

4-Day School Week in Idaho



KSD #391 BUDGET COMMITTEE

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Agenda

- PowerPoint Summary
- Q & A – Write questions on cards. Those questions that do not get addressed tonight will be addressed on the website by Friday.

Current Status of 4-Day Schools in Idaho

Idaho currently has 115 school districts and 31 Charter Schools.

- Of those, 14 school districts and 2 Charter Schools are currently operating on a 4-Day School Week.
 - The largest school district in Idaho functioning on a 4-day School week is Boundary County with 1,634 students (our current enrollment is 1349).
 - The smallest school district in Idaho functioning on a 4-day School week is Three Creek Joint Elementary School District with 4 students in grades K-8.
 - Schools functioning in Idaho on a 4-Day School week operate Monday through Thursday.
 - Research of other states shows that many districts choose to operate Tuesday through Friday.



Current Status of 4-Day Schools in Idaho

Four day week schools for 2008-2009		
District #	District Name	# of Schools
21	Marsh Valley	7
33	Bear Lake County	6
101	Boundary County	7
148	Grace	3
149	North Gem	2
150	Soda Springs	6
161	Clark County	3
171	Orofino	8
181	Challis	5
182	Mackey	2
291	Salmon	6
351	Oneida County	4
416	Three Creek Elementary	1
364	Pleasant Valley Elementary School District	1
055c	Blackfoot Charter School	1
291c	Upper Carmen Charter School	1
		63

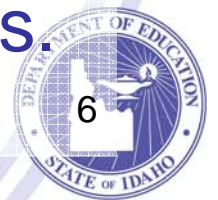
Totals
 14 School Districts
 2 Charter Schools
 63 Total Schools



What is a 4-Day School Week?

Most schools that have adopted a 4-Day School Week take either Friday or Monday off.

- Supporters of Friday claim that it is best because so many students already miss Fridays due to athletic events and other activities on this day.
- Supporters of Monday claim that gymnasiums and schools often have to be lit and heated for Friday athletic events and activities, whereas few such events occur on Mondays.



The Laws Around a 4-day Schools in Idaho

Idaho law requires school districts to adopt a school calendar that provides its students at each grade level with the following number of instructional hours:

- Grades 9-12: 990 hours
- Grades 4-8: 900 hours
- Grades 1-3: 810 hours
- Kindergarten: 450 hours



The Laws Around a 4-day Schools in Idaho

- School districts operating on a traditional five-day school week may schedule six-hour days for 165 school days to reach the total instructional hours of 990.
- A school district operating on a 4-Day School Week may achieve those hours by scheduling seven-hour days for 142 school days, decreasing the total number of school days by 23 days.



Financial Impact of 4-Day School Weeks

Districts typically report a cost savings after transferring to a 4-Day School Week but also report that the savings are not substantial.

- Most cost savings come as a result of decreased work schedules for Classified Staff who work on an hourly basis.



Financial Impact of 4-Day School Weeks

Transportation: It has been reported that transportation costs can be reduced by about 20%.

- To realize these savings, a district must severely restrict or eliminate transportation for activities or programs on non-school days.
- Savings come from fuel, oil, and salaries for school bus drivers.
- Capital, insurance, maintenance and administrative costs remain consistent.
- In Idaho, these savings would not result in total net savings in the overall budget due to Idaho law which reimburses districts up to 85% of their transportation costs. (Changes in rules may bring the reimbursement down to 50% -- the savings for Kellogg would be approximately \$60,000)

Food Service Programs: If districts are subsidizing the food service program from the general fund, a 20% savings has been reported.

- Certain fixed costs are not reduced. (Note: Kellogg has not had to subsidize the food service program, but this is a possibility with a 4-day week).

A full 20% reduction in these areas for many districts that have made the transition results in approximately 1 to 2% savings in the overall budget (\$100,000 to \$200,000 in Kellogg School District).



Financial Impact of 4-Day School Weeks

Utilities:

- If buildings are actually closed and placed on weekend cycle, a savings can be realized.
- However, common practice is for some buildings to be open for extra activities and for staff use.

Staff:

- Teachers and administrators typically receive the same annual salary.
- Savings reported usually can be attributed to reduction in hours worked for hourly employees tied directly to the school day, such as aides, cooks, paraprofessionals and bus drivers.
- Districts often see savings from a decrease in the need for substitute teachers due to better staff attendance.

