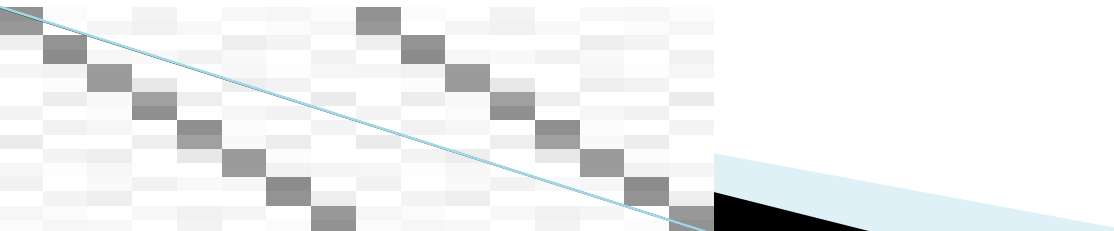
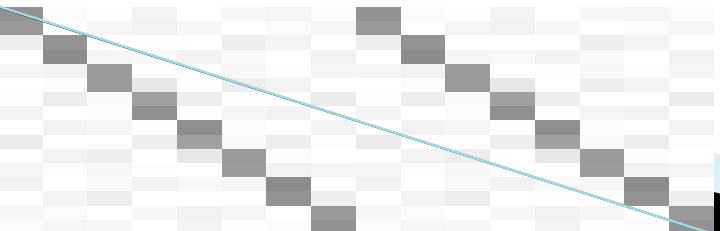


- Pelican Rapids Public Schools
4 Day School Week
 - *Annual Review 2015*



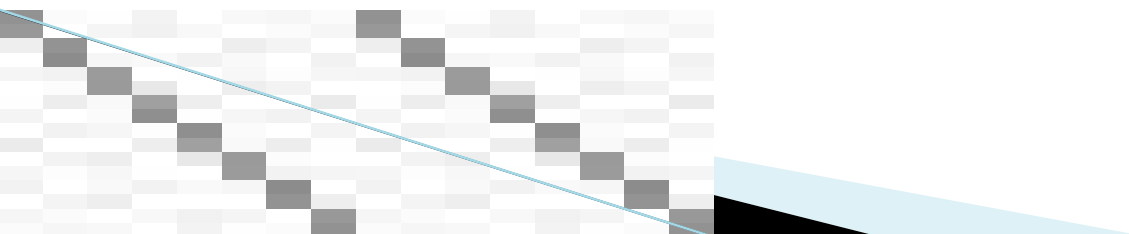
Why a Four Day School Week?

- After three failed levies and years of budget cuts the Pelican Rapids School District moved to the four day school week as a cost saving measure to:
 - Preserve Smaller Class Sizes
 - Maintain Programs and Activities
 - Reduce expenses to help offset further cuts



Pelican Rapids Implemented the 4 Day School Week in 2010-2011 School Year and this is the fifth year of implementation

- School is held Tuesday through Friday
- The 4 day school week schedule has resulted in more instructional minutes than the traditional 5 day school week
- In 2010 the four day school week was projected to save \$92,000 a year



Annual Evaluation

Minnesota Department of Education (MDE) requires an annual review of the 4 day school week.

Did Pelican Rapids Schools experience-

- Better Attendance?
- Fewer Discipline Problems?
- Neutral or Higher Academic Progress?
- Projected Cost Savings?
- Stakeholder Satisfaction

Attendance and Discipline in Elementary

VES Attendance - Trend continues to show less absences in most years during 4 day week

	*2009-10 (173 days)	2010-11 (145 days)	2011-12 (142 days)	2012-13 (146 days)	2013-14 (146 days)	2014-15 (146 days)
# Absent	4073	2824	2871	3589	3233	3291
<u>Average absent/day</u>	23.5	19.5	20.2	24.5	22.1	22.5

VES Discipline -discipline referrals decreased from .83 per day in 2010 to .23 per day in 2015

