

ISD Four-Day
Instructional Week
**SURVEY
REPORT**
SPRING 2024



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Introduction

The Independence School District initiated a survey on April 1st regarding the adoption of a four-day instructional week, targeting families, staff, and middle to high school students. Dr. Ximena Uribe-Zarain, an associate professor at Missouri State University and an independent program evaluator, oversaw the data collection and subsequent reporting to the superintendent's office. The administration of the surveys was facilitated via the Qualtrics platform, with the district supplying the email addresses for all participants. To enhance response rates, reminders were issued at three-day intervals, with the survey period concluding on April 13th. Additionally, Spanish-speaking families were provided with a translated version of the family survey to ensure inclusivity.

The instruments used for this survey—categorized into Family, Staff, and Student surveys—are documented in **Appendix A**. These surveys incorporated both Likert-type scale questions for quantifiable feedback and open-ended questions for qualitative insights. The outcomes of these surveys are presented in this report, structured by respondent type. Detailed through various graphical and tabular representations item data can be found in **Appendix B**.

Further statistical analyses were undertaken to explore differences among family groups categorized by the educational levels of their children—those exclusively in lower grades (PreK and elementary), those solely in upper grades (middle and high school), and those spanning both. Also, distinctions between middle and high school student responses and teacher and non-teacher staff responses were examined. This layered approach allowed for a nuanced understanding of the school community's perspectives on the four-day instructional week model.

Here are the response rates after sending the original surveys with three reminders:

Family Surveys:

- 9,013 emails sent, 257 bounced back
- 8,756 emails delivered
- 2,742 English surveys received
- 177 Spanish surveys received
- Total response rate for families: 33.34%

Staff Surveys:

- 2,523 emails sent, 43 bounced back
- 2,476 emails delivered

- 1,613 surveys received
- Response rate: 65.15%

Student Surveys:

- 7,383 emails sent, 703 bounced back
- 6,680 emails delivered
- 1,916 surveys received
- Response rate: 28.68%

Family Results

Families were asked to rate their agreement with various statements about the four-day instructional week and its impact on their children. Here's a summary of the key points:

- a. Around 70% of the family members who responded to the survey agree (sum of "Somewhat Agree," "Agree" and "Strongly Agree") that their child maintained or improved academic performance, while around 30% disagreed or strongly disagreed.
- b. Sixty-three percent agree that their child's engagement or interest in school improved, while around 37% disagreed (sum of "Somewhat Disagree," "Disagree" and "Strongly Disagree").
- c. Around 65% agree that the 4-day week positively affected their child's stress and well-being.
- d. Two thirds of the families (66%) agree that the 4-day week positively impacted their child's attendance.
- e. Regarding family engagement, 61% of the families agree it made it easier to be involved in their child's education, while 40% disagreed.
- f. On family time, the vast majority (68%) of the families agree the four-day schedule provided more quality family time.
- g. When asked to reflect on how the four-day schedule has worked for them as families, two thirds (66%) agree the schedule worked well for their family,
- h. In terms of academic support, 68% of the families agreed the school provided adequate academic support on the 5th day.
- i. Among the families surveyed, an overwhelming majority of 83% report that having a qualified and competent teacher is of greater importance than adhering to the traditional five-day school calendar.

The table below display the summary of the results.

Item	n	Disagreeing	Agreeing
My child has maintained or improved their academic performance with the four-day instructional week.	2911	30%	70%
My child's engagement or interest in school has improved since transitioning to a four-day instructional week.	2905	37%	63%
The four-day instructional week has positively affected my child's stress levels and overall well-being.	2902	35%	65%
The four-day instructional week has positively impacted my child's attendance.	2899	34%	66%

Item	n	Disagreeing	Agreeing
The four-day instructional week has made it easier for me to be involved in my child's education.	2896	41%	61%
The four-day instructional week has provided more quality family time.	2897	32%	68%
After experiencing the four-day instructional week this year, the schedule has worked well for my family.	2900	34%	66%
The school provides adequate academic support on the fifth day (tutoring, clubs, Learning League, college credit courses, etc.)	2882	32%	68%
Ensuring my child has a fully certified and qualified teacher is more important to me than having a traditional five-day school calendar.	2869	17%	83%

While family perspectives were somewhat mixed, the overall sentiment leaned towards a positive view of the four-day school week, particularly regarding increased family time and reduced stress/well-being. Notably, there is a strong consensus on the importance of teacher quality over the traditional schedule format, with the highest agreement levels observed.

What would you like to see done differently with the four-day instructional week?

The comments from the families regarding the changes they would like to see in the school district's implementation of a four-day instructional week show a wide range of opinions and concerns:

- Many respondents prefer a traditional five-day school week, citing concerns about the extended hours of the four-day schedule being tiring for children, disruption to family routines, and the need for additional childcare on the fifth day.
- Some families are satisfied with the four-day week, noting benefits like increased family time and reduced stress for both students and teachers.
- Several suggestions were made for improving the current four-day system, including:
 - More consistent scheduling (avoiding the introduction of instructional days on previously scheduled off days).
 - Providing enriching and supervised activities or tutoring on the off day.
 - Better communication from schools about schedules and available programs.
 - Adjustments to start and end times of the school day to better accommodate family and extracurricular activities.
- Concerns were raised about the potential negative impact on learning due to less instructional time, with some parents noting their children were struggling with the longer days and condensed schedule.

- The changes have also brought logistical challenges for families, particularly regarding childcare and the alignment of school schedules with parents' work schedules.

Overall, while some families appreciate the benefits of the four-day school week, many express a desire for a return to a five-day week or for adjustments that address childcare and educational concerns. Based on a sentiment analysis performed over these comments, 21% of the comments are positive about the four-day week model, 17% of the comments are negative, and 62% of the comments express mixed or neutral sentiments for this question.

What benefits have you seen with the four-day instructional week?

The responses to the question about the benefits observed with the four-day instructional week are overwhelmingly focused on family time and reduced stress. Here's a summary of the main benefits mentioned:

- Many respondents highlighted that the four-day week allows for more quality time with family, providing opportunities for outings, appointments, and simply being together.
- A significant number of families noted that their children experience less stress due to the extra day off, which helps them relax and return to school more motivated and rested.
- The extra day off is seen as beneficial for scheduling doctor's appointments and other necessary activities without causing students to miss school.
- Some responses indicated that students have a better attitude towards school and general well-being, enjoying the school days more due to the longer weekend.
- A few responses mentioned that despite the shortened week, their children maintain, or even improve, their academic performance and engagement due to being less tired and more focused during the school days.

The benefits are seen mainly in the domains of family interaction and student health and wellness, with a few noting academic engagement as well. These benefits are framed against a backdrop of logistical advantages like appointment scheduling, which collectively contribute to a positive perception of the four-day school week by many families.

Additional thoughts, suggestions, or concerns you have about the four-day instructional week model.

The additional comments from families regarding the four-day instructional week model cover a broad range of perspectives, concerns, and suggestions. Here is a summary of the key points:

1. Some families appreciate the extra day off for family time, medical appointments, and reduced stress for students. They mention improved family bonding and decreased student fatigue.
2. Main Criticism and Concerns:
 - Many express concerns about reduced learning time affecting student performance and retention.
 - The extra day off presents childcare issues for working parents, adding financial and logistical burdens.
 - Families struggle with the unpredictability of the schedule, particularly when the district switches between four and five-day weeks for specific needs.
 - There is worry about students being unsupervised on the off day, potentially engaging in less productive activities.
 - A significant number of responses favor returning to a five-day school week, citing better routine and educational consistency.
3. Mixed Views on School Experience:
 - Some parents observe that their children are happier and more relaxed with a four-day week.
 - Others notice increased stress due to longer school days and a crammed curriculum.
4. Suggestions for Improvement:
 - Families request clearer and more consistent communication regarding schedules and program availability.
 - Suggestions include offering tutoring, clubs, or activities on the off day to support learning and provide safe, structured environments.
 - Many families call for policies that consider the needs of all families, especially those without flexible work schedules.

While there are benefits associated with the four-day week, notably in family time and reduced stress, there are concerns about educational impact, childcare, and the overall consistency of the schedule. Many families suggest improvements, and some express a desire to revert to the traditional five-day week.

All Staff Results

The survey results strongly indicate that the four-day instructional week has had a predominantly positive impact on the staff of the Independence School District. Most staff members have experienced improvements in work-life balance, job performance, and overall morale. Additionally, the arrangement is seen as a factor enhancing staff retention and attracting quality personnel. These outcomes suggest that the four-day instructional week not only benefits the work dynamics but also contributes to a more satisfied and stable workforce.

The key findings from the over 1,500 responses (including teachers) from staff members were as follows:

- In terms of work balance, a significant majority (77%) of staff members agreed (including “Somewhat Agree,” “Agree,” and “Strongly Agree”) that the four-day week has improved their work-life balance, with a notable 46% strongly agreeing, suggesting a substantial positive impact on personal time management and well-being.
- When asked about absenteeism, about 78% of respondents indicated that they missed fewer workdays due to appointments, with 44% strongly agreeing. This suggests that the additional day off allows staff more flexibility to manage personal appointments without impacting work attendance.
- The four-day week appears to support the district in hiring and retaining quality staff, with 74% of respondents agreeing (with 31% strongly agree). This could indicate that the modified schedule is an attractive feature for current and prospective employees.
- Regarding job performance, a majority (71%) feel that the four-day week has enabled them to better perform their job duties, with 33% strongly agreeing. This might be attributed to reduced burnout and increased focus during working days.
- There is a strong preference for continuing with the four-day instructional week, with 78% in favor (52% strongly agree), reflecting widespread support among staff for the schedule.
- Positive responses were noted regarding morale within their building or department, with 72% agreeing that it has improved, and 38% strongly affirming this, suggesting a significant morale boost linked to the four-day schedule.
- A notable 74% of staff indicated they are more likely to stay employed at the district due to the four-day week, with 44% strongly agreeing. This highlights the four-day week as a key factor in job satisfaction and retention.

- Similarly, in terms of the overall experience, 77% of staff members who responded to the survey had a positive overall experience as an employee under the four-day system, with 46% strongly agreeing, emphasizing the general satisfaction with this work arrangement.

The table below display the summary of the results.

Field	n	Disagreeing	Agreeing
The four-day instructional week has provided me with a better work-life balance.	1528	23%	77%
The four-day instructional week has allowed me to miss fewer workdays due to appointments.	1527	22%	78%
The four-day instructional week has allowed the ISD to hire and retain quality staff.	1512	26%	74%
The four-day instructional week has allowed me to better perform my job duties.	1521	29%	71%
I would prefer to continue having the ISD implement a four-day instructional week.	1521	22%	78%
The four-day instructional week has positively impacted the morale of my building/department.	1523	28%	72%
I am more likely to stay employed in the ISD because of the four-day instructional week.	1515	26%	74%
Overall, the four-day instructional week has been a good experience for me as an employee.	1521	23%	77%

What would you like to see done differently with the four-day instructional week?

The responses from staff members regarding changes they would like to see with the four-day instructional week are quite diverse and cover several aspects of scheduling, work-life balance, and overall efficiency. Here's a summary of the key points raised:

- Many staff members expressed frustration over the inconsistency of having Mondays off, noting that often Mondays are used for make-up days, professional development (PD), or other activities, which reduces the perceived benefit of a four-day week.
- There is a significant concern about the scheduling of parent-teacher conference weeks, which often extend into five-day workweeks, increasing stress and workload. Suggestions include not scheduling additional work on Mondays during these weeks.

- Staff suggested looking into alternatives for making up snow days that do not involve using Mondays or extending existing days, such as using online instruction days or adding days at the end of the school year.
- Responses indicate a desire for PD days to be more meaningful and less frequent, and for these to be scheduled on days other than Mondays to preserve them as true days off.
- Respondents would like better planning around holidays and breaks, with some advocating for the return of a full spring break, noting the mental health benefits.
- Suggestions include more consistent and transparent scheduling and better communication regarding when Mondays will be used as workdays.
- The extended hours of school days are seen as taxing, especially for younger students, with some staff suggesting an earlier start and finish to the school day.
- There is a call for adjustments to special education service minutes and better support for implementing the four-day model across different school services.
- While some staff appreciate aspects of the four-day week, others feel the model needs substantial adjustments or even a return to a five-day week, indicating mixed satisfaction levels. There are some comments calling for a return to the five-day instructional week. Here are the quotations:

A sentiment analysis was performed on the comments for this question. The total number of comments analyzed was 376. The sentiment breakdown resulted in 23% positive comments, 37% negative comments, and 40% neutral comments.

Some examples of positive sentiment comments:

"We love the four day week! The only thing I would like changed is spacing out the Monday makeup days so the students aren't going 3 Mondays in one month."

"Love 4-day weeks"

"Nothing needs to be changed"

"Please keep the 4 day school week!"

Some examples of negative sentiment comments:

"Go back to 5 days."

"Get rid of it!"

"I would like to see the four day instructional week come to an end and to go back to five day instructional weeks."

"The four day school week does not work for our family. I would prefer the basic five day school week to return."

What benefits have you seen with the four-day instructional week?

The responses from staff members regarding the benefits of the four-day instructional week are varied and generally positive, highlighting several key advantages:

- Many staff members report an improved work-life balance, citing the extra day off as crucial for managing personal responsibilities, appointments, and family time.
- The three-day weekend is seen as a significant factor in reducing burnout, with both teachers and students feeling more rested and ready for the school week.
- The extra day off allows teachers more time to prepare and plan lessons, which helps in delivering more effective and engaging instruction.
- Staff and students can schedule appointments on Mondays, leading to fewer disruptions during the regular school week.
- Many responses highlight a positive impact on mental health due to less pressure and more downtime.
- Several staff members notice that students are more engaged and perform better academically with the condensed school week.
- The four-day week is seen as an attractive feature for recruiting and retaining staff, providing a competitive edge in staffing.
- The additional day off provides more opportunities for family outings, personal interests, and extended weekends, which contribute to overall satisfaction.
- Some staff members, especially those in roles like maintenance, appreciate the extra day for completing tasks without the presence of students and teachers, which enhances efficiency.

The feedback indicates that the four-day week is well-received for its potential to improve work-life balance, reduce stress, and allow more time for personal and professional development, although there are varied experiences depending on individual roles and responsibilities.

Teachers often appreciate the additional day off for extended planning and preparation time, which allows them to create more engaging and well-thought-out lessons. They also value this time for grading and professional development without encroaching on their personal time.

"As a teacher, I am able to better prepare for the school week. I no longer feel the anxiety of coming back to work at the beginning of the week because

I have the extra day to get ready. This allows me to plan more engaging and meaningful lessons in the time I have available.”

For those in **administrative roles**, the extra day might be less beneficial if they are required to work on the day off for operational or planning purposes. For example, while teachers might not have classes, administrative duties like payroll or facility maintenance might still need attention.

“I work at Central Office so I continue to work a 5 day week.”

Support staff may find the extra day off allows for uninterrupted maintenance tasks or deep cleaning that is difficult to perform during a typical school day with students and staff around. This can lead to more efficient operations and a better-maintained school environment.

“As a custodian, I have had more time on Mondays to prepare for the days ahead. Tuesday to Friday being the busy days and Mondays I'm able to have more time for detailing cleaning areas such as high glass and dusting, outside work cleaning curbs and sidewalks, and stocking copy paper in workrooms, and many more projects.”

Staff in the cafeteria might see less of a benefit from a four-day week if their work is dependent on school being in session. However, they might use the additional day to prepare for the coming week, conduct inventory, or manage other logistical tasks without the usual daily pressures.

“As part of the nutrition service team, we have been able to use Mondays to prep for the week. So we are better prepared to serve our customers.”

