

Running head: THE FOUR DAY SCHOOL WEEK

THE FOUR DAY SCHOOL WEEK: A CASE STUDY EXAMINING THREE
STAGES OF IMPLEMENTATION

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University of Missouri

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Of the Requirements for the Degree
Doctor of Philosophy

By
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THE FOUR DAY SCHOOL WEEK

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The undersigned, appointed by the Dean of the Graduate School, have examined the dissertation entitled

THE FOUR DAY SCHOOL WEEK: A CASE STUDY EXAMINING THREE
STAGES OF IMPLEMENTATION

Presented by Chris Johnson

A candidate for the degree of Doctor of Philosophy

And hereby certify that in their opinion it is worthy of acceptance.

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THE FOUR DAY SCHOOL WEEK

DEDICATION

To my Husband: Your support during this time was phenomenal. I would not have made it without you. You believed in me when I didn't. I love you!

To my Sons: Thank you for your understanding and encouragement during this time. I hope you saw my accomplishments and realize you are never too old to learn!

To my Parents: Your support and belief in me got me where I am today. I am lucky to have wonderful parents like you!

To Brandy, Micki, Jill, and other friends: Thank you for your encouragement and lending me your ear. You encouraged me and listened to my complaints tirelessly! I hope I can be as good a friend to you all as you have been to me.

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If you keep on doing what you've always done, you'll keep on getting what you've always got .

-- W. L. Bateman

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ABSTRACT

The four day school week is one option rural schools are considering when trying to preserve financial stability in a time of restricted budgets. This case study examines a rural school in the Midwest in its first year of implementing the four day school week. Staff was interviewed through focus groups, building administrators through email, and the district administrator was interviewed one-on-one. The following question drives this research: How did a small school district install and implement a four day school week as it relates to school leadership, students, parents, and community? A subquestion that will be looked at is: Did the school look at the four day week calendar as a type of school reform or did they view it as just a calendar change? A qualitative case study design is used for this research study. Interviews and document collection drive the data collection. This study will use the stages of implementation from National Implementation Research Network (NIRN) for the conceptual framework. Using the stages of implementation as the guide to analyze the findings allows for attention to data pertinent to this study.

Chapter 1 - Introduction

Rural school districts play an important part of the United States. Nearly one-fourth of the students in the United States are educated by a rural school district (*Why Rural Matters*, 2012). Rural communities depend on their schools to do more than educate their children. According to the National Education Association, rural schools serve many functions in the community. Many times school districts in rural areas are the largest single employer and serve as social, recreational and cultural foundations for the community. Yet, many rural schools are underfunded and lack a steady revenue stream (National Education Association, 2013; Missouri Association of Rural Education, 2013). This lack of revenue causes schools to look at ways to reduce expenditures, such as the four day school week.

Problem Statement

During the Great Depression, many of those people out of work migrated back to rural farms. However, that is no longer the case and in fact rural communities and schools are being left behind for the suburbs and cities. Households and businesses, in an attempt to minimize their consumption of energy, are consolidating in cities (Ahearn, Kilkenny, & Low, 2009). This, among other considerations, hurts rural school districts due to the loss of local tax revenue.

The loss of local revenue is not the only financial blight on the rural school's budget. Transportation costs in rural districts can represent over 5% of the district's budget (Ahearn, Kilkenny, & Low, 2009). The rising cost of fuel puts an additional strain on the budget. In the early 1970s, New Mexico had the first schools to implement the four day school week, primarily due to the energy crisis (Gaines, 2008).

Schools across the United States are experiencing some form of funding crisis. United Nations Educational, Scientific, and Cultural Organization (UNESCO) reports that “macroeconomic shocks trickle down to schools and education delivery” (2013). The recent world economic crisis of 2008/09 has impacted school conditions and resources, employment issues, child schooling/labor and household income and expenditures. This economic crisis has impacted schools globally and in different ways in different contexts such as urban areas and rural areas (Lin, 2008).

In the U.S., rural education costs are on the rise. For example, the high cost of special education combined with decreased federal funding strains rural budgets, along with increasing health insurance costs (Inman-Freitas 1991; Mathis, 2003). Another strain on school finance is the loss of personal and property taxes partially due to people leaving rural areas for urban areas (Dadayan 2012). Property tax is the most significant local revenue source for financing K-12 education (Roy 2011). Faced with rising fuel and energy prices and rising education costs along with declining local taxes, school districts are forced to consider ways in which to reduce their expenditures and increase efficient use of limited resources (Donis-Keller & Silvernail, 2009). Consolidation and cuts are two ways school districts are reducing expenditures. Another consideration is changing the school calendar to a four day week (Chamberlin & Plucker, 2003; Dam, 2006; Donis-Keller, & Silvernail, 2009). Utilizing the four day week schedule can save the school district money on utilities, transportation, food service, and maintenance due to the decreased number of days the school is in operation. The adoption of a four day school week has been justified by school administrators and board members because students are

assumed to have the same amount of instructional time, just fewer days (Dixon 2011; Reeves 1999).

Today the number of schools moving to a four day week is growing. In 2009, more than 120 school districts in the United States have adopted the four day week (Donis-Keller & Silvemail, 2009) and that number is growing with schools facing a decrease in state funding, diminishing resources, and increasing costs (Sauter, Allen, Hess & Nelson, 2012). In 2009, Missouri's legislature statutorily approved to go to a four day school week, Missouri Statute 171.028. Although this statute allows schools to use the four day calendar, the law has a provision for student achievement. Missouri General Assembly's website states:

“If a school district that attends less than one hundred seventy-four days meets at least two fewer performance standards on two successive annual performance reports than it met on its last annual performance report received prior to implementing a calendar year of less than one hundred seventy-four days, it shall be required to revert to a one hundred seventy-four-day school year in the school year following the report of the drop in the number of performance standards met” (“www.mogo.mo.gov”, 2012).

If a school is required to revert back to the traditional calendar due to test scores, once the number of performance standards met reaches the same amount of performance standards the district meet when using the traditional calendar the district may return to the four day week calendar. No school so far has had to revert back to the traditional five day school week due to test scores (Bradley, 2013). In the 2010-2011 school year, Moniteau County

R-V, a small district in central Missouri, took advantage of the new law. The next school year, four more schools changed their school weeks to four days. Nationwide, “the number of districts with four-day weeks has grown to 292, more than doubling the 120 districts estimated in 2009” (Koebler, 2011).

While there have been a number of articles published about the pros and cons of the four-day school week, there is little research available on the practice or implementation of shortening the traditional timeframe for delivery of instruction (Gaines, 2008). Implementation is important because implementation can mean the success of a new innovation (Goodwin, 2011). This study will begin to address that gap by examining the first three stages of implementation of the four day school week. The framework for this study is from the National Implementation Research Network. The three stages addressed in this study are: *Exploration*, *Installation*, and *Initial Implementation* (NIRN, 2008).

Purpose

The purpose of this case study is to investigate the implementation of the four day school week. The reason for looking at the four day school week through implementation was due to the fact that there is very little new research done on the four day school week and none looking at it through implementation. At this stage in the research, this study will focus on three of the four stages: *Exploration*, *Installation*, and *Initial Implementation* (NIRN, 2008). This study will use the stages of implementation from National Implementation Research Network (NIRN) for the conceptual framework. The NIRN framework was chosen for this study due to the fact that Karen Blasé and Dean Fixsen are co-founders of NIRN and they are both experts in the field of implementation

with numerous studies from both parties regarding implementation. NIRN defines the *Exploration Stage* as the timeframe in which an organization selects an appropriate evidence-based program to address a particular issue. *Installation* refers to making the structural and instrumental changes necessary to implement the program within an organization. In the *Initial Implementation Stage* practitioners and staff are attempting to use newly learned skills in the context of the organization that is just learning how to change to accommodate and support the new ways of work. The need to examine implementation is key since fidelity and implementation of any new school process has been deemed as the most significant part of a new school initiative (Fixsen, Naoom, Blase, & Friedman, 2005).

Conceptual Framework

Research indicates that quality implementation is an important element of any effective innovation and many factors may affect the level of implementation attained (Meyers, Durlak et al. 2012). For example, Goodwin (2011) cites several educational reforms that failed, such as the Thinking Reader Software, Odyssey Math, and Classroom Assessment for Student Learning; at first glance one might think that the reforms themselves failed. However, when taking a closer look, they were poorly implemented. The potential relationship among implementation components, organizational features, and influence factors are shown in Figure 1. According to a literature synthesis prepared by Fixsen, Naoom, Blase, and Friedman (2005) the core implementation components are necessary to change the behavior of practitioners and other personnel who are contributors of evidence-based practices within a school. For the district I am studying, this is paramount because of the change necessary to accommodate the non-traditional

calendar of the four day school week. Core components that can be used to successfully implement programs are: *preservice and inservice training, ongoing consultation and coaching, and staff evaluation*. Core components do not exist in a vacuum. These components are contained and supported by an organization that establishes facilitative administrative structures and processes to select, train, coach, and evaluate the performance of practitioners and key staff members. The organization also carries out program evaluation to provide guidance for decision making and intervenes in external systems to assure ongoing resources and support for the practice within the organization (Fixsen, Naoom et al. 2005). As shown in Figure 1, the core implementation

Multilevel Influences on Successful Implementation

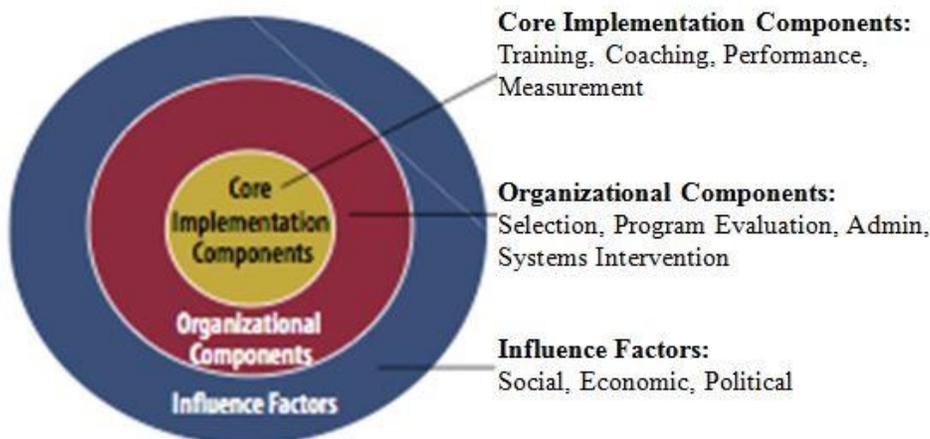


Figure 1. The potential relationship among implementation components, organizational features, and influence factors. Adapted from “Implementation Research: A Synthesis of the Literature,” by D. Fixsen, S. Naoom, K. Blase, R. Friedman and F. Wallace, 2005, University of South Florida. Copyright 2005 by Louis de la Parte Florida Mental Health Institute Publication #231.

components must be present for implementation to transpire with fidelity and good outcomes, such as student achievement and success of the new innovation being executed. The organizational components must be present to enable and support those core components over time. “The implementation process can be viewed systematically in terms of a temporal series of linked steps that should be effectively addressed to enhance the likelihood of quality implementation” (Meyers, Durlak et al., 2012, p. 17).

The linked steps, or stages of implementation, that will be used as the framework for this study are from the National Implementation Research Network (2005). The stages of implementation are: *Exploration Stage*, *Installation*, *Initial Implementation*, and *Full Implementation*. For this study, however, the stages of *Exploration*, *Installation*, and *Initial Implementation* were examined. The last stage, *Full Implementation*, was not examined due to the time frame of the study. *Full Implementation* had not happened in the school district used in the study and would make a good future research possibility. The *Exploration Stage* is a critical starting point. During *Exploration*, an Implementation Team assesses readiness to implement a program and if the organization is not ready, the Team is responsible for helping create readiness. Readiness in this process includes checking to see if any policy changes need to be made, what resources the district has to implement the change, and what professional development the staff needs for implementing the new reform. For instance, the team may make recommendations for staff training. This team is usually made up of administrators, teacher leaders, key community members, board members and stakeholders. This is an important function when the goal is to reach an entire population. In the case of Smalltown School District, the entire population refers to parents, staff of the district, community members, and

students. Taking the necessary time for the *Exploration Stage* increases the chance for success (Saldana, Chamberlain et al. 2011).

The second stage is *Installation*. The purpose of the *Installation Stage* is to obtain the necessary resources needed before the actual implementation of change or a new initiative and to prepare the staff for new practices. Third is the *Initial Implementation Stage* and in this stage the innovation is being used for the first time. “This is the most fragile stage, where the awkwardness associated with trying new things and the difficulties associated with changing old ways of work are strong motivations for giving up and going back to comfortable routines (business as usual)” (NIRN, 2008). Next is *Full Implementation*. In this stage, the new ways of providing services are now fully integrated in the organization. *Full Implementation* is reached when at least 50% of the practitioners are using innovation with fidelity and good outcomes as assessed through evaluation. As stated earlier, the stages that will be the focus in this study are the *Exploration Stage, Installation Stage, and Initial Implementation Stage*.

Research Question

This study explored the question: How did a small school district install and implement a four day school week as it relates to school leadership, students, parents, and community? Examining the four-day week is essential to gaining insight into efficacy of such a program and to prepare for sustainability of this change should the four day week become a long-term solution. Currently the four-day week has been instituted as a short-term solution for financial solvency for Smalltown School District. Perception data was gathered as well to gain greater insight into the process of this case study. Perception data is significant because it allows me to view how each stakeholder perceives the four day

school week and how it was implemented in the district. This question guided data analysis as data was collected and analyzed. A subquestion that was looked at is: Did the school look at the four day week calendar as a type of school reform or did they view it as just a calendar change? The methods used in this study are discussed in a future section.

Significance of Study

The significance of this case study will be to provide documentation that can inform school districts with a better understanding of the implementation to a four day school week. I choose this study due to the fact I am a superintendent of a small rural school. The budget is always a concern and I am looking at ways to reduce expenditures with the least amount of negative effects on students. In the county of the school district I work, there are two schools that are financially unstable. When looking at options of how to reduce expenditures, and a district chooses to change to a four day school week, this study will allow educational leaders to see how implementation stages can affect the success of the four day school week.

Design and Methods

The purpose of this study is to understand the implementation of the four day school week. Using a qualitative case study design to examine the implementation of the four day school week will allow the researcher to understand social phenomena with the least amount of disruption of the setting as possible (Merriam,1998). Using a case study design will also allow the researcher to explore in depth an event, process, or activity. Cases are bounded by time and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Creswell 2009; Stake 1995).

Data collection will include interviews with both individuals and focus groups and artifacts.

Criteria for selecting the site for the case study are: (1) The district must be in a rural school setting and (2) The district must be in the first year of implementing the four day school week (during the 2012-2013 school year).

Case Study Site

The district used for this case study is Smalltown School District, located in Smalltown, Missouri, in a rural Midwest district. The town has a population of 4,702 and is the county seat (Wikipedia, 2013). The school district has four schools and one technical center: (1) elementary school consisting of grades K-4; (2) middle school that houses grades 5-8, (3) high school with grades 9-12, (4) alternative school that includes grades 9-12, and (5) technical center that is available for grades 9-12. The technical center also has students that attend from surrounding high schools. This school is the only school in the district that did not adopt the four day school week in order to accommodate those high schools outside of the district that send students to the technical center but are not students of Smalltown School District. Further information of the study site will be given in Chapter 3.

Limitations

Limitations of this case study include the inability to generalize to other schools implementing the four day school week. But, “qualitative research should provide perspective rather than truth, empirical assessment of local decision makers’ theories of action rather than generation and verification of universal theories, and context-bound

extrapolations rather than generalizations” (Patton, 1990, p. 491). Another limitation of this study is the rather small amount of research literature on the four day school week from which to draw direction.

Current literature on the four day school week shows that the four day school week does not negatively impact student achievement (Anderson & Walker, 2013; Daly & Richburg, 1984; Koki, 1992; McCoy, 1983; Reinke., 1987; Yarbrough & Gilman, 2008), attendance of students and staff is increased (Blankenship 1984; Grau and Shaughnessy 1987; Koki 1994; Donis-Keller and Silvenail 2009), and expenditures decline (Donis-Keller & Silvernail, 2009). However, much of this literature is scant on perception data and absent of deep inquiry into the case. Instead of just relying on the scant literature, I drew from the literature on school/district change: Waters, Marzano and McNulty, (2003) and Guhn (2009). These lines of literature enabled me to understand how perception and leadership affects a new reform, such as the four day school week.

