



BEST PRACTICES IN IMPLEMENTING A FOUR-DAY WEEK

Introduction

National data show that four-day school weeks—as opposed to traditional five-day school weeks—are increasingly common among U.S. school districts and often emerge during fiscal crises and in rural districts.¹ Notably, over 90 percent of school districts following a four-day school week operate in rural areas, and recurring reasons for the transition are needing to cut costs and hoping to recruit and retain staff more effectively.²

Similarly, Districts in Alaska face staffing issues (e.g., recruitment, retention, morale), student absenteeism, and, due to the districts' expansive geographic range, high transportation costs. To address these challenges, the KPBSD would like to explore four-day school week options, including four days in person, four days in person with a fifth day of remote learning, and four days in person with the fifth day being an early release day. Hanover Research has provided research on this topic. This brief describes each of the a forementioned four-day school week models, the impacts of a four-day school week on stakeholders, and best practices in implementing a four-day school week.

Recommendations


- **Ensure adequate instructional time** by extending the school day and offering supplemental instruction on an off day (e.g., tutoring, remote learning) to meet state instructional time mandates and lessen learning loss.
- **Develop a plan** for evaluating the four-day school week with specific metrics and indicators before implementation to ensure changes meet district goals.
- **Collaborate with local organizations** (e.g., health and academic institutions) to increase transparency and support around the schedule change and to provide enrichment activities and basic needs (e.g., food, childcare) on days off, reducing burdens on families; and
- **Partner with Hanover to survey** district leaders overseeing a four-day school week model to explore challenges and promising practices (e.g., gaining buy-in, providing services) in large, rural districts. Subsequently, leverage focus groups to probe more deeply into survey findings and how they may apply to the district.

Key Findings

- **Four-day school week models vary, but successful approaches adhere to state mandates and focus on adequate instructional time.** State governments mandate that schools provide a certain number of instructional days or hours per year. Because maintaining hours while reducing days may result in longer school days, successful four-day schedules use extended time effectively and instructional time wisely.
- **Districts often provide recreational, academic, or needs-based supports and services on the fifth, non-instructional day of the week.** Services may result from community partnerships and may include athletics, enrichment, tutoring, intervention, food services or childcare. Many districts also continue to hold high school athletics on the fifth day to enable students to continue their involvement in these opportunities.
- **The impact of a four-day school week on students is inconclusive.** Notably, districts often implement four-day weeks differently, and differences in hours of instructional time may explain variation in student performance. Further, the effect of a four-day school week on students' social, emotional, and physical health also varies. Outcomes include increased and decreased bullying, less tiredness, and less sleep, and increased physical activity and decreased physical education.
- **Implementing a four-day school week affects adults differently depending on their role in the school community.** Teachers often benefit from four-day school weeks due to opportunities for lesson planning, collaboration, and professional development. Alternatively, many parents respond negatively to the transition to a four-day week because it may require them to invest in childcare services, reduce work hours, or leave the workforce entirely.
- **Best practices for implementing four-day school weeks emphasize planning and protecting instructional quality and quantity.** Five key practices include planning, meeting all student needs, focusing on instruction, using the fifth day effectively, and partnering with the community. Best practices also depend on the schedule model (e.g., districts with a day of remote learning may follow best practices for blended learning).

Structuring a Four-Day School Week

Districts vary in how they implement four-day school weeks, though **models must adhere to state requirements that dictate the amount of instructional time students engage in per year.**³ Often, state legislation does not explicitly discuss four-day school weeks but allows for flexible schedules, thus permitting four-day school weeks. Such legislation enables shorter weeks and continued funding so long as districts meet instructional time statutes. Districts then “opt into a four-day week, either through flexible requirements, explicit administrative rules, or a waiver approval process.”⁴ Accountability and reporting measures also vary by state and may require waivers to transition to a four-day school week, detailed plans for instruction time changes, or attainment of certain performance benchmarks.⁵



Instructional Time Requirements in Alaska

In Alaska, state requirements as of 2020 dictate that districts must hold 180 days of school per year. For Grades K-3, a school year must comprise at least 740 hours with Grades 1-3 lasting a minimum of four hours per day; for Grades 4-12, a school year must comprise at least 900 hours with a minimum of five hours per day. However, districts may use up to 10 school days for in-service teacher training.⁶ For data on all states, visit the Education Commission of the States’ comparison chart, [here](#).⁷