Financial Impact of 4-Day School Weeks

Fall Enrollment vs. ADA:

- While many districts make the transition to a 4-Day Week due to declining enrollment, many districts have reported that the Average Daily Attendance has increased, resulting in more funding from the state than in previous years.
- A review of Idaho's 4-Day school week districts and charters does show this to be the case in many instances.

KSD #391 ADA HISTORY

ADA is the **AVERAGE DAILY ATTENDANCE** for the district's best 28 weeks (SY = 33 weeks). Over the past five years, our ADA has decreased by 78.75.

Any day a student is absent (for all or a portion of a day) decreases our ADA and our state funding. At approximately \$3,600 per ADA, we lost \$283,500 in state revenue.

YEAR	ADA	CHANGE
2008-09 (not final-first reporting period only)	1273.53	+0.82
2007-08	1272.71	-38.48
2006-07	1311.19	-2.04
2005-06	1313.23	-24.25
2004-05	1337.48	-14.8
2003-04	1352.28	

Child Care

Child care is often cited as a concern for parents who work outside of the home.

- However, many parents say that it is easier to find a babysitter for one day per week rather than a few hours every day.
- A 4-Day school week has actually been cited as a solution to the “latchkey” issue.

Instruction and Student Achievement

There is little research available on the practice of a 4-Day school week and its affects on student achievement.

- Many districts report an increase in actual instructional time due to less interference from athletics, doctor and dentist appointments.
- It is essential that teachers make adjustments to instructional practices and timelines in order to avoid student achievement being affected negatively. The instructional change will require teacher additional in-service time.
- Concerns have been expressed by some that students in need of more frequent reinforcement have trouble with continuity of learning with the three-day weekend.

Instruction and Student Achievement

In reviewing Idaho's ISAT and IRI test results, it appears that students who attend a 4-Day school do not do any worse or any better than their peers in most instances.

- Definitive results are nearly impossible due to the number of variables involved.
- One possible trend shows that a transition to a 4-Day week seems to affect achievement of early elementary students more than middle and high school students.

Reported Benefits of a 4-Day School Week?

Most districts make the transition to a 4-Day School Week for financial reasons but soon recognize other advantages and benefits that they did not anticipate:

- Student dropout rates decline.
- Student disciplinary referrals decrease.
- Student achievement is generally not affected either positively or negatively.
- Student and teacher attendance improves.
- Students and teachers benefit from less interrupted class time as a result of longer class periods and fewer transitions at all grade levels. This increases the efficiency of instruction.
- Students and teachers share more positive attitudes about school. Consequently, there is a marked improvement in school morale.

Reported Benefits of a 4-Day School Week?

- School faculty has more time for quality staff development (often the day off is used for this purpose).
- There is more time for participation in extracurricular activities and for personal business, such as doctor appointments.
- The district has savings on utility bills, substitute teacher pay, school buses, and building wear and tear.
- Schools can make up school days missed due to inclement weather on what would have been the fifth school day instead of at the end of the school year.
- Schools experience fewer distractions; learning is broken up less by athletic events or other school activities.

Reported Concerns of a 4-Day School Week?

Some concerns associated with 4-Day week:

- Child care issues: While some parents like the 4-day week because they prefer having to find good child care one day a week, others dislike it for the same reason and prefer to arrange for child care in smaller increments of time.
- There is often concern as to how primary students will respond to such a long school day. As a result, many schools structure the day so the afternoon is composed of less academic work than the morning, thus allowing students to have some “down time”.
- School reform movement: Some educators are concerned that the 4-day school week may appear to be inconsistent with the new emphasis for more time in school.
- The 4-Day school week will take more of the local community commitment than other schedule options as it can affect daily community routines.
- Students will get on buses earlier in the morning and arrive at home later in the evening with a 4-day week.
- Students will have a longer time between breakfast and lunch with the longer school day.

4-Day Week Potential School Start & End Times

<i>SCHOOL</i>	<i>START & END TIMES</i>
Kellogg High School	8:00 – 4:15
Sunnyside	7:40 – 3:30
Canyon	8:00 – 3:40
Pinehurst	7:40 – 3:25
SV Alt. High School	7:45 – 4:00
Kellogg Middle School	7:45 – 4:01

If You Are Considering a 4-Day School Week

The following questions should be considered:

- Is a 4-Day week educationally sound for all students and for all groups of students, including young children, those with special needs and at-risk students?
- Do the benefits of implementing a new calendar offset the disadvantages? How will you know? What data will you collect?
- How can a calendar change be used to continue progress in raising student achievement and closing gaps? Can the reallocation of savings support new or reorganized activities to better address student educational needs?

Resources

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Resources

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