	*2009-10 (173 days)	2010-11 (145 days)	2011-12 (142 days)	2012-13 (146 days)	2013-14 (146 days)	2014-15 (146 days)
# Office referrals	144	91	85	83	47	33
<u>Average referral/day</u>	.83	.63	.60	.57	.32	.23

Attendance and Discipline in High School

High School Attendance- a slight increase from the prior year but less than the the last 5 day school week

	2009-10 (172 days)	2010-11 (146 days)	2011-12 (146 days)	2012-13 (146 days)	2013-14 (146 days)	2014-15 (146 days)
# Absent	8526	7298	6439	5541	5664	3086
Avg. Absent/Day	49.57	49.99	45.35	37.95	38.79	21.14

High School Discipline-discipline slightly increased from 7.4 per day in 2014 to 7.7 per day in 2015 but still down from the 5 day school week in 2010.

	2009-10 (172 days)	2010-11 (146 days)	2011-12 (142 days)	2012-2013 (146 days)	2013-2014	2014-15
# Office referrals	1,826	1,724	1,272	1,154	1,080	1,135
Average absent/day Percent of enrollment	10.61	9.96	8.95	7.9	7.4	7.7

Elementary Academic Progress

- **Percent of Students Above Target**
 - Reading - Curriculum Based Measurement-

Grade	Fall to Spring Growth (2009-2010)	Fall to Spring Growth (2010-2011)	Fall to Spring Growth (2011-2012)	Fall to Spring Growth (2012-2013)	Fall to Spring Growth (2013-2014)	Fall to Spring Growth (2014-2015)
2	2%	3%	2%	9%	13%	6%
3	6%	12%	6%	18%	15%	-2%
4	15%	12%	5%	10%	9%	21%
5	3%	4%	5%	14%	2%	-5%
6	-6%	2%	-6%	0%	1%	10%

High School Academic Review

Percent of Students on Honor Rolls-The 4 day school week did not negatively affect the number of students on the A and B honor roll

<u>Qtr 1</u>	A Honor Roll					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7		20%	24%	15%	26%	17%
Grade 8	16%	18%	16%	29%	26%	26%
Grade 9	15%	19%	27%	20%	32%	34%
Grade 10	14%	11%	15%	16%	17%	20%
Grade 11	17%	18%	24%	24%	26%	20%
Grade 12	15%	20%	23%	36%	32%	39%

<u>Qtr 1</u>	B Honor Roll					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7		33%	33%	36%	39%	32%
Grade 8	44%	39%	33%	43%	42%	34%
Grade 9	31%	42%	38%	35%	36%	29%
Grade 10	30%	31%	35%	38%	31%	27%
Grade 11	22%	27%	32%	38%	39%	32%
Grade 12	33%	32%	24%	27%	33%	24%

High School Academic Review

Percent of Students on Honor Rolls 2009-2015

<u>Qtr 2</u>	A Honor Roll					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7		24%	25%	18%	12%	17%
Grade 8	16%	15%	17%	21%	19%	32%
Grade 9	18%	21%	22%	23%	23%	27%
Grade 10	18%	15%	11%	16%	10%	15%
Grade 11	19%	8%	20%	21%	22%	20%
Grade 12	11%	10%	19%	29%	23%	29%

<u>Qtr 2</u>	B Honor Roll					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7		24%	32%	27%	38%	26%
Grade 8	41%	28%	43%	49%	37%	34%
Grade 9	20%	31%	41%	29%	26%	30%
Grade 10	23%	30%	28%	34%	23%	22%
Grade 11	20%	30%	23%	33%	31%	21%
Grade 12	30%	30%	22%	36%	30%	36%

High School Academic Review

Percent of Students on Honor Rolls 2009-2015

<u>Qtr 4</u>	A Honor Roll					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7		23%	22%	26%	16%	15%
Grade 8	15%	16%	14%	30%	22%	31%
Grade 9	15%	18%	22%	22%	24%	39%
Grade 10	13%	21%	16%	14%	6%	14%
Grade 11	19%	18%	15%	19%	16%	16%
Grade 12	11%	8%	19%	30%	23%	30%