Regarding specific models, **districts often extend learning time during the four days of in-person school and may offer additional support and services on the fifth day.** Common approaches to four-day weeks include in-person instruction Monday through Thursday or Tuesday through Friday. During the week, the extended learning time typically results in an added 50 minutes of instructional time per day but “ultimately average fifty-eight fewer instructional hours per year.”⁸ To ensure extended learning effectively supports students, the Expanded Learning and Afterschool Project highlights the principles in the following figure.⁹

Principles for Extended Learning

PRINCIPLE	DESCRIPTION
School-Community Partnerships	Building upon strong collaboration between communities and schools
Engaged Learning	Incorporating learning that is hands-on and engaging
Affordability and Scalability	Utilizing financial models that are affordable, scalable, and sustainable
Learning Time After School and During the Summer	Adding significant time for learning and enrichment that complements the school day
Family Engagement	Engaging families to participate in their children’s learning
Health and Wellness	Linking to meals and providing opportunities and supports for physical and mental well-being

Source: *Extended Learning and Afterschool Project*¹⁰

Athens Independent School District—details the rationale, bell schedules, and district calendar for its four-day school week in [this four-day school week guide](#).¹¹ This guide may provide additional insights despite differences in district characteristics.



Spotlight: 27J Schools

27J Schools, located in Brighton, Colorado, and serving students across over 200 square miles operates on a four-day school week with schools closed on Mondays (Note: administrative staff members follow a five-day workweek).¹² The following table compares 27J Schools for based on 2020-21 data.

	Enrollment	Number of Schools	Student-Teacher Ratio	Locale
27J Schools	19,203	28	20.01	Suburb, Large

Source: *National Center for Education Statistics*¹³

27J Schools transitioned to a four-day school week in 2018-19 for the following four reasons after a mill levy override failed:¹⁴

- Creates a clean, concise, and consistent schedule;
- Gives teachers and staff time to better prepare for classes and to develop personally;
- Encourages quality teachers and staff to come to and stay in 27J; and
- Allows us to reallocate funds to programs and services that target our core mission—ensuring students are successful far beyond graduation.

On Mondays, when students are not in school, 27J Schools offers childcare services for students ages five to 12 for \$30 per Monday. Notably, most schools participating in this program do not provide lunch, and transportation is not included; however, lunches are available for a \$4 fee, and students may enroll in another school’s Monday childcare if their school does not offer this service. Additionally, 27J Schools and community partners offer special [Monday programming](#) (e.g., robotics, counseling, coding, recreational sports) and high school athletics.¹⁵

In implementing a four-day school week, 27J Schools also adjusted its school start times. Elementary school and full-day Kindergarten students attend school from 7:50 am to 3:30 pm, and middle and high school students attend school from 8:30 am to 4:32 pm.¹⁶ Following the transition to a four-day school week with adjusted school start times, 27J Schools conducted a stakeholder survey to explore perceptions of these changes. Responses show that among parents, staff, and middle and high school students, 78.0 and 78.3 percent view the four-day school week and new start times favorably, respectively. 27J Schools’ summary of survey results is available [here](#).¹⁷

More recently, a local news article found that the adjusted schedule supported recruitment efforts and eased challenges generated by COVID-19 because staff had a preparation day already built into their schedules.¹⁸

On the off-day, districts often continue to hold extracurricular activities (e.g., athletic league competitions, practices). However, a recent RAND Corporation report finds that 80 to 90 percent of students following a four-day school week spend most of their non-instructional day at home. Common non-instructional day activities include being at home with family, being with friends, playing recreational sports, and working.¹⁹

To account for the potential impacts of a four-day school week on students and families (e.g., student supervision, parent work hours, health and food services), many districts provide enrichment opportunities and healthcare through district supports or community partnerships.²⁰ For example, Warren County R-III School District in Missouri supports older students through academic and industry development opportunities with local colleges, universities, and trades organizations; and the district provides free childcare for younger students. Warren County R-III also works with community partners to provide the following health and well-being supports:²¹

- Breakfast;
- Lunch;
- Dental care;
- Health care;
- Mental health care; and
- Haircuts.

These opportunities provide a response to the following quote from a University of Oregon associate professor:²²

“If students and educators want to explore school calendars outside of the typical five-day-a-week schedule, we need to know how to structure flextime to enhance and extend in-school learning. Otherwise, we risk compounding the learning losses students have already sustained in the wake of Covid-19.”

