AGENDA

1) RESEARCH METHODOLOGY
2) SURVEY CONTEXT
3) OVERALL FINDINGS
4) IMPORTANT DETAILS
5) ADDITIONAL Q&A
## RESEARCH METHODOLOGY

### PHASED RESEARCH

### PHASE 1 – QUALITATIVE DISCUSSION

- **We held scientific focus groups in each high school network** across the District, separating out by shared considerations.

- **Participants were randomly-selected and incentivized.** Recruitment focused on reaching a comprehensive cross-section for wholistic discussions in each group.

- Qualitative research gathered **initial reactions and framing** for the discussion, which informed questionnaire development.

- Specifically, all the schedules proposed by the District were divisive. The survey was reframed as a result.

### PHASE 2 – QUANTITATIVE MEASUREMENT

- **Scientific surveys** measured overall support and opposition after reading a concise description of the proposed policy.

- The description was informed by the qualitative work — **we focused the information we present on the biggest questions** raised in the focus groups.

- **Quantitative research measured the size of support and opposition,** giving the Board the results of a pseudo-election for decision making.

- **Two populations** – parents/guardians (976 interviews) and employees (353 interviews).
We conducted a scientific survey (not a volunteer survey) to ensure results are representative, and not subject to disproportionate participation by interest groups.

1) **Parent/guardian participants were randomly selected** from the Districts’ database of contacts with students currently in K-12. 3,200 potential participants were selected from the database of about 30,000 unique guardians.

2) **Special effort was made to accommodate participants that would otherwise be unlikely to participate.** Focus groups were offered in Spanish, Vietnamese, and Tongan (only Spanish group had enough volunteers to hold a group). Survey was administered in Spanish for those on a Spanish-language web browser. Those who were randomly selected received up to 3 email invitations and reminders, and 1 text message was sent out among parents/guardians who live west of State Street. Final data were weighted for gender and high school network to ensure representativeness.

3) Our goal was to get 700 completed interviews among parents/guardians. Interest in this survey was relatively high — **976 completed the survey, resulting in a 31% response rate.** This is quite high relative to industry averages (which are typically in the single digits).

4) Survey fielded November 7 – 26, 2019.
Staff lists were too small to conduct a random sample and still have statistical validity.

1) **All staff were invited to participate except those that work at the District Office.** The full invitation list included 1,486 employees of the District.

2) **Staff received up to three email reminders.**

3) Our goal was to get 100 completed interviews among staff. Interest in this survey was relatively high – **352 completed the survey, resulting in a 24% response rate.**

We learned in the focus groups that all working schedules that would make Late Start possible were divisive. In discussing this with the Board, the decision was made to shift the survey to be focused on general policy support or opposition and parameters for success.

“The Salt Lake City School Board has not made any decisions about whether to pursue late start. The policy is currently being studied for feasibility and impact. As an important part of understanding impact, the Board and the Administration are interested in your reaction, your opinion, and how different scheduling options would affect your household.”
“Salt Lake City School District is studying whether or not the District should change high school start and end times to at least 30 minutes later to allow high school students more sleep. This policy is called late start.

Studies have shown that late start in high school reduces sleep deprivation in students. High school students who get inadequate amounts of sleep are significantly more likely to have symptoms of depression and anxiety. In high schools where late start policies have been adopted, students have measurably lower anxiety levels, better emotional stability, better impulse control, and increased academic and athletic performance.

Implementing late start in the Salt Lake City School District would require adjusting start and end times for nearly every school. Delaying high school start times would have a ripple effect on transportation and busing for middle and elementary schools, impacting their start times and end times as well.”
After giving an opinion on the overall policy, parents and staff were asked whether they would support the policy given a specific schedule shift for their child’s school or their workplace.

“Now suppose for a moment that your child's **elementary school** would need to start and end **15 minutes earlier** to accommodate high school late start.

Under this schedule change, would you support or oppose late start in the high schools?”
KEY FINDINGS — PARENTS & GUARDIANS

1) Overall support for Late Start is high, but fragile.
   - Over 80% of parents support Late Start in the abstract.
   - However, schedule shifts larger than 15 minutes earlier or 30 minutes later to elementary and middle schools generate significant opposition.
   - Top considerations for most parents are student mental health & academic outcomes.

2) Opponents face significant personal costs.
   - 12% of parents oppose the policy change in the abstract.
   - Families that oppose Late Start are disproportionately lower income and are – to a lesser extent – disproportionately Hispanic.
   - They cite tough work demands and impossible student transportation as driving reasons for opposing the policy.
OVERALL SUPPORT IS HIGH, BUT FRAGILE

Parents & guardians support Late Start in concept, but large schedule shifts in elementary or middle school cause large losses of support.

