

# The 4-Day School Week

## Executive Summary



## *Survey Results*

**A survey of employee, student, and parent satisfaction with the first semester of the 4-day school week**

**Prepared for the GCSD Board of Trustees  
February 2024**

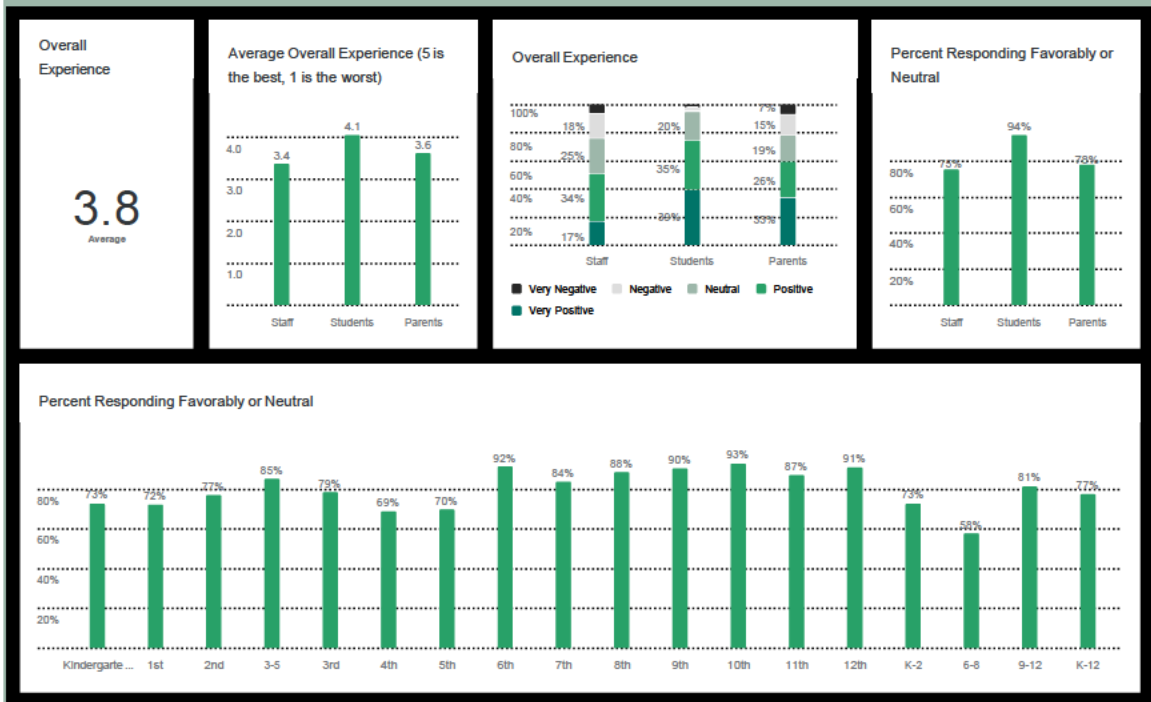
# Survey Objectives

On March 7, 2023, the Goshen County School District Board of Trustees approved the 2023-2024 4-day school calendar following a thoughtful process with input from district employees, parents, and students.

As we neared the end of the first semester of the 2023-2024 school year, employees, parents, and students were surveyed to determine their satisfaction with the 4-day school week and to gather feedback to help district decision-makers develop the 2024-2025 school calendar. The surveys were unique to each group of stakeholders and were designed to measure how the 4-day school week affected the overall well-being of students and staff, if there were adequate opportunities for extension activities and academic intervention, the effect on staff workloads, and if changes were observed in student engagement or performance during the semester.

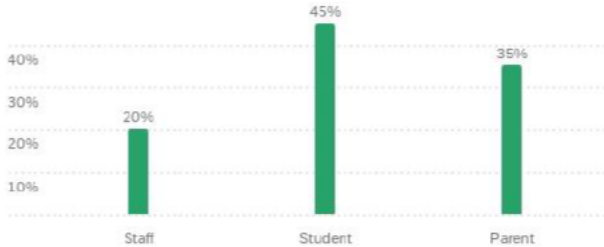
The data collected in this survey provided valuable information about the implementation of the 4-day school week and allowed administration the opportunity to, again, seek input from stakeholders as we develop the 2024-2025 school calendar.