Bus drivers and transportation coordinators might not experience much change in their workload, as their work is directly tied to school days. However, they might appreciate reduced fuel costs and less daily wear on vehicles.

“With less buses running on Mondays it allows transportation support staff a lighter day to complete tasks that get pushed back to focus on operations.”

Additional thoughts, suggestions, or concerns you have about the four-day instructional week

The additional comments from staff reveal a mix of appreciation and concerns, encompassing a broad spectrum of experiences and suggestions for improvement. Some of the comments mirror what staff said in previous questions. Here is a summary of key points:

- Many staff appreciate the three-day weekends for personal errands, rest, and family time, highlighting improved work-life balance.
- There's significant frustration over the inconsistent use of Mondays—either for makeup days, professional development, or not having them off at all, which undermines the benefits of a consistent four-day week.
- Special Education and support staff express that the condensed week hasn't reduced their workload, leading to challenges in meeting all their responsibilities within shorter weeks.
- Several logistical issues were raised, such as difficulties with snow days, the scheduling of parent-teacher conferences overlapping with regular school days, and the extended daily hours being taxing, especially for younger students.
- Staff suggested not using Mondays for makeup days, providing clearer and more consistent communication about the schedule, and re-evaluating the workload and expectations placed on different roles within the district.
- Experiences vary widely based on role, with some staff (like administrative or central office workers) not benefiting from the four-day model as they continue a five-day schedule.

Teachers Results

Independence School District teachers were asked to rate their agreement with several statements about the four-day instructional week's impact on various aspects of their professional and educational environment. Here's a summary of the responses of over 700 teachers who completed to the survey:

- Most teachers believe that students learn as much in a four-day instructional week as they do in a traditional five-day week. Specifically, 78% (sum of "Somewhat Agree," "Agree" and "Strongly agree") believe this to be true.
- Opinions were more mixed regarding whether the four-day week has decreased the amount of discipline issues in the classroom. The majority, 56%, agree to some extent that it has decreased discipline issues, but a significant portion, 44% (sum of "Strongly disagree", "Disagree", and "Somewhat disagree"), disagree.
- Most teachers (79%) feel that both students and staff have effectively adapted to the longer learning day, showing a strong adaptation to the new schedule.
- A majority, 71% (sum of "Somewhat agree", "Agree", and "Strongly agree"), believe that students are more engaged in their classrooms under the four-day instructional week compared to the traditional five-day week.

- The vast majority, 73%, of the teachers agree (sum of "Somewhat agree", "Agree", and "Strongly agree") that student attendance has been positively impacted by the four-day instructional week.
- There is a positive response about the four-day week providing students with additional time for self-directed learning or enrichment activities, with 68% agreeing to this statement.

The table below summarizes the result from the previous findings.

Item	n	Disagreeing	Agreeing
My students learn as much in a four-day instructional week as they do in the traditional five-day week.	729	22%	78%
The four-day instructional week has decreased the amount of discipline in my classroom.	730	44%	56%
I believe that students and staff effectively adapted to the longer learning day.	731	21%	79%
Students are more engaged in my classroom with a four-day instructional week.	731	29%	71%
I believe that student attendance has been positively impacted due to the four-day instructional week.	729	27%	73%
The four-day instructional week has provided students with additional time for self-directed learning or enrichment activities.	730	32%	68%

The responses of teachers to these statements in the staff survey reflect a generally positive perception of the four-day instructional week, with particular emphasis on its effectiveness in maintaining learning standards, enhancing student engagement, improving attendance, and adapting well to the longer days.

Below are the results from the survey questions sent to all staff, but the table displays responses only from teachers.

Item	n	Disagreeing	Agreeing
The four-day instructional week has provided me with a better work-life balance.	732	17%	83%
The four-day instructional week has allowed me to miss fewer workdays due to appointments.	730	15%	85%
The four-day instructional week has allowed the ISD to hire and retain quality staff.	725	21%	76%

The four-day instructional week has allowed me to better perform my job duties.	731	24%	76%
I would prefer to continue having the ISD implement a four-day instructional week.	730	18%	82%
The four-day instructional week has positively impacted the morale of my building/department.	732	22%	78%
I am more likely to stay employed in the ISD because of the four-day instructional week.	728	20%	80%
Overall, the four-day instructional week has been a good experience for me as an employee.	731	18%	82%

This table provides a clearer picture of the general sentiment among the staff regarding the four-day instructional week. There is overwhelming support for the initiative, with high percentages showing agreement in each category, suggesting that the four-day week has been beneficial in multiple aspects of work and personal life management.

Student Results

1. Most students (83%) believe that the four-day instructional week has been beneficial for them as students (sum of "Somewhat Agree," "Agree" and "Strongly Agree").
2. The four-day instructional week makes students feel less stressed and has improved their overall well-being, with 80% agreeing with this statement.
3. Seventy-six percent of the students reported that having a four-day instructional week has helped improve students' academic performance
4. Most students (73%) also reported that the four-day instructional week has led them to miss fewer days of school.
5. Fifty-four percent of the students agree to the statement: 'I have utilized the additional day off (Monday) to engage in activities such as tutoring, club participation, credit or attendance recovery, or college coursework.' This was one of the items more evenly divided between agreement and disagreement.
6. Similarly, 58% of the students agree with 'I have used the extra day off (Monday) to work more hours at my job.' However, the differences here might be explained by middle and high school students not holding jobs at the same rate.
7. A substantial proportion (59%) of the students agree with the notion that the perceived duration of the school day under the four-day instructional week schedule is comparable to the temporal experience they encountered during the traditional five-day instructional week model.
8. The vast majority of students (82%) prefer the four-day instructional week over the traditional five-day instructional week.

The table below display the results of discussed above.

Field	n	Disagreeing	Agreeing
I believe the four-day instructional week has been beneficial for me as a student.	1909	17%	83%
The four-day instructional week makes me feel less stressed and has improved my overall well-being.	1910	20%	80%
Having a four-day instructional week has helped improve my academic performance.	1908	24%	76%
The four-day instructional week has led to me missing fewer days of school.	1901	27%	73%
I have taken advantage of the extra day off (Monday) by participating in activities like tutoring, clubs, etc.	1907	46%	54%
I have used the extra day off (Monday) to work more hours at my job.	1895	42%	58%

Field	n	Disagreeing	Agreeing
The length of the school day on the four-day instructional week feels about the same to me as it did last year.	1896	41%	59%
I prefer the four-day instructional week over the traditional five-day instructional week.	1899	18%	82%

This table highlights students' perceptions regarding various aspects of the four-day instructional week. There is a strong overall preference for the four-day week, with particularly high agreement rates on its benefits for personal well-being and preference over the traditional five-day schedule. Students also report improvements in academic performance and reduced school absences, although there is less enthusiasm for the use of the extra day off for job work or engagement in educational activities, as reflected in the lower agreement percentages for those items.

Is there anything you would change about how we do the four-day instructional week?

The main concern about the four-day instructional week is the lack of consistency and confusion it causes for students. Students expressed frustration with the random Mondays off and the disruption it causes to their schedules. Students also feel that the longer school days are tiring and make it harder to focus and retain information. Additionally, there is a concern about the lack of breaks, particularly the absence of a spring break, which is seen as a valuable time for rest and rejuvenation.

Based on the responses in the survey, here are some suggestions that students have made for changing the school schedule:

- Switch to a five-day week: Some students express a desire to go back to a traditional five-day school week.
- Start school later: Many students mention that they would like the school day to start later, as they struggle with waking up early in the morning.
- End school later: Some students suggest that if the school day starts later, it should also end later to maintain the same amount of instructional time.
- Implement block days: Several students recommend having an alternating schedule of odd block days on Wednesdays and even block days on Thursdays. They believe this would be beneficial for the four-day school week.
- Shorten school days: Many students express a desire for shorter school days, as they find the longer days tiring and difficult to manage.
- Have consistent week schedules: Students mention the need for a consistent schedule, without random Mondays off or unexpected school days.

- Change makeup days: Students suggest not having makeup days on Mondays, as it defeats the purpose of having a four-day week. Instead, they propose adding makeup days to the end of the year.
- Have Fridays off instead of Mondays: Some students suggest switching the day off from Monday to Friday, as they believe it would be more beneficial for rest and relaxation.
- Bring back block periods: Students recommend bringing back block periods, particularly for high school students, as they feel it allows for more in-depth learning and completion of assignments.
- Longer breaks: Students express a desire for longer breaks, such as spring break, Thanksgiving break, winter break, and summer break.

The general sentiment towards the current school schedule is mixed. While some students express satisfaction and appreciate aspects such as the longer weekends and the benefits of the four-day week, many others have concerns and criticisms. These include frustrations with longer school days, lack of breaks, lack of consistency, and desire for shorter school days and longer breaks.

What good things have you noticed because of the four-day instructional week?

Advantages mentioned by students about the four-day instructional week include:

- More time for activities outside and inside of school.
- Less stress and workload.
- Increased motivation and energy.
- Improved mental health and well-being.
- Better grades and academic performance.
- More time for rest and relaxation.
- Increased attendance and participation in class.
- More time for family and friends.
- Opportunity to catch up on homework and missing assignments.
- Better sleep schedule and less tiredness.
- More time for personal interests and hobbies.
- Increased productivity and focus in class.
- Ability to work more hours at a job.
- Less stress on teachers and students.
- Shorter school weeks make time go by faster.
- Improved overall mood and happiness.
- More time for self-care and personal development.

- Less time spent on block days.
- Opportunity to make up missed school days or appointments on Mondays.
- Better time management and organization skills.

Here is a summary of the student overall comments on the four-day school week:

Overall, there are mixed opinions, with some students praising the four-day week and others criticizing it.

Pros mentioned:

- Gives students an extra day to rest, work, spend time with family/friends
- Reduces stress and improves mental health for some students
- Allows students to catch up on homework/assignments
- Provides more flexibility for jobs, appointments, activities

Cons mentioned:

- Classes feel rushed, teachers have to cram more content into fewer days
- Makes it harder to learn and retain information
- Longer school days are tiring
- Negatively impacts extracurriculars like sports, music, clubs that need the 5th day
- Disrupts weekly routine and sleep schedules
- Makes it harder when students have to miss school days
- Loss of breaks like spring break is disappointing

Again, some suggested keeping block scheduling on certain days or a later start time to help mitigate the downsides. Others advocated reverting to the traditional five-day week. Many comments expressed hope that the four-day week would continue due to the benefits it provided for their schedules and well-being.

Comparing Results by Levels

The differences based on level are described below.

Family Comparison

The family groups were categorized by the grades in which their children are enrolled.

Lower means families whose children are exclusively in lower grades (PreK and elementary), *Upper* are those with children solely in upper grades (middle and high school), and *Both* indicate those with children in both, lower and upper grades.

Table 1.

Family survey results by enrollment level

		Total	Lower	Upper	Both
Total Count (Answering)		2,921*	1,146	1,057.0	706
		%	%	%	%
My child has maintained or improved their academic performance with the four-day instructional week.	Strongly disagree	12.0	10.4	11.3	15.2
	Disagree	9.3	9.8	8	10.7
	Somewhat disagree	8.8	10.8	7.3	7.8
	Somewhat agree	14.4	15	13.3	15.1
	Agree	28.0	27.9	28.5	27.3
	Strongly agree	27.6	26	31.7	24
My child's engagement or interest in school has improved since transitioning to a four-day instructional week.	Strongly disagree	13.1	12	11.2	17.8
	Disagree	14.8	15.5	13.4	15.8
	Somewhat disagree	9.4	12	7.5	8.3
	Somewhat agree	17.2	17.8	17	16.6
	Agree	22.1	21.9	24.2	19.1
	Strongly agree	23.3	20.9	26.6	22.5

The four-day instructional week has positively affected my child's stress levels and overall well-being.	Strongly disagree	13.1	12.5	11.2	16.9
	Disagree	12.7	14.5	10.4	12.9
	Somewhat disagree	9.0	10.4	8	8.4
	Somewhat agree	15.4	17.5	13.3	15.1
	Agree	22.4	20.8	25.7	20.1
	Strongly agree	27.4	24.3	31.4	26.6

The four-day instructional week has positively impacted my child's attendance.	Strongly disagree	11.3	9.7	9.8	16.2
	Disagree	14.1	14.7	13.4	13.7
	Somewhat disagree	8.6	9.9	7.5	8
	Somewhat agree	15.3	17.9	13.8	13.2
	Agree	25.1	23.5	28	23.8
	Strongly agree	25.7	24.3	27.5	25.1

The four-day instructional week has made it easier for me to be involved in my child's education.	Strongly disagree	15.7	16.1	12	20.5
	Disagree	16.2	18	15.1	14.8
	Somewhat disagree	8.6	9.1	8.2	8.7
	Somewhat agree	16.9	15.9	18.2	16.3
	Agree	21.5	20.2	24.2	19.6
	Strongly agree	21.1	20.6	22.2	20.2

The four-day instructional week has provided more quality family time.	Strongly disagree	14.5	15.3	11.2	18.1
	Disagree	11.8	12.1	11.1	12.2
	Somewhat disagree	5.9	7.4	4.9	5.1
	Somewhat agree	11.8	11.2	13	10.8
	Agree	22.2	21	24.8	20.2
	Strongly agree	33.9	32.9	35.2	33.6

After experiencing the four-day instructional week this year, the schedule has worked well for my family.	Strongly disagree	18.1	20.1	12.7	23
	Disagree	9.7	11.7	7.6	9.2
	Somewhat disagree	6.4	7.7	5	6.4
	Somewhat agree	10.2	10.6	9.6	10.1
	Agree	20.9	19	24.3	18.8
	Strongly agree	34.8	30.9	40.8	32.4

The school provides adequate academic support on the fifth day (tutoring, clubs, Learning League, college credit courses, etc.)	Strongly disagree	13.9	14.5	11.1	17.4
	Disagree	9.1	10.9	7.3	8.7
	Somewhat disagree	9.1	9.7	7.8	10
	Somewhat agree	17.8	19.4	17.7	15.7
	Agree	27.4	27.3	28.1	26.3
	Strongly agree	22.7	18.2	28.1	21.9

Ensuring my child has a fully certified and qualified teacher is more important to me than having a traditional five-day school calendar.	Strongly disagree	5.4	4.4	5.6	6.9
	Disagree	4.0	3.6	4.1	4
	Somewhat disagree	7.4	8.1	6.1	8
	Somewhat agree	13.3	14.7	11.4	14.2
	Agree	24.6	24.2	25.3	24.6
	Strongly agree	45.3	45.1	47.4	42.2

Note: * Twelve family members did not indicate children's enrollment level.

The survey results indicate varying levels of satisfaction and concerns among different family groups, with families having children in both educational levels, lower and upper grades, often expressing more concerns or dissatisfaction in several areas. In contrast, families with children only in upper grades generally show more positive responses, suggesting they may be deriving more benefits from the four-day instructional week.

Difference by item and groups:

Academic Performance

Families with children in both lower and upper grades strongly disagree the most (15.2%), indicating greater dissatisfaction among families with children in both lower and upper grades. Conversely, families with children only in upper grades strongly agree the most p (31.7%), suggesting that families with older children perceive the most benefit in terms of academic performance.

Engagement or Interest in School

Again, the highest strong disagreement is found in the "Both" group (17.8%), showing more significant concerns about engagement among these families. The strongest agreement is in the "Upper" group (26.6%), indicating that families perceive older students being more engaged or interested during the four-day week.

Child's Stress Levels and Well-being

Higher rates of strong disagreement and disagreement in the "Both" group (16.9% and 12.9% respectively), suggesting that families with children at multiple educational levels

experience more stress. However, families of older children feel more positive about the impact on well-being.

