Welcome

Don't forget to sign-in.

- **Group Assignments**

Group 1		Group 2		Group 3		Group 4
Melissa Block		Joe Walker		Jayme Duckett		Tracey Green
Haleigh Fisher		Ember Courtroul		Anna Mosher		Jaclyn Trussell
M'Lee Bright		Brittany Matlock		Tom Frazier		Megan Harris
Lacey Long		Amy Quinn		Stephanie Davis		Brandi Petree
Ashley Moore		Regina Walters		Gracie Dolan		Cassie Pavel
Stephanie Velasco		Shaina Clayton		Kimberly Allen		Melissa Ormsby
Zach Tarrant		Kristi Mayes		Lloyd Pinkerton		Bailey Copeland
Randy Chapman		Kurtis Flood		Stasha Black		Kristina Soebee
Nikki Nix		Matt Wilkin		Jeff Meador		Craig Stevenson

Adjusted Timeline

Formation & Planning-Feb 2026

Research & Data Gathering-March & April

Community Engagement & Feedback-April

Analysis & Discussion-May**

Draft Report-August**

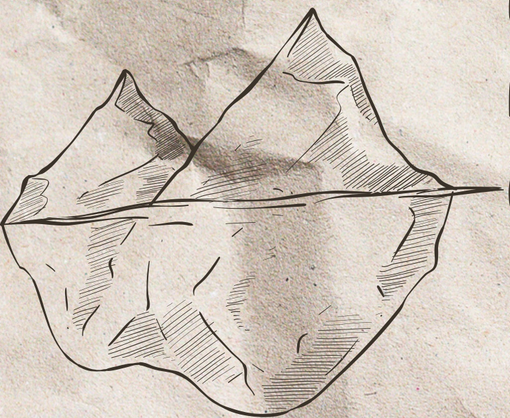
Report & Presentation to the DAC-September**

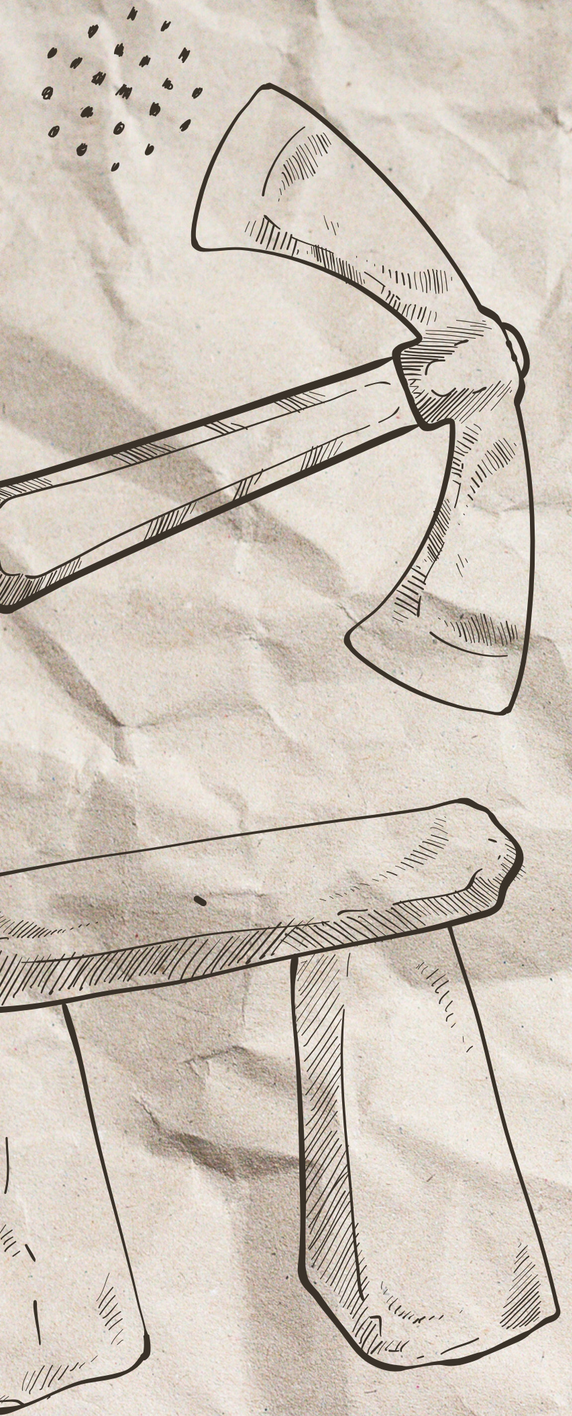
Initial Update to the Board-September**

Final Report & Presentation to the Board if applicable-October**

Possible Board Action-November and beyond**

Earliest possible start would be 2027-2028





Norms

- Purpose-Driven Work
- Data Before Opinion
- Student-Centered Decision-Making
- Commitment to Legal & Operational Realities-75,600 min
- Respectful Dialogue
- Community Awareness
- Transparency & Communication
- Confidentiality (When Necessary)
- Attendance & Preparation
- Keep an open mind-really listen and look at both sides

Quick Survey

9/2/26 DAC Survey

We would like to get a pulse of the starting point of the group. As you answer remember our norms, and the focus on the best interest of students.

Sign in to Google to save your progress. Learn more

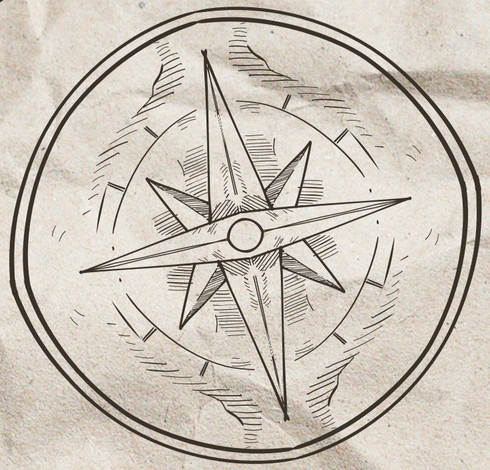
At this point in the process, do you propose a 5-day/traditional calendar or a 4-day/hybrid calendar?