<u>Qtr 4</u>	B Honor Roll					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7		26%	31%	36%	39%	33%
Grade 8	32%	37%	36%	43%	33%	43%
Grade 9	29%	26%	37%	35%	30%	24%
Grade 10	24%	31%	34%	30%	23%	14%
Grade 11	20%	21%	22%	38%	34%	28%
Grade 12	23%	35%	34%	36%	38%	39%

High School Academic Review

Percent of Students on Honor Rolls 2009-2015

<u>Qtr 3</u>	A Honor Roll					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7		22%	23%	16%	19%	17%
Grade 8	28%	12%	18%	29%	21%	21%
Grade 9	19%	18%	22%	27%	24%	35%
Grade 10	18%	11%	13%	16%	11%	11%
Grade 11	15%	11%	16%	18%	27%	20%
Grade 12	9%	14%	22%	26%	22%	26%

<u>Qtr 3</u>	B Honor Roll					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 7		29%	32%	36%	34%	31%
Grade 8	25%	28%	36%	38%	35%	34%
Grade 9	16%	34%	37%	26%	31%	26%
Grade 10	31%	33%	41%	28%	25%	20%
Grade 11	23%	25%	22%	36%	30%	19%
Grade 12	22%	34%	27%	34%	44%	30%

Staff Attendance

Staff Attendance- there was an increase in 2012 due to the change in the master contract which allotted an additional personal day for each staff member. The number of staff absences decreased from 2013 to 2014.

<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
1338	1236	1432	1367	1255	1199
7.4 per day	6.83 per day	9.24 per day	8.5 per day	8.1 per day	7.8 per day

Estimated Savings Versus Current Trend

	<u>Original Estimation</u>	<u>FY14 Savings</u>	<u>FY15 Savings</u>
Transportation	\$38,854	\$41,231	\$45,540
Support Staff	\$12,000	\$14,838	\$22,883
Substitute Teachers	\$14,700	-\$5,347	\$12,334
Savings-Electrical	\$4,800	\$203	\$1,362
Energy Savings-Heat	\$9,275	\$1,000	\$1,000
Custodial Staff	\$9,400	\$9,372	\$7,868
Custodial Supplies	\$3,500	\$14,218	\$5,520
Garbage	\$ 0	\$8,082	\$6,828
Water	\$ 0	-\$600	-\$921
<u>Payment from 21st Century</u>	<u>\$ 0</u>	<u>\$2,354</u>	<u>\$0</u>
Total	\$92,529	\$85,351	\$102,414

**In FY13 the high school HVAC project resulted in the addition of new air handler units, a new boiler, and additional equipment that increased the electrical usage, because of the high school usage was based on the interval data from the elementary; calculated by Chris Walz from Ottertail Power

*Support Staff and Custodial Staff was determined using the 2014-2015 staff, assuming the difference between current hours work versus projected hours worked upon returning to a 5-day week. Benefits included were FICA and PERA.

*Heat Savings tabulated by Jim Bain/Ann Arney-ICS Consulting; utility data analysis showed an increase in utility costs of \$2,100 at the elementary and a decrease of \$3,100 at the high school

*Custodial supplies based on a comparison of the Posted Audit Activity Report from Sept-May in Fiscal Year 10 compared to 15

*Garbage based on monthly invoice comparison from Ballard's Sanitation--no data available for May