Definition of Terms

Implementation: a specific set of activities designed to put into practice an activity or program of known dimensions (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p. 5).

Response to Intervention (RtI): response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems (National Center on Response to Intervention).

Curriculum: refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes (Bentley, Ebert & Ebert II). Used interchangeably with instruction in this study.

Instruction: The act, practice, or profession of instructing; imparted knowledge (Saunders).

Tax Levy: Amount levied against the patrons of a school district by a governmental unit for the purpose of financing services performed for the common benefit (Missouri Department of Elementary and Secondary Education).

Summary

Chapter One provides an overview of what will be found in imminent chapters. The introduction justifies why the four day week should be studied, followed by the purpose of the study. Then, the conceptual framework will be discussed and each stage of implementation defined. Next, the research question and significance of the study was articulated. This will be followed by the design and methods for this case study. Chapter One concludes with an explanation of the limitations to the study. Chapter Two includes a review of the literature, beginning with information on fiscal concerns for public schools and how those concerns are compounded for rural districts. Next, an overview of responses by schools to modern day fiscal challenges will be discussed. Then, the stages of implementation will be defined and considered. The effect change has on leadership, parent/community relationship, and student welfare are topics that relate to school culture and climate and must be contemplated. Chapter Three will provide the methodology and design and within this chapter, a rationale will be given as to why a case study approach

is used and how the data will be collected. Chapter Four discusses the findings of each focus group. Chapter Five is a cross analysis of the data. Lastly, Chapter Six, discusses the findings, implications of the study and suggestions of future research.

Chapter 2 - Literature Review

Introduction

Due to federal funding cuts and the recession the United States has been in since 2007 (United States Department of Labor, 2012), policymakers and school district leaders are constantly searching for ways to reduce their spending while at the same time, realizing more return on their financial investments. Approximately 36% of U.S. rural public schools had a decline in enrollment from 1996-2000 of at least 10% (Beeson & Strange, 2003), which reduces the amount of money a school receives from the state.

In Missouri, as in most states, the State School Funding Formula is partially based on average daily attendance. If the number of students in attendance drops, the amount of money a school receives is less. With the decline in enrollment, the decrease in funding, and increasing overhead costs, the four day school week was adopted in mostly rural school districts to help counteract the cost of running buildings, paying employees, and providing transportation during the traditional five days (Dam, 2006; Fager 1997, Reeves, 1999). As of 2011, it is estimated that there are 292 schools in the U.S. that are on a four day school week schedule (Koebler, 2011).

The purpose of this case study is to understand how the practice of the four day school week has been implemented in a small rural school in central Missouri. This district was chosen because they were the only school in Missouri during the year of

2012-13 that was in their first year of implementing the four day school week. Their location was also important, as I am unable to travel due to being a superintendent of a Missouri school myself. This research will provide school administrators and school boards information regarding the implementation of the four day school week, as experienced in such a district.

Chapter 2 begins by providing information on fiscal concerns for public schools and how those concerns are compounded for rural districts. Next, responses to fiscal challenges will be discussed including consolidation, cuts, and the four day school week. There will then be a section on school change. In particular, I focused on school change and the impact of this change on the school community. Michael Fullan (2007) tells us that change is “a complex social process in which people have just as many problems understanding what is happening and why.” Fullan states that educational change involves two main aspects: what changes to implement and how to implement them. Finally, the stages of implementation will be explained in more detail. In conclusion, a summary of the literature and research will be provided, including how it will inform the design and methods of the study.

Fiscal Concerns in Public Schools

One of the top concerns of school administrators currently and historically has been fiscal management (Abshier, Harris et al. 2011). Schools are receiving less state funding than in 2010 in at least 37 states, and in at least 30 states, school funding now stands below 2008 levels – often far below (Oliff & Leachman, 2011). These cuts are attributable, in part, to the failure of the federal government to extend emergency fiscal

aid to states and school districts and the failure of most states to legislate needed revenue increases and instead to balance their budgets solely through spending cuts (Oliff & Leachman, 2011). Congress passed the Budget Control Act (BCA) in August of 2011, included sequestration as a threat to force lawmakers on both sides of the political aisle to agree on a balanced approach to reduce the deficit by trimming spending and increasing revenue. When this did not happen, cuts to federal funding occurred including educational funding ("Sequestration and education," 2012). In many cases, these cuts undermine school finance systems that are intended to reduce disparities between high-wealth and low-wealth school districts, so the major impact may be felt in populations that are least able to compensate for the loss of funds from their own resources (Williams, Leachman, & Johnson, 2011).

The Great Recession, as the economic downturn in the United States is being called, began in December, 2007 (United States Department of Labor, 2012). The United States has not gone through such an economic meltdown since the Great Depression of the 1930s with huge increases in unemployment, steep drops in housing prices, and tight credit for even the most financially sound. "These events have taken their toll on the country's economic output and unemployment rate, and they have affected just about every classroom in the nation as well" (Hull, 2010). States have seen their revenues decline but are now on the rebound. Even with state revenues beginning to recover, local property taxes have dipped, consistent with a two to three year lag between the drop in home prices and property tax rolls. These reductions coincide with state cutbacks in local aid, further squeezing local budgets (Gordan, 2012).

Federal and state governments are not the only fiscal resources for public schools. In some states, local funding accounts for as much as two-thirds of the total funding for schools. Property taxes are the major local revenue tax base, so changing housing values and values of land in agriculture and other commercial uses can potentially change the levels of funds available for schools (Ahearn, Kilkenny, & Low, 2009). Lower local funds mean schools cannot count on local funds to balance out the lower federal and state dollars they are receiving, making it even more difficult to balance the school budget.

Does money really matter? As states begin to play a larger part in school funding, policy makers raised this question with more intensity. They wanted confirmation that different levels of fiscal resources produced a substantial difference in educational opportunities and results—otherwise, increased student achievement (Odden, 2003). According to Oliff and Leachman (2011), “The cuts have significant consequences, both now and in the future: They are causing immediate public- and private-sector job loss, and in the long term are likely to reduce student achievement and economic growth” (p. 1). Loubert (2008) examined the changes in academic achievement, before and after increases in funding occur, to show that money does indeed matter. The uniqueness of Loubert’s study is that it examines per pupil funding and academic achievement test scores, not at the aggregated school district level, but at the neighborhood school level. Using data from Dallas County Public Schools, Loubert found that as resources increase, achievement improves. A meta-analysis by Greenwald, Hedges, and Laine (1996) also looked into the effect of school resources on student achievement. The authors found that “a broad range of resources were positively related to student outcomes, with effect sizes large enough to suggest that moderate increases in

spending may be associated with significant increases in achievement” (Greenwald et al., 1996, p. 361).

Rural Schools

Another variable that had a positive effect on student achievement in Greenwald et al.’s study was school size (1996). The study found that student achievement is positively related to small schools. Yet many small schools are in rural districts and rural schools generally have lower levels of overall funding than other districts; funding formulas rarely account fully for expenses associated with geography, isolation, or scale (Beeson, 2011) and thus school districts must find creative ways to have enough funding to fulfill budgetary needs.

According to the National Center for Education Statistics (NCES), based on data from the "Public Elementary/Secondary School Universe Survey," slightly more than 33 percent of regular elementary and secondary public schools nationwide were in locations classified as rural by NCES (2010). The U.S. Department of Education defines "small rural schools" as those schools eligible to participate in the Small Rural School Achievement (SRSA) program. SRSA includes districts with average daily attendance of fewer than 600 students, or districts in which all schools are located in counties with a population density of fewer than 10 persons per square mile (U.S. Department of Education, 2011).

While all schools continue to face financial difficulties, for various reasons, rural schools have different and unique sets of hurdles to overcome, largely due to factors not faced by most suburban schools: declining enrollment, an aging taxpayer base, and

distance (Dayton 2003). Good financial management of rural schools is a complex task, one made more difficult in recent years by the declining economic fortunes of rural areas nationwide (Inman-Freitas, 1991). Rural districts usually have lower property wealth and therefore generate less local revenue for schools (Beeson, 2011).

The court system agrees that rural schools have financial difficulties. In Alabama the court concluded:

The current school funding formula is inequitable to students in rural areas because it fails to reflect the costs related to low population density to the detriment of the affected students. Transportation costs and other non-instructional expenses represent a disproportionate share of per pupil expenditures. In addition, rural students are disadvantaged because they generally live in areas without large shopping centers and are thus unable to generate substantial sales tax revenues for support of their schools (Dayton, 2003, p. 157) .

In a nationwide survey, rural administrators reported the following financial management problems: (1) cash flow problems due to late receipt of state aid or taxes; (2) expenditures that are increasing at a faster rate than revenues; and (3) inadequate funding to provide modern technology and equipment and competitive teacher salaries (Inman-Freitas, 1991).

Responses to Fiscal Challenges

These financial management problems resemble the problems in all schools, but the context in which rural schools operate, however, affects the development of solutions to those financial problems.

Consolidation

School consolidation is the practice of combining two or more schools. The main basis for school district consolidation is to cut costs (Nelson 1985). These cost savings emerge because the provision of education is characterized by economies of size, which exists whenever the cost of education per pupil declines as the number of pupils increases. In this context, the cost of education is not the same as education spending, but is instead the amount a school district would have to spend to obtain a given level of performance, as measured by test scores and graduation rates. “To put it another way, economies of size exist if spending on education per pupil declines as the number of pupils goes up, controlling for school district performance” (Duncombe & Yinger, 2010, p. 11). Due to consolidation creating larger school districts by combining smaller schools to make one larger one, it results in lower costs per pupil whenever economies of size exist.

There are both positive and negative points to consolidation. In a study by Nitta, Holley, and Wrobel (2010), the researchers found when schools are consolidated, students experienced broader course offerings, such as more electives and Advanced Placement courses, and more diverse social opportunities. Teachers had fewer courses to prepare and better professional development opportunities. On the negative side, Nitta, Holley, and Wrobel found the moving teachers and students experienced special challenges, such as teachers struggled with new relationships, both with other teachers and students. Although students described a “blended” community after consolidation, moving students reported having greater challenges adjusting to the new configuration.

However, the researchers found that students adjusted to the move quicker than the teachers that moved. Finally, the consolidation experience tended to be most difficult for moving teachers, as mentioned previously. This was due to the difficulty of forming new relationships with the faculty members of the school in which they moved and the worry about job security (Nitta, Holley et al. 2010). Another negative aspect of consolidation is the increase of transportation costs and time students spend on the bus (Hanley 2007).

Cuts

There are other ways rural districts are trying to meet the demands of a declining budget, but there has been very little research on these attempts, if any at all. Schools have traditionally saved money by delaying maintenance projects, purchasing buses, furniture and technology not essential to the classroom (Valenti, 2009). These money saving options cannot save large amounts of money due to the fact that 80% - 85% of a school's budget comes is allocated to staff salary and benefits (Ellerson, 2010); so when looking for larger savings, schools look at cutting staff or reduction in force (RIF). "The districts have no choice, they say, because their usual sources of revenue — state money and local property taxes — have been hit hard by the recession" (Lewin & Dillon, 2010, p. A12).

As school budgets suffer and increasing pressure from the (Elementary and Secondary Education Act [ESEA]), physical education classes, athletic programs, and extracurricular sports are becoming targets for elimination by school boards. Maintenance of athletic fields is just one symptom of school district budget cuts that are affecting athletics and physical education programs (Hurley 2004). Maintenance of

athletic fields and equipment is not the only way districts are cutting budgets. There are districts cutting out some sports completely. Cutting athletics with the thought that it will not affect student achievement may be a misconception. Studies have shown that participation in sports is associated not only with higher grades, better self-concept, and greater academic self-confidence but also with higher academic achievement (Jordan 1999; Broh 2002).

District leaders often look toward extra-curricular activities as a place where they can cut their budgets, as they leave core subjects intact (Fitzgerald 2009), but it is not just sporting extra-curriculars being affected. Fine arts education is not included on high-stakes standardized tests mandated by federal requirements and is not typically considered core curriculum; therefore, music, art, theater, and dance usually are often the first to be considered in budget cuts (Maiers 2010). According to the College Entrance Examination Board (2001), on the SAT, however, music students scored about 11 percent higher than non-music students. Students in music appreciation scored even higher than students in music performance, 63 points higher on verbal and 44 points higher on math and 57 points higher in the verbal area and 41 points higher in math accordingly. As ACT and SAT scores are part of the accountability system schools are held to, cutting fine arts education, even if not included on high-stakes testing, may not be as innocent as it seems on the surface.

Four Day School Week

Faced with unstable fuel and energy prices and rising education costs, school districts across the nation are considering ways in which to reduce their expenditures and

increase efficient use of limited resources (Donis-Keller and Silvenail 2009). The four-day school week has been suggested as one solution to address budget shortfalls (Donis-Keller & Silvenail 2009). The four day school week can look different from state to state and even district to district; but generally can be defined as one in which a school increases the hours in session for four days of the week so it can be closed one day (Leiseth 2008). The impact of the four day school week is generally considered in four areas to determine if it is a good decision for their district: (1) financial savings, (2) student achievement, (3) other student and teacher outcomes, and (4) stakeholder satisfaction (Donis-Keller and Silvenail 2009).

Financial Savings

The first area of financial savings of the four day school week can be realized in several areas. Transportation costs are reduced as the district eliminates transportation one day a week. This elimination also reduces the amount of fuel, oil, salaries and supervisory costs (Grau and Shaughnessy 1987; Yarbrough and Gilman 2006; Donis-Keller and Silvenail 2009). Another area in which costs are reduced is food service. By providing student meals for four days, rather than five, students costs are reduced by approximately 20% (Chamberlain and Plucker 2003; Donis-Keller and Silvenail 2009). Lower utilities can also play a role in financial savings, but depending on what the district does on the off day (Dam 2006). Last, is the reduction in uncertified staff pay. Paraprofessionals, bus drivers, custodians, and other uncertified staff may work less hours per week (Dam 2006).

Student Achievement

Cost cutting may be the main reason schools move to a four day school week, but this cannot be the only benefit. Student achievement is always a concern especially at a time when accountability is at an all-time high. Student achievement seems to increase or at least be maintained in a four day school week calendar (Anderson & Walker, 2013; Daly & Richburg, 1984; Koki, 1992; McCoy, 1983; Reinke., 1987; Yarbrough & Gilman, 2008). To increase or at least maintain student achievement, however, teachers must engage the students. Some research supports that student engagement can be maintained in the longer class periods if teachers change their instructional practices (Cuban, 2008; Sagness & Salzman, 1993; Silva, 2007). In a study done by Sagness and Salzman (1993), the majority of the teachers reported they used a greater variety of learning activities and students participated more actively in learning when class time was extended. The increase in different learning activities helped break up the longer class times; thus keeping the students attention. But if teachers do not address the need to change instruction, as Cuban (2008) reported, extended time in class will not benefit students if improving the quality of that time is ignored.

Other Benefits

One of the most surprising benefits of the four day school week is the increase in attendance of both teachers and students (Blankenship 1984; Grau and Shaughnessy 1987; Koki 1994; Donis-Keller and Silvenail 2009). Grau and Shaughnessy (1987) also found a decrease in the student dropout rate and Koki (1994) found a decline in student disciplinary referrals. Studies using surveys of teachers and students have found that

another observed benefit includes fewer class interruptions and distractions because of lengthened class periods which leads to increasing the efficiency of instruction (Culbertson 1982; Blankenship 1984; Grau and Shaughnessy 1987; Koki 1994; Donis-Keller and Silvenail 2009).

Stakeholders

The fourth impact of the four day school week is stakeholder satisfaction. At first the public typically is often not happy with the thought of moving from the traditional five day school week to four, with the concern of childcare at the forefront (Reeves 1999). After the adjustment to the new schedule, Grau and Shaughnessy (1987) found general approval among teachers, students, and parents. It seems the concern of babysitting goes by the wayside and, with the longer school day, many students get home at approximately the same time as their parents. The problem with childcare on the fifth day seems to not be a problem as with schools closed, more babysitters are available. Parents also seem to find it easier to arrange for a single day versus a short amount of time each day (Dam 2006). Dam's study also found that parents and teachers like the extra day off as it allows more family time. The teachers like having that extra day to work at school instead of taking a day during the weekend to go to school and work.