- ◯ Stay with 5-Day/Traditional Calendar
- ◯ Propose a 4-Day/Hybrid Calendar

Submit

Clear form









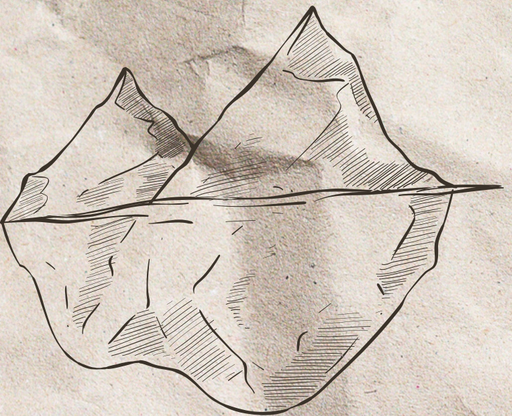
Exploratory Committee

Considering adjustments to the workweek/hybrid calendar

Melissa Block

Committee Members

Surveys/Reporting: Jeff Meador Jesi Spears Haleigh Fisher Amber Skinner Ember Courtroull	**Financial: Spencer Davis** Amy Rother Joe Walker Kenneth Nix Jayme Duckett
Case Studies & Interviews: Melissa Block Tracey Green Alli Solomon Angela Gonzalez Danny Dudgeon Laura Caskey Noah Hancock	**Academic: Nikki Nix, Keri Grimsley, & Stephanie Wynne** Denise Finnegan Heather Davis Tami Swanson Brittany Wills



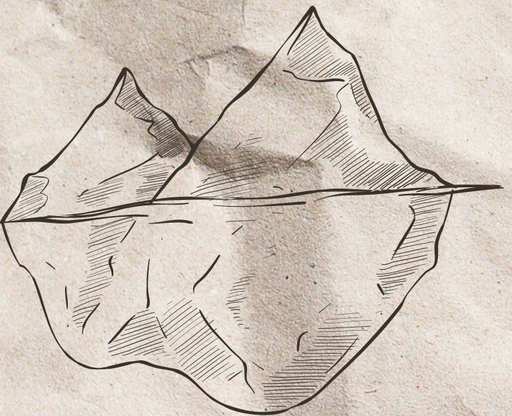
Primary Reasons for the Shift

Most districts in our area (e.g., Anna, Athens, Mineral Wells, Chico) cite three core motivations:

Teacher Recruitment & Retention: In a competitive market, a four-day week is a "zero-cost" benefit. Athens ISD reported a 23% increase in their applicant pool after the switch.

Student Attendance: Districts aim to reduce chronic absenteeism by allowing families to schedule doctor appointments and extracurricular travel on the off-day (usually Friday).

Financial Savings: While often a secondary goal, districts see modest savings (approx. 2% of total budget) in transportation, food services, and utilities.

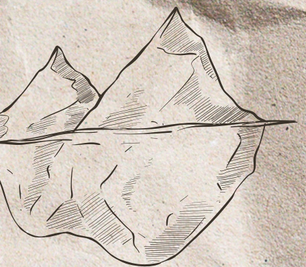


Data Analysis & Trends

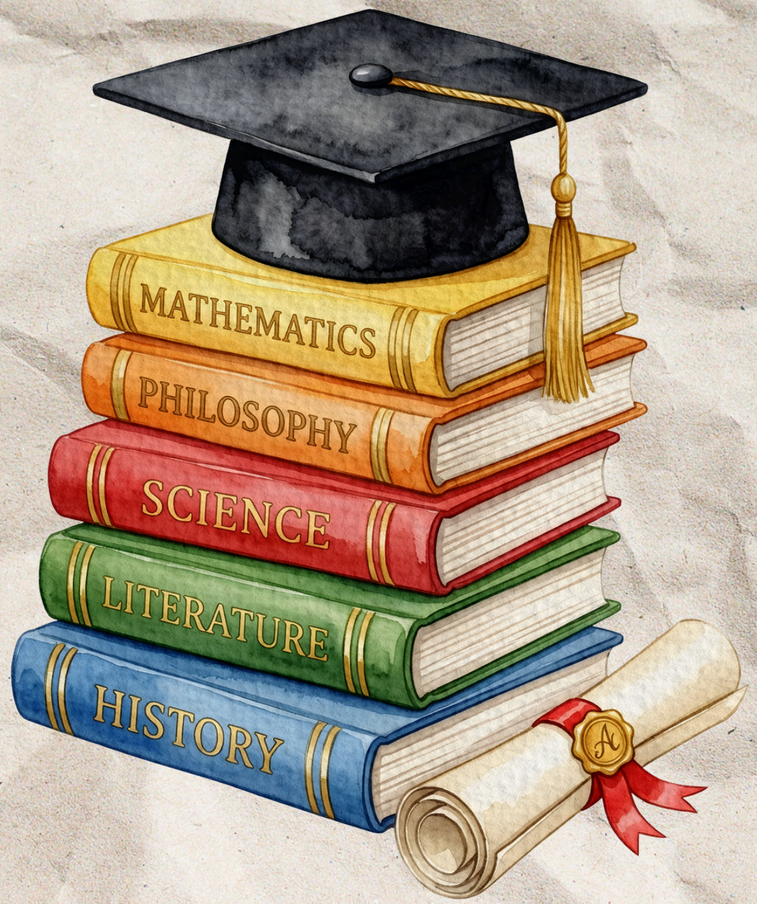
Attendance and Discipline

Attendance: Initial data from districts like Mineral Wells showed a 3% increase in attendance during the first semester of implementation. However, statewide TEA analysis suggests that while "official" attendance may stabilize, the long-term impact on chronic absenteeism is negligible once the "novelty" wears off.

Discipline: Trends show a decrease in campus-based disciplinary incidents (bullying, fights). This is often attributed to reduced "friction" between students and increased rest; however, some law enforcement agencies have noted a slight uptick in juvenile delinquency in the community on the off-day.



Academic Report



Academic Report

Analyzed 45 Four Day districts across Texas that began 4 day weeks 19-20 through 24-25 school years. Looked at TAPR STAAR Annual Progress Compared to State Average Progress --Annual Growth, All Grades, Both Subjects.

Year 1: Average of 1% growth of annual progress compared to state average progress

Year 2: Average of No Change from Year 1-Year 2.

Year 3: Average of No Change from Year 2-Year 3.



Academic Performance

The TEA's 2022-2023 "Four-Day School Week Campus Analysis" provides a sobering look at academics:

STAAR Testing: On average, 4DSW campuses saw lower growth in "Meets Grade Level" for Reading and Math compared to 5-day peers.

The "32-Hour Rule": Research indicates that if a district maintains at least 32 hours of instruction per week (by lengthening the remaining 4 days), there is no statistically significant negative impact. Districts that drop below 30 hours see sharp declines.