-Paul N. Thompson, Education Next



Spotlight: Lathrop R-II School District

Lathrop R-II School District (Lathrop), a rural district in Missouri serving students across 113 square miles of Clinton and Caldwell counties, follows a four-day school week with no school for students on Mondays.²³

	Enrollment	Number of Schools	Student-Teacher Ratio	Locale
Lathrop	911	3	12.80	Rural, Distant

Source: National Center for Education Statistics²⁴

In 2010, Lathrop became the first of now 128 districts in Missouri to follow a four-day school week schedule.²⁵ At Lathrop schools, students meet with each of their teachers Tuesday through Friday, unlike other schools and districts that use a block schedule. Meanwhile, teachers use Mondays to prepare lessons, grade assignments and conduct individual tutoring. Although parents initially raised concerns about the schedule, years of implementation have reduced challenges.²⁶ As of 2019, the district’s superintendent reports that Lathrop experienced the following successes:²⁷

- 35 additional hours of instructional time;
- 1 percent increase in student attendance; and
- \$1.2 million saved over nine years of implementation.

Additionally, in a [2018 update](#), Lathrop’s superintendent Chris Fine describes the status of four-day school weeks in the district.²⁸ Although Fine describes three main concerns (i.e., staff salary cuts, lack of food services and childcare on Mondays), the update also conveys excitement over three main successes (i.e., increased instructional time, teacher in-services, budget savings). Further, Fine describes widespread staff and parent support after years of implementation and student activities on Mondays (e.g., sports, field trips, tutoring).²⁹

Another model for structuring a four-day school week is to hold **four days of instruction in-person with the fifth day of remote learning**. By removing a day of in-person learning while continuing to provide asynchronous instruction, districts can sustain traditional instructional schedules while reducing learning loss through supplemental instruction and activities. This approach also enables districts to leverage the technology resources that many expanded as a response to the COVID-19 pandemic.³⁰

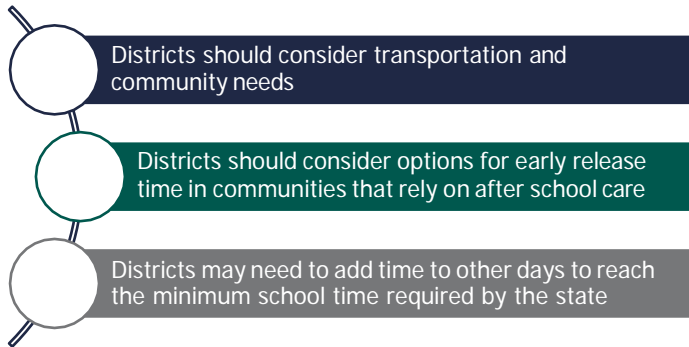
Furthermore, a weekly remote learning day may reduce teacher attrition, according to a New York Times article. Although certain districts recently transitioned to this four-day school week model due to increases in COVID-19 cases and routine sanitation needs, many have a weekly remote learning day as “a last-ditch effort to keep teachers from resigning.”³¹ Because teachers worked longer and harder as a response to student learning loss and staffing shortages, teachers are experiencing burnout, and a four-day in-person school week serves as a response to teachers’ needs.³²

A third, modified four-day school week model comprises **four full days of instruction and one half-day of instruction**. This approach is common among districts looking to expand professional development opportunities and teacher collaboration. For example, teachers who have consistent opportunities to learn new skills and discuss challenges may be more likely to implement new teaching strategies and respond to student concerns promptly.³³

Additionally, high-performing schools often provide job-embedded professional development for teachers, according to a 17-school study by the National Center on Time & Learning (NCTL). NCTL’s [Time for Teachers report](#) indicates

that these successful schools have training opportunities that are “job-embedded, consistent, collaborative, and linked to school-level educational goals.”³⁴ Certain schools can offer these teacher learning opportunities due to weekly early release days when students are dismissed from school one to three hours before the typical end time. By extending the school day on other days, districts maintain adherence to instructional time requirements while also developing teacher skills and abilities.³⁵ The following figure presents three key considerations for districts interested in half-day or other early release schedules.

Key Considerations for Early Release or Late Start Times



Source: *Unlocking Time*³⁶



Spotlights: Auburn and Augusta School Departments

Auburn School Department (Auburn) and Augusta School Department (Augusta) illustrate how two similar districts in Maine, demonstrated by the comparison table below, experienced pushback regarding weekly early release days.

