44	323	
068-074	Jamestown C-1		Jamestown	65046	41	210	
051-153	Chilhowee R-IV		Chilhowee	64733	27	172	https://www.chilhowee.k12.mo.us/
105-125	Newtown-Harris R-III		Newtown	64667	24	98	http://www.nhtigers.k12.mo.us/
066-107	Iberia R-V (not for 2019-2020)		Iberia	65486	66	718	
105-124	Milan C-2		Milan	63556	64	645	
067-061	Charleston R-I		Charleston	63834	102	943	
081-095	Newburg R-II		Newburg	65550	46	405	
	Adrian		Adrian				
	Northeast Randolph County R-IV		Cairo	65239	48	398	