College, Career, and Military Readiness (CCMR): High-performing districts like Anna ISD (approx. 45% CCMR in 2023) have maintained their rates by using the 5th day for "targeted intervention" or "Friday Academies" for seniors to complete certifications.

Graduation Rates: There is currently no evidence that 4DSW negatively impacts graduation rates. Most districts on the list, such as Athens and Community ISD, have maintained graduation rates above 95%.



Impact on Dysleia & Special Education

This is a critical "case-building" area for staying at 5 days.

Service Minute Compliance: Texas districts must still meet the Individualized Education Program (IEP) minutes. Moving to 4 days forces these minutes into a tighter window, often leading to "service fatigue" where a student receives 60 minutes of therapy in one day rather than two 30-minute sessions.

Dyslexia Services: Under HB 3928, dyslexia instruction must be delivered by highly trained providers. Districts like Pecos-Barstow-Toyah have had to carefully restructure their "off-day" to ensure students don't lose their 5th day of intensive phonics intervention, which is often crucial for retention.

Trend: Special Education advocates express concern that the 4DSW increases the "identification gap," as teachers have 20% less time to observe and flag developmental delays.



Impact Trends

The "Initial Dip" Phenomenon

Data from 2024–2025 suggests a common pattern:

Year 1: Ratings often stay flat or dip slightly as teachers and students adjust

Year 3: Ratings tend to stabilize. Districts that use the 5th day for mandatory intervention (like Tioga or Athens) see better accountability outcomes than those that close entirely on Fridays.

Impact on "School Progress" Domain

The TEA's A–F system heavily weights School Progress (how much students improved from last year).

Trend: 4DSW districts often score higher in Teacher Retention metrics but lower in Academic Growth for late-elementary students.

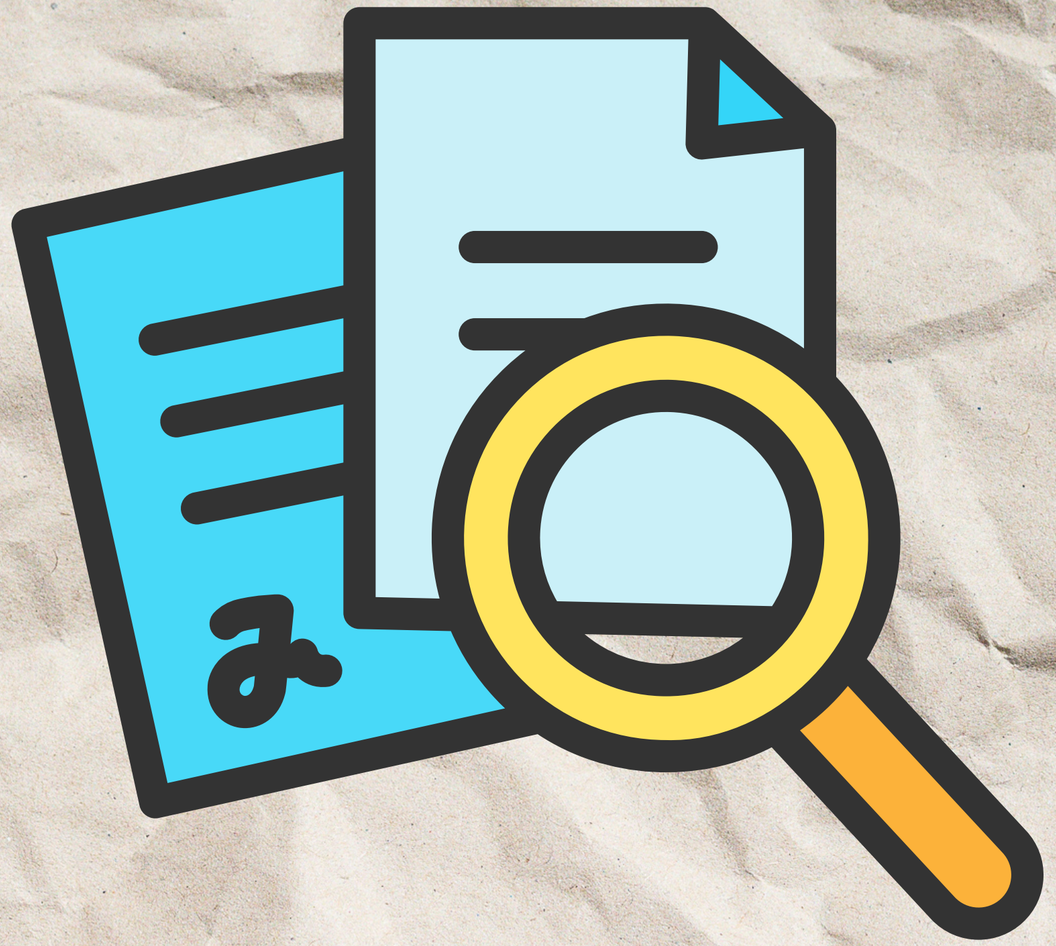
The Risk: If a district is already a "D" or "F," the TEA warns that the 4DSW can be "risky" because it reduces the frequency of touchpoints for struggling students, making it harder to "close the gaps" (Domain 3 of the accountability system).

Synthesis for Your Case

The Argument for 5-Day: Staying 5-day is the "safer" route for maintaining or reaching an 'A' rating. The consistency of daily instruction is more aligned with the TEA's current accountability formulas, particularly for math growth and special education service consistency.

The Argument for 4-Day: Moving to 4-day is a staffing strategy, not an academic one. If your district is losing its best teachers to neighboring towns, your rating will eventually drop anyway due to vacancies. A 4-day week with a mandatory 5th-day intervention for "at-risk" students is the only way to protect your accountability rating.