Child's Attendance

Higher disagreement in the "Both" group (16.2%), indicating attendance concerns are more significant where there are children at both educational levels.

Ease of Parental Involvement

Higher strong disagreement in the "Both" group (20.5%), which may reflect the challenges of balancing involvement across different school levels.

Quality Family Time

Strong disagreement is notably higher in the "Both" group (18.1%), indicating that achieving quality family time is more challenging for these families. The highest strong agreement in the "Upper" group (35.2%) suggests that families with older children might find it easier to coordinate and enjoy family time.

Overall Family Experience

Strong disagreement is significantly higher in the "Both" group (23%) compared to families with children in upper grades (12.7%), indicating more dissatisfaction with the four-day week among families with children in both levels.

Academic Support on the Fifth Day

Higher rates of disagreement and lower agreement in the "Both" group for the adequacy of academic support provided on the non-school day.

Importance of Qualified Teachers Over Schedule

Stronger agreement among families with children in upper grades (47.4% strongly agree) compared to the "Both" group (42.2%). However, the differences are more minor here, indicating a consensus on the importance of teacher quality.

Staff Comparison

The staff groups were categorized by the role of the staff member in the school. The two groups were teachers and non-teachers.

Table 2.

Staff survey results by role

		Total	Teacher	Other
Total Count (All)		1,630	765	865
The four-day instructional week has provided me with a better work-life balance.	Strongly disagree	7.1%	5.4%	8.7%
	Disagree	8.7%	6.1%	10.9%
	Somewhat disagree	5.7%	4.3%	6.9%
	Somewhat agree	14.4%	14.0%	14.8%
	Agree	14.5%	11.1%	17.6%
	Strongly agree	43.0%	54.8%	32.6%
The four-day instructional week has allowed me to miss fewer workdays due to appointments.	Strongly disagree	6.4%	3.7%	8.9%
	Disagree	9.1%	6.0%	11.9%
	Somewhat disagree	5.0%	4.4%	5.4%
	Somewhat agree	13.4%	11.1%	15.5%
	Agree	18.0%	17.0%	19.0%
	Strongly agree	41.3%	53.2%	30.9%
The four-day instructional week has allowed the ISD to hire and retain quality staff.	Strongly disagree	7.2%	6.4%	7.9%
	Disagree	8.2%	5.9%	10.3%
	Somewhat disagree	8.5%	8.0%	9.0%
	Somewhat agree	18.5%	16.7%	20.1%
	Agree	21.2%	21.7%	20.8%
	Strongly agree	28.7%	36.1%	22.2%

The four-day instructional week has allowed me to better perform my job duties.	Strongly disagree	7.1%	5.5%	8.4%
	Disagree	10.6%	7.7%	13.2%
	Somewhat disagree	9.7%	9.3%	10.1%
	Somewhat agree	15.2%	15.7%	14.8%
	Agree	19.7%	18.6%	20.7%
	Strongly agree	30.7%	38.8%	23.5%

I would prefer to continue having the ISD implement a four-day instructional week.	Strongly disagree	9.4%	7.8%	10.8%
	Disagree	4.8%	3.3%	6.1%
	Somewhat disagree	6.1%	6.0%	6.1%
	Somewhat agree	11.2%	10.5%	11.9%
	Agree	13.4%	11.0%	15.5%
	Strongly agree	48.1%	56.9%	40.3%

I believe that the four-day instructional week has positively impacted the morale of my building/department.	Strongly disagree	7.9%	6.0%	9.6%
	Disagree	8.1%	6.9%	9.1%
	Somewhat disagree	9.9%	8.5%	11.1%
	Somewhat agree	14.4%	12.9%	15.7%
	Agree	17.6%	17.9%	17.3%
	Strongly agree	35.2%	43.4%	27.9%

I am more likely to stay employed in the ISD because of the four-day instructional week.	Strongly disagree	7.5%	5.9%	9.0%
	Disagree	8.8%	7.5%	10.1%
	Somewhat disagree	7.6%	6.1%	8.9%
	Somewhat agree	13.4%	12.8%	13.9%
	Agree	14.8%	13.2%	16.2%
	Strongly agree	40.4%	49.7%	32.3%

Overall, the four-day instructional week has been a good experience for me as an employee.	Strongly disagree	7.3%	5.4%	9.0%
	Disagree	7.0%	5.5%	8.3%
	Somewhat disagree	7.1%	6.3%	7.9%
	Somewhat agree	13.1%	13.6%	12.7%

Agree	16.0%	14.2%	17.6%
Strongly agree	42.4%	50.6%	35.1%

Teachers consistently show more favorable responses across all items compared to other staff members. This could suggest that teachers find the four-day instructional week more beneficial to their professional and personal lives than other staff members do. These differences may reflect varying job demands, responsibilities, or benefits perceived from the altered schedule.

Difference by item by group:

Work-Life Balance

A significantly higher percentage of teachers (54.8%) strongly agree that the four-day week has provided them with a better work-life balance compared to other staff members (32.6%).

Missing Fewer Workdays

Teachers again show a higher level of strong agreement (53.2%) about missing fewer workdays due to appointments than other staff (30.9%).

Hiring and Retaining Quality Staff

A larger proportion of teachers (36.1%) strongly agree that the four-day week has helped the ISD hire and retain quality staff, compared to 22.2% of other staff members.

Performance of Job Duties

Teachers (38.8%) are more likely to strongly agree that they can better perform their job duties, as opposed to 23.5% of other staff members.

Preference for Four-Day Week

Teachers have a stronger preference for continuing the four-day week (56.9% strongly agree) compared to other staff (40.3%).

Impact on Morale

Teachers (43.4% strongly agree) feel more positively about the impact of the four-day week on the morale of their building/department than other staff (27.9%).

Likelihood to Stay Employed

A higher percentage of teachers (49.7%) are more likely to stay employed due to the four-day week compared to other staff (32.3%).

Overall Experience as an Employee

Teachers (50.6% strongly agree) report a more positive overall experience with the four-day instructional week than other staff members (35.1%).

Student Comparison

The student groups were categorized by the grades in which students are enrolled. The two groups were Middle (grades 6 to 8) and High School (grades 9 to 12).

Table 3.

Student survey results by level

		Total	High	Middle
Total Count (Answering)		1,913	1,406	507
I believe the four-day instructional week has been beneficial for me as a student.	Strongly disagree	7.5%	8.0%	6.1%
	Disagree	4.2%	4.2%	4.2%
	Somewhat disagree	5.7%	5.8%	5.1%
	Somewhat agree	12.2%	12.6%	10.9%
	Agree	20.6%	20.3%	21.4%
	Strongly agree	49.9%	49.0%	52.3%
The four-day instructional week makes me feel less stressed and has improved my overall well-being.	Strongly disagree	8.7%	8.8%	8.3%
	Disagree	5.4%	5.7%	4.7%
	Somewhat disagree	5.7%	6.0%	4.7%
	Somewhat agree	11.7%	11.6%	11.9%
	Agree	18.2%	18.2%	18.2%
	Strongly agree	50.4%	49.7%	52.2%
Having a four-day instructional week has helped improve my academic performance.	Strongly disagree	8.1%	9.1%	5.1%
	Disagree	6.3%	6.6%	5.7%
	Somewhat disagree	9.4%	9.3%	9.9%
	Somewhat agree	19.3%	19.5%	18.6%
	Agree	22.0%	21.7%	22.7%
	Strongly agree	34.9%	33.8%	37.9%
The four-day instructional week has led to me missing fewer days of school.	Strongly disagree	10.6%	11.0%	9.5%
	Disagree	8.2%	7.8%	9.1%
	Somewhat disagree	8.5%	8.8%	7.7%

	Somewhat agree	14.6%	14.0%	16.3%
	Agree	17.6%	18.5%	14.9%
	Strongly agree	40.5%	39.8%	42.5%

I have taken advantage of the extra day off (Monday) by participating in activities like tutoring, clubs, credit or attendance recovery, or college classes.	Strongly disagree	18.2%	17.1%	21.1%
	Disagree	15.4%	16.0%	13.8%
	Somewhat disagree	12.0%	11.5%	13.2%
	Somewhat agree	16.7%	16.3%	17.8%
	Agree	14.1%	14.8%	12.1%
	Strongly agree	23.6%	24.2%	21.9%

I have used the extra day off (Monday) to work more hours at my job.	Strongly disagree	19.4%	16.9%	26.6%
	Disagree	13.2%	12.6%	14.9%
	Somewhat disagree	9.6%	8.3%	13.1%
	Somewhat agree	14.1%	14.9%	11.7%
	Agree	16.0%	16.7%	14.1%
	Strongly agree	27.8%	30.6%	19.7%

The length of the school day on the four-day instructional week feels about the same to me as it did with the five-day instructional week last year.	Strongly disagree	16.6%	16.6%	16.7%
	Disagree	12.1%	11.8%	12.9%
	Somewhat disagree	12.0%	11.1%	14.5%
	Somewhat agree	14.3%	14.2%	14.9%
	Agree	18.6%	20.0%	14.9%
	Strongly agree	26.4%	26.4%	26.2%

I prefer the four-day instructional week over the traditional five-day instructional week.	Strongly disagree	11.2%	11.5%	10.3%
	Disagree	3.7%	3.7%	3.8%
	Somewhat disagree	3.6%	3.7%	3.6%
	Somewhat agree	7.4%	7.8%	6.3%
	Agree	9.8%	10.5%	7.7%
	Strongly agree	64.3%	62.9%	68.3%

Overall, middle school students generally show more positive responses to the four-day instructional week compared to high school students, particularly in areas such as perceived benefits, reduced stress, improved academic performance, and overall preference for the schedule. These differences might be influenced by developmental

stages, with middle school students possibly adapting better to the change or feeling less academic and extracurricular pressure than older students.

Differences by item:

Beneficial for Students

Middle School presents a slightly higher strong agreement (52.3%) compared to High School (49.0%). This suggests that middle school students find the four-day week more beneficial than high school students.

Reduced Stress and Improved Well-being

Middle School shows a higher strong agreement (52.2%) compared to High School (49.7%). Middle school students perceive a greater positive impact on their stress levels and overall well-being.

Improved Academic Performance

Middle School indicates a stronger agreement (37.9%) compared to High School (33.8%). Middle school students report a more significant improvement in their academic performance than their high school counterparts.

Fewer Missed Days of School

Middle School has higher strong agreement (42.5%) versus High School (39.8%). Middle school students are likely having fewer absences, which could be linked to reduced academic pressure or parental control.

Utilization of the Extra Day Off

Middle School present lower agreement and strong agreement rates for engaging in educational or extracurricular activities on the extra day off. This may indicate less participation in structured activities compared to high school students.

Using Extra Day for Work

Middle School has significantly higher strong disagreement (26.6%) with using the day to work more hours at a job, likely reflecting the lower age and fewer job opportunities compared to high school students.

Perception of School Day Length

Differences here are minimal, with both groups feeling similarly about the length of the school day under the four-day week.

Preference for Four-Day Week

Middle School presents higher strong agreement (68.3%) in preferring the four-day week over the traditional five-day week compared to High School (62.9%).

Appendix A

Family Survey - English

Q1 I have children in the following levels. (Check all that apply.)

- PreK (1)
- Elementary (2)
- Middle School (3)
- High School (4)

Q2 Please rate your agreement with the following statements:

Scale: Strongly disagree (1) Disagree (2) Somewhat disagree (3) Somewhat agree (4) Agree (5) Strongly agree (6)

My child has maintained or improved their academic performance with the four-day instructional week. (1)

My child's engagement or interest in school has improved since transitioning to a four-day instructional week. (2)

The four-day instructional week has positively affected my child's stress levels and overall well-being. (3)

The four-day instructional week has positively impacted my child's attendance. (4)

The four-day instructional week has made it easier for me to be involved in my child's education. (5)

The four-day instructional week has provided more quality family time. (6)

After experiencing the four-day instructional week this year, the schedule has worked well for my family. (7)

The school provides adequate academic support on the fifth day (tutoring, clubs, Learning League, college credit courses, etc.) (8)

Ensuring my child has a fully certified and qualified teacher is more important to me than having a traditional five-day school calendar. (9)

Q3 What would you like to see done differently with the four-day instructional week?

Q4 What benefits have you seen with the four-day instructional week?

Q5 We value your insights and experiences. Please share any additional thoughts, suggestions, or concerns you have about the four-day instructional week model that have not been covered in this survey.

Family Survey – Spanish

Q1 Tengo hijo(a)s en los siguientes niveles. (Marque todos los que correspondan.)

- Kinder - PreK (1)
- Primaria -Elementary (2)
- Secundaria - Middle School (3)
- Preparatoria - High School (4)

Q2 ¿Qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones?

Escala: Muy en desacuerdo (1) En desacuerdo (2) Algo en desacuerdo (3)
Algo de acuerdo (4) De acuerdo (5) Muy de acuerdo (6)

Mi hijo(a) ha mantenido o mejorado su rendimiento académico con la semana escolar de cuatro días. (1)

La motivación e interés de mi hijo(a) en la escuela ha mejorado desde la transición a una semana escolar de cuatro días. (2)

La semana escolar de cuatro días ha tenido un efecto positivo los niveles de estrés y bienestar general de mi hijo(a). (3)

La semana escolar de cuatro días ha tenido un impacto positivo en la asistencia a la escuela de mi hijo(a). (4)

La semana escolar de cuatro días me ha facilitado involucrarme en la educación de mi hijo(a). (5)

La semana escolar de cuatro días ha proporcionado más tiempo para estar en familia. (6)

Después de experimentar la semana escolar de cuatro días este año, el horario ha funcionado bien para mi familia. (7)

La escuela proporciona un apoyo académico adecuado en el quinto día (tutorías, clubes, Liga de Aprendizaje, cursos para obtener créditos universitarios, etc.) (8)

Asegurar que mi hijo(a) tenga un maestro totalmente certificado y calificado es más importante para mí que tener un calendario escolar tradicional de cinco días. (9)

Q3 ¿Qué cambios le gustaría ver en relación a la semana escolar de cuatro días?

Q4 ¿Qué beneficios ha observado en relación a la semana escolar de cuatro días?

Q5 Valoramos sus perspectiva y experiencias. Por favor, comparta cualquier opinión, sugerencia o preocupación adicional que tenga sobre el modelo de semana escolar de cuatro días que no se haya cubierto en esta encuesta.

Staff Survey

Q1 What is your role or department?

- Classroom Teacher (1)
- Certified - non-classroom teacher (2)
- Facilities / Grounds (3)
- Nutritional Services (4)
- Transportation (5)
- Early Education (6)
- Family Services (7)
- Administrative (8)
- Health Services (9)
- Paraprofessional (10)
- Central Office (11)
- Building Administration (12)
- Secretarial (13)
- Youth Development (14)
- Other (15) _____

Q2 In what grade level do you work?

- Elementary (1)
- Middle School (2)
- High School (3)
- District-wide / Central Office (4)
- Departmental (Transportation, Facilities, Nutrition Service, etc.) (5)

Q3 How many years have you worked at ISD?