## Overall Satisfaction with the 4-day school week

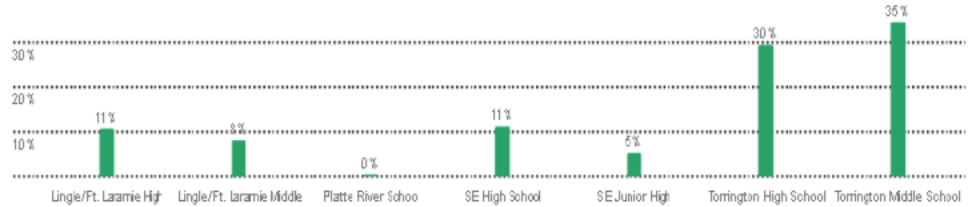


# Responses by Location

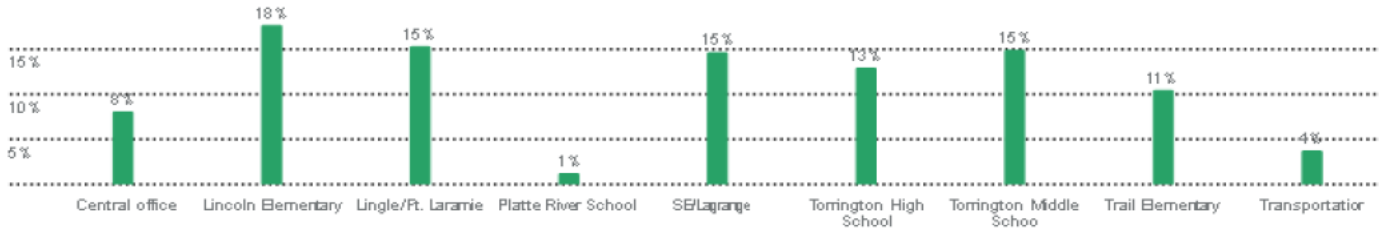
Total Responses



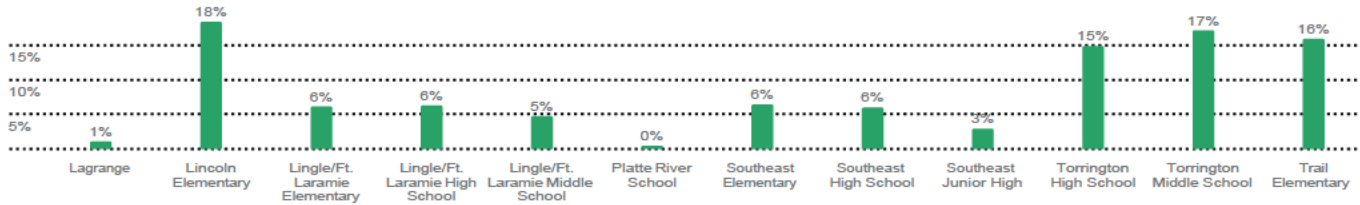
Student Responses ▾



Staff Responses ▾



Parent Responses ▾



# Key Findings

1. 310 staff members, 698 students, and 544 parents completed the surveys for a total of 1,552 respondents.
2. 72% of employee respondents identified as a classroom, specials, special education, or intervention teacher, or a paraprofessional staff member; 47% of those staff members worked primarily with grades K-5, 43% with grades 6-12, and 10% indicated they worked with all grade levels. 58% of staff respondents spent the majority of their working day at a Torrington campus, 30% were located in Southeast, LaGrange or Lingle/Ft. Laramie schools, and 12% of the respondents were staff located at the central administration building or in the transportation department.
3. When asked “How would you rate your overall response to the 4-day school week?” the following was found:
  - a. 59% of parents responded, “very positive” or “positive”, 19% were neutral, and 22% were “negative” or “very negative.”
  - b. 74% of students responded, “very positive” or “positive”, 20% were neutral, and 6% were “negative” or “very negative.”
  - c. 51% of staff responded, “very positive” or “positive”, 25% were neutral, and 25% were “negative” or “very negative.”
4. 82% of parents responded that their child’s overall well-being (e.g., stress levels, schoolwork-life balance) had stayed the same or had improved in the first semester and 19% responded that their child’s overall well being declined.
5. In response to the statement, “Have you felt that the 4-day school week provided more opportunities for extension activities, such as clubs, or academic enrichment programs?” 47% of parents and 75% of students responded “yes-significantly” or “yes-to some extent.” Some examples of the extension activities included FFA, weightlifting, band, and robotics.
6. When asked about increased opportunities for academic intervention or additional support with the 4-day school week, 82% of students and 60% of parents responded “yes-significantly” or “yes-to some extent.” The examples included were completing assignments, retaking tests, more access for 1:1 time with staff, and math intervention.
7. In response to the statement, “Have you observed any noticeable changes in student engagement or performance since the implementation of the 4-day school week?” 41% of staff responded yes, 23% responded no, and 36% were not sure.
8. When asked, “Have you found it easier or more challenging to manage your workload since the [calendar] change?” 63% of staff members found managing the workload to be easier or no change.
9. When asked if the 4-day school week should be maintained as it is or modified with changes, the responses of stakeholders were as follows:
  - a. 48% of parents responded the 4-day school week should be modified with changes.
  - b. 24% of students responded the 4-day school week should be modified with changes.
  - c. 73% of staff responded the 4-day school week should be modified with changes.

# Staff examples of observed noticeable changes in student engagement or performance since the implementation of the 4-day school week

## Total responses: 88

1. I don't have any data to support that the change is due to the 4 day week and not just better management or relationships. Regardless, I feel my students have worked harder/been more present/engaged during the 4 days of the week than previous years because I feel I have higher quality of work turned in overall this year.
2. Knowing they only have 4 days and not 5 seems to help some of the kids to get more accomplished or more willing to do things.
3. Students seem to be more engaged on the days they are here.
4. More focus during classroom time.
5. I have noticed more confidence from some of the students that participate on the green Friday's.

## Response

GCSD senior leadership recognizes the ongoing nature of data collection regarding the 4-day school week and emphasizes the importance of continuous evaluation to determine the effectiveness of the revised calendar.

The survey data indicates a predominantly favorable response to the 4-day school week and supports the need for adjustments in the development of the 2024-2025 calendar. The key focus for modifications revolves around refining the structure of intervention and extension Fridays.

Considerations for “green Fridays”:

- Consistent schedule of Friday school days
- Allow staff opportunity to work in their classroom on Fridays
- Fridays dedicated to staff opportunities
- Fridays dedicated to student intervention opportunities and extension activities

The members of the calendar committee have reviewed the survey results and continue working to develop the 2024-2025 calendar to best serve the needs of staff, students, and parents.

