



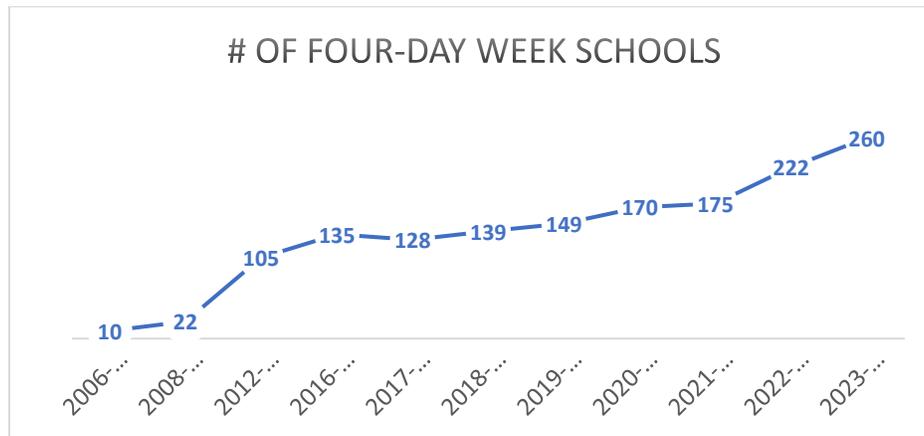
Four Day School Week

Background:

In 2005, Senate Bill 170 permitted more flexibility in school schedules by changing from a 180-day school year to 1080 hours (20-1-301 MCA School fiscal year). In the 2006-2007 school year there were 10 schools, doubling to 22 schools in 2008-2009 school year, and reaching 105 schools in 2012-2013 school year.

[List of Four Day School Weeks](#) on the OPI Webpage

Year	# of Counties	# of Districts	Total # of Schools	Elementary	7-8 or 6-8	High Schools
2016-2017	37	62	135	70	33	31
2017-2018	37	62	128	62	34	32
2018-2019	37	69	139	66	38	35
2019-2020	39	73	149	71	40	38
2020-2021	41	81	170	83	46	41
2021-2022	41	85	175	83	48	44
2022-2023	44	107	222	107	59	56
2023-2024	46	117	260	121	74	65
Montana Total #'s	56	400	826	436	217	173

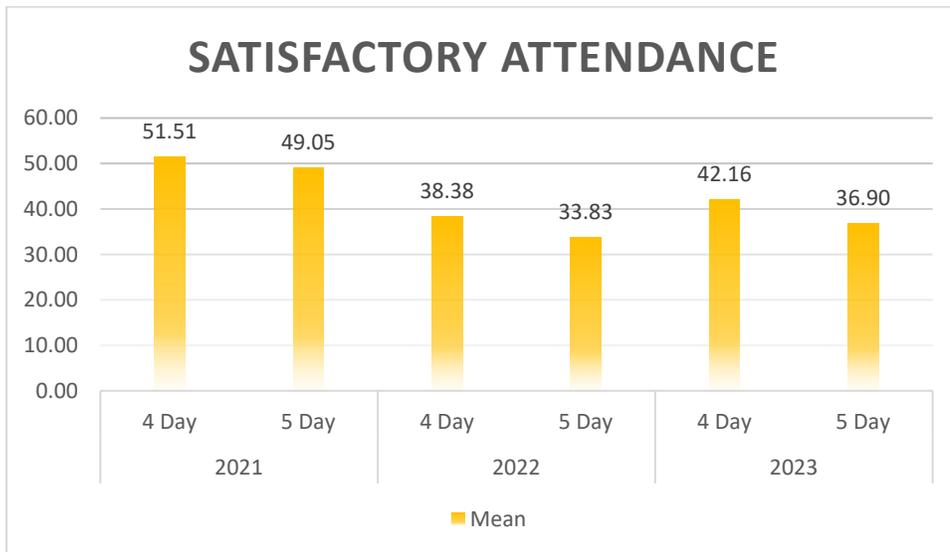


- 82.1% of the Montana counties have at least one school that operates with a 4-Day School Week.
- 29.3% of school districts in Montana have a Four Day School Week.
- 31.5% of schools in Montana have a Four-Day School Week.
 - 27.8% of elementary schools in Montana have a 4-day school week schedule.
 - 34.1% of middle schools in Montana have a 4-day school week schedule.
 - 37.6% of high schools in Montana have a 4-day school week schedule.