Case Studies



Case Study Report

Summary: Brock, Joshua, Mineral Wells, Hillsboro, Slaton, Pecos-Barstow-Toyah

Overall Positives:

1. **Improved Staff Retention, Recruitment, and Morale**
2. **Increased Attendance (Staff & Students)**
3. **Academic Performance: Neutral to Positive trends**
4. **Financial and Operational Benefits**
5. **Increased Instructional Focus and Efficiency**
6. **Positive Impact on Student Behavior and Engagement**

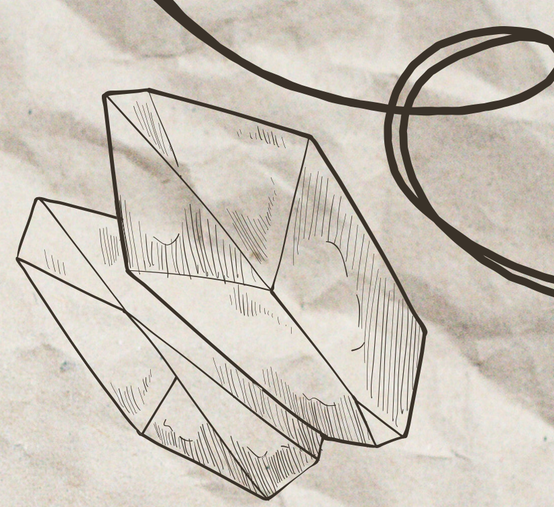
Case Study Report

Overall Challenges:

1. **Childcare and Family Impact**
2. **Increased Daily Demands & Scheduling Contraints**
3. **Special Education Complexities**
4. **Instructional Time Compression**
5. **Impact on Hourly and Auxillary Staff**
6. **Calendar and Communication Challenges**
7. **Extracurricular and Program Adjustments**



Case Study Report



Mixed/Context-Dependent Factors:

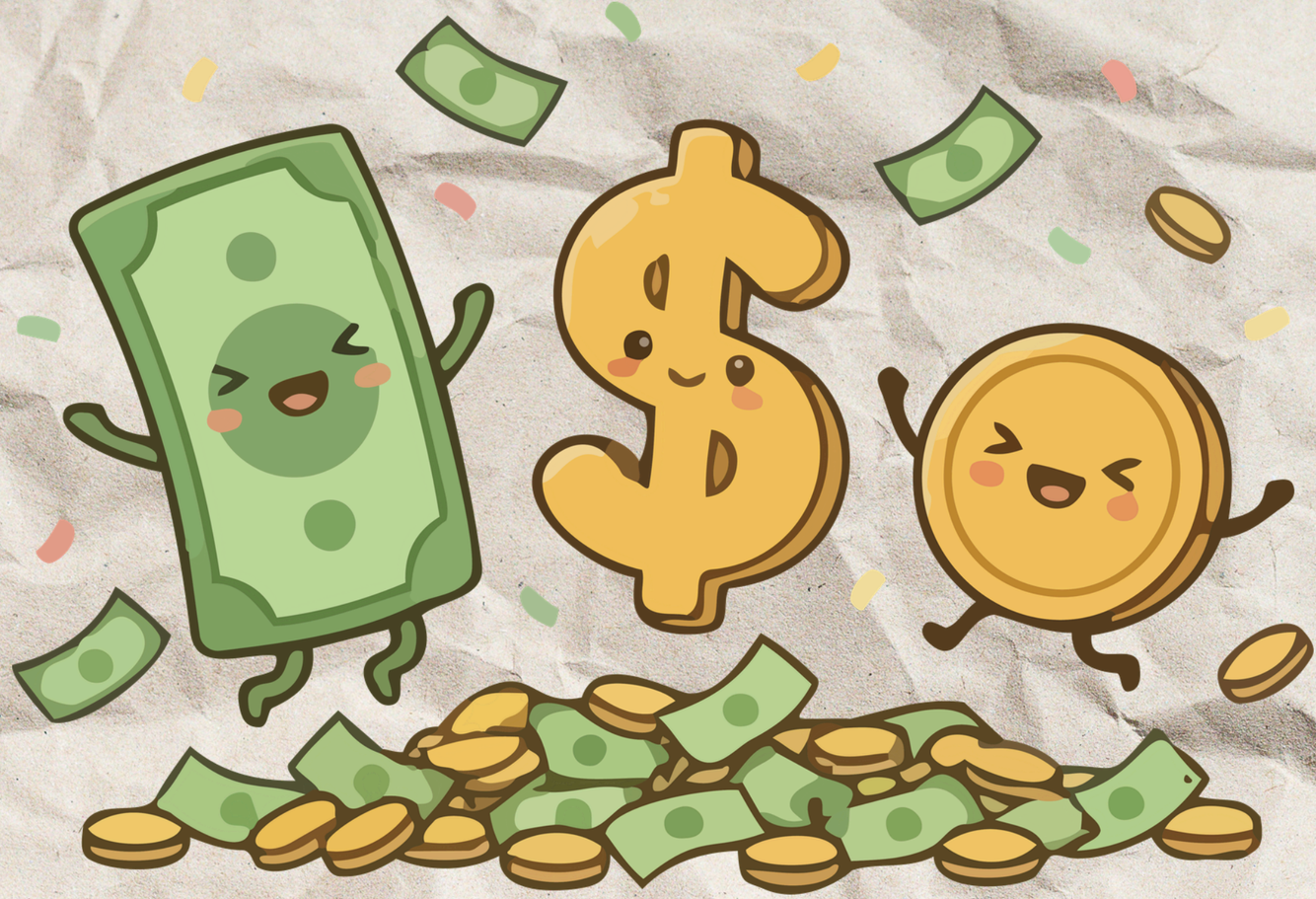
1. **Cost Savings Vary by District**
2. **Community Perception Evolves Over Time**
3. **Childcard Demand May Decrease Over Time**

Key Takeaways:

- **The 4-day school week is highly effective for improving staff retention, morale, and attendance, making it a strong strategy in competitive labor markets.**
- **Academic outcomes are not negatively impacted when districts prioritize instructional quality, pacing, and intervention systems. Especially if the day off is used for targted intervention.**
- **Financial benefits are real but vary, with the most consistent savings in transportation and staffing-related costs.**
- **The model requires intentional planning, especially in:**
  - **Special education services**
  - **Master scheduling**
  - **Community communication**
  - **Support systems for families**



Financial Report



Cost Analysis for Godley ISD

- Utilities-Minimal Savings (Less activity in the building)
- Food-Added Costs (Loss in reimbursements, if we send home on days off)
- Transportation-Even (Less wear on assets and gas, but lose route reimbursements)
- Costs for optional enrichment/childcare on day off-Added Costs
- Salaries/overtime hourly-Even (Saves on overtime, but will impact some of our staff pay)
- Substitute savings-Even (possible savings)
- Building operations/maintenance/bathroom supplies-Savings



Financial Report

- **Districts that moved to a four-day week have experienced actual savings of only .4%-2.5% ~Griffith 2011**
- **A 2023 study of RAND found that attendance in a 4-Day week for schools is generally similar to 5-Day week schools over time.**
- **Our attendance rate for 2025-2026 was ??**

Survey Report



Survey Report

Do you favor or oppose a 4-day instructional week?