School Change

Leadership

Whether the district is cutting positions, consolidating, or moving to the four day school week, leadership plays an important role in the reform's success or failure.

Leithwood, et.al. (2008) study suggested that school leaders have “quite strong and positive influences on staff members’ motivations, commitments and beliefs about the supportiveness of their working conditions.” Positive or negative, leadership sets the tone of the school during the time of change. (Whitaker,2002).

Some changes have greater implications than others for staff members, students, parents, and other stakeholders. Change can be categorized into two types: First Order Change and Second Order Change (Waters, Marzano and McNulty, 2003). The type of the change for individuals, organizations, and institutions determines the order of change. Changes that are consistent with existing values and norms, create advantages for individuals or stakeholder groups with similar interests, can be implemented with existing knowledge and resources, and where agreement exists on what changes are needed and on how the changes should be implemented can be considered first order. A change becomes second order when it is not obvious how it will make things better for people with similar interests, it requires individuals or groups of stakeholders to learn new approaches, or it conflicts with prevailing values and norms (Waters, Marzano et al. 2003). What may represent First Order Change for some stakeholders, may be Second Order Change for others. “Recognizing which changes are first and second order for which individuals and stakeholder groups helps leaders to select leadership practices and strategies appropriate for their initiatives” (Waters, Marzano et al., p. 8, 2003). If leadership is able to select the correct leadership practices and strategies it will allow the implementation of new reforms, such as the four day school week, a greater chance for success.

According to the research of Waters, Marzano, and McNulty's study, there are three practices that are required from leadership for First Order Change: (1) To promote cooperation among staff, (2) To promote a sense of well being, and (3) To promote cohesion among staff. But if you are implementing Second Order Change these three practices are not enough. Leaders also need these two practices: 1. Develop shared understanding of purpose, and 2. Develops a shared vision of what the school could be like.

Overcoming the resistance to change is another challenge leadership can face when implementing a new program. A school reform often generates a sense of insecurity and even fear among the implementers (Guhn 2009). Guhn found that one way to overcome the resistance is for the implementers to see a need for change and steady positive press from the school's leadership. The researcher also found it important establish patterns of communication that opened the door for relationship building to help overcome resistance.

“The principal plays a key role in getting the implementation of a school reform program off the ground, primarily due to the administrative power and gatekeeper function that is assigned to the principal's role” (Guhn, p. 352, 2009). Without the commitment and role-modeling of the principal the implementation of a new program cannot be expected to be successful. The teachers, community, and students look to the principal and when they see that leader providing good role-modeling and commitment to the new program they feel safe and encouraged to follow the principal's lead (Guhn, 2009). Closely connected to the crucial role of the principal is that of the district leader.

Without the support of superintendents and without the flexibility to align school district goals with the program goals, the new program is doomed to fail (Guhn, 2009).

Human Side of School Change

School change often treats reform as a product and, focusing on its structural frame, overlooking its human face. “Most advocates of restructuring treat reform as a product, but change must be accomplished by people” (Evans, 1993, p. 19).

Each year more and more is expected from teachers. Before new initiatives are implemented and teachers are expected to add a new program to their teaching, previous programs should be evaluated and those not working should be dismissed (Reeves, 2009). According to Reeves, “Educators are drowning under the weight of initiative fatigue - attempting to use the same amount of time, money and emotional energy to accomplish more and more objectives” (2009, p. 14). This may work in the short term, with the adrenaline and enthusiasm that can be brought in with a new initiative, but in the long term each new initiative added to the pile creates a decline in organizational effectiveness (Reeves, 2009). A solution to initiative fatigue is to eliminate one or two time consuming activities before implementing the new program.

Resistance to change is inevitable. The primary task of managing change, or reform, is not “technical but *motivational*: to build commitment to innovation among those that must implement it” (Evans, 1993, p. 4). This includes making sure the organization is ready for change, which is part of the implementation process. Specifically, the organization may need to work on planning, communicating, and carrying out change. The organization must create a culture where the need for the

change is seen by the stakeholders (Reeves, 2009). The implementation process is an important part of the success of a new initiative (Adelman and Taylor, 2003; Denton, Vaughn and Fletcher, 2003; Saldana, Chamberlain et al. 2011).

Implementation

While the initial enthusiasm when implementing a new reform can be helpful, it does not replace careful planning. Early stages of preparation for adopting new innovations include: developing an understanding of the big picture context, mobilizing interest consensus, support among key stakeholders, identify individuals who are committed to the reform and plan a strategy to gain support, and clarify feasibility (Adelman and Taylor, 2003).

Similar planning is important for sustainability of the reform as well. Denton, Vaughn and Fletcher (2003) identified five factors that seem to influence sustainability of high-quality implementation:

1. Teacher acceptance and commitment to the program and a presence of a strong facilitator to support the as they become proficient in its execution.
2. Teachers are empowered to take ownership and responsibility for the process of school change.
3. Teachers are provided with professional development that leads to proficiency.
4. Teachers see the program as practical, useful, and beneficial to students.
5. The change is supported by leadership and administration.

Implementation can be defined as, “a specific set of activities designed to put into practice an activity or program of known dimensions” (Fixsen, Naoom et al. 2005).

Implementation is not an event. It is a process that does not happen all at once or even proceed smoothly at first. The National Implementation Research Network (NIRN) has defined four stages of implementation: *Exploration*, *Installation*, *Initial Implementation*, and *Full Implementation*.

During *Exploration*, an Implementation Team assesses readiness of the organization and if the organization is not ready, the Team is responsible for helping create readiness. Readiness means to determine if the chosen reform meets the needs of the students, how it fits with current initiatives and structures in the school, and what resources are available to implement the reform. This is an important function when the goal is to reach an entire population of a school district. NIRN states that in an educational setting there are six broad factors to review in relation to the program: needs, fit, resource availability, evidence, readiness for replication, and capacity to implement. Taking the time for the *Exploration Stage* increases the chance for success (Saldana, Chamberlain et al. 2011).

The purpose of the *Installation Stage* is to obtain the necessary resources needed to do the work and prepare the staff for new practices. Structural supports needed to initiate the program are put in place and include ensuring the availability of funding streams, human resource strategies, and policy development as well as creating referral mechanisms, reporting frameworks, and outcome expectations (NIRN).

The *Initial Implementation Stage* is the first time the innovation is being used. “This is the most fragile stage where the awkwardness associated with trying new things and the difficulties associated with changing old ways of work are strong motivations for giving up and going back to comfortable routines (business as usual)” (Blase & Fixsen).

Last, is Full Implementation. This is reached when at least 50% of the practitioners are using innovation with fidelity and good outcomes. Over time, the new program becomes accepted practice. “After the intensity of establishing a fully implemented evidence-based program implementation in a new community (often requiring 2 to 4 years), the implementation site needs to be sustained and improved in subsequent years” (NIRN).

Summary

This chapter provides an overview of the literature framing this study. Information on fiscal concerns for public schools and how those concerns are compounded for rural districts was discussed. Next, was responses to the fiscal challenges school districts could choose, followed by an overview of the four day school week. Then there was a section on school change. Last, the stages of implementation discussed.

Chapter three outlines the methodology for this study. Along with the methodology, the site and participants are discussed, an overview of the research problem and question, the data collection and data analysis. Chapter three concludes with validity and reliability.

Chapter Three - Research Design and Methodology

Due to budget cuts, administrators are looking for ways to ways to reduce their spending while at the same time getting more return on their financial investments. One such way school districts are finding is the change from the traditional school calendar to the four day school week. Missouri alone has seen a 400% increase from the 2010-2011 school year to the 2011-2012 school year. Yet, there is very little research done on the four day school week.

Purpose

The purpose of this case study is to understand the implementation of the four day school week. My reason for study the four day school week is due to the fact that I am a superintendent in a small rural district. In trying to keep expenditures down with the least amount of negative impact on students I have taken an interest in the four day school week. In this study, the implementation will be generally defined as *Exploration*, *Installation* and *Initial Implementation* stages. The stages of implementation from National Implementation Research Network (NIRN) will be used for the framework. NIRN defines the *Exploration Stage* where an organization selects an appropriate evidence-based program to address a particular issue. *Installation* refers to making the structural and instrumental changes necessary to implement the program within an organization.

Research Question

The following question will guide the study: How did a small school district install and implement a four day school week as it relates to school leadership, students,

parents, and community? A subquestion that will be looked at is: Did the school look at the four day week calendar as a type of school reform or did they view it as just a calendar change? It is important for the success of the four day week for the district to view this as a school reform and follow the stages of implementation. Implementation plays an important part of whether a new innovation is successful or not (Adelman and Taylor, 2003; Denton, Vaughn and Fletcher, 2003; Saldana, Chamberlain et al. 2011).

Design

I have chosen to complete a qualitative case study. This type of study fits the research question: How did a small school district install and implement a four day school week as it relates to school leadership, students, parents, and community? as a case study design should be considered when the focus of the study is to answer “how” and “why” questions; you cannot manipulate the behavior of those involved in the study; you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or the boundaries are not clear between the phenomenon and context (Yin, 2009). Qualitative research can reveal how all the parts of a phenomenon work together to form a whole (Merriam, 1998). In the case of this study, it will allow the researcher to look at school leadership and staff members and their perception of the four day school week. It is not intended to use to predict how the phenomenon works in other settings. Patton (1985) states:

[Qualitative research] is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting-what it means for

participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting- and in the analysis to be able to communicate that faithfully to others who are interested in that setting....The analysis strives for depth of understanding (p.1). As applied to this study, a qualitative study allowed me to the four day school week as implemented in Smalltown School District, which is unique to them. The data gained in this study cannot be used to predict how implementation will work in every school district, but can be used to understand the setting and what implementing the four day week means for the stakeholders involved.

Case studies are a strategy of inquiry in which the researcher explores in depth an event and are bounded by time and activity. Researchers collect detailed information using a variety of data collection procedures over a period of time which allows an in-depth study of the phenomenon taking place, in the case of this study, the implementation of the four day school week (Creswell, 2009; Stakes, 1995). The purpose of this case study is to understand the implementation of the four day school week. Case study design lends itself to this type of exploration, allowing the parts of implementing the four day school week to be taken apart and examined in-depth.

If one is interested in process then case study is a suitable design (Merriam, 1998). Process as a focus can be viewed two ways: (1) monitoring; and (2) casual explanation (Merriam, 1998). By Merriam's definition, I will be using the process casual explanation – discovering or confirming the process by which the district implemented the four day school week. In order to address the research questions and provide an in-depth study, I will look specifically at the first three stages of implementation:

Exploration, Installation, and Initial Implementation. The last stage, Full Implementation, was not examined due to the time frame of the study as Smalltown School District was not in the Full Implementation stage yet.

Framework

The implementation stages from The National Implementation Research Network (NIRN) will be used as the framework of this study. NIRN has co-directors, which are also founding members of NIRN, Dr. Blase and Dr. Fixsen.

NIRN defines implementation “as a specified set of activities designed to put into practice an activity or program of known dimensions” (National Implementation Research Network [NIRN], 2008). There are four stages of implementation: *Exploration, Installation, Initial Implementation, and Full Implementation* (Fixsen et al., 2010). The Stages of Implementation were established as a result of an all-encompassing review and synthesis of the implementation evaluation literature (Fixsen et al., 2005; Wallace, Blase, Fixsen, and Naom, 2008).

The first stage, *Exploration*, is when an organization selects an appropriate evidence-based program to address a particular issue (NIRN, 2008). There are four main activities that take place during this stage: (1) Identify your community’s needs. (2) Assess your organizational capacity. (3) Search for a program that fits community and organizational needs and resources. and (4) Understand program fidelity and program adaptation (Bertram, Blasé, Shm, Shea, Fixsen, 2011). During this time, dissemination of the program is important to ensure that the problem and solution are aligned with the broad goals of the community (Center for Implementing Technology in Education).

Typically an Implementation Team is created and they assess the readiness of the organization and help the dissemination of information to the community.

The second stage, *Installation*, is where resources are being consumed in active preparation for actually doing things differently in keeping with the tenets of the evidence-based practice or program (NIRN, 2008). This stage focuses on the system that is being altered in order to take on the process of implementing a new program or solution (Center for Implementing Technology in Education). According to the Center for Implementing Technology in Education (CITEd), some of the questions to ask during this stage are: Do any policies need to be rewritten or implemented for the upcoming changes? Do staff members have the expertise to implement the new practice? What outcome measures will be watched?. When looking at implementing the four day school week districts need to make sure any policy changes that are needed occur, what professional development needs to take place and what outcomes will be measured to determine success of the new innovation. “Paying attention to issues such as these demonstrate a commitment by the system and its leaders to ensure that a program or project and its practitioners will be supported through the implementation” (CITEd). During this stage, Implementation Teams help the organization anticipate needs and help them prepare for the next stage (NIRN, 2008).

Initial Implementation is the third stage. This is when the innovation is being used for the first time (NIRN, 2008). The organization is learning how to change to accommodate and support the new ways of the innovation being put into practice. “This is the most fragile Stage where the awkwardness associated with trying new things and the difficulties associated with changing old ways of work are strong motivations for

giving up and going back to comfortable routines (business as usual)” (NIRN, 2008). Implementation Teams are essential during this stage as they help the staff develop competencies required by the practice being implemented, help administrators adjust organization roles and functions to align with the program, and help leaders in the organization fully support the process of using the program and incorporating the necessary implementation supports (NIRN, 2008).

The fourth stage, Full Implementation, occurs when the program is integrated into the organization. The processes and procedures for the innovation are now in place (Betram, Blasé, et al., 2011). Implementation Teams remain essential contributors to the ongoing success of the new innovation. As staff come and go in an organization, the Implementation Team works to ensure that the gains in the use of effective practices are maintained and improved over time and through transitions of leaders and staff (NIRN, 2008).

Case Site

For this study purposeful sampling will be used. “In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2009, p. 214). Sites need to be information rich and illuminative (Patton, 2002). Criteria for selecting the site for this case study are: (1) rural school district; (2) in the first year of implementing the four day school week during the 2012-2013 school year. The site chosen that fits the criteria, Smalltown School District, began the four day school week calendar during the 2012-13 school year.

Smalltown School District is located in the Midwest. It has one elementary school, one middle school, one high school, one alternative school and one technical

school. They have approximately 100 staff members and 985 students. The Smalltown School District had an unrestricted fund balance of 19.39% in 2012 (Appendix A).

Participant Selection

To begin the participant selection, I first spoke to the district administrator. I wanted as many staff members as possible to participate, but not feel pressured by administration to do so. A flyer (Appendix B) was developed and put on the district web page to invite participants. The flyer was linked to the district's Facebook page as well. An article was also in the local paper with the information about where and when the focus groups would meet if they wanted to participate. The local radio station also interviewed me the day the focus groups were to take place to help get the information out to as many people as possible.

The participants in this study are staff members and administrators, a total of 12 (Figure 2). I interviewed staff members as a focus group to gain insight into the process taken to implement the four day school week. As there is only one district administrator, I interviewed him on a one-on-one basis. The building administrators were to be interviewed as a focus group, but I was unable to meet with them due to continuous conflicts with their schedules. Their input was too important to leave out, so at their request, I emailed them the questions I had planned on using during the focus group interview. I then followed up with individual emails with those individuals that I felt might be able to provide me with additional information.

Figure 2. Interview Participants

Participant	Position	Gender/Race	Focus Group
P1	Superintendent	White/Male	F1
P2	HS Principal	White/Male	F2
P3	MS Principal	White/Female	F2
P4	ES Principal	White/Female	F2
P5	MS Teacher	White/Female	F3
P6	MS Teacher	White/Female	F3
P7	ES Teacher	White/Female	F3
P8	ES Teacher	White/Female	F3
P9	HS Teacher	White/Male	F3
P10	HS Teacher	White/Female	F3
P11	ES Teacher	White/Female	F3
P12	ES Teacher	White/Female	F3

Qualitative Data Collection

In order to gain depth into how a rural school installed and implemented the four day school week, two sources of data were collected and analyzed. These data sources included interviews and document collection.