Data compared between 4-Day and 5-Day School Week models in the last 3 years:

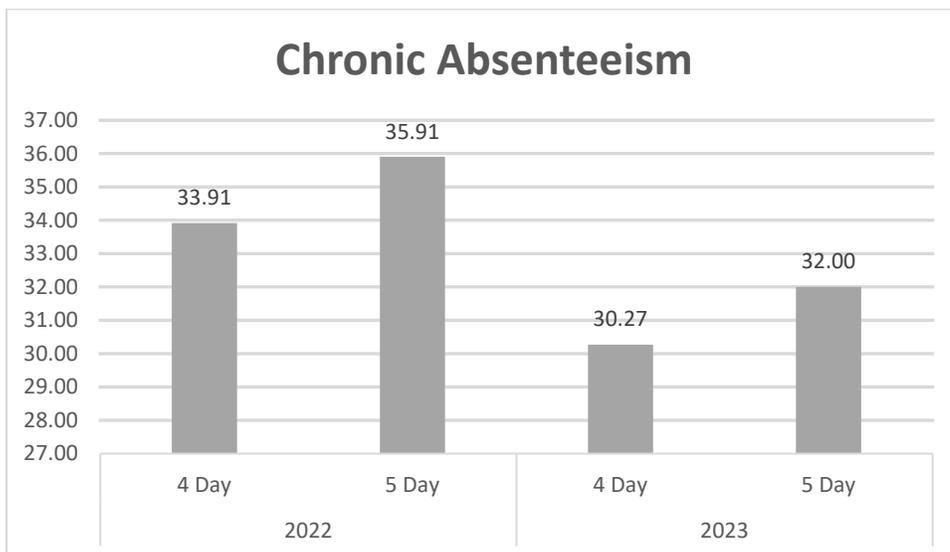
Satisfactory Attendance:

The results indicate that there is a significant difference for satisfactory attendance for a 4-day school week compared to the 5-day school week. (2022 and 2023 Statistically Different ($p < 0.01$))



Satisfactory attendance (defined as missing 5 percent or less of the school year) is included in elementary school, middle school, and high school. This data represents the percentage of students who attended 95% of the time.

Chronic Absenteeism:

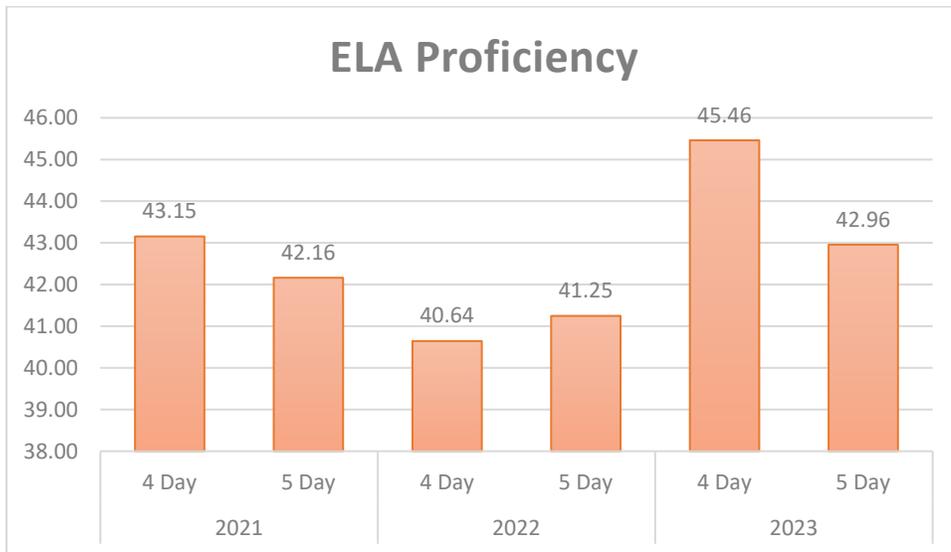


Chronic absenteeism rates show the percentage of students in each school or district that miss 10% or more of school days. In Montana, this would be 18 or more days over a 180-day school year. The concern is that when students start missing this much school, their engagement and achievement suffer, and they are much more likely to drop out.