- 1-3 (1)
- 4-7 (2)

- o 8-14 (3)
- o 15+ (4)

Only for teachers:

Q4 Rate your agreement with the following statements:

Scale: Strongly disagree (1) Disagree (2) Somewhat disagree (3) Somewhat agree (4) Agree (5) Strongly agree (6)

My students learn as much in a four-day instructional week as they do in the traditional five-day instructional week. (1)

The four-day instructional week has decreased the amount of discipline in my classroom. (2)

I believe that students and staff effectively adapted to the longer learning day. (3)

Students are more engaged in my classroom with a four-day instructional week. (4)

I believe that student attendance has been positively impacted due to the four-day instructional week. (5)

The four-day instructional week has provided students with additional time for self-directed learning or enrichment activities. (6)

For all:

Q5 Please rate your agreement with the following statements:

Scale: Strongly disagree (1) Disagree (2) Somewhat disagree (3) Somewhat agree (4) Agree (5) Strongly agree (6)

The four-day instructional week has provided me with a better work-life balance. (1)

The four-day instructional week has allowed me to miss fewer workdays due to appointments. (2)

The four-day instructional week has allowed the ISD to hire and retain quality staff. (3)

The four-day instructional week has allowed me to better perform my job duties. (4)

I would prefer to continue having the ISD implement a four-day instructional week. (5)

I believe that the four-day instructional week has positively impacted the morale of my building/department. (6)

I am more likely to stay employed in the ISD because of the four-day instructional week. (7)

Overall, the four-day instructional week has been a good experience for me as an employee. (8)

Q6 What would you like to see done differently with the four-day instructional week?

Q7 What benefits have you seen with the four-day instructional week?

Q8 We value your insights and experiences. Please share any additional thoughts, suggestions, or concerns you have about the four-day instructional week model that have not been covered in this survey.

Student Survey

Q1 Which grade are you in right now?

- 6th (6)
- 7th (7)
- 8th (8)
- 9th (9)
- 10th (10)
- 11th (11)
- 12th (12)

Q2 Please rate the following items.

Scale: Strongly disagree (1) Disagree (2) Somewhat disagree (3) Somewhat agree (4) Agree (5) Strongly agree (6)

I believe the four-day instructional week has been beneficial for me as a student. (1)

The four-day instructional week makes me feel less stressed and has improved my overall well-being. (2)

Having a four-day instructional week has helped improve my academic performance. (3)

The four-day instructional week has led to me missing fewer days of school. (4)

I have taken advantage of the extra day off (Monday) by participating in activities like tutoring, clubs, credit or attendance recovery, or college classes. (5)

I have used the extra day off (Monday) to work more hours at my job. (6)

The length of the school day on the four-day instructional week feels about the same to me as it did with the five-day instructional week last year. (7)

I prefer the four-day instructional week over the traditional five-day instructional week. (8)

Q3 Is there anything you would change about how we do the four-day instructional week?

Q4 What good things have you noticed because of the four-day instructional week?

Q5 We really want to know what you think. If there's anything else you want to say about the four-day instructional week that we didn't ask about, this is your space to share it!

Appendix B

Family results by item

Staff results by item

Teachers results by item

Non-teachers results by item

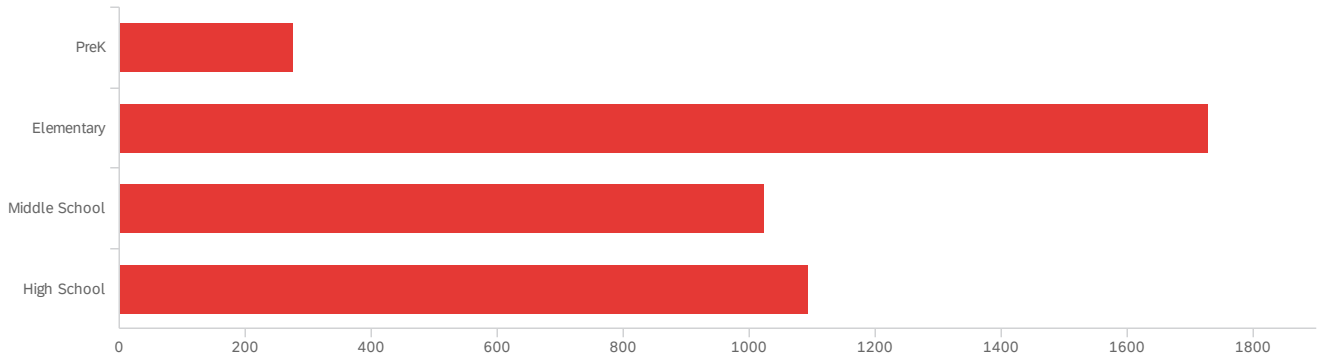
Student results by item

Default Report

All Families Survey 4-Day School Week

April 18, 2024 8:58 AM CDT

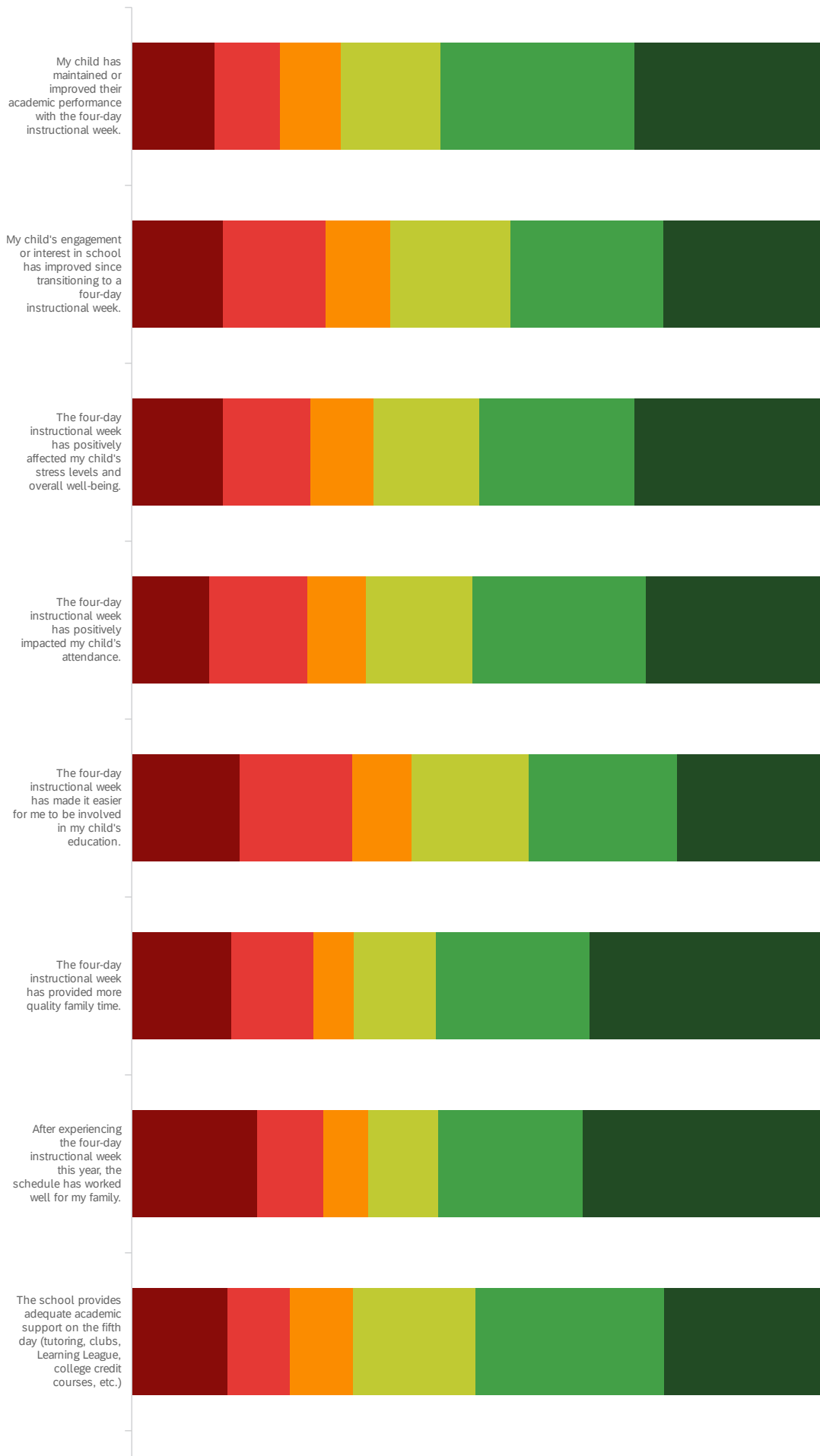
Q1 - I have children in the following levels. (Check all that apply.)



#	Field	Choice Count
1	PreK	6.67% 275
2	Elementary	41.95% 1729
3	Middle School	24.84% 1024
4	High School	26.54% 1094
		4122

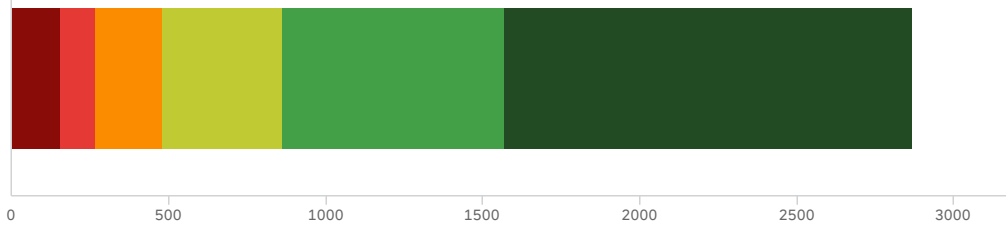
Showing rows 1 - 5 of 5

Q2 - Please rate your agreement with the following statements:



- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Ensuring my child has a fully certified and qualified teacher is more important to me than having a traditional five-day school calendar.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My child has maintained or improved their academic performance with the four-day instructional week.	1.00	6.00	4.20	1.70	2.88	2,911
2	My child's engagement or interest in school has improved since transitioning to a four-day instructional week.	1.00	6.00	3.90	1.74	3.01	2,905
3	The four-day instructional week has positively affected my child's stress levels and overall well-being.	1.00	6.00	4.03	1.76	3.10	2,902
4	The four-day instructional week has positively impacted my child's attendance.	1.00	6.00	4.06	1.71	2.94	2,899
5	The four-day instructional week has made it easier for me to be involved in my child's education.	1.00	6.00	3.76	1.77	3.15	2,896
6	The four-day instructional week has provided more quality family time.	1.00	6.00	4.17	1.84	3.38	2,897
7	After experiencing the four-day instructional week this year, the schedule has worked well for my family.	1.00	6.00	4.11	1.91	3.67	2,900
8	The school provides adequate academic support on the fifth day (tutoring, clubs, Learning League, college credit courses, etc.)	1.00	6.00	4.04	1.70	2.89	2,882
9	Ensuring my child has a fully certified and qualified teacher is more important to me than having a traditional five-day school calendar.	1.00	6.00	4.84	1.44	2.08	2,869

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
1	My child has maintained or improved their academic performance with the four-day instructional week.	11.95% 348	9.34% 272	8.79% 256	14.36% 418	27.96% 814	27.59% 803	2911
2	My child's engagement or interest in school has improved since transitioning to a four-day instructional week.	13.15% 382	14.80% 430	9.40% 273	17.25% 501	22.07% 641	23.34% 678	2905
3	The four-day instructional week has positively affected	13.13% 381	12.68% 368	9.03% 262	15.37% 446	22.36% 649	27.43% 796	2902

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
	my child's stress levels and overall well-being.							
4	The four-day instructional week has positively impacted my child's attendance.	11.28% 327	14.07% 408	8.55% 248	15.28% 443	25.15% 729	25.66% 744	2899
5	The four-day instructional week has made it easier for me to be involved in my child's education.	15.68% 454	16.23% 470	8.63% 250	16.85% 488	21.51% 623	21.10% 611	2896
6	The four-day instructional week has provided more quality family time.	14.46% 419	11.81% 342	5.90% 171	11.77% 341	22.20% 643	33.86% 981	2897
7	After experiencing the four-day instructional week this year, the schedule has worked well for my family.	18.07% 524	9.66% 280	6.41% 186	10.17% 295	20.86% 605	34.83% 1010	2900
8	The school provides adequate academic support on the fifth day (tutoring, clubs, Learning League, college credit courses, etc.)	13.91% 401	9.09% 262	9.13% 263	17.83% 514	27.38% 789	22.66% 653	2882
9	Ensuring my child has a fully certified and qualified teacher is more important to me than having a traditional five-day school calendar.	5.40% 155	3.97% 114	7.35% 211	13.35% 383	24.64% 707	45.28% 1299	2869

Showing rows 1 - 9 of 9

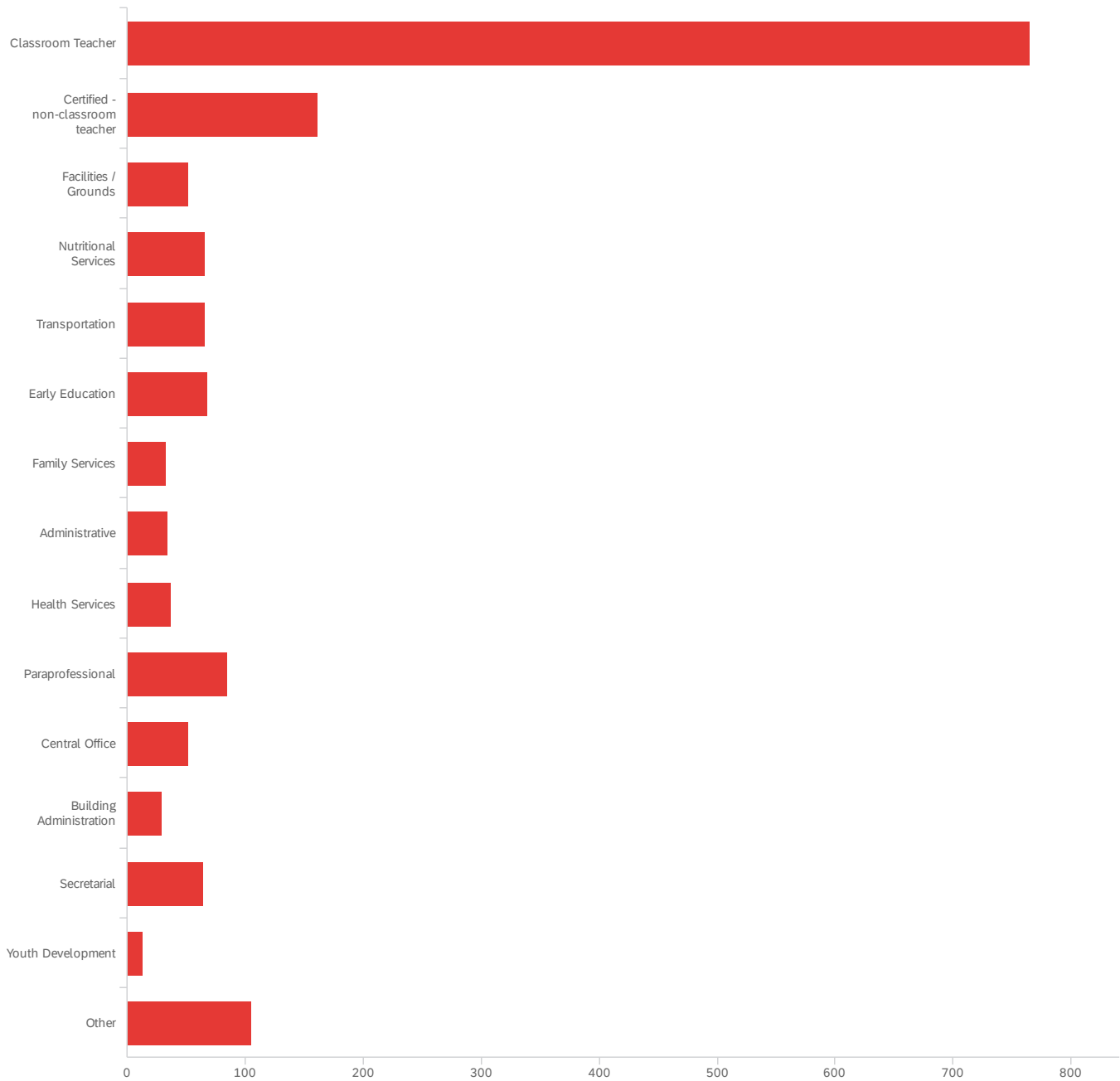
End of Report

Default Report

Staff Survey 4-day School Week

April 18, 2024 1:13 PM CDT

Q1 - What is your role or department?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your role or department? - Selected Choice	1.00	15.00	4.56	4.69	21.97	1,630

