



# Four-Day School Week Survey

Prepared for *Partner Districts*

Fall 2024

# Survey Instrument

## WELCOME

Welcome to the **District Name (DISTRICT) Four-Day School Week Interest Survey!**

**DISTRICT** wants to know more about perceptions of the school calendar and learn how potential changes such as shifting to a four-day school week may impact families and school staff. Your responses will help **DISTRICT** understand your needs so we can best serve you.

This study is for research purposes only: all information you provide will be maintained on a confidential basis by Hanover Research and will only be reported to **DISTRICT** in an anonymized form (i.e., your name and identifying information such as race and gender will not be shared with the district or tied to your responses), so please be candid in your responses.

Please note that you should not use your name or other identifying items in your open-ended responses.

**Thank you for your participation!**

Please click the arrow button below to begin.

## PRIVACY CONSENT

- Hanover Research takes protecting your personal information seriously. We use your data for research and analysis purposes only. Please see our [Privacy Policy](#) to learn how we collect and process your data.**<sup>1</sup>
  - I consent** to having my personal data collected for this survey.
  - I do not consent** to having my personal data collected and wish to **exit the survey**. [[Exit survey and delete data](#)]

---

<sup>1</sup> In compliance with data privacy laws both in the United States and internationally, this question must appear at the beginning of the survey because respondents must consent to having their responses recorded before any data may be collected. Hanover Research must ask all respondents for their consent to gather and store their data.

## SCREENERS/BACKGROUND

2. Which of the following best describes your relationship with DISTRICT? *If you are both a parent and a staff member, please select your role as a staff member.*<sup>2</sup>

- Student
- Parent/Guardian of a student
- Staff member
- Community member
- None of the above [Disqualify]

Display this question if "Staff member" is selected in Q2

3. Which of the following best describes your role at DISTRICT?<sup>3</sup>

- School staff (e.g., teacher, paraprofessional, administrator, support staff)
- District staff (e.g., administrator, district-office staff)
- None of the above [Disqualify]

Display this question if "School staff" is selected in Q3

4. Which of the following best describes your role at your school?<sup>4</sup>

- Instructional staff (e.g., classroom teacher, instructional aide)
- School administrator (e.g., principal, vice principal)
- School office staff
- Other school staff (e.g., facilities, counseling)

Display this question if "District staff" is selected in Q3

5. Which of the following best describes your role in the district? Error! Bookmark not defined.

- District administrator
- District office staff
- Other district staff

Display this question to Parents

6. How many children do you have currently enrolled in a/n DISTRICT school?

- None [Disqualify]
- 1 child
- 2 children or more

---

<sup>2</sup> Responses to this question will determine the *Group* embedded variable (Students, Parents, Staff, and Community members).

<sup>3</sup> Responses to this question will determine the *StaffLevel* embedded variable (School staff, District staff)

<sup>4</sup> Responses to these questions will determine the *StaffRole* embedded variable (code as each item without "e.g.,")

Display this question to respondents who indicate they have 2 or more children in Q6

7. You indicated that you have more than one child currently enrolled in a/n DISTRICT school. Please complete this survey keeping in mind the child whose birthday is the earliest in the calendar year.

For example, if you have one child who was born on January 15th and another child who was born on August 1st, please respond for the child who was born on January 15th.

Display this question to Students and Parents

8. Please select [your/your child's] grade.<sup>5</sup>

- Kindergarten [Disqualify if student]
- Grade 1 [Disqualify if student]
- Grade 2 [Disqualify if student]
- Grade 3 [Disqualify if student]
- Grade 4 [Disqualify if student]
- Grade 5 [Disqualify if student]
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Adult education

Display this question to Instructional staff

9. What grade level(s) do you teach/primarily work with? Please select all that apply.

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Adult Education

---

<sup>5</sup> Responses to this question will determine the *GradeBand* embedded variable (e.g., Elementary, Middle, High, K8, Adult Education), which is NOT used for segments. Use these data for checks only.