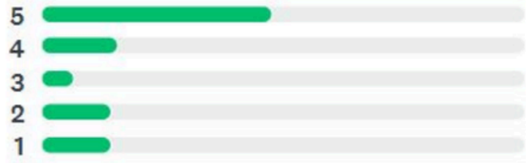
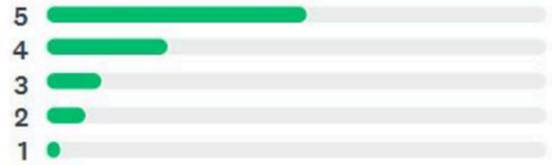
1=STRONGLY OPPOSE | 5 = STRONGLY FAVOR

Parents/Guardians	
Students	
District Employees	

Survey Report

In general, how do you think a 4-day school week would affect families?

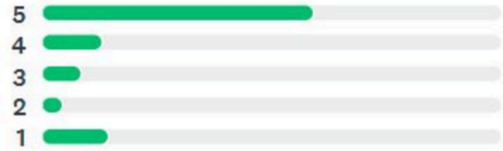
1=VERY NEGATIVE IMPACT | 5 = VERY POSITIVE IMPACT

Parents/Guardians	★ 3.67/5 Average Rating 
Students	★ 4.14/5 Average Rating 
District Employees	★ 3.82/5 Average Rating 

Survey Report

How beneficial do you believe a 4-day school week would be for student focus, engagement, and overall well-being?

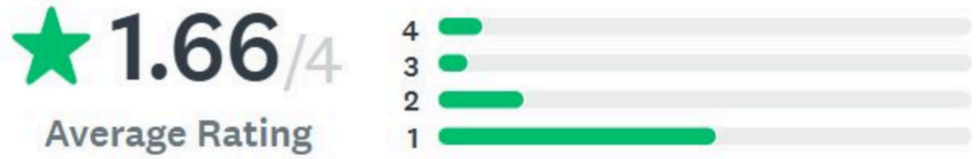
1=NOT BENEFICIAL AT ALL | 5 = VERY BENEFICIAL

Parents/Guardians	★ 3.98/5 Average Rating 
Students	★ 4.43/5 Average Rating 
District Employees	★ 4.25/5 Average Rating 

Survey Report

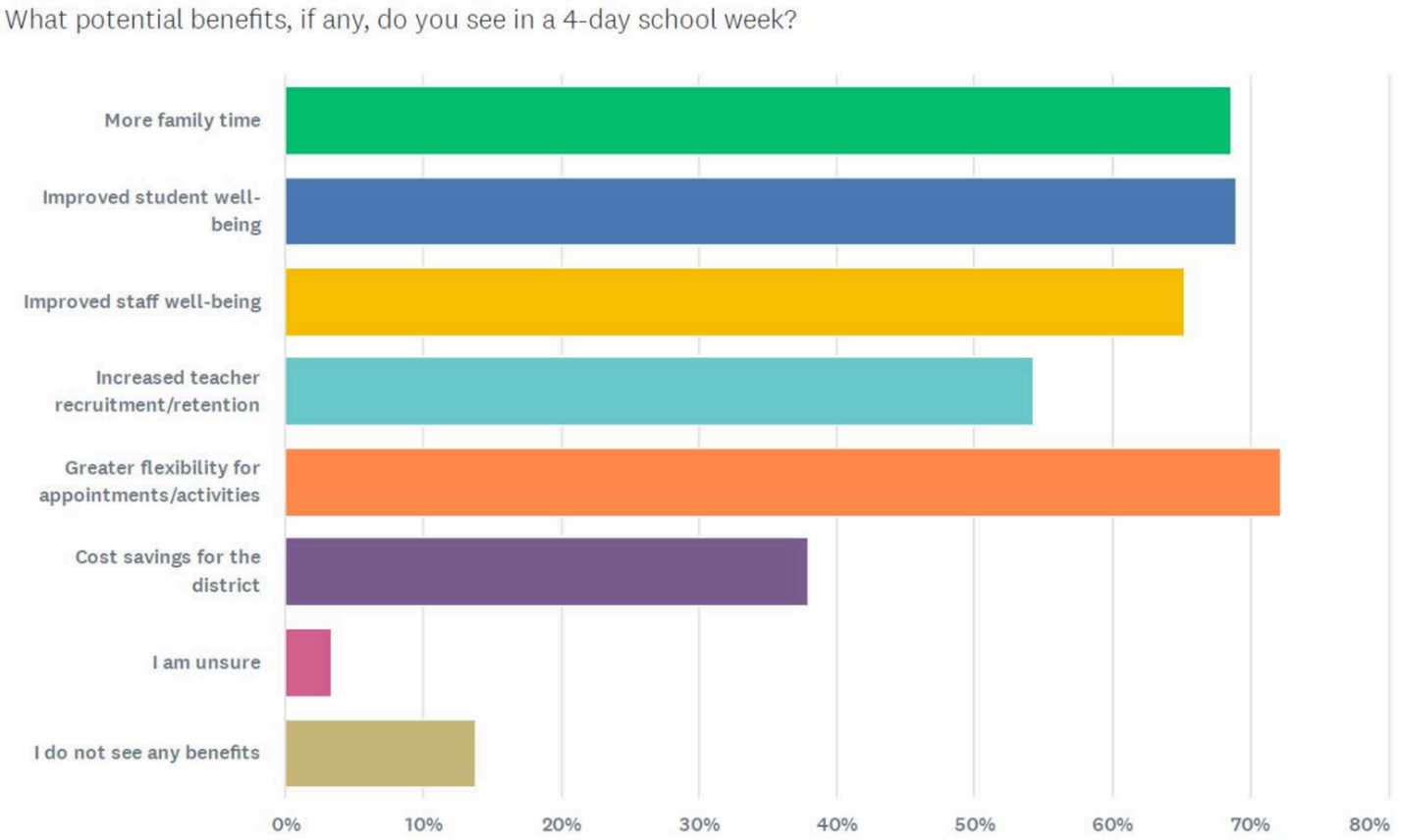
How would a 4-day school week affect your household's childcare needs?