Interviews

Semi-structured interviews or, as Patton (2002) calls it, the interview guide, will be conducted with follow-up questions as needed. As an interview guide I had a list of questions or issues (Appendix C) that were to be explored during an interview. This allowed the same basic lines of inquiry to be pursued with each interview but within each topic or area the interviewer is free to “explore, probe, and ask questions that will elucidate and illuminate that particular subject” (Patton, 2002, p. 343). With the semi-structured interviews, answers to the open-ended questions led to questions that were not planned allowing me “to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic (Merriam, 1998, p. 74). Interview question selection was guided by the conceptual framework, highlighting the first three stages of implementation, *Exploration*, *Installation* and *Initial Implementation*. Interviewing is vital in this study in order to see how each person interprets the implementation of the four day school week as perceived by school leadership, students, parents, and community. Patton (2002) states that interviews are used to find out from participants those things we cannot directly observe. “The purpose of interviewing, then, is to allow us to enter into the other person’s perspective” (Patton, 2002, p. 341).

Interviewing began in March 2013 and concluded in May 2013. One focus group was with staff members from each school. Another group interviewed was building administrators and a third was the district administrator. Each interview lasted between 45 minutes to 1 hour right after school at the end of the school year. I believe that the timing of the interviews did affect the findings. It would have been better to interview before the school year began and then a few times throughout the school year. This would

have allowed immediate perceptions to be recorded during each stage of implementation. Questions about the four day school week guided by the implementation stages with special consideration to the first three stages of implementation, *Exploration*, *Installation* and *Initial Implementation*.

The data was recorded and transcribed verbatim as soon as possible. In addition to this, insight about key ideas and meaning behind what is said was noted after each interview (Stake, 1995). Another part of data gathering included documentation.

Documents

Using documentary material is not much different than using interviews as it provides information of the process also (Merriam, 1998). "Gathering data by studying documents follows the same line of thinking as observing or interviewing. One needs to have one's mind organized, yet be open for unexpected clues" (Stake, 1995, p. 68).

According to Merriam (1998), the first step in finding relevant materials is the process; this is commonly a systematic procedure that evolves from the topic of inquiry.

Documents used in the *Exploration*, *Installation* and *Initial Implementation* of the four day school week will be collected. Documents is an "umbrella term to refer to a wide range of written, visual, and physical material relevant to the study at hand" (Merriam, 1998). Items such as research notes, school board agendas, and survey data will were collected. Once documents have been located, their authenticity must be assessed.

Determining the accuracy and authenticity of documents is part of the research process. Document authenticity will be guided by, but not limited to, Merriam's (1998) questions a researcher might ask: (a) what is the history of the document?, (b) how did it come into my hands?, (c) what guarantee is there that it is what it pretends to be?, (d) is

the document complete, as originally constructed?, (e) has it been tampered with or edited?, (f) if genuine, what purpose was it produced?, (g) who is the author?, (h) for whom was the document intended? (i) do other documents exist that might shed additional light on the same story, event, context? If so, who holds them? (p. 122).

Qualitative Data Analysis and Interpretation

Data analysis was done simultaneously with data collection (Merriam, 1998). The analysis was driven by the research questions of the study. Developing a classification or coding scheme is the first step of analysis (Patton, 2002). “Content analysis, then, involves identifying, coding, categorizing, classifying, and labeling the primary patterns in the data” (Patton, 2002, p. 463). In order to see developing patterns, I first read each transcript through several times. Then after several readings, I began to highlight words that occurred with high frequency, color coding similarities within the same group interviewed (Appendix D). Patton suggests that when developing the codes and categories, to first deal with convergence - figuring out what things fit together. By reading and rereading interview transcripts I began to see emerging themes and patterns. After figuring out patterns within the same group, I began analyzing commonalities across the groups. This allowed themes to arise from the data. Analyzing the data during data collection allowed the researcher to note things to ask during follow-up questions. After the themes emerged from the data, I reanalyzed looking at the data through the stages of NIRN’s implementation stages (NIRN, 2008). “Without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data that have been analyzed while being collected are both parsimonious and illuminating” (Merriam, 1998, p. 162).

Trustworthiness and Ethics

As a guest (Stake, 1995) in the school, ethics was considered on various fronts. Before the interviews begin, each person participating signed a form stating their willingness to participate as an anonymous party to the interview process. This form stated the participant will have the ability to drop out of the study at any time without consequence (Stake, 1995). I asked permission before tape recording a session, and if a participant would have asked that the session not be taped, I would have obliged the request, but that did not happen. Names were not used during interviews as a precaution to maintain anonymity to sessions recorded. The anonymity allowed staff to feel like they could answer questions without worrying about retribution or possible loss of their job. Tapes of recorded transcription did not reveal identity of the interviewees and upon completion of the timeline for the study and study results, they will be destroyed.

Documents are less problematic (Merriam, 1998) in regards to ethical case study. The documents collected will be analyzed to better understand the work being completed during the implementation process. The documents will not be collected under this assumption and then used for other reasons (Merriam, 1998).

The data from the interview analysis and document review was synthesized and analyzed using the Implementation framework from the National Implementation Research Network. By using more than one source of data, patterns and explanations that emerge better ensure the quality of findings.

Validity and Reliability

To determine validity, data triangulation will be used, including interviews, and artifacts (Patton, 2002). By sending the transcripts back to members of the focus group to

check for precision in transcription, member checking was used to determine the accuracy of the findings (Creswell, 2009; Yin, 2009). A third way to add to the validity of the study was to use peer debriefing. I had a person to review and ask questions about the study so that the account will resonate with people other than the researcher (Creswell, 2009).

Whereas validity means the researcher checks for accuracy of the findings, reliability indicates that if a later researcher followed the same procedures and conducted the same case study all over again, they should arrive at the same findings and conclusions (Creswell, 2009; Yin, 2009). To meet reliability standards, I documented the procedures of the study and the steps of the procedures. Those steps include checking transcripts to make sure there are no obvious mistakes made during transcription and to make sure there is not a shift in the meaning of the codes during the coding process (Appendix D) . (Creswell, 2009).

Positionality and Bias

Participants in the study were told that I was both a University of Missouri-Columbia PhD student and a superintendent. That knowledge could have caused interviewees to censor their answers, although I did not get the feeling that any of the participants were intimidated by my position. They gave answers that were both positive and negative towards the four day school week, but it was possible that they toned down their answers due to my superintendent position.

I have worked in public schools for over 20 years: 17 years as a classroom teacher, 2 years as a building administrator, and in my second year as superintendent. While I feel my experience brought knowledge of how the public school system works, it

may have also brought a bias. It would have been impossible to not view comments from the participants in the interviews through the lens of an experienced educator.

Summary

This chapter outlines the methods of this study. The chapter begins with the research problem, and research questions that will guide the study; followed by the framework. Site location and participants are explained, and data collection and analysis is identified. Finally, trustworthiness and ethics is discussed.

Chapter four will reveal analysis of the findings for the study on the four day school week.

Chapter Four: Findings

Research Context

The research took place in a rural Midwestern school district. The district, Smalltown, is accredited and has one elementary school, grades PK - 4, one middle school, grades 5-8, two high schools (one of which is an alternative school), and one vocational technology school, all of which are grades 9-12. All schools, with the exception of the vocational technology school, instituted the four day school week in the 2012-13 school year. Since surrounding school districts send students to the vocational technology school, the district kept the vocational technology school to the traditional five day school week to accommodate those sending schools. The total enrollment for the district is 897 students and 101 certified staff members (Appendix B). The district's assessed valuation is \$52,740,089 and their tax levy is \$5.2001.

While the school district is not in financial distress, their carryover balance is lower than school district goals. The superintendent predicts they will finish with a carryover balance of 22-23% for the 2012-13 school year and 25% at the end of the 2013-14 school year, which is closer to the school board stated goals (B. MacLaughlin, personal communication, May 7, 2013). If, as Table 1 shows, their carryover balance is increasing without going to the 4 day school week, why did they move forward with implementing the four day school week? Eighty to eight-five percent of a school district's budget is spent on salaries (Ellerson, 2010). Smalltown made staff cuts to reduce their expenditures, yet was unable to reach the carryover balance they desired. As can be seen in Figure 3, the gap between Smalltown's expenditures and revenues was not increasing. With cuts already made to staff, they were unable to cut additional staff without increasing class size larger than the district wanted; so, instead, chose to decrease expenditures by implementing the four day school week.

Table 1

Smalltown School District Revenue Summary

School Year	Local	County	State	Federal	Other	Total	Carryover Balance
2007-2008	4,455,307.98	714,976.51	4,774,866.42	1,070,149.60	765,736.66	11,932,746.78	13.15%
2008-2009	4,336,266.38	675,036.95	4,749,918.00	1,076,077.16	828,346.00	11,666,242.49	5.98%
2009-2010	4,305,830.53	568,182.87	4,016,475.63	2,093,283.52	928,118.50	12,048,970.49	9.50%
2010-2011	4,497,972.07	632,955.50	4,000,608.99	1,789,997.28	523,839.91	15,608,081.37 ¹	13.41%
2011-2012	4,574,649.26	657,700.28	4,327,140.52	1,572,380.46	487,553.00	11,619,423.52	19.39%

The information for this table came from Smalltown's Annual Secretary of the Board Reports (ASBR).

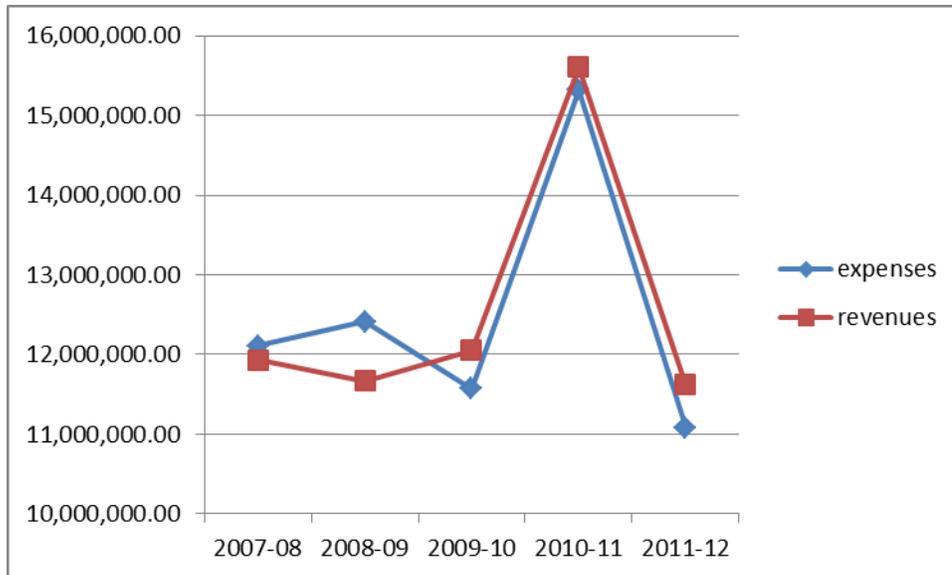


Figure 3. Expense and Revenue for Smalltown School District. This figure compares the expenses and revenues over a 5 year period for the Smalltown School District.

Teachers

The researcher met with teachers as a focus group. There were a total of 10 participants with every school being represented, except the vocational technology school and they are not on the four day week schedule. We began the group discussion with why they believed the district to change their calendar from the traditional five day week to a four day week. All thought it due to money. As one teacher stated, “I don’t think it was ever presented as anything other than a money saving thing.” The teachers also pointed out that the district was putting a tax levy on the ballot in April and believed it was important to show the community that the district was doing its part in saving money.

Professional Development

Professional development hours increased from 44 hours a school year to over 100 hours of professional development during the school year with the change of going to the four day school week. The teachers in the group indicated that the additional professional development hours could have been put to better use. One teacher stated when asked about the large increase in hours, “It’s safe to say we didn’t get ten times the value out of it.” Many others agreed that the first semester the professional development was good but the quality during the second semester was not as good. One teacher stated. “Up till Christmas the professional development days were extremely well organized and very thoughtful...there was a purpose and it was driven. And then I kind of felt like, after we came back from Christmas, not so much.” Another participant also brought to light that the professional development in the first semester was district-led and the second semester building-led.

Another complaint about the professional development was it being on a Monday and the length of it. With the day being longer due to going to four days a week and the professional development taking place on a Monday, it made for a really long week. As one teacher said:

I know that sounds like, ‘Oh we had to work five days,’ but it really made for a long week those weeks that we went five days, because I felt like when we left on Monday, we were so crammed and I was so mentally exhausted, and then I had to be ready to be fresh for the next day.

Even though several agreed that Monday was not an ideal day to have professional development, they did not think Friday would be any better. They really did not have a solution to that problem.

One item they agreed on was there was no professional development that focused on how to deal with the shortened week. “We were told we would receive that [professional development on the four day school week], but we did not.” Professional development is important to the success of the program. Paying attention to the needs of the teachers to implement a new reform shows a commitment by the system and its leaders to ensure that the new innovation and its practitioners will be supported through the implementation (CITED).

Curriculum Issues

One problem teachers brought up during the focus group was curriculum, specifically having time to cover the curriculum. Smalltown used the extra time added to the day to make up for having Mondays off for Response to Intervention. It was not added to class time. By doing the extra time in this manner, it cut student time in class by 1/5. Teachers are having difficulty adjusting to this. One teacher stated:

Going from a five day schedule to a four day, making sure I had enough time to cover all my material. Usually, you’re teaching...one lesson a day, so I had to make sure that I could still cover all my material and I had to do some tweaking and cut out things because there just wasn’t...much time.

Another teacher said one of the ways they would adjust for next year is to “give much more reference material to take home for them to work on.”

Several teachers, but not all, felt they were not in the same place in the curriculum they were last year. As one teacher stated, “I’m not, because I didn’t adjust.” Going to four days a week teachers have had to pick and choose what they need to teach. “Those things that were enrichment or those fun projects students really enjoyed, there just isn’t time to do that anymore. That’s gone.” All agreed that they had to change their pacing guides to align to the shortened week or they could not cover the necessary curriculum.

Student Success/Achievement

As with all schools, student achievement is a concern. With the extra time added on to the four days for intervention, “in theory...we should have fewer D’s and F’s, but not all the teachers seemed convinced. As one teacher stated:

The concern I’ve had about the four day, which I guess is going to be answered empirically soon enough, but all the literature about at-risk kids and low socio-economic kids says that where they really fall behind is during summer. So I wonder if we’re going to a shortened week, ...will the kids from less enriched environments fall behind because they’re out of school three days?

Also, as another teacher added, the summer is longer allowing for leaning loss. McGavin’s (12007) study states that students forget a significant amount of the previous year’s learning over a long holiday period, such as a long summer vacation. Overall, the teachers are reserving judgment on student success. They

want to see how retention over the summer is and how the scores on state testing are.

Student Adjustment

Adjustment to the four day week for students seems to be the biggest concern of the special education teachers. One teacher from that department said she had some students that never did adjust. Just when she felt they were adjusting there would be a snow day or a snow make-up day and that would throw them off again. The students just couldn't get on a schedule. "The autistic kids seem like they have a lot of trouble with that rescheduling." But, for the majority of students, "they've done very well adjusting to it."

Snow Days

The winter during the 2012-13 school year was a snowy one. Smalltown School District made up their snow days on Mondays. That threw off both students and teachers alike. One special education teacher's students, making up snow days on the Monday that there was normally no school was a difficult adjustment. Those students need a consistent schedule. "The autistic kids seem like they have a lot of trouble with that rescheduling." Teachers also had difficulty with the rescheduling. "The snow days threw so many extra Mondays in there, so one month we worked three of the four Mondays and several in a row here with professional development and that got old." One mentioned since she scheduled her doctor's appointments on Mondays, then had to make up snow days then, she had to reschedule her doctor appointments. The school is making a change for next year though to help solve this problem. "What I like about next year's

schedule is they've already designated the snow days. So when I set a doctor's appointment in August for February, I'm not gonna set it on one of those designated snow days."

Personal Issues

A benefit of the four day work week has been the time with family. One teacher stated that Saturdays you run to get all your errands and household things done. Since Monday is not a school day, she can reserve Sundays for family and resting because she can come to school on Monday to do her "school work".

Another teacher stated:

My daughter and I have been able to spend a lot more time together doing things. For instance, yesterday we went to the Royals game cause it was a special game on a Monday afternoon. So she [my daughter] said to be sure to mention that during this meeting. She's enjoyed the daddy/daughter time.

While family time was a huge benefit in the eyes of the teachers, one teacher uses her extra day off in another way. "I'm a full time student, so it's been huge this year to have that Monday to catch up and do projects."