Display this question language to Students and Parents

**10. Please select [your/your child's] school.**

Display this question language to Staff

**At which school or site do you primarily work? If you work at multiple schools, please select the school at which you spend the majority of your time. <sup>6</sup>**

- School List
- District office

Display this question to Students and Parents

**11. [Do you/Does your child] participate in any of the following? Please select all that apply. <sup>7</sup>**

- English Language Learner (ELL)
- Special Education
- Gifted and Talented
- Free or Reduced-Price Lunch (FRPL)
- None of the above

Items randomized (except "None of the above") to reduce order effects

---

<sup>6</sup> Responses to this question will determine the *SchoolLevel* embedded data variable (e.g., Elementary, Middle, 6 – 12, High, Non-traditional), and CAN be used for segments). Parent and Student respondents who mismatch on grade and school will be disqualified and exit the survey.

<sup>7</sup> Responses to this question will determine special program affiliation (Yes/No for each program (ELL, SPED, GATE, FRPL)) as well as the *PopsProgs* embedded data variable (if more than one selected, code as Multiple).

Display this question to Community Members

**12. How familiar are you with DISTRICT schools?**

- Not at all familiar [Disqualify]
- Slightly familiar
- Moderately familiar
- Very familiar
- Extremely familiar

## OVERALL INTEREST

**13. Overall, how would you characterize your level of interest in adopting a four-day school week?**

- Not at all Interested
- Slightly Interested
- Moderately Interested
- Very Interested
- Extremely Interested

## IMPACT & EFFECT

### School Climate and Culture

Display this question to Students, Parents, and Staff

**14. What effect would adopting a four-day school week have on the following aspects of school climate and culture?**

	VERY NEGATIVE EFFECT	SOMEWHAT NEGATIVE EFFECT	NEUTRAL	SOMEWHAT POSITIVE EFFECT	VERY POSITIVE EFFECT	UNSURE/NOT APPLICABLE
Student wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display to staff only</i> Staff wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student feelings of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display to staff only</i> Staff feelings of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upkeep of the school environment (e.g., cleanliness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom resource availability (e.g., books, supplies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to school nutrition programs (e.g., free- or reduced-price lunch)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rows are randomized to reduce order effects.

Display this question to Students, Parents, and Staff

15. What effect would adopting a four-day school week have on the following relationships?

	VERY NEGATIVE EFFECT	SOMEWHAT NEGATIVE EFFECT	NEUTRAL	SOMEWHAT POSITIVE EFFECT	VERY POSITIVE EFFECT	UNSURE/ NOT APPLICABLE
Student – student relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student – teacher relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display to staff only</i> Staff members’ positive relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display to Parents and staff only</i> Parent – teacher relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Please select “Neutral” for this item.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rows are randomized to reduce order effects.

## Specific Outcomes by Group

Display this question to Students, Parents, and Staff

16. In your opinion, how would switching to a four-day school week impact the following student outcomes?

	VERY NEGATIVELY	SOMEWHAT NEGATIVELY	NEITHER NEGATIVELY NOR POSITIVELY	SOMEWHAT POSITIVELY	VERY POSITIVELY	UNSURE/ NOT APPLICABLE
Academic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Do not display to students below grade 9</i> Career preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social-emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feelings of self-efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to bullying or harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in <u>extracurricular</u> activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in <u>co-curricular</u> activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rows are randomized to reduce order effects.

Display this question to Parents and Staff

17. In your opinion, how would switching to a four-day school week impact success (e.g., achievement) for the following student groups?

	VERY NEGATIVELY	SOMEWHAT NEGATIVELY	NEITHER NEGATIVELY NOR POSITIVELY	SOMEWHAT POSITIVELY	VERY POSITIVELY	UNSURE/ NOT APPLICABLE
Students who are performing <u>below</u> grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are performing <u>at</u> grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are performing <u>above</u> grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who receive special education services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who participate in English Learning programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who receive Tier II or Tier III MTSS interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rows are randomized to reduce order effects.

Display this question to Staff

18. Thinking about yourself and your job, specifically, how would switching to a four-day school week impact each of the following factors?

	VERY NEGATIVELY	SOMEWHAT NEGATIVELY	NEITHER NEGATIVELY NOR POSITIVELY	SOMEWHAT POSITIVELY	VERY POSITIVELY	UNSURE/ NOT APPLICABLE
Job-related stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feelings of burnout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in peer collaboration/support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in professional development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rows are randomized to reduce order effects.

