

SLIDELL ISD

*Summary of Articles Shared
with Administration*

For the 2026 - 2027
School Year

Articles and School District Resources Shared by Community Members

Throughout the exploration process, several community members have thoughtfully shared research articles and district resources to assist administration in evaluating a potential transition to a four-day instructional week. We appreciate the collaborative approach and the commitment to informed decision-making.

Below is a summary of the types of research shared and the common themes identified.

Research Highlighting Concerns Regarding a Four-Day Calendar

The following articles examine potential academic and systemic impacts of moving to a four-day school week:



- <https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-research-reports/4dsw2022-23.pdf>
- <https://pmc.ncbi.nlm.nih.gov/articles/PMC9642983/>
- <https://www.sciencedirect.com/science/article/abs/pii/S0272775724000189?via%3Dihub>
- https://www.rand.org/content/dam/rand/pubs/research_reports/RRA300/RRA373-1/RAND_RRA373-1.pdf?utm_source=chatgpt.com
- <https://files.eric.ed.gov/fulltext/EJ1284115.pdf>

Key Themes Identified Across These Studies:

No Automatic Academic Gains

Most research does not show a direct positive correlation between simply adopting a four-day week and improved academic performance.

Instructional Time Matters Significantly

A consistent finding across studies is that when total instructional minutes are *not increased* to compensate for the lost day, student achievement may decline.

- Districts that shortened overall annual instructional time saw measurable academic impacts.
- Districts that lengthened instructional days to preserve or exceed required minutes saw more neutral or stabilized outcomes.

Implementation Quality Is Critical

Research suggests that outcomes vary widely based on:

- Length of instructional day
- Use of the fifth day (enrichment, intervention, staff planning, tutoring)
- Rural vs. suburban context
- Community childcare infrastructure
- Attendance patterns

Equity Considerations

Some studies raise concerns about:

- Attendance patterns
- Access to childcare
- Food insecurity on the fifth day
- Impact on economically disadvantaged students
- Effects on younger learners

Importantly, several studies note that the four-day week itself is not the sole determining factor of academic outcomes — rather, the design and execution of the model are what matter most.

Research Showing Positive Impact on Recruitment and Retention

The following research was shared highlighting workforce benefits:

- https://edre.uark.edu/resources/pdf/edrewp2025-09.pdf?utm_source=chatgpt.com
- https://www.nwea.org/blog/2025/what-the-research-tells-us-about-four-day-school-weeks/?utm_source=chatgpt.com

Key Findings in These Studies:

Improved Teacher Recruitment

Districts implementing a four-day week often report:

- Increased applicant pools
- Greater interest from certified candidates
- Competitive advantage in rural areas

Improved Teacher Retention

Many districts report:

- Reduced turnover
- Increased staff morale
- Improved work-life balance

Cost Stability or Modest Savings

While large financial savings are uncommon, some districts report modest savings in transportation, utilities, and substitute costs.

Staff Satisfaction

Surveys frequently indicate higher staff satisfaction rates, particularly in rural districts competing with neighboring four-day systems.

Administration Consideration

As administration reviews research and community feedback, several broader considerations remain central:

- A four-day week is not a “one-size-fits-all” solution.
- Academic impact appears strongly tied to instructional minutes and intentional academic planning.
- Recruitment and retention benefits are consistently documented, especially in rural districts.
- Community support systems (childcare, local employers, extracurricular scheduling) play a major role in successful implementation.
- Ongoing data monitoring is essential in districts that make the change.

Summary

The collective research suggests:

- A four-day calendar does not automatically improve or harm academic performance.
- Negative academic impacts are most often associated with reduced instructional time.
- Recruitment and retention improvements are among the most consistently reported benefits.
- Implementation design, instructional integrity, and community context ultimately determine success.

We remain committed to reviewing research, stakeholder input, and district-specific data to ensure that any decision prioritizes student achievement, staff stability, and long-term district health.