	Enrollment	Number of Schools	Student-Teacher Ratio	Locale
Auburn	3,383	8	11.37	City, Small
Augusta	2,169	7	11.84	Town, Distant

Source: *National Center for Education Statistics*³⁷

In 2007, the Auburn School Committee heard a presentation about the district’s long-standing (i.e., the 1970s) policy of weekly early release days to support teacher professional development. During this meeting an Auburn employee explained how “Teachers use Wednesday afternoons to learn how to teach new programs, study and plan how to help students not at grade-level achievement, to talk to other teachers and problem solve, and to talk to parents.”³⁸ However, parents voiced opposing opinions of the early release days, explaining that the days result in wasted instructional time and childcare challenges. Still, the district maintained the weekly early release days for Grades K-6 and monthly early release days for all students, as shown by the current [district calendar](#).³⁹

Alternatively, Augusta is new to weekly half-day instruction. In August 2021, the district’s Board of Education agreed to increase the number of early release days from eight to 26 to support staff professional development and student learning loss. Although certain parents and one board member disagreed with the change citing concerns regarding childcare and students’ social skills, most board members agreed that learning loss needs and consistency in scheduling outweigh other factors.⁴⁰ Augusta also recently collected parent feedback via a survey.⁴¹ Results were not yet available when this report was researched.

Exploring the Impacts of a Four-Day School Week on Stakeholders

The following subsections discuss the impacts of four-day school weeks on different stakeholder groups: students, parents, and districts (including staff). For lists presenting the advantages and disadvantages of four-day school weeks, please see these resources from [Lamar University](#) and the [Southern Regional Education Board](#) (page five).⁴²

Students

Years of academic and anecdotal research demonstrate the impacts of four-day school weeks on students; however, this research presents mixed evidence of success and unclear conclusions regarding long-term benefits.⁴³ Put succinctly by an assistant professor at Saint Louis University’s School of Education:⁴⁴

“The most important takeaway from the research, to date, is that we don’t yet know whether shifting to a four-day week has beneficial, harmful, or neutral effects on students and their communities.”

-J. Cameron Anglum, Phi Delta Kappan

How four-day school weeks affect students’ academic performance and outcomes remains inconclusive. Although evidence exists for four-day school weeks leading to increases in proficient and advanced assessment scores in math, others find no significant difference in “absolute measures of student proficiency” when comparing school week schedules in the short term.⁴⁵ Alternatively, findings from Colorado and Oregon demonstrate contradictory results with one study exhibiting initial improvements in student performance followed by statistically insignificant differences in performance, whereas the other finds initial reductions in student performance followed by a return to pre-schedule change levels.⁴⁶

Ultimately, the success of a four-day school week in supporting student learning may depend on

implementation. For example, certain districts adjust their schedule and simultaneously prioritize improved instructional practices and differentiation. Alternatively, other districts implement this schedule change with no additional planning time or support for teachers.⁴⁷ A key difference in implementation and how it affects student learning appears to be the ability for districts to maintain instructional time. State-level and national data show that reductions in instructional time correlate with declines in student performance while maintaining instructional time produces little or no change in student performance.⁴⁸

Additionally, **the impacts of four-day school weeks on students' social, emotional, and physical health and well-being are also mixed.** The following figure summarizes these non-academic effects on students, some of which may be indirect outcomes caused by districts lengthening school days to account for non-instructional days.⁴⁹ Note: certain outcomes, such as bullying demonstrate increases and decreases depending on the study from which the evidence comes.

Non-Academic Impacts of Four-Day Weeks on Students

POSITIVE OUTCOMES	NEGATIVE OUTCOMES
<ul style="list-style-type: none"> ● Increased school connectedness (e.g., attendance, extracurricular involvement) ● Increased physical activity ● Increased ability to go to community events, tribal festivals, and medical appointments ● Decreased non-school screen time ● Decreased tiredness ● Decreased bullying and fighting incidents ● Decreased behavioral referrals 	<ul style="list-style-type: none"> ● Increased bullying ● Increased sexual activity ● Increased likelihood of drug use, specifically marijuana ● Decreased sleep ● Decreased breakfast consumption ● Decreased water and increased sugary drink consumption ● Decreased access to physical education

Source: Annenberg Institute at Brown University, Center on Reinventing Public Education, *Education Week*, *Journal of School Health*, MOST Policy Initiative, Inc.⁵⁰

Conversely, certain studies find that the four-day school week has *no impact* on behavioral and health outcomes, such as attendance and food security, again demonstrating the inconclusiveness of effects.⁵¹

Furthermore, four-day school weeks may increase crime committed by students. One study, published in 2016 in the journal *Economics of Education Review*, analyzed the short-term impact of transitioning to a four-day school week on student criminal behavior in rural areas. Researchers used data from 1993 to 2009 in 47 rural Colorado counties and ensured that associated schools provided the same number

of instructional hours per week regardless of four and five-day schedules.⁵² Results show that “the implementation of the four-day school week in rural areas leads to an increase in youth property crime, particularly larceny, while drug and violent crimes appear unaffected.”⁵³ Note: this student crime information comes from only one study and should be read with caution.