#	Field	Choice Count
1	Classroom Teacher	46.93% 765
2	Certified - non-classroom teacher	9.88% 161
3	Facilities / Grounds	3.19% 52
4	Nutritional Services	4.05% 66
5	Transportation	4.05% 66
6	Early Education	4.17% 68
7	Family Services	2.02% 33
8	Administrative	2.09% 34
9	Health Services	2.27% 37
10	Paraprofessional	5.21% 85
11	Central Office	3.19% 52
12	Building Administration	1.78% 29
13	Secretarial	3.93% 64
14	Youth Development	0.80% 13
15	Other	6.44% 105
		1630

Showing rows 1 - 16 of 16

Q1_15_TEXT - Other

Other

Building substitute

Long term substitute

Technology

Accompanist

Interpreter

SpEd

Related Service Provider

Other

Paraprofessional in Early Education

Adult Education

Interventionist

building sub

Student teacher, 2024-2025 classroom teacher

priority substitute

Priority Sub

Recovery Room Interventionist

Custodian

Transportation Administration

Second question- Infant/Toddler Grade Level

LMS

Special Ed. Teacher

Network Operations

Custodio

Special Education Teacher

Occupational Therapist

Priority Substitute

Crossing Guard

Custodian

Recovery Room Interventionist

Recovery room interventionist

ARM Mentor

Priority Substitute

Other

Instructional Coach

Technology

Recovery Room

SPED OT

Elementary Art

SPED

building coach

self-contained program teacher

Counselor

Related service provider

Related services

Counselor

Building Coach

Recovery Room Interventionist

Priority sub

Library Clerk

Building Coach

Title learning coach

building sub

Priority Sub

Related Service Provider

Specials- Music

Priority Subs

Technology

Other

District Tester

SLP, grades PreK-5th

Special Education Teacher

ISS non-certificated

Technology

Substitute

special education

Piano Accompanist

Priority sub

Technology

Crossing Guard

Before and After School Staff (Kids Safari)

RRI

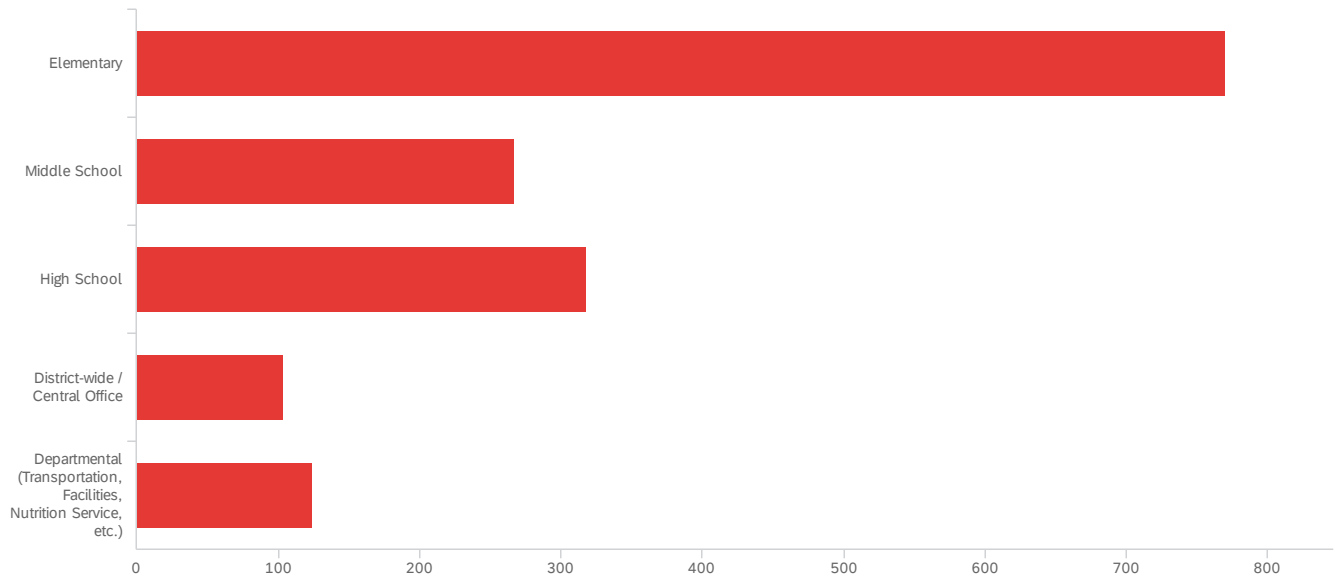
Kids safari

Priority sub

Priority sub

Counselor

Q2 - In what grade level do you work?

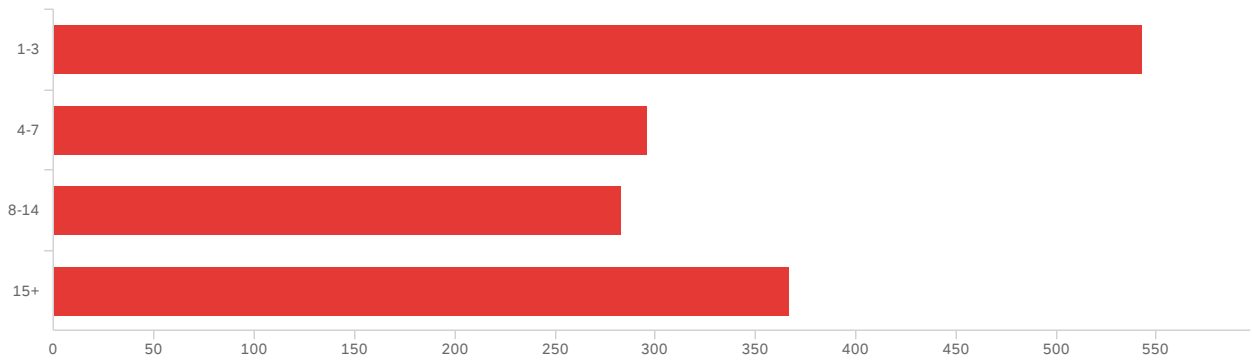


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In what grade level do you work?	1.00	5.00	2.08	1.28	1.65	1,583

#	Field	Choice Count
1	Elementary	48.64% 770
2	Middle School	16.87% 267
3	High School	20.09% 318
4	District-wide / Central Office	6.57% 104
5	Departmental (Transportation, Facilities, Nutrition Service, etc.)	7.83% 124
		1583

Showing rows 1 - 6 of 6

Q3 - How many years have you worked at ISD?



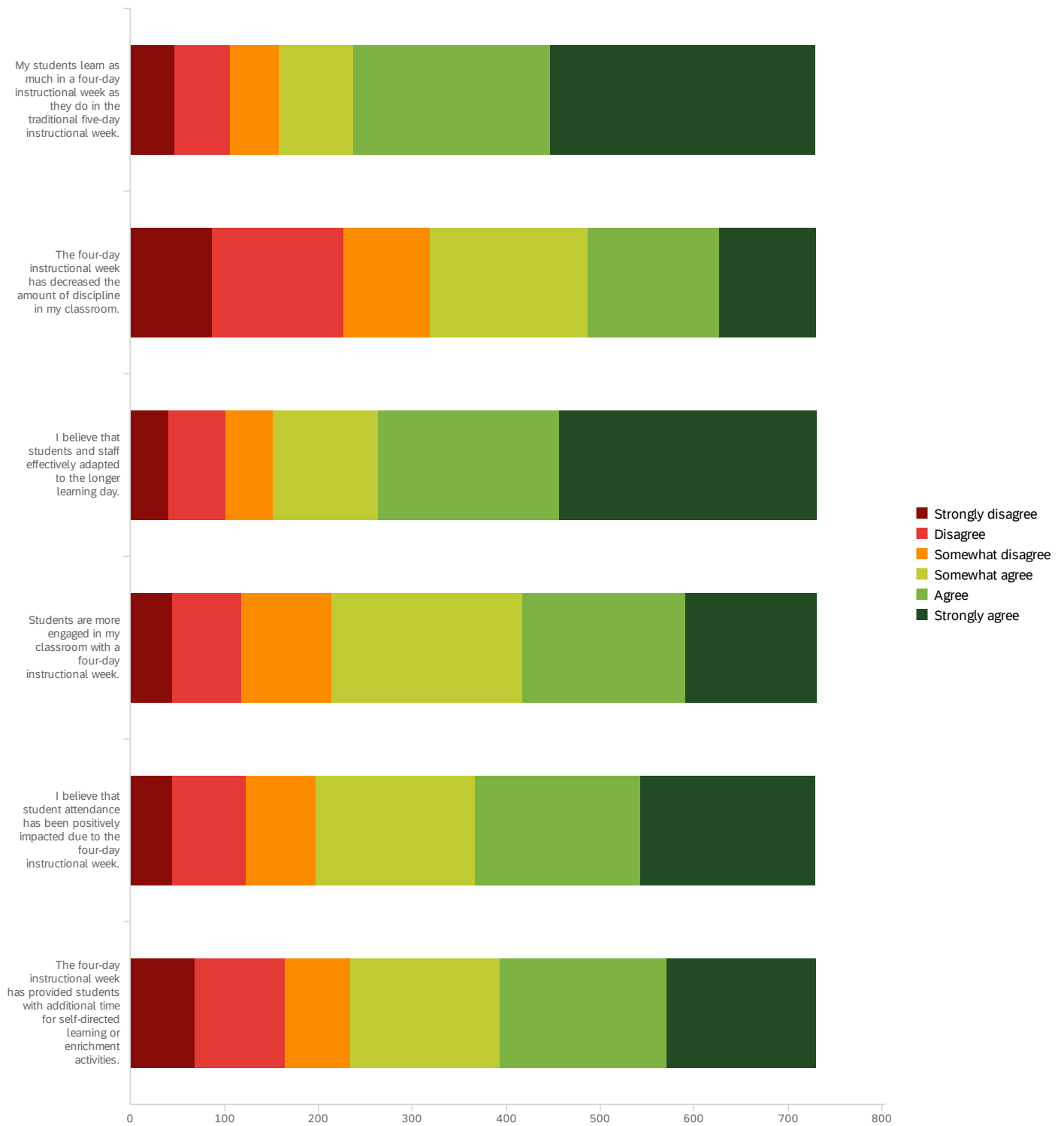
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you worked at ISD?	1.00	4.00	2.32	1.20	1.44	1,489

#	Field	Choice Count
1	1-3	36.47% 543
2	4-7	19.88% 296
3	8-14	19.01% 283
4	15+	24.65% 367

1489

Showing rows 1 - 5 of 5

Q4 - Rate your agreement with the following statements:



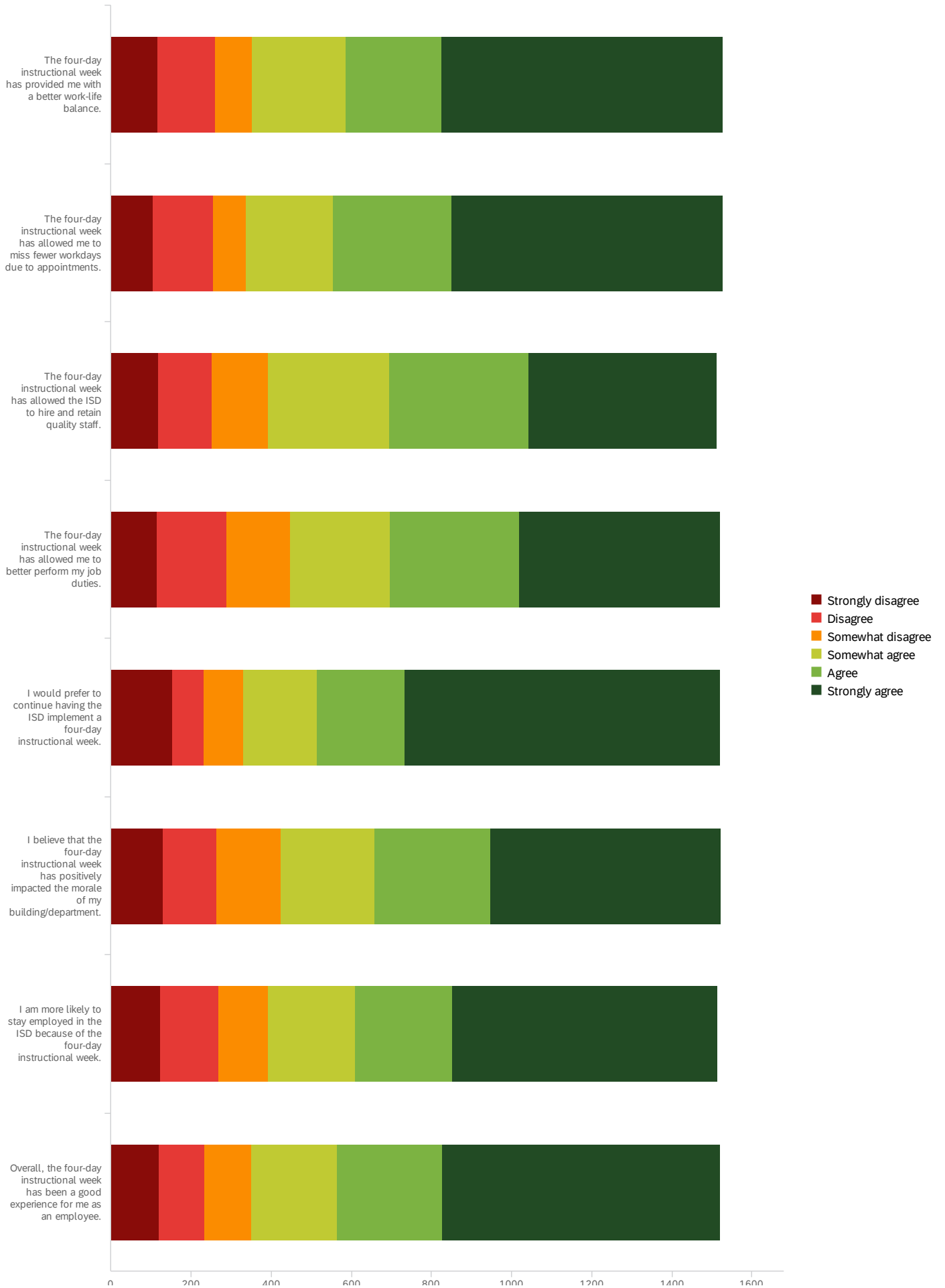
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My students learn as much in a four-day instructional week as they do in the traditional five-day instructional week.	1.00	6.00	4.63	1.55	2.41	729

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	The four-day instructional week has decreased the amount of discipline in my classroom.	1.00	6.00	3.61	1.60	2.57	730
3	I believe that students and staff effectively adapted to the longer learning day.	1.00	6.00	4.61	1.52	2.30	731
4	Students are more engaged in my classroom with a four-day instructional week.	1.00	6.00	4.10	1.44	2.08	731
5	I believe that student attendance has been positively impacted due to the four-day instructional week.	1.00	6.00	4.25	1.51	2.29	729
6	The four-day instructional week has provided students with additional time for self-directed learning or enrichment activities.	1.00	6.00	4.04	1.61	2.58	730