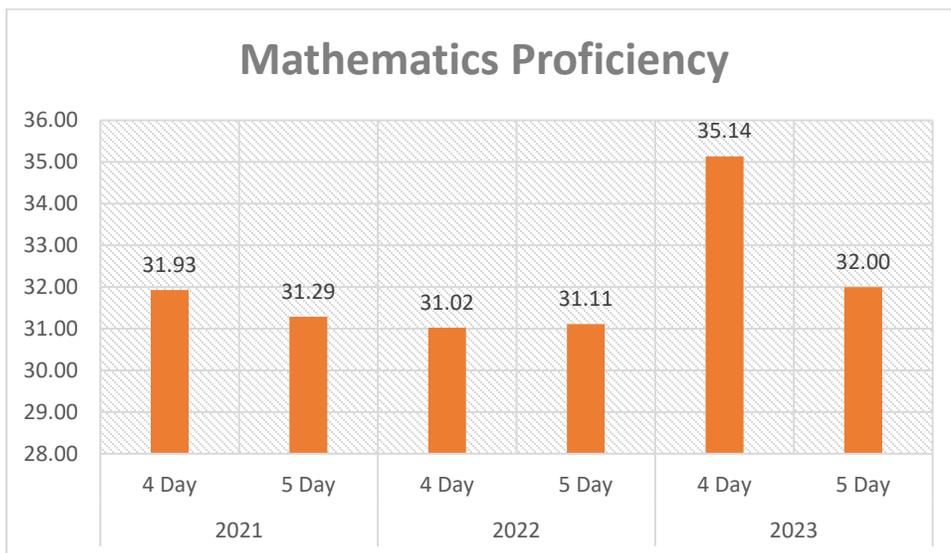
Academic Proficiency:

- The results indicate that there no significant difference in the proficiency rates (proficient or advanced) on statewide assessments between 4-day and 5-day school structures across ELA, Math, and Science.

English Language Arts (ELA):



Mathematics:



Math & ELA Assessment (Grades 3-8)

Beginning in the Spring of 2015, Math & ELA statewide assessments for grades 3-8, as designed by the Smarter Balanced Assessment Consortia, began assessing students with their new assessment format. Each summative assessment consisted of a CAT (computer-adaptive test) and performance task session until 2020-2021 when the OPI adopted an adjusted blueprint that removed the ELA performance task in lieu of Brief Writes embedded within the ELA CAT.