Parents

Four-day school weeks affect many parents for numerous reasons, which mainly connect to students' needs for supervision, transportation, meals, and learning opportunities. Because students are not in school for a full or half-day, a four-day school week requires parents to provide or arrange for childcare and supervision on an off day.⁵⁴ This can become a significant challenge for working parents and may lead to parents, particularly women, decreasing their work hours or leaving their jobs entirely.⁵⁵ Although certain districts experience parents adjusting to the new schedule over time, and district-wide fifth days may result in greater babysitter availability, parents of elementary school students or students receiving special education services demonstrate greater resistance to four-day school weeks.⁵⁶ A 2019 study of Missouri parents' perspectives on four-day school weeks identified the following findings on support for a shortened school week based on students' grade levels.⁵⁷

Rural, Missouri Parent Views on Four-Day School Weeks

PARENT GROUP	PERCENT IN FAVOR OF FOUR-DAY SCHOOL WEEKS
Parents with elementary school students only	54.8%
Parents with middle/high school students only	67.8%
Parents with both elementary and middle/high school students	78.6%

Source: *The Rural Educator*⁵⁸

Districts

Staff and funding needs are two common reasons for transitioning to a four-day school week and areas that change because of the transition. Teachers and staff who enjoy three-day weekends and less time commuting often favor four-day school weeks, and this schedule can attract teachers in small or remote locations.⁵⁹ Short-term data from select studies demonstrate improved recruitment in rural areas.⁶⁰ However, recent literature lacks long-term evidence of how the schedule affects recruitment and retention as this type of policy change may need years “to alter the composition of the teacher workforce via who is attracted to teaching, who applies to open jobs, and how the change affects existing teachers' retirement decisions.”⁶¹ Further, changes to teacher and staff calendars may require salary considerations as hourly employees may not work the same

number of hours and, therefore, may experience salary reductions.⁶²

Additionally, four-day school weeks may affect teachers' opportunities for professional development, collaboration, and non-instructional responsibilities (e.g., grading, lesson planning). Districts often use the fifth day for full or half-day professional development sessions and teacher collaboration.⁶³ Teachers can also use fifth days for grading and lesson planning so as not to take away from weekends.⁶⁴ Notably, one 2018 study published in the *Journal of Education and Training Studies* found that 91 percent of participants (i.e., surveyed staff) agreed that four-day school weeks improved teacher morale.⁶⁵

Regarding the impact of four-day school weeks on district costs, **average savings from switching from a five-day to four-day week equals 0.4 to 2.5 percent** with potential savings up to 5.4 percent.⁶⁶ These savings typically come from changes in transportation, operations (e.g., maintenance, food services), and support staff salaries.⁶⁷ Although reducing the number of school days from five to four theoretically, reduces certain costs (e.g., transportation, food services, utilities) by 20 percent, fifth-day programming and staff use of buildings often precludes this outcome.⁶⁸

Implementing a Four-Day School Week

Implementing a four-day school requires careful planning and intentional use of instructional time. The Center on Reinventing Public Education (CRPE) highlights these needs in its [guide for four-day school weeks](#).⁶⁹ Specifically, CRPE draws from experiences in districts with success in four-day school weeks to identify the following five recommendations and associated actions.⁷⁰

Recommendations for a Successful Four-Day School Week

Make a plan

- Align goals for the four-day school week schedule with goals in the district's strategic plan
- Consider carefully which day will be the fifth day (e.g., choosing a day other than Monday or Friday can avoid challenges with three-day weekends)

Address student needs

- Address fatigue that longer days may cause among students (e.g., deliver core course instruction in the morning, hold short assemblies after three-day weekends)
- Consider shortening the elementary school day by moving breakfast to classrooms instead of the cafeteria
- Send a backpack of food home on the day before the day off to address the needs of families who rely on school to provide meals
- Account for learning loss from the three-day weekend (e.g., use digital learning, assign additional homework, offer fifth-day programming)