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
1	My students learn as much in a four-day instructional week as they do in the traditional five-day instructional week.	6.45% 47	8.09% 59	7.13% 52	10.97% 80	28.67% 209	38.68% 282	729
2	The four-day instructional week has decreased the amount of discipline in my classroom.	11.92% 87	19.18% 140	12.60% 92	23.01% 168	19.18% 140	14.11% 103	730
3	I believe that students and staff effectively adapted to the longer learning day.	5.61% 41	8.34% 61	6.84% 50	15.32% 112	26.40% 193	37.48% 274	731
4	Students are more engaged in my classroom with a four-day instructional week.	6.16% 45	9.99% 73	13.13% 96	27.91% 204	23.67% 173	19.15% 140	731
5	I believe that student attendance has been positively impacted due to the four-day instructional week.	6.17% 45	10.70% 78	10.29% 75	23.18% 169	24.14% 176	25.51% 186	729
6	The four-day instructional week has provided students with additional time for self-directed learning or enrichment activities.	9.45% 69	13.15% 96	9.45% 69	21.92% 160	24.25% 177	21.78% 159	730

Showing rows 1 - 6 of 6

Q5 - Please rate your agreement with the following statements:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The four-day instructional week has provided me with a better work-life balance.	1.00	6.00	4.60	1.66	2.76	1,528
2	The four-day instructional week has allowed me to miss fewer workdays due to appointments.	1.00	6.00	4.62	1.63	2.65	1,527
3	The four-day instructional week has allowed the ISD to hire and retain quality staff.	1.00	6.00	4.35	1.58	2.50	1,512
4	The four-day instructional week has allowed me to better perform my job duties.	1.00	6.00	4.31	1.64	2.68	1,521
5	I would prefer to continue having the ISD implement a four-day instructional week.	1.00	6.00	4.71	1.70	2.90	1,521
6	I believe that the four-day instructional week has positively impacted the morale of my building/department.	1.00	6.00	4.41	1.66	2.76	1,523
7	I am more likely to stay employed in the ISD because of the four-day instructional week.	1.00	6.00	4.51	1.69	2.84	1,515
8	Overall, the four-day instructional week has been a good experience for me as an employee.	1.00	6.00	4.62	1.64	2.70	1,521

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
1	The four-day instructional week has provided me with a better work-life balance.	7.66% 117	9.36% 143	6.09% 93	15.38% 235	15.58% 238	45.94% 702	1528
2	The four-day instructional week has allowed me to miss fewer workdays due to appointments.	6.88% 105	9.89% 151	5.30% 81	14.34% 219	19.32% 295	44.27% 676	1527
3	The four-day instructional week has allowed the ISD to hire and retain quality staff.	7.80% 118	8.93% 135	9.19% 139	20.11% 304	22.95% 347	31.02% 469	1512
4	The four-day instructional week has allowed me to better perform my job duties.	7.63% 116	11.44% 174	10.39% 158	16.37% 249	21.24% 323	32.94% 501	1521
5	I would prefer to continue having the ISD implement a four-day instructional week.	10.12% 154	5.19% 79	6.51% 99	12.03% 183	14.40% 219	51.74% 787	1521
6	I believe that the four-day instructional week has positively impacted the	8.54% 130	8.80% 134	10.57% 161	15.43% 235	18.91% 288	37.75% 575	1523

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
	morale of my building/department.							
7	I am more likely to stay employed in the ISD because of the four-day instructional week.	8.18% 124	9.57% 145	8.18% 124	14.39% 218	16.04% 243	43.63% 661	1515
8	Overall, the four-day instructional week has been a good experience for me as an employee.	7.89% 120	7.56% 115	7.63% 116	14.07% 214	17.29% 263	45.56% 693	1521

Showing rows 1 - 8 of 8

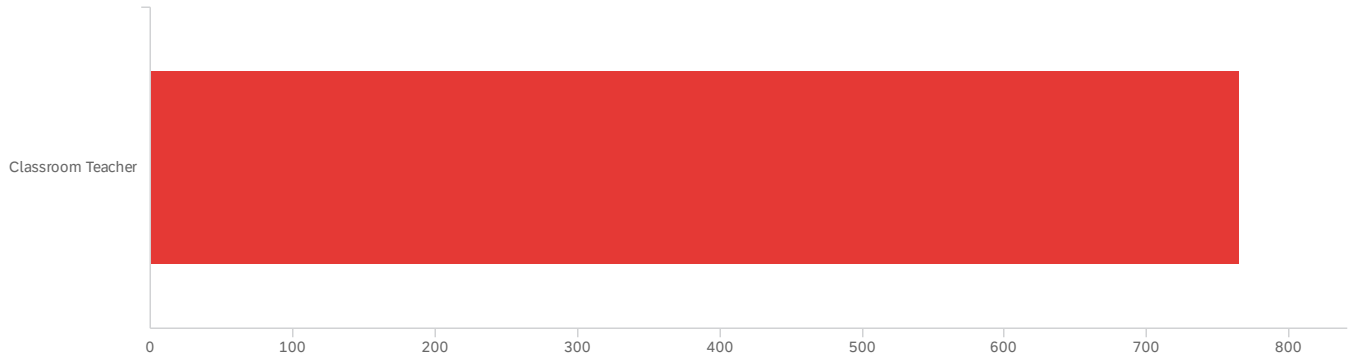
End of Report

Default Report

Staff Survey 4-day School Week

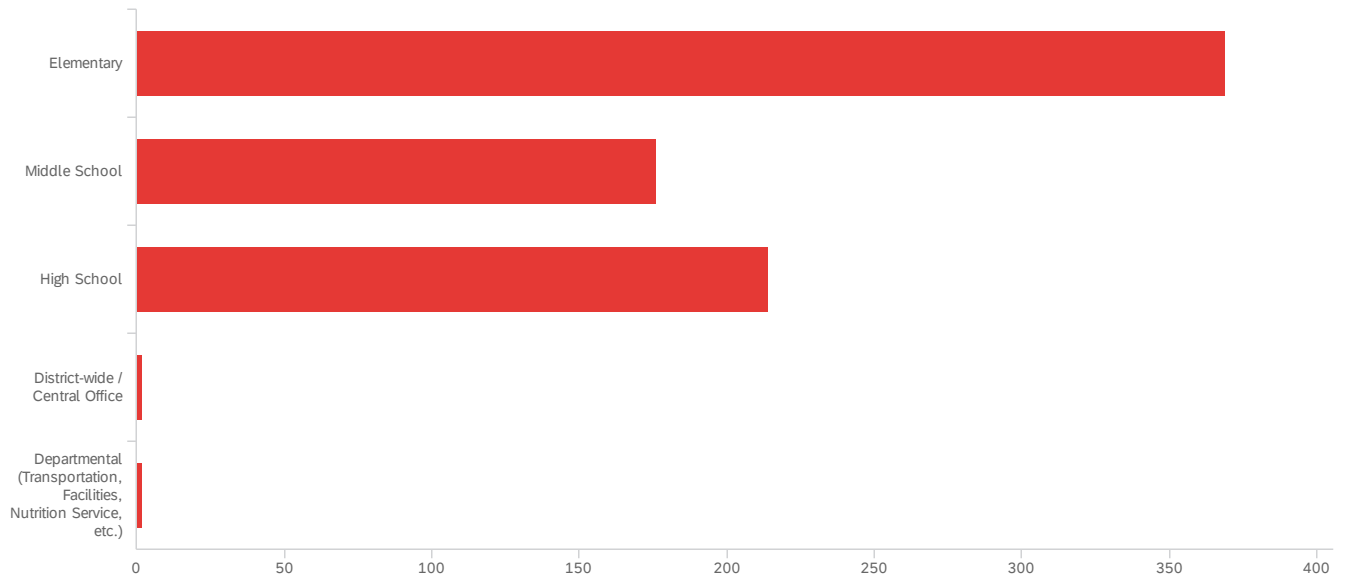
April 19, 2024 9:23 AM CDT

Q1 - What is your role or department?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your role or department? - Selected Choice	1.00	1.00	1.00	0.00	0.00	765

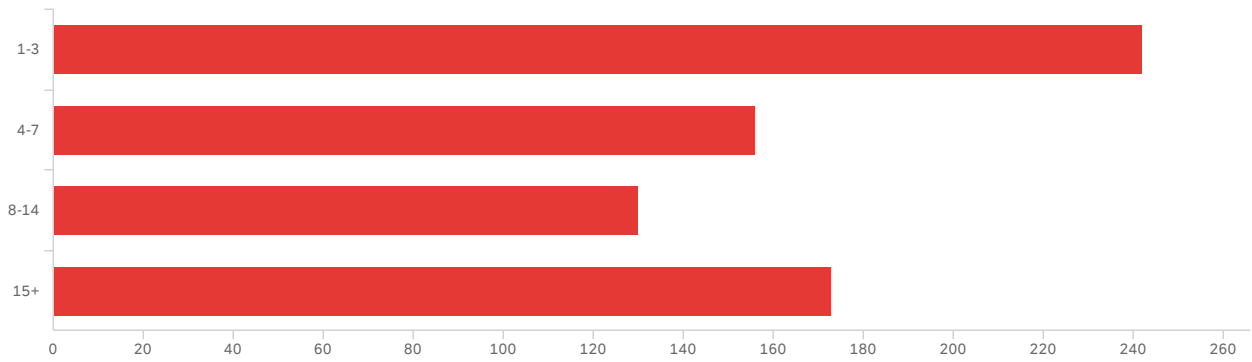
Q2 - In what grade level do you work?



#	Field	Choice Count
1	Elementary	48.36% 369
2	Middle School	23.07% 176
3	High School	28.05% 214
4	District-wide / Central Office	0.26% 2
5	Departmental (Transportation, Facilities, Nutrition Service, etc.)	0.26% 2
		763

Showing rows 1 - 6 of 6

Q3 - How many years have you worked at ISD?



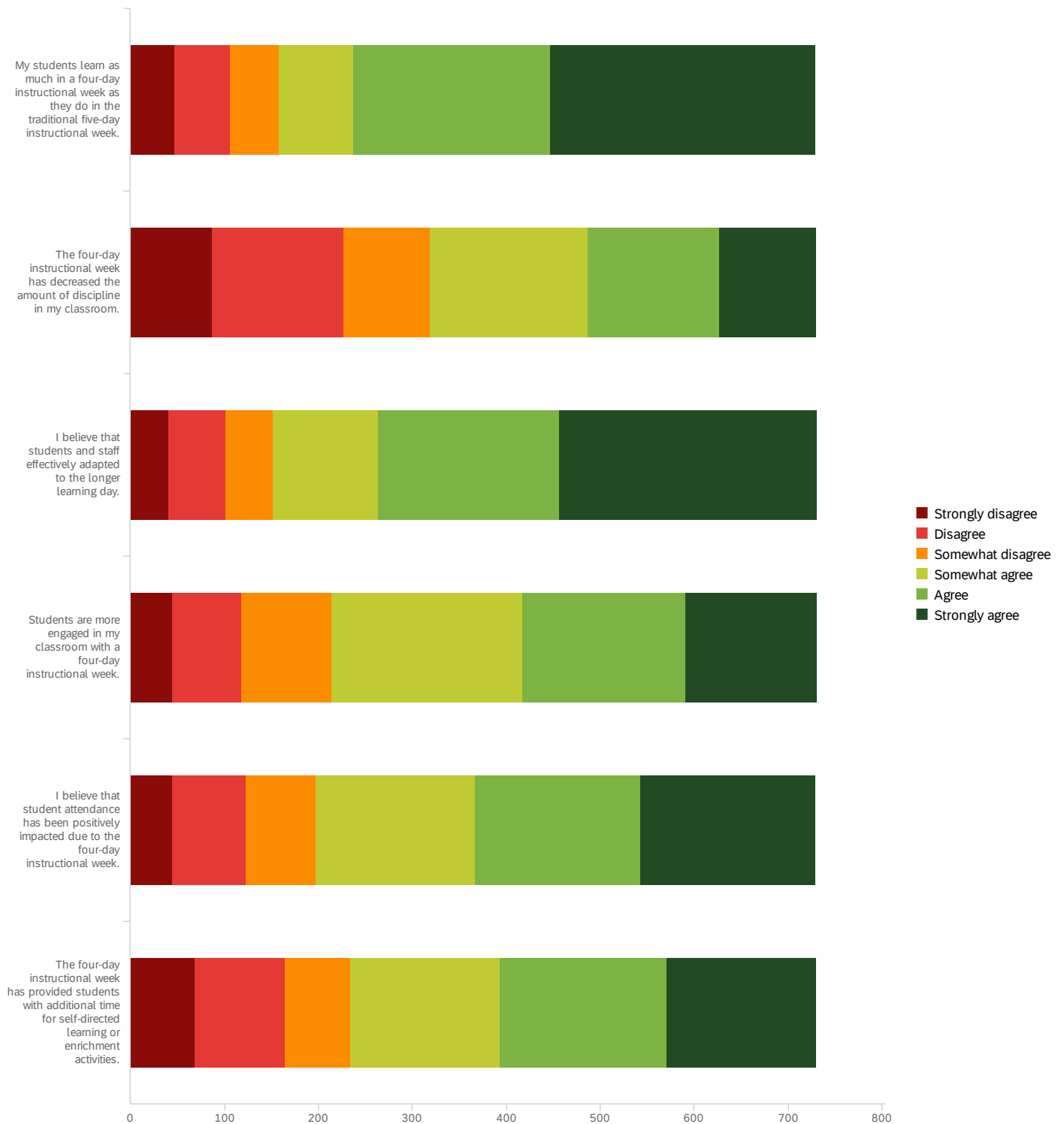
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you worked at ISD?	1.00	4.00	2.33	1.19	1.41	701

#	Field	Choice Count
1	1-3	34.52% 242
2	4-7	22.25% 156
3	8-14	18.54% 130
4	15+	24.68% 173

701

Showing rows 1 - 5 of 5

Q4 - Rate your agreement with the following statements:



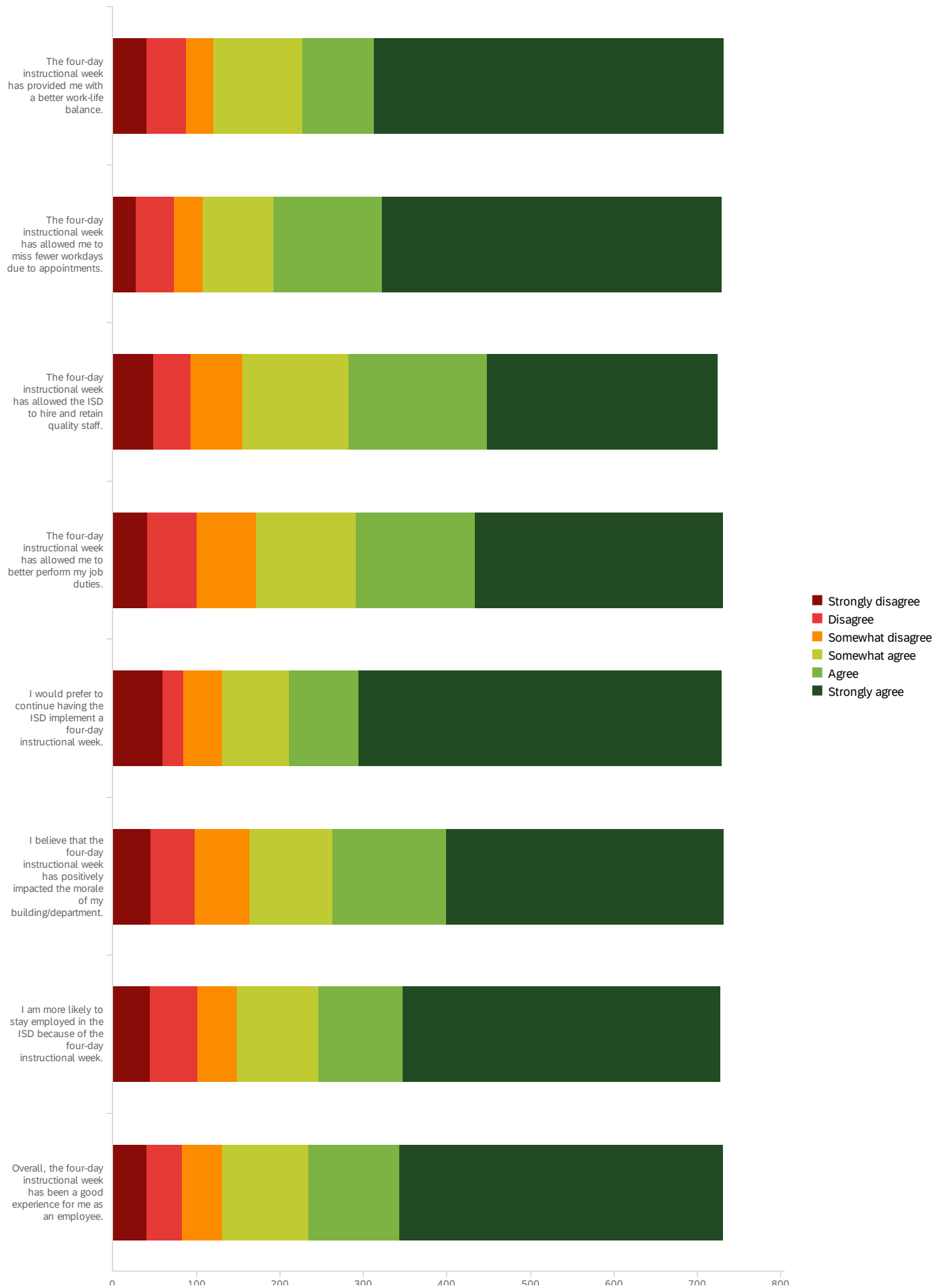
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My students learn as much in a four-day instructional week as they do in the traditional five-day instructional week.	1.00	6.00	4.63	1.55	2.41	729

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	The four-day instructional week has decreased the amount of discipline in my classroom.	1.00	6.00	3.61	1.60	2.57	730
3	I believe that students and staff effectively adapted to the longer learning day.	1.00	6.00	4.61	1.52	2.30	731
4	Students are more engaged in my classroom with a four-day instructional week.	1.00	6.00	4.10	1.44	2.08	731
5	I believe that student attendance has been positively impacted due to the four-day instructional week.	1.00	6.00	4.25	1.51	2.29	729
6	The four-day instructional week has provided students with additional time for self-directed learning or enrichment activities.	1.00	6.00	4.04	1.61	2.58	730

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
1	My students learn as much in a four-day instructional week as they do in the traditional five-day instructional week.	6.45% 47	8.09% 59	7.13% 52	10.97% 80	28.67% 209	38.68% 282	729
2	The four-day instructional week has decreased the amount of discipline in my classroom.	11.92% 87	19.18% 140	12.60% 92	23.01% 168	19.18% 140	14.11% 103	730
3	I believe that students and staff effectively adapted to the longer learning day.	5.61% 41	8.34% 61	6.84% 50	15.32% 112	26.40% 193	37.48% 274	731
4	Students are more engaged in my classroom with a four-day instructional week.	6.16% 45	9.99% 73	13.13% 96	27.91% 204	23.67% 173	19.15% 140	731
5	I believe that student attendance has been positively impacted due to the four-day instructional week.	6.17% 45	10.70% 78	10.29% 75	23.18% 169	24.14% 176	25.51% 186	729
6	The four-day instructional week has provided students with additional time for self-directed learning or enrichment activities.	9.45% 69	13.15% 96	9.45% 69	21.92% 160	24.25% 177	21.78% 159	730

Showing rows 1 - 6 of 6

Q5 - Please rate your agreement with the following statements:



0 100 200 300 400 500 600 700 800

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The four-day instructional week has provided me with a better work-life balance.	1.00	6.00	4.92	1.54	2.37	732
2	The four-day instructional week has allowed me to miss fewer workdays due to appointments.	1.00	6.00	5.01	1.43	2.04	730
3	The four-day instructional week has allowed the ISD to hire and retain quality staff.	1.00	6.00	4.58	1.54	2.36	725
4	The four-day instructional week has allowed me to better perform my job duties.	1.00	6.00	4.58	1.56	2.42	731
5	I would prefer to continue having the ISD implement a four-day instructional week.	1.00	6.00	4.93	1.60	2.58	730
6	I believe that the four-day instructional week has positively impacted the morale of my building/department.	1.00	6.00	4.67	1.58	2.49	732
7	I am more likely to stay employed in the ISD because of the four-day instructional week.	1.00	6.00	4.78	1.60	2.56	728
8	Overall, the four-day instructional week has been a good experience for me as an employee.	1.00	6.00	4.86	1.53	2.33	731

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
1	The four-day instructional week has provided me with a better work-life balance.	5.60% 41	6.42% 47	4.51% 33	14.62% 107	11.61% 85	57.24% 419	732
2	The four-day instructional week has allowed me to miss fewer workdays due to appointments.	3.84% 28	6.30% 46	4.66% 34	11.64% 85	17.81% 130	55.75% 407	730
3	The four-day instructional week has allowed the ISD to hire and retain quality staff.	6.76% 49	6.21% 45	8.41% 61	17.66% 128	22.90% 166	38.07% 276	725
4	The four-day instructional week has allowed me to better perform my job duties.	5.75% 42	8.07% 59	9.71% 71	16.42% 120	19.43% 142	40.63% 297	731
5	I would prefer to continue having the ISD implement a four-day instructional week.	8.22% 60	3.42% 25	6.30% 46	10.96% 80	11.51% 84	59.59% 435	730
6	I believe that the four-day instructional week has positively impacted the	6.28% 46	7.24% 53	8.88% 65	13.52% 99	18.72% 137	45.36% 332	732

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
	morale of my building/department.							
7	I am more likely to stay employed in the ISD because of the four-day instructional week.	6.18% 45	7.83% 57	6.46% 47	13.46% 98	13.87% 101	52.20% 380	728
8	Overall, the four-day instructional week has been a good experience for me as an employee.	5.61% 41	5.75% 42	6.57% 48	14.23% 104	14.91% 109	52.94% 387	731

Showing rows 1 - 8 of 8

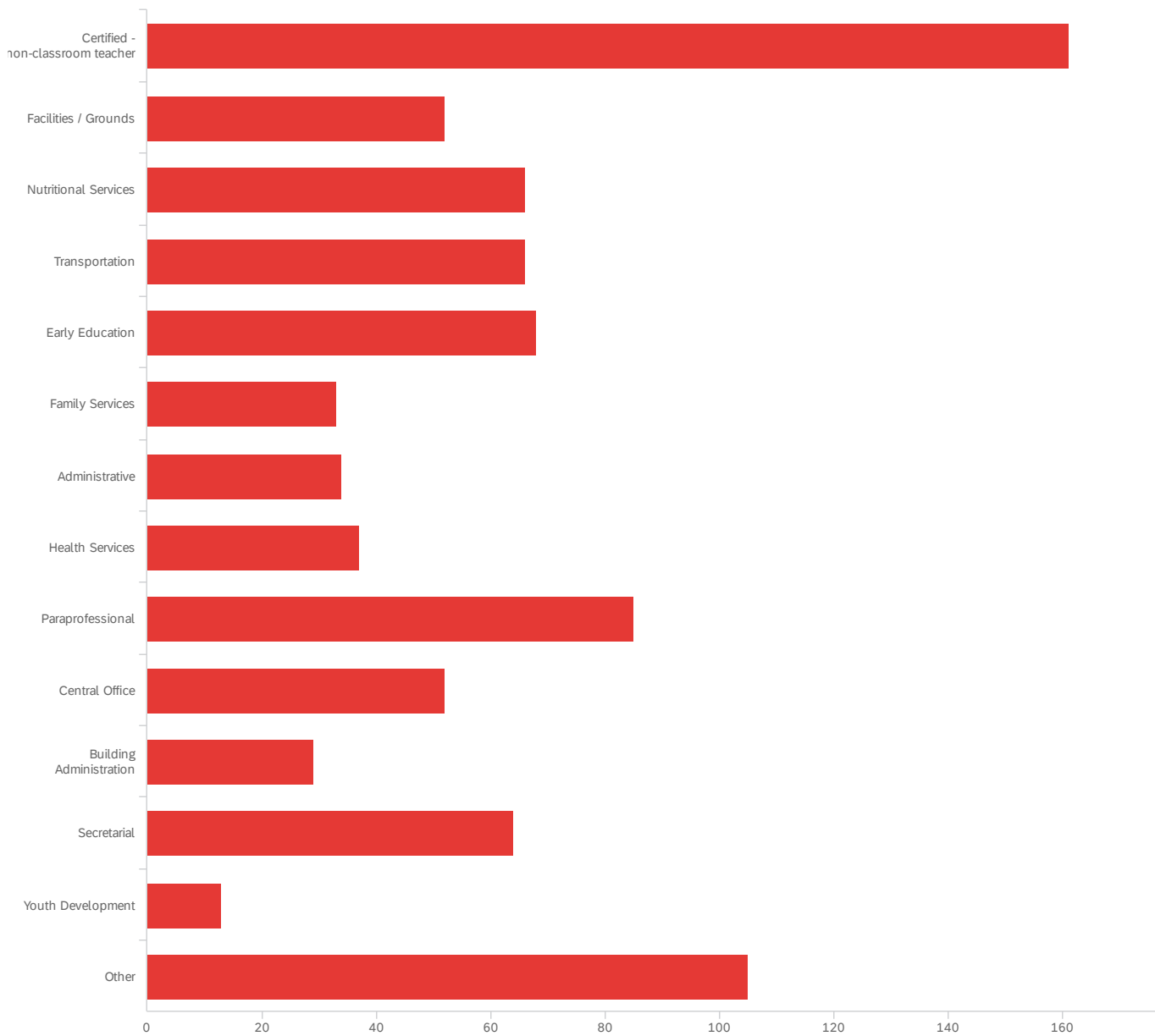
End of Report

Default Report

Staff Survey 4-day School Week

April 19, 2024 9:28 AM CDT

Q1 - What is your role or department?



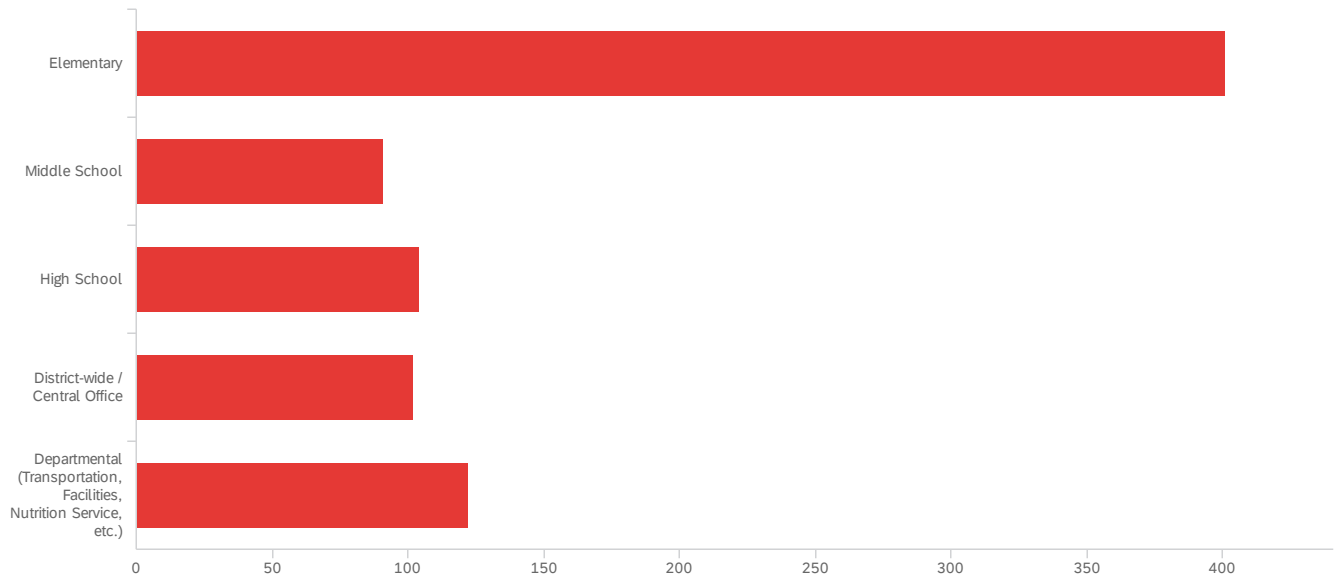
#	Field	Choice Count
2	Certified - non-classroom teacher	18.61% 161
3	Facilities / Grounds	6.01% 52
4	Nutritional Services	7.63% 66
5	Transportation	7.63% 66

#	Field	Choice Count
6	Early Education	7.86% 68
7	Family Services	3.82% 33
8	Administrative	3.93% 34
9	Health Services	4.28% 37
10	Paraprofessional	9.83% 85
11	Central Office	6.01% 52
12	Building Administration	3.35% 29
13	Secretarial	7.40% 64
14	Youth Development	1.50% 13
15	Other	12.14% 105

865

Showing rows 1 - 15 of 15

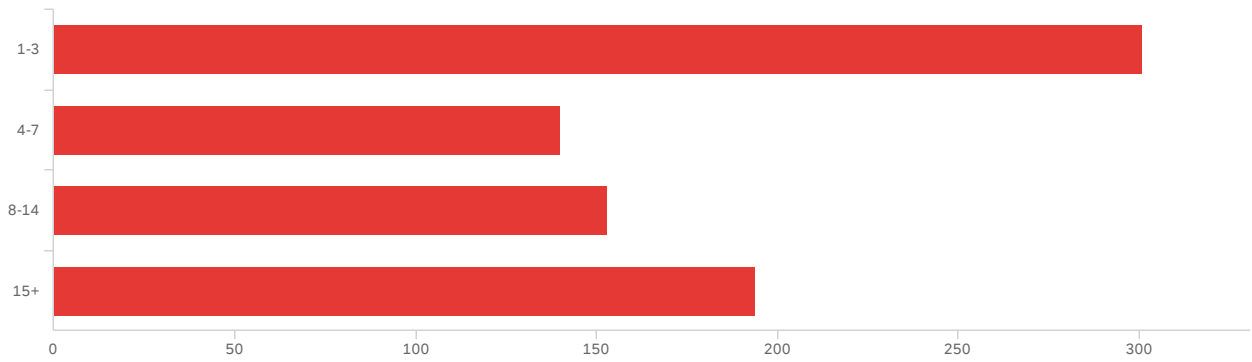
Q2 - In what grade level do you work?



#	Field	Choice Count
1	Elementary	48.90% 401
2	Middle School	11.10% 91
3	High School	12.68% 104
4	District-wide / Central Office	12.44% 102
5	Departmental (Transportation, Facilities, Nutrition Service, etc.)	14.88% 122
		820

Showing rows 1 - 6 of 6

Q3 - How many years have you worked at ISD?