1=NO IMPACT | 4 = SIGNIFICANT CHALLENGES

Parents/Guardians	
Students	
District Employees	

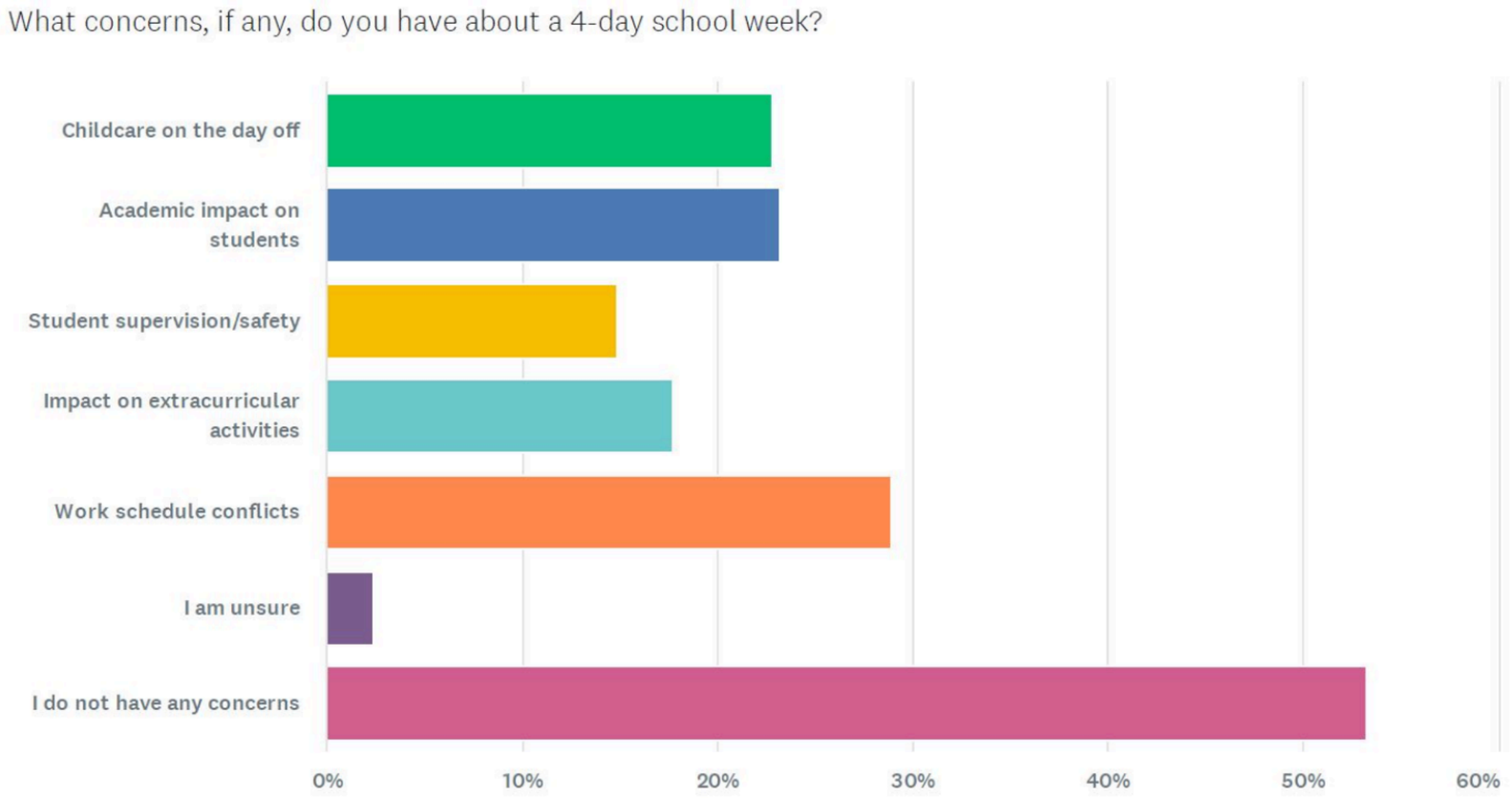
Survey Report

Parent/Guardian Responses



Survey Report

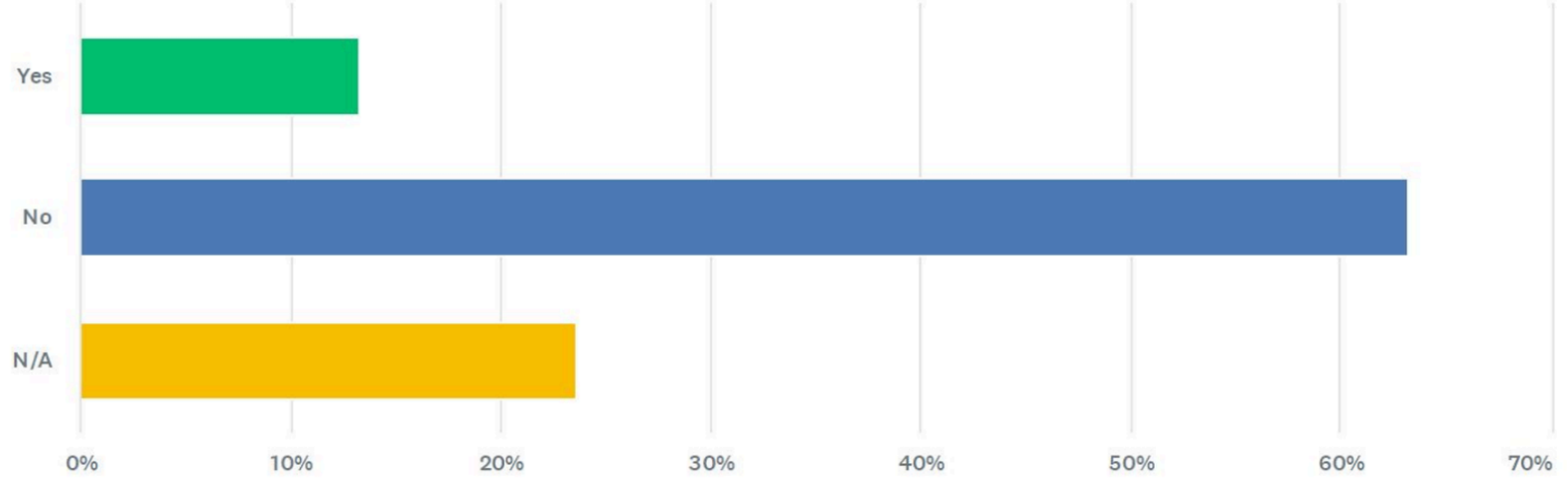
Parent/Guardian Responses



Survey Report

Parent/Guardian Responses

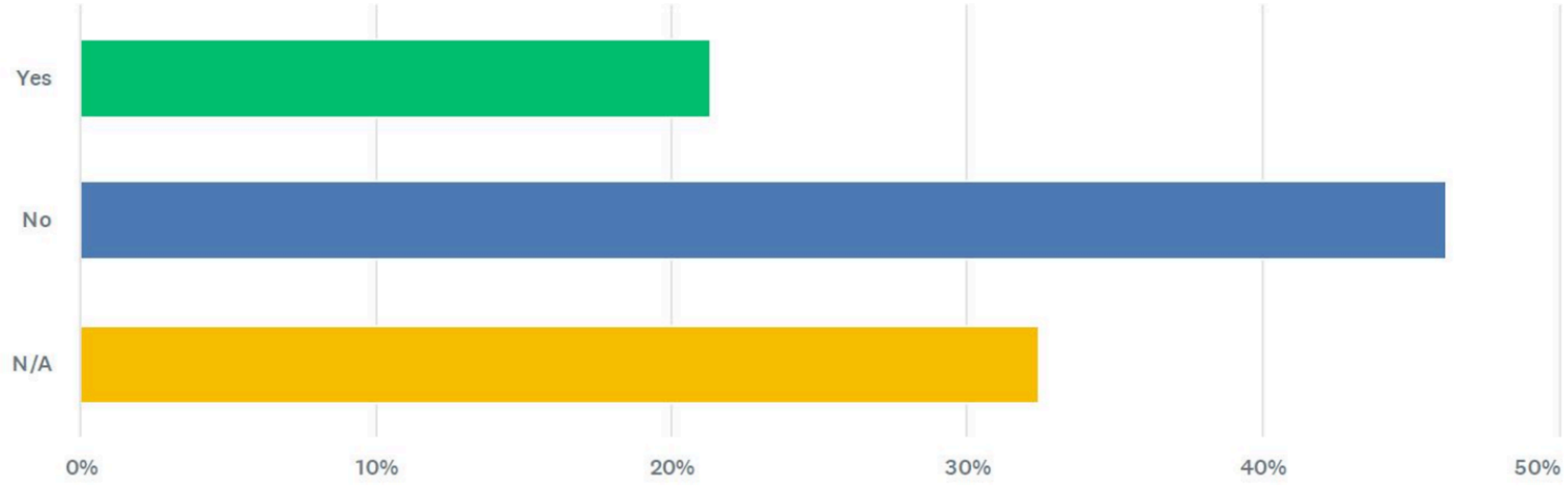
If your household includes students, would you be interested in meal