*Water based on data from the City of Pelican

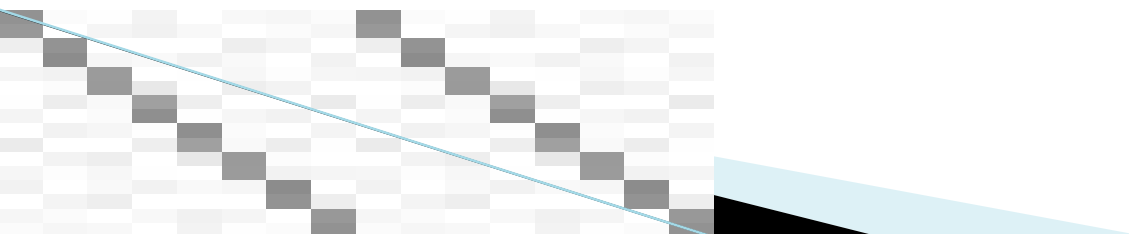
*Substitute costs determined by calculating daily illness/family illness average times days schools is not in session

Did Pelican Rapids School Experience:

Better Attendance?

In 2015- in the 4 day school week

- There were fewer absences for students in the Elementary and for students in the High School
- There were fewer absences for staff

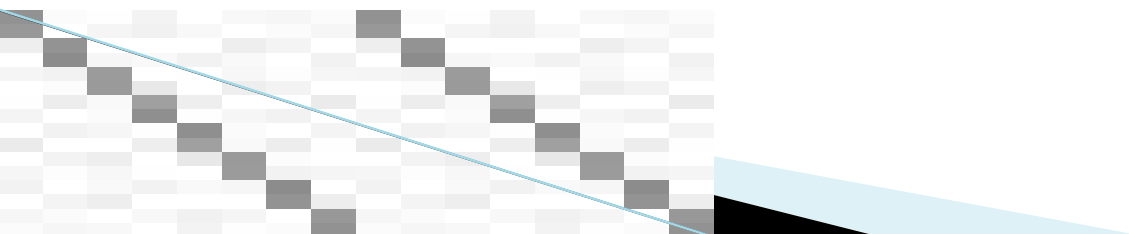


Did Pelican Rapids School Experience:

- Fewer Discipline Problems? --Yes

In 2015- in 4 day school week

- There were fewer discipline referrals in the elementary and the high school



Did Pelican Rapids School Experience:

Neutral or Higher Academic Progress? --Yes/No

There were some increases and some decreases. More details from MCA data will be available in August

Elementary

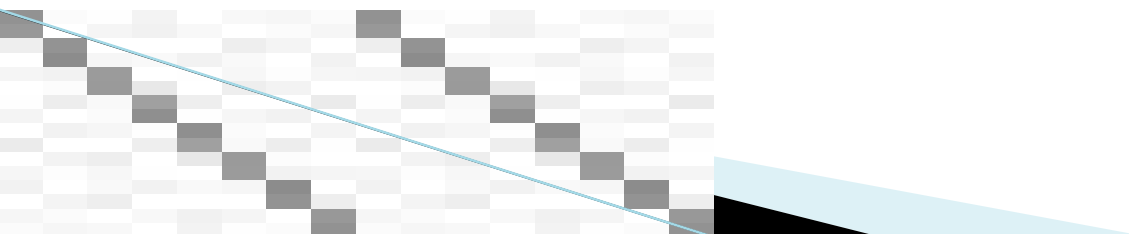
- Overall growth demonstrated in grades 2,4 and 6; however, we experienced a decrease in growth in grades 3 and 5 on the 2014-2015 reading curriculum-based measurement.
- *Plan for Improvement (2015-2016):*
 - Instructional Coaching support in grades 3 & 5 to support teachers with close reading strategies and accountable academic talk.
 - Closely monitor students in grades 4 & 6 and provide intervention support for those who did not progress in 2014-2015.
 - Meet with students (and their parents) who are not making academic progress to develop goals/success plan, to include Targeted Services.
- High School
- **There was a slight decrease with most grades in the percentage of students on the A or B Honor Roll during the 2014-15 school year.**

Satisfaction Survey Participation

The District has been committed to being responsive to parents' needs in the transition and continuation of the 4 day school week schedule. This year 3 public meetings were held. The following comments were provided by public and staff members