Focus on instruction

- Change schools' curriculum and instructional practice intentionally (e.g., use block scheduling to leverage longer school days)
- Move all special programming (e.g., assemblies) to the fifth day
- Incorporate digital learning and flipped classroom models
- Adjust the schedule as needed (e.g., using a five-day week before state assessments)

Work with the community

- Use community resources to provide childcare for those who need it
- Work with the community to plan educational fifth day programs
- Gain assurances from the community that businesses will not shift to a four-day week, too, as this will make returning to a five-day week nearly impossible

Use the fifth day effectively

- Use the fifth day for students and assess the effectiveness of programs (e.g., intervention, ELL programming, College Fridays, internships, vocational training, enrichment opportunities)
- Ensure the fifth day is used effectively and consider bussing students to ensure those in need of additional support receive it
- Use the fifth day for *additional* teacher professional development and collaborative planning
- Ensure funding streams for fifth-day programming are sustainable
- Write the fifth day into teacher contracts so that enrichment and intervention services are provided by teachers and paraprofessionals are included in their compensation

Source: Center on Reinventing Public Education⁷¹



Implementation Factors in Oklahoma

For Noble School District, located in Oklahoma, transitioning to a four-day school week was mainly a cost-saving strategy. However, the district also pivoted to prioritizing four factors during this transition:⁷²

- Faculty development;
- Feedback;
- Focused instruction; and
- Functionality.

To read the principal and the executive director of instruction's insights on this district's decision to implement this schedule and these four factors, see [this Education Week article](#).⁷³

In districts that hold four days of in-person instruction and one day of remote instruction, **teachers and leaders may draw on best practices for blended learning.** The International Association for K-12 Online Learning (INACOL) offers a school-level roadmap for blended learning implementation. The organization maintains that successful blended learning upholds the following six elements related to planning and implementation.⁷⁴

Key Elements for Blended Learning Implementation

ELEMENT	DESCRIPTION
Leadership	Successful implementation of blended learning requires strong and consistent leadership at both the district and school levels. Leadership is the foundation from which all other components develop and leads to the adoption of blended learning so that it becomes part of the fabric and culture of the school.
Professional Development	Professional development is a key component for ongoing implementation of goals and for the roadmap. A coordinated, intentional, and systematic professional development plan, based on stated goals, should be in place. Professional development should be customized based on the needs of the blended learning teachers and administrators.
Teaching	The classroom teacher is essential to the blended learning implementation. Teachers need to understand and believe in the pedagogical shift that occurs in teaching when blended learning is successfully implemented.
Operations	Successful implementation of blended learning requires the use of digital learning systems that provide teachers, school administrators, students, and parents with real-time student data, student progress in course, and the ability to easily adapt content and instruction based on student performance.

ELEMENT	DESCRIPTION
Content	The decision to buy and/or build digital content is essential in the implementation of online and blended learning programs. Teachers may use content from an online provider, create their own, or a combination of both.
Technology	A reliable technology infrastructure is required for the successful implementation of blended learning. This includes a dependable telecommunications network, software, and hardware devices that can be accessed and utilized by students and teachers. In addition to the technology infrastructure, educators and students need effective technology support to maintain positive momentum in teaching and learning in a digital environment.

Source: International Association for K-12 Online Learning⁷⁵

For districts that extend learning time to compensate for fewer days of instruction, districts must keep in mind that **ensuring that additional learning time is used effectively is crucial** to the success of improvement initiatives that increase instructional time.⁷⁶ Schools implementing extended learning time as an improvement strategy typically combine increased instructional time with other improvement initiatives, (e.g., targeted interventions, capacity-building for teachers).⁷⁷ The following figure presents eight key practices to improve student achievement based on schools that experienced improvement through increased learning time.⁷⁸

Key Practices for Increasing Instructional Time to Support Student Achievement

Optimize Time for Student Learning

- Ensure that time is used effectively, and that the maximum possible percent of the school day is devoted to instruction
- Ensure that additional time is used to focus on essential learning goals
- Schedule intervention classes, review sessions, or tutoring to match instruction to individual student needs

Use Time to Help Students Thrive in School and Beyond

- Support a school culture with high expectations for collaboration and student achievement
- Ensure that students have access to a broad range of courses and extracurricular activities

Dedicate Time to Improve Teacher Effectiveness

- Provide dedicated time for collaborative teacher professional development
- Provide dedicated time to collect, analyze, and act on student data.

Source: National Center on Time & Learning⁷⁹

Caveat

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