Another benefit seem by the teachers is being able to take care of business that can only be taken care of during the work day, such as doctors' appointments. "Just being able to contact somebody during business hours is a really nice thing." Otherwise, you're working the same hours they are and you can't get them or you have to take a day off.

Not every teacher saw the shortened week as a benefit. One young teacher with her kids not in school yet stated, “It’s been really hard on them, too, because they don’t get much time in the evenings with me. By the time we get home, it’s five and bed, bath, dinner, work on anything and it’s 8:00 and you’re [off] to bed.” Another teacher stated, “To me, it seemed like it was such a long day. By the time...you got done with our car line duty, and you got back in our room, then the next you knew it was 5:00.” But she feels she has adjusted to the schedule. It just took time.

Another concern that was brought up in the focus group was the future of their children or grandchildren due to having a different schedule than the traditional 5 day a week calendar. One teacher wondered:

My daughter’s in first grade. By the time she goes through twelve years of school with a four day week, when she goes to college, or when she goes out into the work world, will she have trouble adjusting to a five day week?

Another teacher made the comment, “My granddaughter is the same age, and she wants to be a teacher, cause she wants Mondays off. She just didn’t realize that not everybody does.” The long term implications of the four day school week has not been studied. I believe that this will not be a problem for students attending a school that has the four day week. As they become adults, they will see that not everyone has the same work or school schedule. For example, not everyone has the same schedule in college and some jobs do not have a Monday through Friday 9-5 schedule.

Building Level Administrators

The researcher tried to meet with all three building level administrators as a focus group, but due to their schedules was unable to do so. At the building administrators' request, questions were emailed to them that would have been used in the focus group. While this is not ideal, the input of the building level administrators was too important to leave out.

There are three building level administrators at Smalltown School District: 1 elementary, grades K-4; 1 middle school, grades 5-8; and 1 high school, grades 9-12 and this same administrator does the alternative school. During the implementation of the four day school week, the middle school principal was deployed so was unable to contribute to many of the questions asked regarding the four day school week.

Both building level administrators believe that the reason for moving to a four day school week was financial; and according to one administrator, "It was a decision made by the Board of Education and Superintendent." The third building level administrator was deployed at the time the decision was made.

Buy-In

It is important to get parents and community members on board when making the change from a traditional five day school week to a four day school week. In order to inform the community, administrators, including the building level administrators, had several meetings informing the community about the plan for a four day school week. Along with that, a survey was given to parents. Another way the District got parents on board was to take care of day care issues.

This was done by offering Monday day care at the school. “Also, [we] told parents we would not schedule anything between 8:00 – 3:45 to allow for students to work and/or babysit their children.” That means any extracurricular practices or events had to be scheduled after 3:45.

Another important stakeholder that it is important to have buy-in from is the staff. Like the parents, staff was given a survey to see what they thought of going to a four day school week. According to one administrator, “Our staff bought in immediately. This was not a problem.”

Barriers

The building level administrators all agree that the biggest barrier affects the staff and seems to be adjusting the curriculum less days in the school year. As one administrator states, “Teachers had to adjust to get all of their curriculum completed. I think next year will be better for the organization.” Another said, “We had to figure out how to get the curriculum taught in a four day week instead of a five day week.” An additional barrier that had to be considered was about sports. “Athletic scheduling and the early dismissal of students and coaches created a loss in instruction.” This complaint came from teachers not parents. This barrier is something the athletic director needs to consider when scheduling away games, especially those that are some distance away.

Leadership’s Role

The role of the building level administrators varied. The combination of the district administrator and the building level administrators made up the implementation team, according to one principal. The other two principals didn’t

think they had an implementation team, yet they stated they worked with the district administration to plan and implement the four day school week. “We did a lot of organizing for the Monday (1 per month) of professional development. We [all administrators] worked together to get this day planned.”

Besides planning the professional development day, the building level administrators played other roles. According to one administrator, other important parts of their job in implementing the four day school week were in “keeping a positive attitude, supporting the teachers in adjusting the curriculum map in order to get the objectives taught in a four day week [and] creating a four day schedule.”

Even though the district administration and building level administration worked together on many aspects of implementing the four day school week, the building level saw it as the district level’s role to “communicate with the community and board, facilitate discussions and disseminate a survey during fall conferences”. Another administrator stated it was also the district administrator’s role to research the four day week.

Changes for Next Year

When reflecting on what would be done differently next year, it varied depending on the grade level in the building. One administrator said she was “waiting to see achievement scores” before she made any decisions. At the high school level, the building level administrator thought the teachers had a difficult time getting through the curriculum fast enough. “I believe the teachers will probably assign more weekend homework to get through the curriculum at a

quicker pace.” At the elementary the building level administrator believed, “Schedule is important. The elementary students are tired by the end of the day, so we must be aware of the schedule.”

District Administrator

Smalltown School District has one district administrator. The researcher met with him in a one-on-one interview. The interview began with asking how he got community buy-in.

Buy-In

After researching the four day school week himself, first thing the superintendent did was introduce the concept of a four day school week to the school board as a no action item. He presented as, “Here’s a concept that we’re considering. Here’s the research that’s been done thus far.” After that, he went to the stakeholders.

A survey was given to several sets of stakeholders: students, teachers, parents, and patrons. A survey was given before implementation to determine the mind-set of the stakeholders regarding the four day school week and what concerns they might have. A second survey was given at the October parent-teacher conferences and another one at the March parent-teacher conferences to determine what concerns remained and what the stakeholders liked about the four day school week. “Overall, the students and the teachers were very supportive of it. That tends to get written off because the majority of people who are opposed will say, ‘Well, who wouldn’t want to work four 10’s or who wouldn’t want another day off?’” The patrons of the community, who are primarily retired

persons, were not supportive of the four day school week; but Smalltown School District's greatest priority group was the parents. "[W]e wanted to know how it was going, what type of impact it would have on our families."

After getting input from our stakeholders, the school board took a closer look at the four day school week. The reason for making the decision for the four day school week was financial. The district was looking to cut \$600,000 from their budget. Knowing this goal, the school board voted to locate half of that amount in the district and go to the voters in the form of a levy increase for the other \$300,000. "We anticipated our savings at about \$170,000 [from the four day school week] which is right around 2% of our annual budget." That still left \$130,000 left to cut from the annual budget. That was done by reducing a couple of non-certified positions, getting rid of cellphone reimbursements, and a few other things. "We protected our teachers and our class sizes at all costs." The superintendent felt all of these things were important and the district needed to do their part in saving money due to asking the voters for a levy increase. The levy passed with no problems.

Leadership's Role

The district leadership's role in the implementation of the four day school week was not an easy one. "At the risk of sounding arrogant, I mean I was the conductor. I was the driver of the bus." The superintendent did the initial research, completed the survey to the stakeholders and analyzed the data. Then presented it to the board and helped guide the board in their decision of moving to the four

day school week. After the school board voted to move to a four day school week the real work began.

The implementation team: the building level administrators, the school board, and the district administrator, began talking to the public. “[I]t was a massive undertaking. If there were more than three or four in a group and you had a name, we went to, and we met with your group. If you were a sorority, we were in [your] living rooms.” This open communication helped establish an open communication and relationship with stakeholders which helps overcome resistance that might happen when implementing a new reform (Guhn,m 2009)

Advantages

Financial savings is not the only good thing to come from adopting the four day school week. The increase of professional development was a big plus. “[Our] professional development opportunities are expanding, because we went from 44 hours to 102 hours of professional development. You can’t put a dollar amount on training teachers and allowing teachers to look at data almost two and a half times more often.”

Another positive of the four day school week is the consistency it provided. On the traditional five day week calendar only 13 of the 38 weeks looked identical. “Our days off might have been Monday for a holiday or Wednesday for this or Thursday a half day and Friday off for this or whatever. Only 13 weeks of the school year were full school weeks.” The four day school week changed that. Now, 36 of the 38 weeks are identical. This consistency benefits students and teachers with a flow in learning without interruptions. It also

benefits teachers in lesson planning, making it easier to plan lessons due to fewer interruptions.

Snow days can be a problem with any school calendar. “We had eight snow days this year. We were done making up snow days on April 15th. The last day of school at the beginning of the year was May 17th. The last day of school right now is May 17th. We got every instructional day in before MAP testing.” This was accomplished by using Monday, typically the off day, as make-up days. These make-up days were not set up ahead of time where the families and teachers knew in advance. “That was a mistake that we made in the first year.” The superintendent corrected that mistake for the next school year. All snow days will be predetermined and marked on the school calendar for parents and staff to know in advance when make-up days are scheduled.

Barriers

Through the preemptive survey, one of the biggest concerns parents had was their children being off school when they had to work. To alleviate that barrier the district provides daycare on Mondays on a sliding scale cost. Providing daycare does not cost the school any money. “It’s a zero balance. We provide the food, the teachers and then tuition is based upon the number of kids divided by cost.” Only 2% of the parents take advantage of the school’s Monday daycare. I believe this is due to the fact parents discovered that on the off day of school there were more babysitters available, such as high school students and older siblings.

Another concern is student achievement. To help ease that concern the extra time added on to each day is used as a Response to Intervention (RtI) time.

RtI is a program that's implemented to remediate students. It's done a little differently and called different things in each building, but essentially it is an intervention time. In the elementary, it is set up more like the traditional Response to Intervention but at the secondary level it is set up a little differently. "Let's say you're a communication arts teacher or math teacher. You're going to get kids who either scored at basic or below basic on a prior year EOC or you're going to get kids that on the Acuity benchmark scored at at-risk. And we're going to basically remediate them" Students that scored proficient or advanced will receive enrichment during intervention time. "We have an ACT prep course. We have a historical nonfiction class. We've let our teachers be very creative in what they do with our enrichment kids." Students are placed in groups by their needs, not by age.

Summary

Chapter 4 discussed the information collected from teachers, building administrators, and the district administrator. This chapter looked at each group separately. Chapter 5 will be a cross analysis of the research material collected from each of these groups looked at through the first three steps of implementation: *Exploration Stage*, *Installation Stage*, and *Initial Implementation Stage*. The themes that emerged from the data will be discussed.

Chapter Five: Cross Analysis

Introduction

The purpose of this case study is to investigate the implementation of the four day school week. This study focused on three of the four stages: *Exploration*,

Installation, and Initial Implementation. The framework of implementation was taken from The National Implementation Research Network (NIRN). NIRN has co-directors, which are also founding members of NIRN, Dr. Blase and Dr. Fixsen, both of which are well-known and published in the field of implementation.

During the analysis of the data gathered for this study four themes emerged: (1) Deciding on the Four Day School Week, (2) Stakeholder Satisfaction, (3) Student Achievement, and (4) Leadership. I will discuss each of these themes in chapter 5, beginning with Deciding on the Four Day School Week.

Deciding on the Four Day School Week

One of the top concerns of school administrators currently and historically has been fiscal management (Abshier, Harris et al. 2011). The district administrator at Smalltown School District is no different. Concerned over budget cuts and the district's low fund balance the district administrator was looking at options for the district to help lower expenditures. Four years ago when the superintendent started at Smalltown School District, he "inherited a 5% fund balance so we reduced a little over a million dollars in my first eighteen months." So the district already made initial cuts to help reduce deficit spending. Then the economic meltdown, known as *The Great Recession*, began affecting the schools causing public schools to begin making cuts in their spending. The superintendent stated:

[When] the crash happened and everybody else who's out there on round one of reductions is saying, well, we'll do this and do this and do this. For us it was actually round two. I mean we were digging deep and that's where the four-day [school week] and the tax levy came in.

Smalltown School District was looking for about \$600,000 to cut from their budget for the 2012-13 school year. The Board of Education, along with the superintendent held a financial retreat. The superintendent presented the idea of a four day school week to the Board of Education as a no action item and began researching the four day school week. In December of 2011, the Board voted to locate half of the \$600,000 in the district, believing that the four day school week could save about \$170,000. The other \$300,000 went to the voters in the form of a levy increase.

Both building administrators and staff members agree that moving to the four day school week was a financial move. "I don't think it was ever presented as anything other than a money saving thing" stated one staff member. Another teacher pointed out, "There was also a levy election that was coming up, and I think it was important to show the community that we were doing every cost saving thing that was possible." The tax levy did pass in April.

Before the Board of Education officially voted to accept the four day school week schedule, the administrative team began talking to stakeholders. According to the district administrator, "It was just a massive undertaking. [I]f

there were more than three or four in a group and you had a name, we met with your group. If you were a sorority, we were in living rooms.”

Another action that Smalltown School District took before making the final decision on the four day school week was to survey stakeholders. “We surveyed students. We surveyed teachers. We surveyed parents and we surveyed patrons” stated the superintendent. By completing a preemptive survey of each set of stakeholders, the district was better able to determine the barriers that they might encounter if they moved forward with the implementation of the four day school week and what needs would need to be met with each group of stakeholders.

Stakeholder Satisfaction

While the initial enthusiasm when implementing a new reform can be helpful, it does not replace careful planning. Early stages of preparation for adopting new innovations include, among other things, support among key stakeholders (Adelman and Taylor, 2003). Smalltown School District used communicating with groups to provide information about the four day school week as one way to provide stakeholder satisfaction, as communication is an important piece. The use of surveys was another.

Smalltown School District performed surveys with parents, staff, and students three times: once before implementing the four day school week, another in October at the first parent-teacher conferences, and third in March at the second parent-teacher conferences. The district used the information from these surveys

to have an understanding of what barriers they might have implementing the four day school week and as a litmus test of how the stakeholders felt about the four day week.

One area of need that arose during the first survey from the community was child care on the day of the week that school was not going to be in session yet parents had to work; in the case of Smalltown School District that was Monday. To help alleviate the concern of child care, as mentioned earlier, the district provided babysitting on Mondays. Another way to help alleviate this concern was through scheduling. One building administrator stated, “[We] told parents we would not schedule anything between 8:00 – 3:45 to allow for students to work and/or babysit their children.” That means any extracurricular practices or events had to be scheduled after 3:45 on Mondays. The March survey of parents showed a decline in babysitting concerns.

What the surveys did show was an increase in parental support. There was an increase of 8.1% of support for the four day school week from the October survey to the March survey (Appendix D). There was also an 8% increase of parents that believed that the move to a four day school week as having a positive effect on their child’s academics.

Teacher’s also expressed satisfaction with the four day school week. One teacher stated:

If you’ve got certain things going on that’s coming up in your classroom, it [four day school week] gives you that extra day of breathing room to go

get supplies, or to go get things ready in your room, or to come up here for an hour and you can get so much done in an hour when no one else is here that will take eight hours when everybody's here. It's priceless.

But that extra day to prepare is not the only thing the teachers liked about the four day school week.

“I would say that as a teacher and a parent, not only do I see the positives as a teacher, but as a mom. My daughter's rested; she's ready to come back to school on Tuesday.” This area of satisfaction came not only from the teachers that saw their own kids were rested and ready to return to school, but the parent survey showed that many parents believed the same thing. As a parent of a high school student said, “My kids are more eager to attend school.” Students felt the longer days were worth the extra day off.

Another positive that came from both teachers and parents was scheduling. Parents and teachers are able to use that extra day off for doctor appointments without having to miss school. “We still have Monday to go to the orthodontist appointment and we're not having to check out. Last year, we had to check out every month for the orthodontist appointments.” This same sentiment was prevalent with parents in the survey given in October. Parents liked being able to schedule appointments for their child without them having to miss school to attend those appointments.

Another aspect parents liked about scheduling due to the four day week is consistency. As one parent pointed out, “You don't have to worry about getting a

sitter for early outs on different days every month. It is always on Monday”

Another parent stated, “[N]o more half days to keep track of!” The consistency of scheduling is not only a satisfaction point with parents but has the possibility of a positive effect on student achievement, which will be address later in this chapter.

An overwhelming plus for both parents and teachers for the day off was family time. One teacher said:

My daughter and I have been able to spend a lot more time together doing things. For instance, yesterday, we went to the Royals game cause it was a special game on a Monday afternoon. So she said to be sure to mention that during this meeting. She’s enjoyed the daddy/daughter time.

That same sentiment was seen throughout the parent survey. When parents answered the question, “What is the most positive aspect of the four day week?” family time was cited time and time again. “Spending an extra day with the kids!” “Getting to spend 3 days a week with my children.” “Mondays spent at home with family.” were just a few of the many comments from parents regarding Monday off.