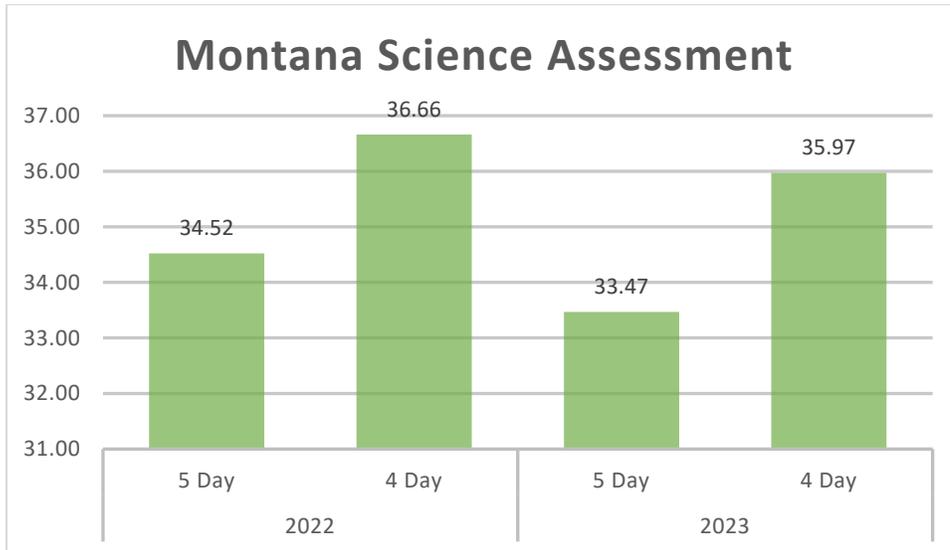
ACT

The ACT with Writing assessment is designed to provide schools and districts with the data necessary to position students for success after high school. ACT with Writing is the general mathematics, reading/language arts, and science assessment for academic state achievement reporting in Grade 11. It is used by the state to provide a consistent picture of student proficiency and progress across Montana's public schools and private schools seeking accreditation. It is an important measure for understanding comparisons between schools, over time, and for gaining understanding of equity in educational services.

Proficiency Level

The overall performance in a domain of the assessment described in four levels: Advanced (exceeds the standard); Proficient (meets the standard); Nearing Proficiency (partial mastery of standard) and Novice (does not meet the standard).

Science:



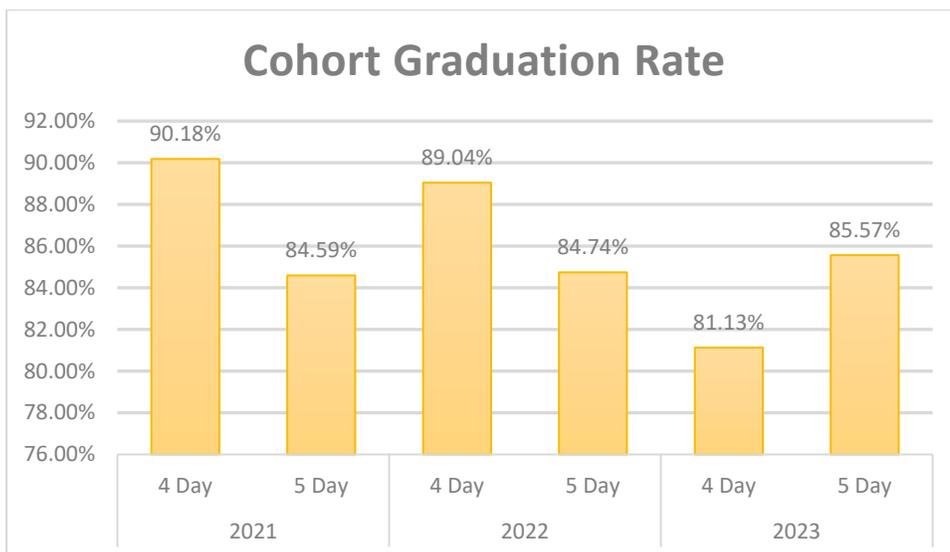
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Montana Science Assessment (MSA)

The Montana Science Assessment (MSA) is the general science assessment administered to students in grades 5 and 8. This assessment assesses student proficiency towards the Montana Science Content Standards.

High School Graduation Rates:



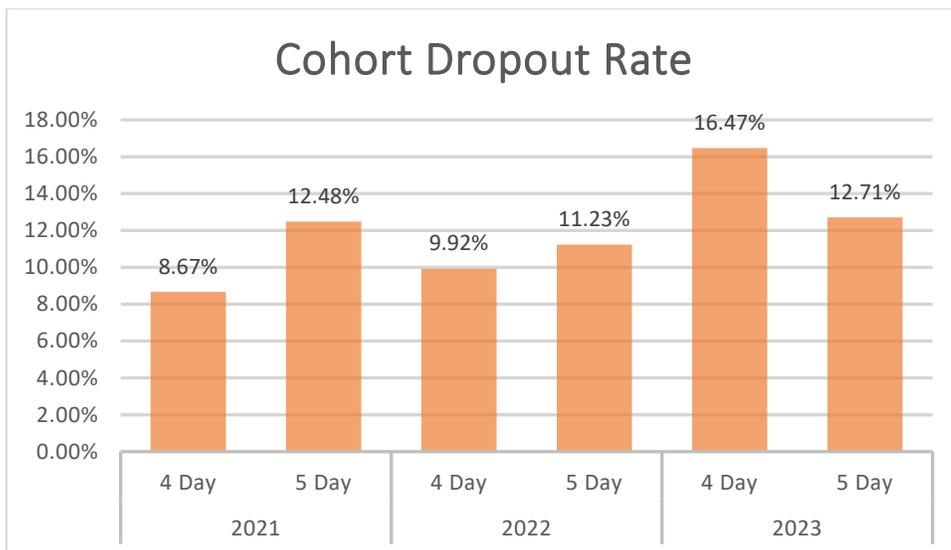
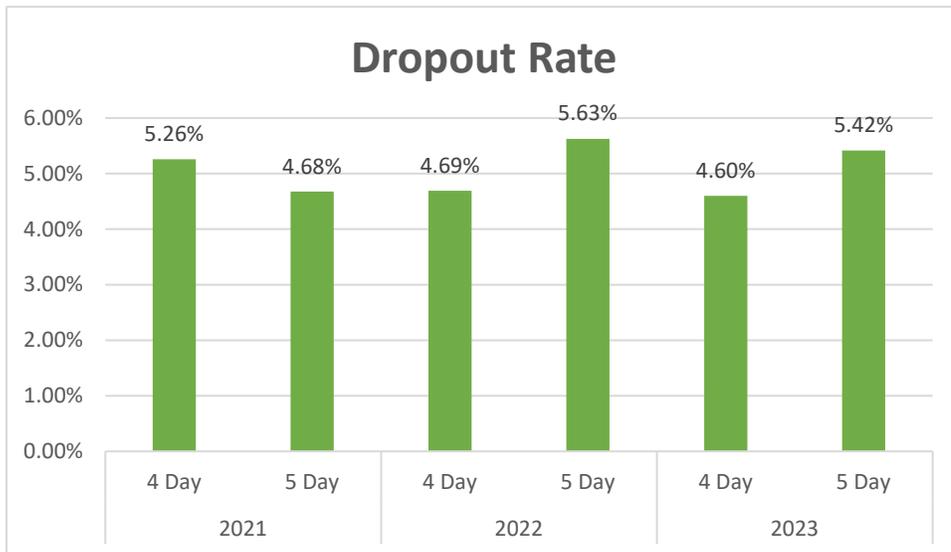
Cohort Graduation Rate

Cohort graduation rates are based on the adjusted cohorts, which begins with the set of first-time ninth grade students. To this set, we add in the students who transfer into the school, district or state after their first secondary school enrollment, and remove those students who transfer out, emigrate, or are deceased. This final group is the adjusted cohort, and is used to calculate the cohort graduation rate. The cohort graduation rate is the count of graduates at the time, divided by the total of graduates, dropouts, and students continuing to be enrolled.

Cohort

A cohort is a group of students who enter the ninth grade for the first time together with the expectation of graduating within four years. To this set, we add in the students who transfer into the school, district or state after their first secondary school enrollment, and remove those students who transfer out, emigrate, or are deceased.

Drop-out rate:



Dropout Rate

Dropout rates can be calculated and reported in three different ways: event rates, snapshot of those who drop out in a single year; status rates, proportion of population who have not completed school and are not enrolled, and cohort rates, a more comprehensive picture which follows a sample group of students over time and generalizes their rate to a larger group. Dropout rates using this method are calculated by dividing the number of dropouts as defined above by the October enrollment total. Disaggregated rates can be obtained using this method to determine if some groups of students are more likely to dropout.

Four Day School Week and Afterschool Programs Information:

1. Afterschool programs on Fridays have limited hours.
2. Due to later school release times, afterschool programs must operate with shorter hours during the week.
3. Recruiting staff for programs can be challenging as longer school days lead to a shortage of personnel available to operate the program on Fridays.

Research Underway:

- OPI has contracted with the University of Montana, Phylis J. Washington School of Education to conduct research on the 4-day school week.
- A research paper will be provided from UM to the OPI in September 2024.
- Areas under consideration include:
 - Cost effectiveness on instructional and non-instructional costs (operations, transportation, and food service)
 - Impact on academic achievement by grade-level and sub-group
 - Educational engagement
 - Attendance
 - Student behavior
 - Teacher recruitment and retention
 - Impact on child and family health (food security) and well-being.
 - Structure of daily schedules and yearly calendars
 - Impact on Professional Development and Teacher Planning