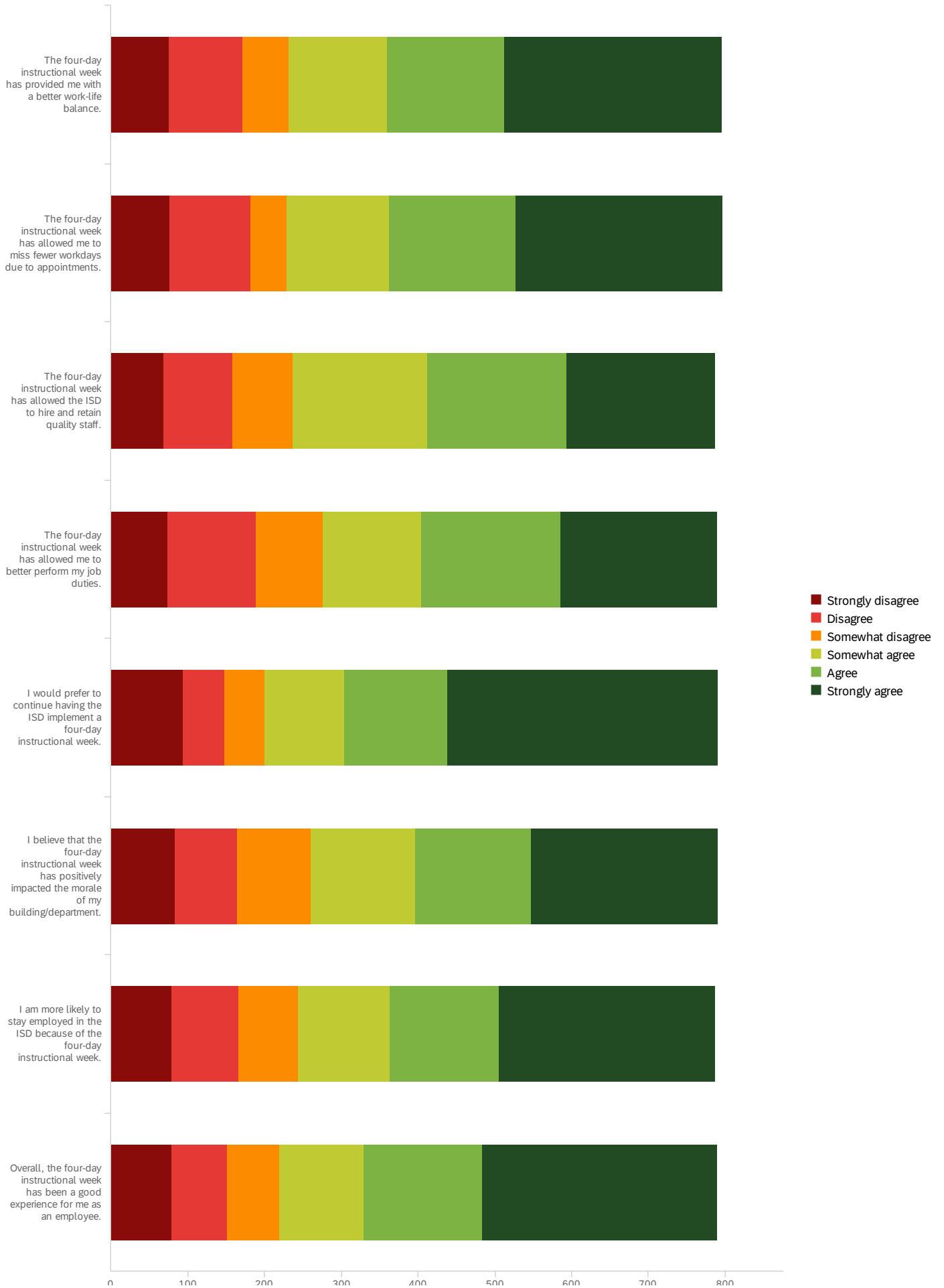


#	Field	Choice Count
1	1-3	38.20% 301
2	4-7	17.77% 140
3	8-14	19.42% 153
4	15+	24.62% 194

788

Showing rows 1 - 5 of 5

Q5 - Please rate your agreement with the following statements:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The four-day instructional week has provided me with a better work-life balance.	1.00	6.00	4.30	1.72	2.94	796
2	The four-day instructional week has allowed me to miss fewer workdays due to appointments.	1.00	6.00	4.27	1.71	2.94	797
3	The four-day instructional week has allowed the ISD to hire and retain quality staff.	1.00	6.00	4.13	1.59	2.54	787
4	The four-day instructional week has allowed me to better perform my job duties.	1.00	6.00	4.06	1.67	2.79	790
5	I would prefer to continue having the ISD implement a four-day instructional week.	1.00	6.00	4.50	1.76	3.11	791
6	I believe that the four-day instructional week has positively impacted the morale of my building/department.	1.00	6.00	4.16	1.70	2.88	791
7	I am more likely to stay employed in the ISD because of the four-day instructional week.	1.00	6.00	4.27	1.73	2.98	787
8	Overall, the four-day instructional week has been a good experience for me as an employee.	1.00	6.00	4.40	1.71	2.94	790

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
1	The four-day instructional week has provided me with a better work-life balance.	9.55% 76	12.06% 96	7.54% 60	16.08% 128	19.22% 153	35.55% 283	796
2	The four-day instructional week has allowed me to miss fewer workdays due to appointments.	9.66% 77	13.17% 105	5.90% 47	16.81% 134	20.70% 165	33.75% 269	797
3	The four-day instructional week has allowed the ISD to hire and retain quality staff.	8.77% 69	11.44% 90	9.91% 78	22.36% 176	23.00% 181	24.52% 193	787
4	The four-day instructional week has allowed me to better perform my job duties.	9.37% 74	14.56% 115	11.01% 87	16.33% 129	22.91% 181	25.82% 204	790
5	I would prefer to continue having the ISD implement a four-day instructional week.	11.88% 94	6.83% 54	6.70% 53	13.02% 103	17.07% 135	44.50% 352	791
6	I believe that the four-day instructional week has positively impacted the	10.62% 84	10.24% 81	12.14% 96	17.19% 136	19.09% 151	30.72% 243	791

#	Field	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Total
	morale of my building/department.													
7	I am more likely to stay employed in the ISD because of the four-day instructional week.	10.04%	79	11.18%	88	9.78%	77	15.25%	120	18.04%	142	35.71%	281	787
8	Overall, the four-day instructional week has been a good experience for me as an employee.	10.00%	79	9.24%	73	8.61%	68	13.92%	110	19.49%	154	38.73%	306	790

Showing rows 1 - 8 of 8

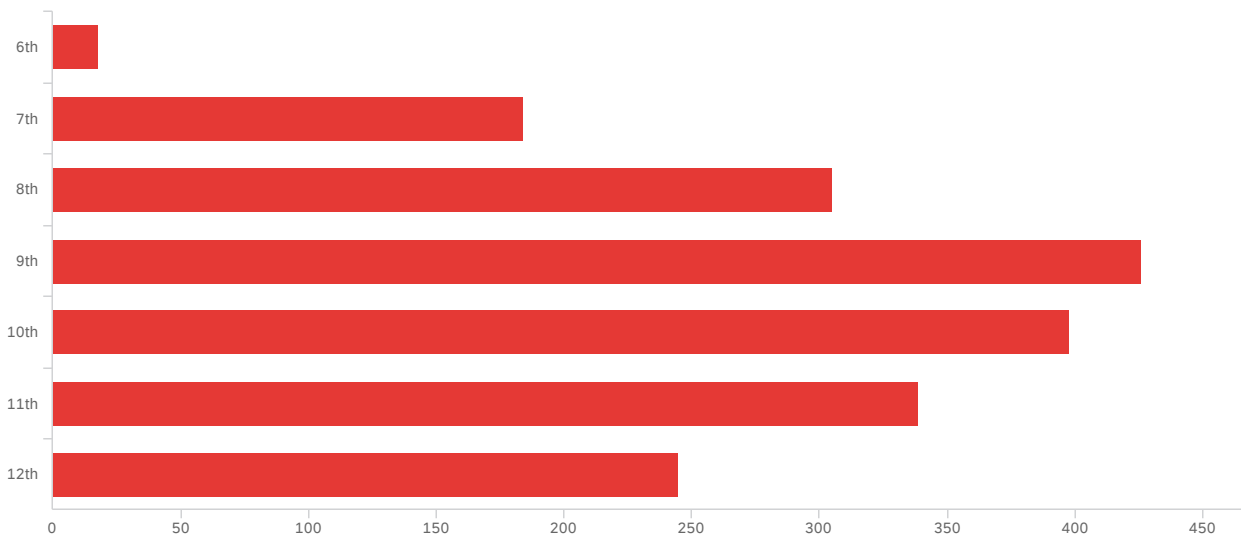
End of Report

Default Report

Student Survey 4 Day School Week

April 18, 2024 9:03 AM CDT

Q1 - Which grade are you in right now?

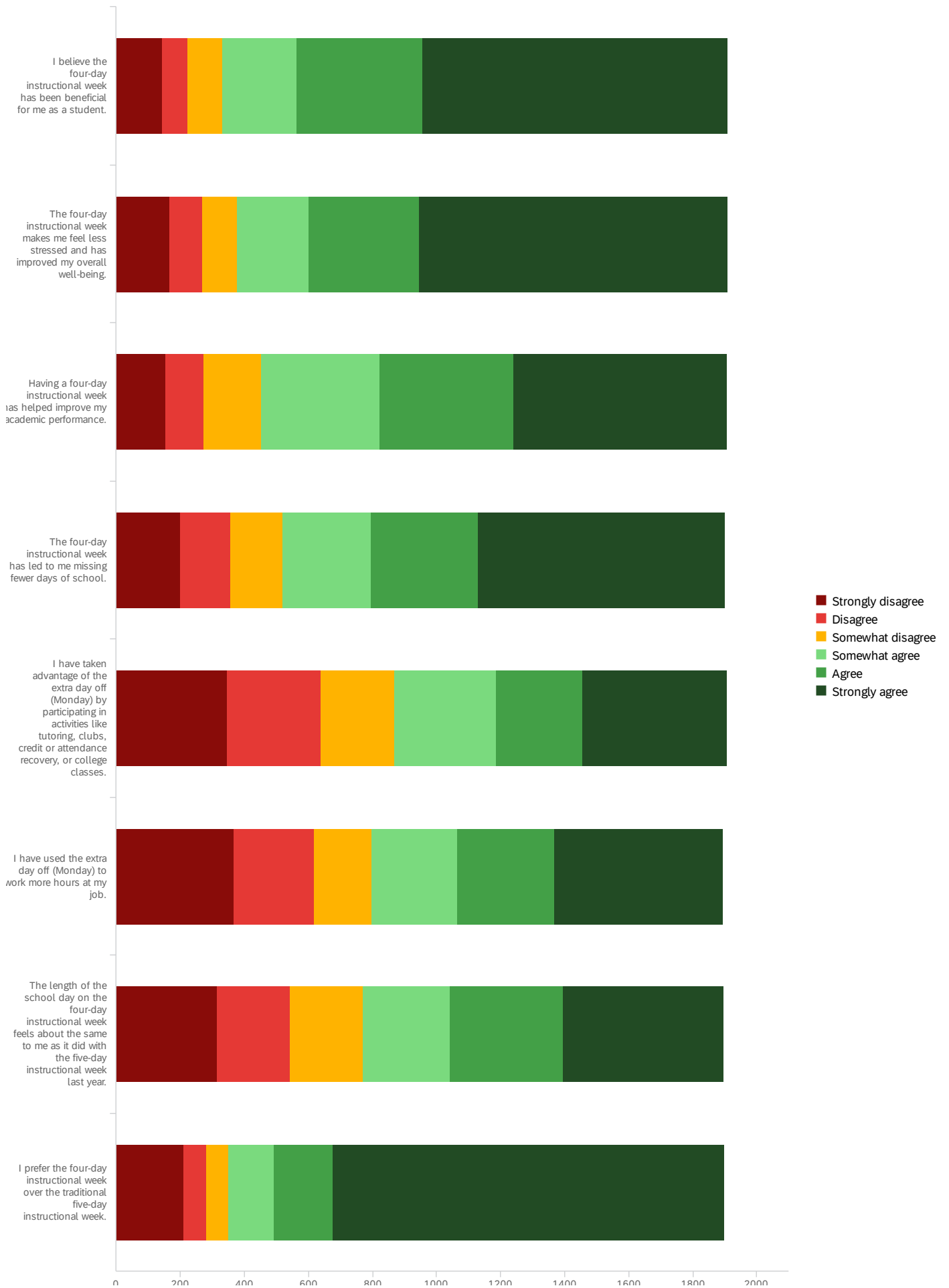


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which grade are you in right now?	6.00	12.00	9.57	1.54	2.38	1,915

#	Field	Choice Count
6	6th	0.94% 18
7	7th	9.61% 184
8	8th	15.93% 305
9	9th	22.25% 426
10	10th	20.78% 398
11	11th	17.70% 339
12	12th	12.79% 245
		1915

Showing rows 1 - 8 of 8

Q2 - Please rate the following items.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I believe the four-day instructional week has been beneficial for me as a student.	1.00	6.00	4.84	1.55	2.40	1,909
2	The four-day instructional week makes me feel less stressed and has improved my overall well-being.	1.00	6.00	4.76	1.63	2.67	1,910
3	Having a four-day instructional week has helped improve my academic performance.	1.00	6.00	4.45	1.58	2.48	1,908
4	The four-day instructional week has led to me missing fewer days of school.	1.00	6.00	4.42	1.73	2.99	1,901
5	I have taken advantage of the extra day off (Monday) by participating in activities like tutoring, clubs, credit or attendance recovery, or college classes.	1.00	6.00	3.64	1.82	3.33	1,907
6	I have used the extra day off (Monday) to work more hours at my job.	1.00	6.00	3.77	1.89	3.59	1,895
7	The length of the school day on the four-day instructional week feels about the same to me as it did with the five-day instructional week last year.	1.00	6.00	3.85	1.82	3.32	1,896
8	I prefer the four-day instructional week over the traditional five-day instructional week.	1.00	6.00	4.94	1.73	2.98	1,899

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
1	I believe the four-day instructional week has been beneficial for me as a student.	7.54% 144	4.19% 80	5.66% 108	12.15% 232	20.59% 393	49.87% 952	1909
2	The four-day instructional week makes me feel less stressed and has improved my overall well-being.	8.69% 166	5.45% 104	5.65% 108	11.68% 223	18.17% 347	50.37% 962	1910
3	Having a four-day instructional week has helped improve my academic performance.	8.07% 154	6.34% 121	9.43% 180	19.29% 368	21.96% 419	34.91% 666	1908
4	The four-day instructional week has led to me missing fewer days of school.	10.63% 202	8.15% 155	8.52% 162	14.62% 278	17.57% 334	40.50% 770	1901
5	I have taken advantage of the extra day off (Monday) by participating in activities	18.20% 347	15.42% 294	11.96% 228	16.73% 319	14.11% 269	23.60% 450	1907

#	Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
	like tutoring, clubs, credit or attendance recovery, or college classes.							
6	I have used the extra day off (Monday) to work more hours at my job.	19.42% 368	13.19% 250	9.55% 181	14.09% 267	15.99% 303	27.76% 526	1895
7	The length of the school day on the four-day instructional week feels about the same to me as it did with the five-day instructional week last year.	16.61% 315	12.08% 229	11.97% 227	14.35% 272	18.62% 353	26.37% 500	1896
8	I prefer the four-day instructional week over the traditional five-day instructional week.	11.16% 212	3.69% 70	3.63% 69	7.42% 141	9.79% 186	64.30% 1221	1899

Showing rows 1 - 8 of 8

End of Report