The survey did not just provide all positives. There were concerns that still need addressed too. One of those concerns was the long day and students being very hungry by the end of the day. As one teacher stated, “The high school students, I noticed, are very hungry by the end of seventh hour. They eat lunch at 11:00 and we don’t get out till 3:45.” There was also this concern expressed by a few parents on the survey. “Long days and kids are starving when they get home.”

The biggest concern of parents shown on the survey was their concern of academic achievement. This will be addressed in the next section.

Student Achievement

Student achievement is always a concern especially at a time when accountability is at an all-time high. Smalltown School District addressed this concern in three ways: (1) using the extra time added on the four days as a Response to Intervention (RtI) time, (2) increase in professional development hours for teachers, and (3) consistency in the calendar.

When the district administrator was asked if he was concerned about student achievement in the move to the four day school week he answered emphatically, “Absolutely!” He believes the intervention time added will alleviate that concern. At the beginning of the year, students were assigned a teacher based on the prior year’s state assessment score or what their Acuity benchmark score was. For example, if a student scored below basic on a prior year math EOC, then they were assigned to a math teacher. “We’re going to basically remediate them.”

Those students that excel in school were not left out. According to the district administrator, “They have enrichment course[s]. We have an ACT prep course. We have a nonfiction, like a historical nonfiction class. We’ve let our teachers be very creative in what they do with our enrichment kids.” Two sections of what the school calls homework help is also offered. It’s not a study hall, in the sense of the traditional study hall, but for those students that struggle to get homework done and whose grades suffer because of homework. They are

assigned to a homework help section and can get help with homework assignments that are negatively impacting their grades.

An increase in professional development hours is another way Smalltown School District hopes to positively impact student achievement. The superintendent stated that the teachers professional development opportunities expanded as Smalltown School District went from 44 hours to 102 hours of professional development. The increase in professional development came from having one full day a month on a Monday. He felt the professional development time was very purposeful. “You can’t put a dollar amount on training teachers and allowing teachers to look at data almost two and a half times more often.”

The teachers that participated in the focus group did not necessarily agree with the superintendent. They did not feel that the increased time was put to good use. As one stated, “It’s safe to say we didn’t get ten times the value out of it.” But not all felt it was a complete waste of time. One teacher felt the professional development at the beginning of the year was good but not as much as the year progressed.

I felt at the beginning of the year...that the professional development days were extremely well organized and very thoughtful...and there was a purpose and it was driven. And then I kind of felt like, after we came back from Christmas, not so much.

Even though the staff felt the professional development was more purposeful at the beginning of the year, one thing they believed was neglected

was providing professional development focused on how to deal with the shortened school week. “We were told we would receive that, but we did not,” stated one staff member.

The third way the concern of student achievement was address was through consistency in the calendar. According to the district administrator:

[P]rior to adopting the four day week, only 13 of our 38 weeks looked identical and our days off might have been Monday for a holiday or Wednesday for this or Thursday a half day and Friday off for this or whatever. After the four day [week] adoption...36 of our 38 weeks are identical.

This consistency allows not only the parents to schedule child care, but it allows teachers the opportunity to plan for a consistent teaching. Having consistent weeks means more time in class. In the traditional calendar, where half days are scheduled for professional development, afternoon classes would not meet on those half days. That means less hours to cover curriculum.

Having Mondays off also allowed Smalltown to make up snow days on Mondays instead of extending the school year, which allows staff to be further along in curriculum before state assessments, which is one way states monitor student achievement. “We had eight snow days this year. We were done making up snow days on April 15th. We got every instructional day in before MAP testing.” It also allowed the last day of school to remain the same, which helps in end of school scheduling, such as graduation.

Leadership

During the time of change, leadership sets the tone of the school and plays an important part of the reform's success (Whitaker, 2002). In the case of Smalltown School District, the district and building administrators felt as the worked together to implement the four day school week. One building administrator stated, "We did a lot of organizing for the Monday (1 per month) of professional development."

Even though the district administrator stated that the school board members, building administrators and he were the implementation team, he still did the lion's share of the work. "At the risk of sounding arrogant, I mean I was the conductor. I was the driver of the bus." The superintendent did the initial research, completed the survey to the stakeholders and analyzed the data. Then presented it to the board and helped guide the board in their decision of moving to the four day school week.

Although the district administrator took on a large amount of the work prior to implementing the four day week, the building administrators felt they played an important role throughout the process. One administrator stated that it was their job in "keeping a positive attitude, supporting the teachers in adjusting the curriculum map in order to get the objectives taught in a four day week, and creating a four day schedule."

One area that staff felt was lacking from leadership was the process of what to do when you had a problem or issue with the four day school week. "I

didn't feel we had a nice process in place. I went to my colleagues and said, 'What's happening in hear? Cause this is what I'm seeing,'" stated a faculty member. Other staff members agreed. If they had issues with the four day school week, they went to their peers to see if they were having the same problems or how they fixed the problem.

Summary

Chapter 5 was a cross analysis of the data collected. I discussed the data through the themes that emerged through analysis: Choosing the Four Day Week, Stakeholder Satisfaction, Student Achievement, and Leadership. Chapter 6 will be the discussion of this study. It will include discussion of the findings and how it relates to the stages of implementation, implications of the study and possible future studies.

Chapter 6: Discussion

In this chapter, Smalltown School District's adoption of the four day school week instead of the traditional five day school week is analyzed through the first three stages of implementation. Each data source was reviewed, coded, marked for patterns and compared to identify similarities and differences. The data will be discussed in relationship to the literature review in chapter 2.

Findings

Stage 1 - Exploration

This stage is where an organization decides whether or not to adopt the new practice. The district would create an implementation team and assess the readiness of the organization (NIRN, 2008). "To the extent an organization is not

ready the Implementation Team is accountable for helping create readiness, an important function when the goal is to reach an entire population” (NIRN,2008).

Whether or not Smalltown School District created an implementation team is not clear. The district administrator stated that the implementation team consisted of the school board, building level administrators and himself. Not all the building level administrators agreed with that. Two of the principals didn't believe that the district created an implementation team, even though they worked with the district administration to plan and implement the four day school week. The teachers did not see a clear team either, and that is possibly because no staff members were included in the implementation team. To have complete buy-in it is important to include representatives from all stakeholders on the team and for them to take a role in the implementation of the reform.

Strong leadership, though, is necessary for school change and plays an important role in the reform's success (Leithwood, et.al., 2008). Clearly, even from the superintendent's point of view, the district administrator did the majority of the work during this stage, “At the risk of sounding arrogant, I mean I was the conductor. I was the driver of the bus.” The superintendent did the initial research, completed the survey to the stakeholders and analyzed the data. Then presented it to the board and helped guide the board in their decision of moving to the four day school week.

The building level administrators' part in the implementation team, if there was one, was two-fold. They helped talk to the public about the four day school week. According to the superintendent, “[I]t was a massive undertaking. If

there were more than three or four in a group and you had a name, we went to, and we met with your group. If you were a sorority, we were in [your] living rooms.” The other part that the building level administrators helped with is in planning the professional development, which will be addressed in a later section.

Another part of the *Exploration Stage* is determining the readiness of the organization, if the new program fits the needs of the organization and community, and the implications of the change. Some changes have greater implications than others for staff members, students, parents, and other stakeholders. According to Waters, Marzano, et. al. (2003), change can be categorized into two types: First Order Change and Second Order Change. The type of change for individuals or organizations determines the order of change. First Order Change are changes that are consistent with existing values and norms, create advantages for individuals or stakeholder groups with similar interests, can be implemented with existing knowledge and resources, and where agreement exists on what changes are needed and on how the changes should be implemented. A change becomes second order when it is not obvious how it will make things better for people with similar interests, it requires stakeholders to learn new approaches, or it conflicts with prevailing values and norms (Waters, Marzano et al., 2003).

This was explored through surveys. A preemptive survey was given to several sets of stakeholders: students, teachers, parents, and patrons. According to the district administrator, “The students and the teachers were very supportive of it.” The District's greatest priority group was the parents. “We wanted to know

what type of impact it would have on our families,” stated Smalltown superintendent. This allowed them to determine what type of change it may be for their stakeholders and the barriers they might face if they moved forward with the four day school week.

It is important for the administrators to know if they are dealing with First Order Change or Second Order Change so leadership can adjust their practice. According to the research of Waters, Marzano, and McNulty’s study (2003), there are three practices that are required from leadership for First Order Change: (1) To promote cooperation among staff, (2) To promote a sense of well being, and (3) To promote cohesion among staff. But if you are implementing Second Order Change these three practices are not enough. Leaders also need these two additional practices: (1) Develops shared understanding of purpose, and (2) Develops a shared vision of what the school could be like. Not only would the survey help the implementation team understand the change order of their stakeholders, but meeting with different groups to discuss the four day week schedule would help develop a shared understanding of the purpose of moving to the four day school week and a shared vision of the district.

Stage 2 - Installation

The second stage, *Installation*, is where resources are being consumed in active preparation for actually doing things differently in keeping with the tenets of the evidence-based practice or program (NIRN, 2008). According to the Center for Implementing Technology in Education (CITEd), some of the questions to ask during this stage are: Do any policies need to be rewritten or implemented for the

upcoming changes? Do staff members have the expertise to implement the new practice? What outcome measures will be watched?. The job of the implementation team during this stage is to help the organization anticipate needs, overcome the resistance to change and help them prepare for the next stage (NIRN, 2008).

Overcoming resistance to change is a challenge leadership can face when implementing a new program. Guhn (2009) found it important to establish patterns of communication that opened the door for relationship building and to meet the needs of stakeholders to help overcome resistance to the new reform. During the *Exploration Stage*, the meeting with community groups and the preemptive survey helped open the line of communication with stakeholders and begin building that relationship. One area of need that arose during the beginning survey from the community was child care on the day of the week that school was not going to be in session yet they had to work; in the case of Smalltown School District that was Monday.

As mentioned before, the District provided daycare on Mondays on a sliding scale cost to meet this community need. Only 2% of the parents take advantage of the school's Monday daycare. Another way to help alleviate this concern was through scheduling. One building administrator stated, "[We] told parents we would not schedule anything between 8:00 – 3:45 to allow for students to work and/or babysit their children." That means any extracurricular practices or events had to be scheduled after 3:45 on Mondays.

One job of the implementation team during this time is to help the organization anticipate needs and help them prepare for the next stage (NIRN, 2008). One way the preparation could have been done is through professional development. The amount of professional development hours increased going to the four day school week from a five day school week. According to the district administrator, “[Our] professional development opportunities are expanding, because we went from 44 hours to 102 hours of professional development.” Yet the teachers did not feel any of those professional development hours were used to prepare staff for the necessary changes when moving to the four day school week. As one teacher stated, “We were told we would receive that [professional development on the four day school week], but we did not.”

Stage 3 - Initial Implementation

This stage is when the innovation is being used for the first time (NIRN, 2008). It is during this time that the organization is learning how to change to accommodate and support the new ways of the innovation being put into practice. The Implementation team plays an important role during this stage. They help the staff develop competencies required by the practice being implemented help administrators adjust organization roles and functions to align with the program, and help leaders in the organization fully support the process of using the program and incorporating the necessary implementation supports (NIRN, 2008).

The role of the building administrators became more predominant during the *Initial Implementation Stage*. According to Guhn, “The principal plays a key role in getting the implementation of a school reform program off the ground,” (p.

352, 2009). It was during this stage that the building administrators took on the role of cheerleader. One administrator stated, “It was our job to keep a positive attitude, support the teachers in adjusting the curriculum map in order to get the objectives taught in a four day week, and to create a four day schedule.” This role fulfilled the three of the requirements of First and Second Order Change: (1) To promote cooperation among staff, (2) To promote a sense of well being, and (3) To promote cohesion among staff norms (Waters, Marzano et al., 2003).

A clear theme throughout the data of this stage was curriculum management. Teachers and building administrators both felt that making adjustments to cover the curriculum is a difficult hurdle to overcome. One building administrator stated, “We had to figure out how to get the curriculum taught in a four day week instead of a five day week.” “Usually, you’re teaching...one lesson a day, so I had to make sure that I could still cover all my material and I had to do some tweaking,” stated a teacher. An elementary teacher’s difficulty in adjusting was not so much as covering the curriculum, but being prepared for the extended time. “I had to really make sure I had enough to cover materials and activities to cover from 12:30 to 3:45. And so the first few weeks...I just had to make sure I was prepared for each day.”

This is where the implementation team could have made a big difference. With increase of professional development hours, it would have been beneficial to staff members to have some of those hours directed at how to change the curriculum pacing and given time to make those adjustments. If the implementation team had staff members on it, this concern could have come out

and addressed. Those behind the reform of moving to a four day school week need to remember that each year more and more is expected from teachers. According to Reeves, “Educators are drowning under the weight of initiative fatigue – attempting to use the same amount of time, money and emotional energy to accomplish more and more objectives” (2009, p. 14). With the adrenaline and enthusiasm that can be brought in with a new initiative, this may work in the short term, but in the long term each new initiative added to the pile creates a decline in organizational effectiveness (Reeves, 2009).

Another way the implementation team could have been used would be as a resource for when teachers had questions or trouble that stemmed from the four day school week. The teachers from Smalltown School District did not have a procedure for teachers to fall back on when they had problems implementing the four day school week. As one teacher stated:

“I didn’t feel like we had a nice process in place. I went to my colleagues and said, ‘What’s happening in here? Cause this is what I’m seeing.’ I would go in...anyone else’s room that you know, I felt like they might be seeing the same thing and ask, ‘Is this happening to you?’”

Another teacher added that when she was unsure of something regarding the four day school week she would “talk to other teachers...and just see if they were experiencing issues with this four day [week].”

Implications

The findings of this study suggest that Smalltown School District did look at moving to a four day school week as school reform and not just a calendar

change. Whether intentionally or not, the district followed the stages of implementation that is necessary for successful school reform (Goodwin 2011), at least the first three stages of implementation that this study researched. By following the prescribed stages of implementation, it helped with making the decision to move to a four day school week with the research and surveys done early on. The surveys also helped the district know what barriers they needed to solve to begin the change to the four day school week. This allowed a smoother transition, especially with the parents. There were areas of implementation that could have been improved upon, such as having a more purposeful implementation team and that could have helped solve some problems, such as curriculum management and more purposeful professional development.

There are several implications that I believe that can be taken from this study. One such implication is communication is key when implementing the four day school week. Smalltown School District began communication with stakeholders one year before implementing the four day school week. Resistance to change is a challenge leadership faces when implementing a new program. But Guhn found that one way to overcome the resistance is for stakeholders to see a need for change and steady positive press from the school's leadership (2009). Not only is communication needed before the implementation of the four day school week, but throughout the *Initial Implementation Stage*. It is important to establish patterns of communication that opened the door for relationship building to help overcome resistance (Guhn, 2009). During the *Exploration Stage*, the administrators intentionally met with community members to communicate the

proposed changes in the calendar and allowing their voice to be heard. Smalltown continued their communication with stakeholders with surveys throughout the first year of implementing the four day school week. The 10.5% increase of parental support from the preemptive survey to the March survey supports the fact the communication is a valuable tool in overcoming resistance.

Another implication taken from this study is the importance of an implementation team. NIRN (2008) discusses the important role the implementation team takes throughout all the stages of implementation as seen in chapter 5. At Smalltown School District, the implementation team was not clear cut; but definitely did not include all the stakeholders as the superintendent said the team included the building and district administrators, community members and staff were not on the implementation team. Even though the first survey showed that staff members were in support of the four day school week, with 92.6% for and only 2.1% against, there were still areas they were not satisfied with. They were not satisfied with the way professional development was handled, as they did not get the guidance on how to change to accommodate going to a four day school week; nor were they satisfied with not having a process or team they could turn to when they had questions about the change. If there was a clear cut implementation team that included each stakeholder, then the dissatisfaction of these items could be presented and used to make changes.

Lastly, student achievement has to be addressed. While cost cutting may be the main reason schools move to a four day school week, student achievement cannot be ignored. Not only did the teachers of Smalltown School District express

concern regarding student achievement, it was prevalent throughout all three surveys with parents. Smalltown School District believes that they met this concern by using the extra time on each day as an intervention time. While Smalltown's state assessment scores were either raised or maintained when comparing 2012 to 2013 (the first year of the four day school week), the long term results remain to be seen (Appendix H). But it is important to learn from this study that when you implement the four day school week you must directly address student achievement or your resistance to the new reform will be difficult to overcome. To increase or at least maintain student achievement in the four day school week teachers must engage students. Some research supports that student engagement can be maintained in the longer class periods if teachers change their instructional practices (Cuban, 2008, Sagness & Salzman, 1993, Silva, 2007). The increase of professional development hours can also help with student achievement as they can be used to help teachers understand how to change their instructional practices.