options on the non-school day (such as coming to school for breakfast and/or lunch or receiving a take-home meal)?



Survey Report

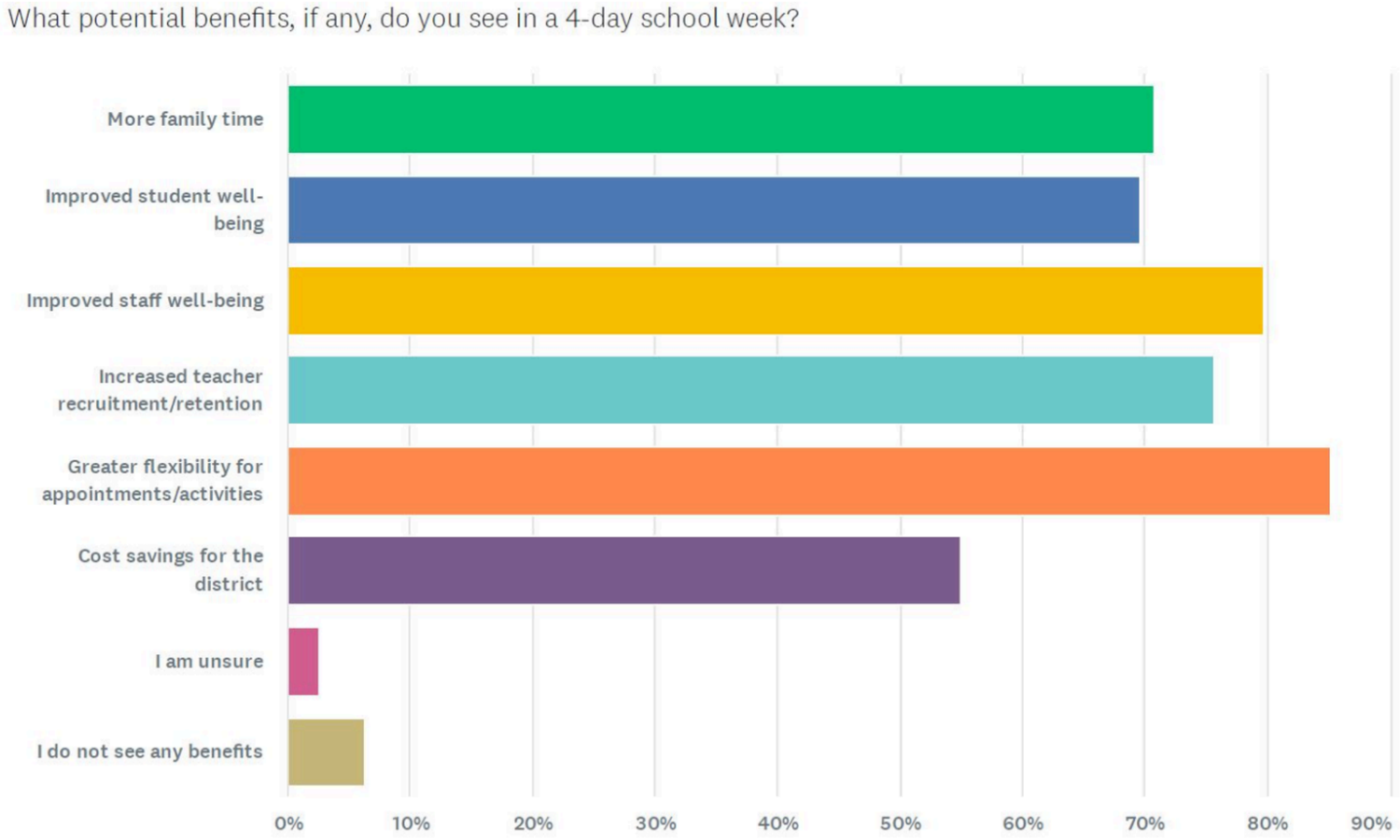
Parent/Guardian Responses

If your household includes students in Pre-K through 6th grade, would you be interested in childcare on the non-school day if it were offered by a partner organization (such as the YMCA) at a reasonable cost?