Display this question to Students and Parents

19. In your opinion, how would switching to a four-day school week impact the following family outcomes?

	VERY NEGATIVELY	SOMEWHAT NEGATIVELY	NEITHER NEGATIVELY NOR POSITIVELY	SOMEWHAT POSITIVELY	VERY POSITIVELY	UNSURE/ NOT APPLICABLE
Family engagement in student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display to Parents only</i> Caregiver work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rows are randomized to reduce order effects.

Display this question to Parents, Staff, and Community Members

20. In your opinion, how would switching to a four-day school week impact the following Community and District-level factors?

	VERY NEGATIVELY	SOMEWHAT NEGATIVELY	NEITHER NEGATIVELY NOR POSITIVELY	SOMEWHAT POSITIVELY	VERY POSITIVELY	UNSURE/ NOT APPLICABLE
Community engagement with DISTRICT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement with the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DISTRICT budget/finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rows are randomized to reduce order effects.

## BARRIERS & NEEDS

Display this question to Students, Parents, and Staff

21. Which of the following, if any, would you anticipate being likely drawbacks to adopting a four-day school week? *Please select all that apply.*

- Changes to family/caregiver childcare needs
- Reduced time spent learning
- Fewer opportunities for students to socialize with one another
- Reduced camaraderie between staff members [display to staff only]
- [...Additional options customizable to member need]
- Other (please specify): \_\_\_\_\_
- None of the above – I do not anticipate there will be drawbacks associated with adopting a four-day school week.

Display this question to Students, Parents, and Staff

22. If DISTRICT adopted a four-day school week, which of the following resources or supports would be useful to [you/your family/staff at your school]? *Please select all that apply.*

- Additional technology resources (e.g., tablets, printers, hotspots) available for home use
- Additional material resources (e.g., books, school supplies) available for home use
- Increased opportunities for family involvement during the four-day school week
- Designated forums for students, families, and staff to use to communicate when not on-site
- [...Additional options customizable to member need]
- Other (please specify): \_\_\_\_\_
- Unsure/Not Applicable

23. Overall, how would you characterize your current level of support for a transition to a four-day school week?

- Strongly against transitioning
- Somewhat against transitioning
- Neutral
- Somewhat in support of transitioning
- Strongly in support of transitioning

Questions text displayed based on selection to Q23

24. You indicated that you would currently not be in support of/be neither in support of nor against/be in support of DISTRICT transitioning to a four-day school week. Please say more about why you answered this way.

-----  
-----  
-----  
-----

# ADDITIONAL THOUGHTS

25. In the space below, please provide any additional thoughts or comments about school scheduling.

Responses will be shared verbatim with DISTRICT, so please do not include any personally identifying information. \*

---

---

---

## DEMOGRAPHICS

Display this question to Staff

26. For how many years have you worked at DISTRICT?

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years
- Prefer not to respond

27. With which of the following categories [do you/does your child] identify? Please select all that apply.<sup>8</sup>

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latin(o/a/x)
- Middle Eastern or North African
- Native Hawaiian or Pacific Islander
- White
- Not listed/Prefer to self-describe (specify, if desired): \_\_\_\_\_ \*
- Prefer not to respond

28. With which of the following gender identities [do you/does your child] most identify?

- Female
- Male
- Non-binary/Gender non-conforming
- Not listed/Prefer to self-describe (specify, if desired): \_\_\_\_\_ \*
- Prefer not to respond

---

<sup>8</sup> Responses to this question will determine the *Race\_category* and *Race\_dichotomy* embedded data variables. Do NOT include "Not listed/prefer to self-describe" in the 'Person of Color or Multiracial' group for *Race\_dichotomy*.

# About Hanover Research

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

## OUR SOLUTIONS

### ACADEMIC SOLUTIONS

- **College & Career Readiness:**  
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**  
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**  
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

### ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**  
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**  
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**  
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

### LEADERSHIP SOLUTION

- Build a high-performing administration that is the first choice for students, parents, and staff.

## OUR BENEFITS



### EXPERT

200+ analysts with multiple methodology research expertise



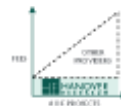
### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



### DEDICATED

Exclusive account and research teams ensure strategic partnership



### EFFICIENT

Annual, fixed-fee model shares costs and benefits



[www.hanoverresearch.com](http://www.hanoverresearch.com)