Future Research

There are some factors that potentially limit the findings of this study. First, the research for this study was conducted in only one school district. This has the potential to limit the generalization of the results across school sites and districts. Another factor that may be a limitation is when the interviews and focus groups took place. All interviews and focus group meetings took place at the end of the school during the first year of implementing the four day school week. A clearer picture may have been gotten if interviews and meetings took place at

different times throughout the school year so the memories of the participants did not fade or forgotten.

Future research should address the last stage of implementation, Full Implementation. “In the Full Implementation Stage the new ways of providing services are now the standard ways of work where practitioners and staff routinely provide high quality services and the implementation supports are part of the way the provider organization carries out its work” (NIRN, 2008). An area that would be included in this study would be student achievement and if it was affected by the change to a four day school week.

I also believe it would be beneficial to perform a study on the four day school week looking at more than one school district. This would allow the researcher to compare and contrast the two districts on how each made the change to the four day school week and its successes and/or failures.

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Appendix A

State of Missouri
Department of Elementary and Secondary Education
School Finance Section

**ANNUAL SECRETARY OF THE BOARD REPORT (ASBR)
Fiscal Year 2011-2012**

SECTION 162.821, RSMo, requires that one copy be filed with ... the Department of Elementary and Secondary Education on or before August 15, 2012.

SECTION 161.527, RSMo, concerning financially stressed school districts, requires that one copy be filed with the Department of Elementary and Secondary Education by July 15, 2012, to be eligible for the Proposition C rollback exemption.

Part I Summary

Total Assessed Valuation as of December 31, 2011 53,774,214

(Exclude Tax Increment Financing AV)

Basis of Accounting CASH

	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
2011-2012 Levy Unadjusted	3.5706	0.0000	0.9300	0.0000	4.5006
2011-2012 Levy Adjusted	3.5706	0.0000	0.9300	0.0000	4.5006
3111 Beginning Fund Balances	1,401,415.54	0.00	622,619.23	386,726.10	2,410,760.87
5899 Total Revenue (See Part II)	4,921,893.07	5,640,614.25	589,011.53	467,904.67	11,619,423.52
5999 Total Revenue And Balances	6,323,308.61	5,640,614.25	1,211,630.76	854,630.77	14,030,184.39
5510 Transfer To	0.00	519,894.49	0.00	0.00	519,894.49
6710 Transfer From	519,894.49	0.00	0.00	0.00	519,894.49
9999 Expenditures (See Part III)	3,860,716.99	6,160,508.74	575,956.46	486,990.95	11,084,173.14
3112 Ending Fund Balances	1,942,697.13	0.00	635,674.30	367,639.82	2,946,011.25
3412 Restr Fund Balances	0.00	0.00	0.00	0.00	0.00
Unrestricted Ending Fund Balance (Incidental + Teachers Funds)		19.39%			

Appendix B

Your Input Needed!

- **What: On the Four Day School week**
- **When: May 7, Middle School Commons**
 - **4:00 all staff**
 - **4:45 all building administration**
 - **5:30 parents & community members**
- **Who: Chris Johnson, superintendent of Paris R-II and MU PhD student**

I promise not to take much of your time (30 min. or less). I have 10 questions or less to ask and your answers will remain anonymous. Your input is invaluable to policy and procedure of other Missouri schools looking at the Four Day School Week. If you have any questions, please email me at cjohnson@paris.k12.mo.us or call me at 660.537.1156.

Appendix C

Interview Questions

Questions for Teachers

1. Tell me about how the district initially decided to institute the four day school week?
2. What barriers have you run into with the implementation of the four day school week?
3. What professional development was provided to help with the adjustment of moving to the four day school week? Was it helpful?
4. How do teachers work together to adjust their teaching with the implementation of the four days school week?
5. What do you like about the four day school week?
6. What do you not like about the four day school week?
7. What is the process of problem solving when a problem arose with the implementation of the four day school week?

Questions for Administration

Building

8. What did you do to get community buy-in for the four day school week?
9. What did you do to get staff buy-in for the four day school week?
10. What barriers did you run into implementing the four day school week?
11. What role did the district leadership play in implementing the four day school week?

12. What role did the building leadership play in implementing the four day school week?
13. How did you decide to move to a four day school week?
14. Do you have a implementation team? Is so, who is on your team and how did you decide your team members?
15. Is there anything unique that you did as a result of implementing the four day school week to make it work for your building?

District

16. What did you do to get community buy-in for the four day school week?
17. What did you do to get staff buy-in for the four day school week?
18. What barriers did you run into implementing the four day school week?
19. What role did the district leadership play in implementing the four day school week?
20. What role did the building leadership play in implementing the four day school week?
21. How did you decide to move to a four day school week?
22. Do you have a implementation team? Is so, who is on your team and how did you decide your team members?
23. What policies or procedures within the district did you have to change to implement the four day school week?
24. What was the district's goal(s) in implementing the four day school week?
25. Did the district meet its goal? Why or why not?

APPENDIX D

EXAMPLE OF CODE BOOK

Type of Code	Code word
Keywords/Definitions	<p>BA-administrators DA-district administrators T-teachers CM- community members P-parents</p> <p>Exploration Installation Initial Implementation</p>
Behaviors, specific acts	<p>Complaints-CM, T Planning-DA, A</p>
Events – short once in a lifetime events or things people have done that are often told as a story.	<p>Doctor appointments –CM, T Community Group meeting-DA, BA Faculty meetings</p>
Activities – these are of a longer duration, involve other people within a particular setting	<p>Meetings-A, T, Class observations-BA Professional Development-T, BA, DA</p>
Strategies, practice or tactics	<p>Surveys-District Daycare Homework RtI</p>
States – general conditions experienced by people or found in organizations	<p>Confusion Satisfaction levels Frustration</p>
<p>Meanings – A wide range of phenomena at the core of much qualitative analysis. Meanings and interpretations are important parts of what directs participants actions.</p> <p>What concepts do participants use to understand their world? What norms, values, and rules guide their actions</p> <p>What meaning or significance it has for participants, how do they construe events what are the feelings</p> <p>What symbols do people use to understand their situation? What names do they use for</p>	<p>Reform v. calendar change</p> <p>Rural v. urban needs</p> <p>Change-T, BA, CM Struggle-T, BA, CM Money issue-T, BA, DA, CM “driver of change”-DA</p>

objects, events, persons, roles, setting and equipment?	Implementation Team
Participation	Adaptation Implementation Team
Relationships or interaction	Community Meetings Implementation Team Professional Development
Conditions or constraints	Finance Schedule
Consequences	Tax Levy Class size remains the same Student achievement
Settings – the entire context of the events under study	Rural Public School District
Reflexive – researcher’s role in the process, how intervention generated the data	Surprise at calendar consistency Me as administrator-impact data? My role at superintendent Findings-impact for other districts like my own

Themes:

Teachers	<p>Word repetitions</p> <p>Key-words-in-context</p> <p>Compare and contrast</p> <p>Missing information</p> <p>Metaphors and analogies</p>
Building Administrators	<p>Word repetitions</p> <p>Key-words-in-context</p> <p>Compare and contrast</p> <p>Missing information</p> <p>Metaphors and analogies</p>
District Administrators	<p>Word repetitions</p>

	<p>Key-words-in-context</p> <p>Compare and contrast Missing information</p> <p>Metaphors and analogies</p>
--	--

Cross Analysis:

Deciding on the Four Day School Week

Stakeholder Satisfaction

Student Achievement

Leadership

Findings (research questions)

- A. Exploration
- B. Installation
- C. Initial Implementation

**Adapted from Types of phenomena that can be coded by Strauss, Anselm and Corbin, Juliet (1990) Basics of Qualitative Research. Grounded Theory Procedures and Techniques. Newbury Park, CA: Sage. (2nd Ed. 1998)

Appendix E

Consent Form

I understand that I am being interviewed for the purpose of a case study on the Implementation of the Four Day School Week. I understand that anything I say will be confidential and my name will not be used in the study. My participation in this study is completely voluntary. I know that the interview will be recorded.

If I have any questions regarding this study or the procedures of the interview process I can contact Chris Johnson, chrisj6482@gmail.com or 660.537.1156 or her advisor Noelle Arnold with the University of Missouri, arnoldn@missouri.edu.

Refusal to participate in this study will have no consequences on the individual.

signature

date

Appendix F



DISTRICT REPORT CARD

LEXINGTON R-V (054045) [Contact Information](#)

[Missouri School Improvement Program - Annual Performance Report](#)

(1) Accreditation Status

	2012
LEXINGTON R-V	Accredited

[Definition](#)

(2) Preschool Enrollment

	2012
Missouri	29,872
LEXINGTON R-V	72

[Definition](#)

(3) K-12 Enrollment

Missouri	2012
Total	886,132

Asian	*
Black	16.8%
Hispanic	*
Indian	*
White	74.2%
LEXINGTON R-V	2012
Total	913
Asian	*
Black	8.5%
Hispanic	*
Indian	*
White	84.8%

Definition

* - Indicates the percent has been suppressed due to a potential small sample size.

(4) Proportional Attendance Rate

	2012
Missouri	87.8%
Asian	93.9%
Black	80.8%
Hawaiian or Pacific Islander	82.9%
Hispanic	86.6%
Indian	82.3%

White	89.3%
Multi-Race	86.0%
Female	87.8%
Male	87.7%
Free or Reduced Lunch	82.3%
Limited English Proficient	89.3%
Special Education	82.6%

	2012
LEXINGTON R-V	84.9%
Asian	
Black	79.8%
Hawaiian or Pacific Islander	
Hispanic	87.5%
Indian	
White	85.1%
Multi-Race	
Female	86.5%
Male	83.3%
Free or Reduced Lunch	79.3%
Limited English Proficient	
Special Education	83.8%

Definition

(5) Students Eligible for Free or Reduced-Price Lunch

Missouri	2012
-----------------	-------------

Percent	49.5%
Number	428,788
LEXINGTON R-V	2012
Percent	50.7%
Number	456

Definition

(6) Four- Year Graduation Rate

	2012
Missouri	83.69%
Asian	87.79%
Black	68.90%
Hawaiian or Pacific Islander	90.91%
Hispanic	78.02%
Indian	86.34%
White	87.51%
Multi-Race	85.16%
Female	86.97%
Male	80.59%
Free or Reduced Lunch	75.90%
Limited English Proficient	65.09%
Special Education	70.02%

	2012
LEXINGTON R-V	85.00%
Asian	100.00%
Black	60.00%

Hawaiian or Pacific Islander	*
Hispanic	66.67%
Indian	
White	88.57%
Multi-Race	
Female	92.31%
Male	78.05%
Free or Reduced Lunch	71.88%
Limited English Proficient	100.00%
Special Education	60.00%

Definition

* - Indicates the percent was below 25 percent or below and has been suppressed from this report.

Targets

2012 Graduation Rate Target = 92%

2013 Graduation Rate Target = 92%

(6) Five- Year Graduation Rate

	2012
Missouri	81.55%
Asian	89.52%
Black	66.97%
Hawaiian or Pacific Islander	86.05%
Hispanic	77.23%
Indian	80.74%
White	85.78%
Multi-Race	94.99%

Female	84.84%
Male	78.55%
Free or Reduced Lunch	75.56%
Limited English Proficient	67.51%
Special Education	71.92%

	2012
LEXINGTON R-V	89.74%
Asian	100.00%
Black	90.00%
Hawaiian or Pacific Islander	
Hispanic	*
Indian	
White	92.31%
Multi-Race	
Female	87.50%
Male	92.11%
Free or Reduced Lunch	82.14%
Limited English Proficient	*
Special Education	100.00%

Definition

* - Indicates the percent was below 25 percent or below and has been suppressed from this report.

Targets

2012 Graduation Rate Target = 92%

2013 Graduation Rate Target = 92%

(7) Dropout Rate

Missouri	2012
TOTAL	2.9
Asian	1.2
Black	6.8
Hispanic	3.5
Indian	3.0
White	2.0
LEXINGTON R-V	2012
TOTAL	3.7
Asian	0.0
Black	10.3
Hispanic	0.0
Indian	0.0
White	3.0

Definition**(8) Where Our Graduates Go**

Missouri	2012
Entering a 4yr. College/University	36.6
Entering a 2yr. College	32.0
Entering a Postsecondary (Technical) Institution	2.4
LEXINGTON R-V	2012

Entering a 4yr. College/University	29.2
Entering a 2yr. College	36.1
Entering a Postsecondary (Technical) Institution	4.2

[Definition](#)

(9) Placement Rates for Career-

Technical Education Students

	2012
Missouri	58.1
LEXINGTON R-V	68.1

[Definition](#)

(10) Staffing Ratios

Missouri	2012
Students to classroom teachers	18
Students to administrators	195
LEXINGTON R-V	2012
Students to classroom teachers	17
Students to administrators	130

[Definition](#)

(11) Years of Experience of Professional Staff

	2012
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Missouri	12.5
LEXINGTON R-V	10.3

[Definition](#)

(12) Professional Staff with Advanced Degrees

	2012
Missouri	58.8
LEXINGTON R-V	18.7

[Definition](#)

(13) Average Teacher Salaries

Missouri	2012
Average Regular Term Salary	\$45,709
Average Total Salary	\$46,736
LEXINGTON R-V	2012
Average Regular Term Salary	\$38,790
Average Total Salary	\$38,790

[Definition](#)

(14) Average Administrator Salaries

	2012
Missouri	\$84,791

LEXINGTON R-V	\$70,086
----------------------	-----------------

[Definition](#)

(15) Average Current Expenditures per ADA

	2012
MISSOURI	\$9,487
	2012
LEXINGTON R-V	\$9,366

[Definition](#)

(16) Adjusted Tax Rate of the District

MISSOURI	2012
Incidental	\$3.3561
Teachers	\$0.1498
Debt Service	\$0.4292
Capital Projects	\$0.0595
LEXINGTON R-V	2012
Incidental	\$3.5706
Teachers	\$0.0000
Debt Service	\$0.9300
Capital Projects	\$0.0000

[Definition](#)

(17) Assessed Valuation of the District

	2012
MISSOURI	\$89,200,779,060
	2012
LEXINGTON R-V	\$53,774,214

[Definition](#)

(18) Sources of Revenue

MISSOURI	2012
Local	59.01
State	31.76
Federal	10.13
LEXINGTON R-V	2012
Local	47.06
State	38.87
Federal	14.06

[Definition](#)

(19) Missouri Assessment Program (MAP) Results

Missouri									
Content Area	Grade	Year	Accountable	Reportable	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2012	67,194	67,041	0.2	7.9	46.0	27.2	18.8

Eng. Language Arts	04	2012	66,877	66,742	0.2	8.2	38.9	31.2	21.6
Eng. Language Arts	05	2012	67,613	67,484	0.2	6.9	40.5	32.3	20.3
Eng. Language Arts	06	2012	68,294	68,166	0.2	7.4	41.7	34.7	16.2
Eng. Language Arts	07	2012	67,733	67,542	0.3	8.6	35.5	36.6	19.2
Eng. Language Arts	08	2012	67,851	67,621	0.3	4.3	41.8	34.4	19.5
Eng. Language Arts	E1	2012	44,790	44,769	0.0	9.6	28.3	45.3	16.7
Eng. Language Arts	E2	2012	66,031	65,333	1.1	5.7	21.2	53.5	19.5
Mathematics	03	2012	67,170	67,105	0.1	5.4	42.1	39.8	12.7
Mathematics	04	2012	66,873	66,825	0.1	5.7	43.2	40.4	10.8
Mathematics	05	2012	67,581	67,518	0.1	5.7	39.3	35.8	19.2
Mathematics	06	2012	68,271	68,216	0.1	7.4	36.3	39.7	16.6
Mathematics	07	2012	67,736	67,576	0.2	9.8	30.0	40.0	20.1
Mathematics	08	2012	67,863	67,677	0.3	14.0	33.3	31.9	20.8
Mathematics	A1	2012	69,870	68,946	1.3	8.9	34.5	35.6	21.1
Mathematics	A2	2012	25,790	25,788	0.0	11.2	32.6	40.0	16.2
Mathematics	GE	2012	31,171	31,171	0.0	12.2	25.3	49.1	13.5
Science	05	2012	66,628	66,543	0.1	9.8	38.6	27.2	24.4
Science	08	2012	66,928	66,679	0.4	16.2	33.9	37.2	12.7
Science	B1	2012	65,705	64,952	1.1	8.2	36.8	41.3	13.7