Survey Report

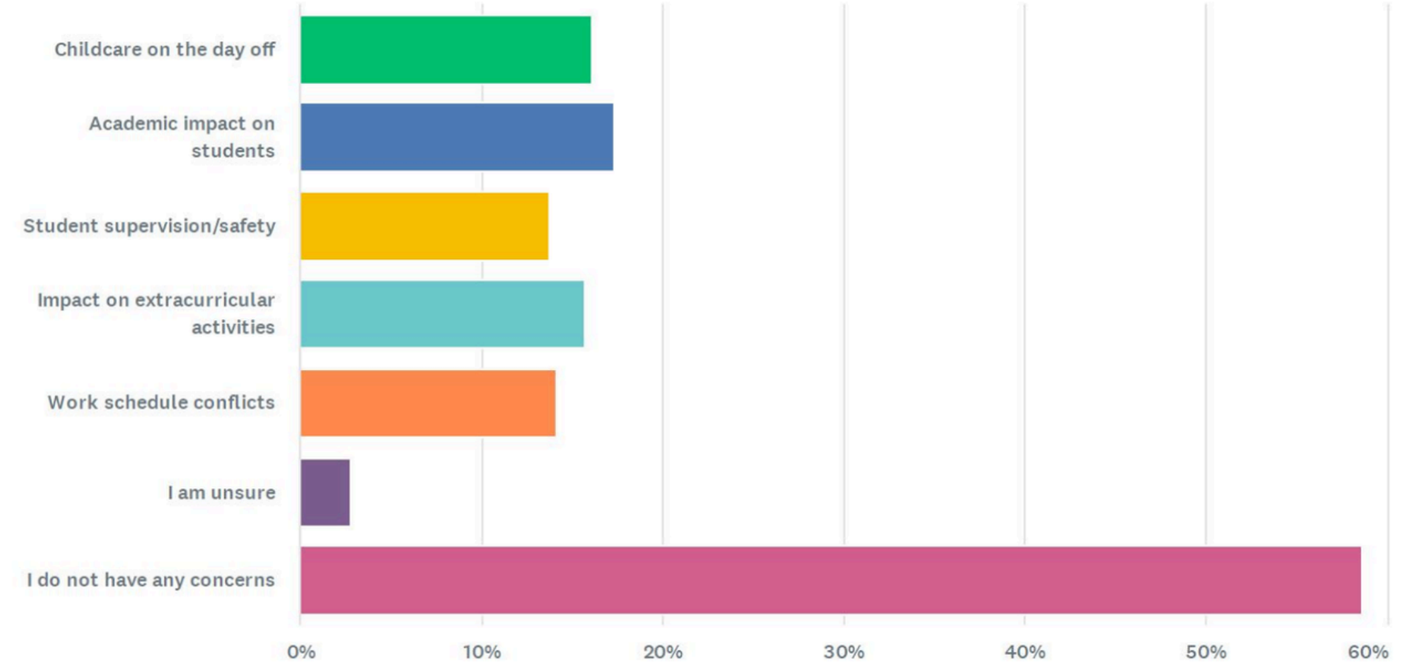
District Employee Responses



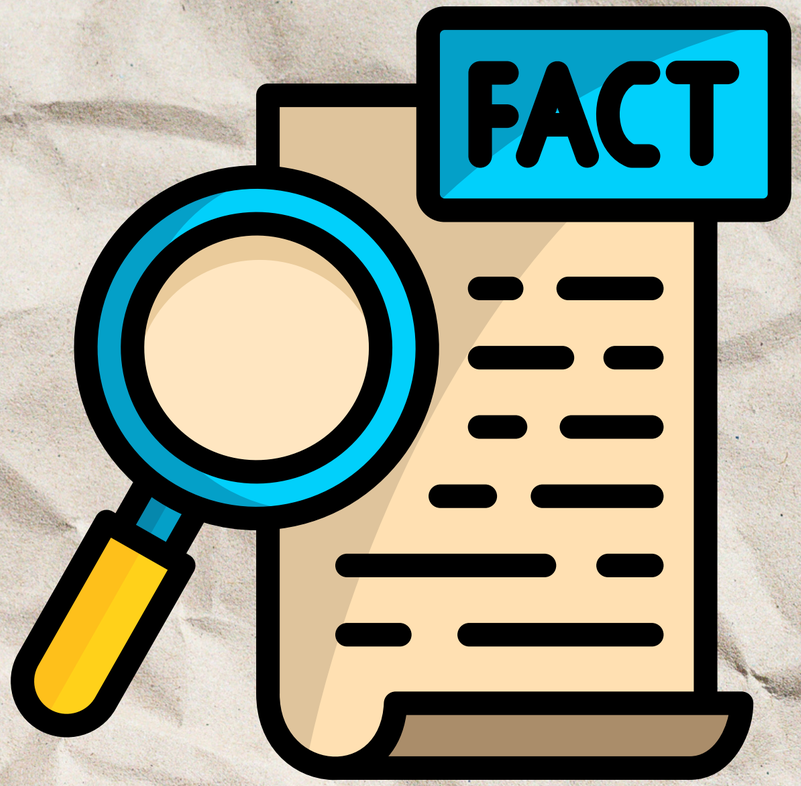
Survey Report

District Employee Responses

What concerns, if any, do you have about a 4-day school week?



Additional Information



Why some districts reverted back to a 5-Day Week

Kingsville ISD: Due to F rating, KISD decided to return to 5-Day weeks to improve academic performance

Natalia ISD: Due to F rating, NISD decided to return back to 5-Day weeks to improved academic performance and provide more consistent student routines

Jasper ISD: Returned to 5-Day weeks to try to turn the school's grades around after being forced to bring in a specialized team to address failing grades. After returning to 5-day weeks in 24-25, JISD's STAAR performance grew from 12% below state average to 4% below state average.

Liberty Hill ISD: In February 2025, went to hybrid schedule (kids 4 days/ teachers 5 days) due to budget constraints and will return to 5-Day weeks in 26-27 due to TEA not approving their hybrid schedule. They were 1,800 minutes short of the required minutes.

Legislation-2023 Session

SB 2368: Senator Campbell introduced SB 2368 to mandate 5 day weeks - it passed the Senate, but not the House committee.

Campbell is now the Chairwoman of Senate Education Committee in 2027

SB 2368 (2023) (passed senate, failed house)

Restrict 4 day week, essentially stopping it, Not in favor with house - requested guidelines, not a full stop (enter, HB 1209)

HB 4567: Representative Cunningham requested studies on the 4 day week

Legislation-2025 Session

HB 1209 (did not make it out): Representative Cunningham introduced bill to remove it, but it never made it out of committee.
Requiring limitations on who can implement 4 day weeks, Guidelines on instructional minutes, Expecting this bill to come back in next year