- Dr. Appointments are made on Monday and students miss less school
- There is academic help/support available for students on Monday
- Thirty minute block at the end of the day provides help for students that need extra help and enrichment opportunities for students that already excel
- Students are able to participate in academic competitions and extracurricular options because of the 30 minute block at the end of the day
- Custodians are able to complete more projects during the off day
- How will you go back to the taxpayers and ask to renew the operating levy if you do not renew the 4 day school week when in this model achievement is up, attendance is up, discipline is down and the District is saving money?
- ESL teacher was very concerned that the ESL students miss out on a full day of language when they are in school only 4 days a week
- A concern was raised that the day is too long for young students

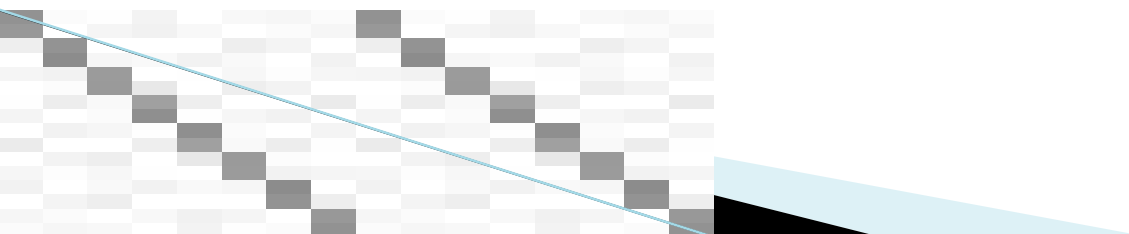
The School Board members reviewed these concerns and wondered why the ESL students did not attend the ALC academic options available on Monday morning. Further encouragement would be given to students and parents to attend the Monday programming.



“Should the District continue with the 4 day school week?”

Common Response

If attendance is up, discipline is down, test scores are up and you are saving money, why would you go back to the 5 day school week?



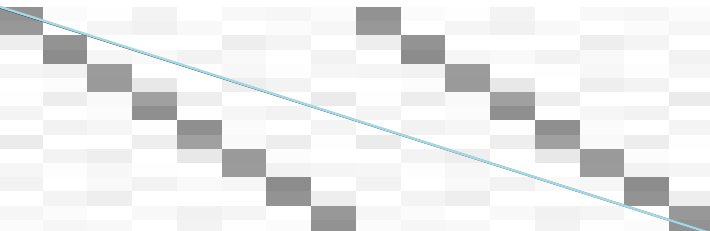
Teacher Responses

	Teachers were asked to give their opinion on the 4 day school week. Responses were
15	Felt the 4 day was a positive for the district for the following reasons; smaller class sizes, longer class periods, very focused instruction
14	stated they were in favor of the 4 day school week
12	Felt there was better attendance due to appointments being scheduled on the Monday of no school
5	Felt it was a positive for the district to be saving money
5	Felt the District should not continue the 4 day school week
5	Felt the 5 day school week was superior to the 4 day school week for academic achievement
3	Felt there needed to be more consistent contact with the students
3	Felt the days were too long for elementary students
3	Felt the extra curricular activities made the day too long

Did Pelican Rapids Schools meet their goals?

- Attendance- Yes
- Discipline- Yes
- Academic- Yes
- Financial- Yes
- Satisfaction Survey-Majority of parents, students and staff want to continue the 4 day school week

For the 2016 school year we will continue to:

- Monitor and adjust as needed to maximize energy savings
 - Encourage participation in Monday programs that will be provided by Targeted Services
 - Monitor academic student progress
 - Support staff as they adjust to the various needs in the curriculum, mandates and student needs
- 

Summary

The vast majority of public discussion participants want to continue the 4 day school week

Evaluation revealed the 4 Day week had-

- Better attendance in the elementary and in the high school
- Fewer discipline referrals in both the high school and the elementary
- Savings exceeded initial projections
- No negative impact on academics