Social Studies	AH	2012	39,579	39,575	0.0	25.5	26.3	37.3	11.0
Social Studies	GV	2012	59,329	58,116	2.0	10.6	37.7	36.9	14.8
LEXINGTON R-V									
Content Area	Grade	Year	Accountable	Reportable	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2012	64	64	0.0	14.1	51.6	20.3	14.1
Eng. Language Arts	04	2012	69	69	0.0	11.6	46.4	23.2	18.8
Eng. Language Arts	05	2012	73	73	0.0	20.5	45.2	21.9	12.3
Eng. Language Arts	06	2012	72	71	1.4	11.3	53.5	26.8	8.5
Eng. Language Arts	07	2012	76	76	0.0	15.8	39.5	30.3	14.5
Eng. Language Arts	08	2012	70	70	0.0	10.0	40.0	41.4	8.6
Eng. Language Arts	E1	2012	54	54	0.0	11.1	33.3	42.6	13.0
Eng. Language Arts	E2	2012	60	60	0.0	5.0	33.3	53.3	8.3
Mathematics	03	2012	64	64	0.0	4.7	54.7	29.7	10.9
Mathematics	04	2012	69	69	0.0	1.4	46.4	42.0	10.1
Mathematics	05	2012	73	73	0.0	11.0	58.9	27.4	2.7
Mathematics	06	2012	72	72	0.0	11.1	34.7	45.8	8.3

Mathematics	07	2012	76	76	0.0	11.8	39.5	35.5	13.2
Mathematics	08	2012	70	70	0.0	15.7	32.9	38.6	12.9
Mathematics	A1	2012	79	79	0.0	24.1	54.4	15.2	6.3
Mathematics	A2	2012	54	54	0.0	37.0	53.7	9.3	0.0
Mathematics	GE	2012	19	19	0.0	10.5	31.6	52.6	5.3
Science	05	2012	72	72	0.0	16.7	59.7	18.1	5.6
Science	08	2012	70	69	1.4	17.4	36.2	34.8	11.6
Science	B1	2012	61	61	0.0	14.8	49.2	31.1	4.9
Social Studies	AH	2012	94	94	0.0	34.0	27.7	26.6	11.7
Social Studies	GV	2012	16	15	6.3	13.3	73.3	13.3	0.0
			1,348,304	1,342,809	17.4	532.1	1779.5	1507.2	581.0

[Definition](#)

(20) ACT Results

MISSOURI	2012
Percent of Graduates Taking the ACT	66.82
Composite ACT Score	21.60
LEXINGTON R-V	2012
Percent of Graduates Taking the ACT	64.71
Composite ACT Score	17.60

[Definition](#)

(21) Disciplinary Actions

Missouri	2012
Suspensions of 10 or More Consecutive Days (number rate)	13,791 1.6
Expulsions (number rate)	56 0.0
LEXINGTON R-V	2012
Suspensions of 10 or More Consecutive Days (number rate)	7 0.8
Expulsions (number rate)	0 0.0

Definition

(22) ESEA - Annual Measurable Objective

	2012		
	Participation Rate	Pct. Prof/Adv	Status
English Language Arts			
Race/Ethnicity			
Amer. Indian or Alaska Native	*	*	
Asian/Pacific Islander	*	*	
Black (not Hispanic)	100.0%	*	N
Hispanic	100.0%	*	
Multiracial	*	*	
White (not Hispanic)	99.8%	46.3%	N
Special Programs			
IEP Student	98.5%	*	N
LEP Students	*	*	

Map Free and Reduced Lunch	100.0%	29.5%	N
Super Subgroup	99.6%	29.3%	N
Total			
Total	99.8%	43.9%	N
Mathematics			
Race/Ethnicity			
Amer. Indian or Alaska Native	*	*	
Asian/Pacific Islander	*	*	
Black (not Hispanic)	100.0%	*	N
Hispanic	100.0%	*	
Multiracial	*	*	
White (not Hispanic)	100.0%	45.9%	N
Special Programs			
IEP Student	100.0%	*	N
LEP Students	*	*	
Map Free and Reduced Lunch	100.0%	29.9%	N
Super Subgroup	100.0%	28.1%	N
Total			
Total	100.0%	43.2%	N

Appendix H



Missouri Assessment Program
Achievement Level Report
District: LEXINGTON R-V (054045)

Subgroup	Grade/Subject	Year	Acc	Part	LNQ	Rep	LNQ %	BB	%BB	Basic % Basic	Prof % Prof	Adv % Adv	MAP Index	Mean Scale	Median Tennessee		
District Overall																	
Eng. Language Arts																	
Total																	
Total	Third Grade	2013	71		0	71	0.0	3	4.2	41	57.7	19	26.8	8	11.3	638.8	65.0
Total	Third Grade	2012	64		0	64	0.0	9	14.1	33	51.6	13	20.3	9	14.1	631.7	57.0
Total	Fourth Grade	2013	66		0	66	0.0	9	13.6	22	33.3	28	42.4	7	10.6	654.4	66.0
Total	Fourth Grade	2012	69		0	69	0.0	8	11.5	32	46.4	16	23.2	13	18.8	656.5	60.0
Total	Fifth Grade	2013	58		0	58	0.0	2	3.4	30	51.7	17	29.3	9	15.5	659.8	52.0
Total	Fifth Grade	2012	73		0	73	0.0	15	20.5	33	45.2	16	21.9	9	12.3	651.6	45.0
Total	Sixth Grade	2013	70		0	70	0.0	5	7.1	38	54.3	18	25.7	9	12.9	670.3	55.0
Total	Sixth Grade	2012	72		1	71	1.4	8	11.3	38	53.5	19	26.8	6	8.5	666.7	50.0
Total	Seventh Grade	2013	71		1	70	1.4	5	7.1	32	45.7	25	35.7	8	11.4	673.5	59.0
Total	Seventh Grade	2012	76		0	76	0.0	12	15.8	30	39.5	23	30.3	11	14.5	669.4	61.0
Total	Eighth Grade	2013	71		0	71	0.0	2	2.8	24	33.8	36	50.7	9	12.7	688.6	75.0
Total	Eighth Grade	2012	70		0	70	0.0	7	10.0	28	40.0	29	41.4	6	8.6	687.5	64.5
Total	Eleventh Grade	2013	1		0	1	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0.0	—
Total	English I	2013	61		0	61	0.0	10	16.4	15	24.6	29	47.5	7	11.5	200.4	—

NOTES:
 8th Grade Scores: The Department of Elementary and Secondary Education changed the way the 8th grade math assessment was conducted and reported in 2013. In prior years 8th graders enrolled in Algebra I took both the regular 8th grade math assessment and the Algebra I End-of-Course test. In 2013, 8th grade Algebra I students took only the End-of-Course test. For the purposes of this report, 8th grade assessment data from previous years have NOT been adjusted to exclude the scores of Algebra I students.
 MAP Index: The number of students scoring Advanced are multiplied by five (5), Proficient by four (4), Basic by three (3), and Below Basic by one (1). These products are then summed, divided by the total number of testable and multiplied by 100 then rounded to the tenth to produce the MAP index which ranges from 100-500. Reference the Comprehensive Guide to the Missouri School Improvement Program for more information.
 Categories: MSIPs Categories (those that begin with MSIPs) will include data in Participants and the MAP Index columns and exclude Mean Scale and Median Tennessee. All other categories will exclude Participants and MAP Index, but display Mean Scale and Median Tennessee.
 Abbreviations: Rep (Reportable), Part (Participant), Acc (Accountable), LNQ (Level not Determined), BB (Below Basic), Prof (Proficient), Adv (Advanced)
 Report as of: 12/7/2013



**Missouri Assessment Program
Achievement Level Report
District: LEXINGTON R-V (054045)**

Subgroup	Grade/Subject	Year	Acc	Part	LND	Rep	LND %	BB	% BB	Basic %	% Basic	Prof	% Prof	Adv	% Adv	MAP	
																Index	Mean Scale
Total	English 1	2012	54	0	0	54	0.0	6	11.1	18	33.3	23	42.6	7	13.0	199.3	-
Total	English 2	2013	57	1	1	56	1.8	1	1.8	22	39.3	32	57.1	1	1.8	200.5	-
Total	English 2	2012	60	0	0	60	0.0	3	5.0	20	33.3	32	53.3	5	8.3	201.1	-
District Overall																	
Mathematics																	
Total																	
Total	Third Grade	2013	71	0	0	71	0.0	5	7.0	38	53.5	23	32.4	5	7.0	617.5	61.0
Total	Third Grade	2012	64	0	0	64	0.0	3	4.7	35	54.7	19	29.7	7	10.9	619.7	61.0
Total	Fourth Grade	2013	66	0	0	66	0.0	3	4.5	34	51.5	22	33.3	7	10.6	646.5	74.0
Total	Fourth Grade	2012	69	0	0	69	0.0	1	1.4	32	46.4	29	42.0	7	10.1	649.6	74.0
Total	Fifth Grade	2013	58	0	0	58	0.0	4	6.9	24	41.4	20	34.5	10	17.2	668.1	66.0
Total	Fifth Grade	2012	73	0	0	73	0.0	8	11.0	43	58.9	20	27.4	2	2.7	647.2	42.0
Total	Sixth Grade	2013	70	0	0	70	0.0	5	7.1	30	42.9	27	38.6	8	11.4	678.5	47.0
Total	Sixth Grade	2012	72	0	0	72	0.0	8	11.1	25	34.7	33	45.8	6	8.3	678.6	59.0
Total	Seventh Grade	2013	71	1	1	70	1.4	10	14.3	15	21.4	33	47.1	12	17.1	687.3	60.5
Total	Seventh Grade	2012	76	0	0	76	0.0	9	11.8	30	39.5	27	35.5	10	13.2	693.8	56.5
Total	Eighth Grade	2013	60	0	0	60	0.0	7	11.7	25	41.7	22	36.7	6	10.0	706.2	63.0

NOTES:
 8th Grade Scores: The Department of Elementary and Secondary Education changed the way the 8th grade math assessment was conducted and reported in 2013. In prior years 8th graders enrolled in Algebra I took both the regular 8th grade math assessment and the Algebra I End-of-Course test. In 2013, 8th grade Algebra I students took only the End-of-Course test. For the purposes of this report, 8th grade assessment data from previous years have NOT been adjusted to exclude the scores of Algebra I students.
 MAP Index: The number of students scoring Advanced are multiplied by five (5), Proficient by four (4), Basic by three (3), and Below Basic by one (1). These products are then summed, divided by the total number of reportable and multiplied by 100 then rounded to the tenth to produce the MAP which ranges from 100-500. Reference the Comprehensive Guide to the Missouri School Improvement Program for more information.
 Categories: MIPS Categories (those that begin with MIPS) will include data in Participants and the Map Index columns and exclude Mean Scale and Median TerraNova. All other categories will exclude Participants and MAP Index, but display Mean Scale and Median TerraNova.
 Abbreviations: Rep (Reportable), Part (Participant), Acc (Accountable), LND (Level not Determined), BB (Below Basic), Prof (Proficient), Adv (Advanced)



**Missouri Assessment Program
Achievement Level Report
District: LEXINGTON R-V (054045)**

Subgroup	Grade/Subject	Year	Acc	Part	LND	Rep	LND %	BB	%BB	Basic % Basic	Prof % Prof	Adv % Adv	MAP Index	Mean Scale	Median Testimony	
																BB
Total	Eighth Grade	2012	70	0	70	0.0	11	15.7	23	32.9	27	38.6	9	12.9	701.4	63.5
Total	Tenth Grade	2012	1	0	1	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0.0	-
Total	Algebra 1	2013	68	1	67	1.5	7	10.4	32	47.8	24	35.8	4	6.0	194.4	-
Total	Algebra 1	2012	79	0	79	0.0	19	24.1	43	54.4	12	15.2	5	6.3	187.1	-
Total	Algebra 2	2013	14	0	14	0.0	2	14.3	11	78.6	1	7.1	0	0.0	187.1	-
Total	Algebra 2	2012	54	0	54	0.0	20	37.0	29	53.7	5	9.3	0	0.0	182.4	-
Total	Geometry	2013	73	0	73	0.0	25	34.2	23	31.5	15	20.5	10	13.7	192.0	-
Total	Geometry	2012	19	0	19	0.0	2	10.5	6	31.6	10	52.6	1	5.3	197.0	-
District Overall																
Science																
Total																
Total	Fifth Grade	2013	58	0	58	0.0	5	8.6	33	56.9	11	19.0	9	15.5	658.8	61.5
Total	Fifth Grade	2012	72	0	72	0.0	12	16.7	43	59.7	13	18.1	4	5.6	647.5	52.0
Total	Eighth Grade	2013	71	0	71	0.0	10	14.1	25	35.2	25	35.2	11	15.5	702.6	55.0
Total	Eighth Grade	2012	70	1	69	1.4	12	17.4	25	36.2	24	34.8	8	11.6	698.2	61.0
Total	Eleventh Grade	2013	1	0	1	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0.0	-
Total	Biology 1	2013	66	1	65	1.5	1	1.5	13	20.0	40	61.5	11	16.9	208.9	-

NOTES:
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 MAP Index: The number of students scoring Advanced are multiplied by five (5), Proficient by four (4), Basic by three (3), and Below Basic by one (1). These products are then summed, divided by the total number of responses and multiplied by 100 then rounded to the tenth to produce the MPI which ranges from 100-500. Reference the Comprehensive Guide to the Missouri School Improvement Program for more information.
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**Missouri Assessment Program
Achievement Level Report
District: LEXINGTON R-V (054045)**

Subgroup	Grade/Subject	Year	Acc	Part	LND	Rep	LND %	BB	%BB	Basic %	Basic % Basic	Prof	% Prof	Adv	% Adv	MAP	
																Index	Scale
Total	Biology 1	2012	61		0	61	0.0	9	14.8	30	49.2	19	31.1	3	4.9	194.5	194.5
District Overall																	
Social Studies																	
Total																	
Total	American History	2013	66		0	66	0.0	20	30.3	19	28.8	21	31.8	6	9.1	191.6	191.6
Total	American History	2012	94		0	94	0.0	32	34.0	26	27.7	25	26.6	11	11.7	189.8	189.8
Total	Government	2013	52		0	52	0.0	6	11.5	28	53.8	13	25.0	5	9.6	196.3	196.3
Total	Government	2012	16		1	15	6.3	2	13.3	11	73.3	2	13.3	0	0.0	188.2	188.2

NOTES:
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 Categories: MAPS Categories (those that begin with MAPS) will include data in Participants and the Map Index columns and exclude Mean Scale and Median TerraNova. All other categories will exclude Participants and MAP Index, but display Mean Scale and Median TerraNova.
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Report as of 12/7/2013

VITA

Chris Johnson was born on August 18, 1964 in Oceanside, California. She grew up in Barnett, Missouri with two wonderful parents, one younger sister and one younger brother. Chris received her Bachelors of Science in Elementary Education from Northwest Missouri State University in the spring of 1985. She taught fifth and sixth grade students at Southern Boone School District for two years. At that point, became a stay-at-home mom to her two sons. Five years later, she and her family moved to a farm in Fayette, Missouri. She began teaching fourth grade at Fayette R-3, where she remained for twelve years. During this time, Chris received her Masters of Education from Central Methodist University in 2001. In 2007, she became an Instructional Technology teacher at Moberly School District. Beginning in 2008, she attended the University of Missouri where she received her Educational Specialist degree in Educational Leadership and Policy Analysis. After completing that degree in 2009, she began her journey to obtain her Ph.D. in Educational Leadership and Policy Analysis also at the University of Missouri. In August, 2010, Chris became the Elementary Principal of Paris R-II School District and two years later became the Superintendent there.

Chris has been married to her husband, Mike for 27 years. Together they have two sons, Mike Jr. and Jake. She enjoys spending time with her family and friends, watching her son rodeo, reading, and learning.