In general, do you support or oppose implementing late start in the Salt Lake City School District high schools?

- 82% CONCEPTUAL SUPPORT
- 12% OPPOSE

Support among ELEM parents by schedule shift:
- 68% OPPOSE
- 82% SUPPORT

Support among MID parents by schedule shift:
- 62% OPPOSE
- 81% SUPPORT
In all high school boundaries support for Late Start was consistently high. The lowest support is in the West network, but more than 3 out of 4 parents support the policy there.

In general, do you support or oppose implementing late start in the Salt Lake City School District high schools?

Overall Support by High School Network

<table>
<thead>
<tr>
<th>Network</th>
<th>Support Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>83</td>
</tr>
<tr>
<td>West</td>
<td>79</td>
</tr>
<tr>
<td>Highland</td>
<td>84</td>
</tr>
<tr>
<td>Other</td>
<td>94</td>
</tr>
</tbody>
</table>

n = 905 parents or guardians. Elementary and middle schools were assigned to high school “networks” according to boundaries, with middle schools being shared between networks where boundary overlap was significant. Other includes CBTU, Horizonte, and Innovations schools.
OVERALL SUPPORT IS HIGH, BUT FRAGILE

“I believe it’s better for the children. They already are too over scheduled, have daily stresses, hormones etc. Let them sleep.”

“So that student performance is at it's best even during the first period of study.”

“My kids have ALWAYS done better on Late Start Mondays than any other day of the week. It's clear that the additional sleep is beneficial.”

“I support late start in high schools because of the research. However, I know that my younger children also need sleep and do not want their elementary school to have to start earlier in place of the high school.”

“Teenagers’ biological clocks are diametrically in opposition to the current early start.”
#1 CONSIDERATION IS STUDENT HEALTH

Vast majority of parents/guardians want the District to prioritize – in order – student health and academics, then parent needs, then bus schedules.

In your opinion, which considerations should be **most important** to the school district when deciding whether or not to implement late start? Select all that apply.

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student mental health</td>
<td>69</td>
</tr>
<tr>
<td>Student academic outcomes</td>
<td>57</td>
</tr>
<tr>
<td>Parent or guardian work schedules</td>
<td>30</td>
</tr>
<tr>
<td>Parent or guardian childcare needs outside of school hours</td>
<td>24</td>
</tr>
<tr>
<td>Bus availability for students</td>
<td>23</td>
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<tr>
<td>Teacher and staff schedules</td>
<td>15</td>
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<tr>
<td>Student after school job opportunities</td>
<td>13</td>
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<tr>
<td>Student athletic schedules</td>
<td>11</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>7</td>
</tr>
<tr>
<td>Cost</td>
<td>7</td>
</tr>
<tr>
<td>Student athletic performance</td>
<td>6</td>
</tr>
</tbody>
</table>
Schedule shifts in elementary or middle school that are more than 15 minutes early or 30 minutes late quickly lose support. 30 minutes early is essentially a 50/50 proposition among parents & guardians, especially those with elementary age kids.
Opponents are those that face large cost

Opponents to Late Start tend to be lower income families. About 20% of them are Hispanic. Among those that oppose, they rank parent work schedules first, although student academic outcomes is tied for second with childcare and academics.

Top Considerations among Opponents

- Parent or guardian work schedules: 61%
- Student mental health: 42%
- Parent or guardian childcare: 41%
- Student academic outcomes: 40%
- Student after school job: 30%
- Bus availability for students: 28%
- Student athletic schedules: 22%
- Teacher and staff schedules: 18%
- Cost: 13%
- Other (please specify): 11%
- Student athletic performance: 5%

n = 905. Significant predictors of opposition determined using a linear regression predicting degree of support or opposition. Model included gender, income, ethnicity, school network, after school care, student transportation as predictors. Only low income and Hispanic ethnicity were statistically significant.
“We are working parents. Our child will not be able to sleep in. We have to get up and out. It’s more important I can spend more time with my child in the afternoon to help with homework and have family time.”

“I oppose because of the ripple effect on elementary & middle. Middle schoolers are not yet independent. We drop off elementary & middle school kids on the way to work. Work schedule is incompatible with dropping off middle schooler at a late start time.

“If the reason for late start is due to kids not getting enough sleep that shouldn’t be on the school and should instead be on the parents to make sure that their kids get enough sleep.”

“I work in the morning, I drop off my kids at school before I go. If they start later, I will have no one to take them.”
1) Overall support is lower than parents, but still high.

- 76% of staff members support Late Start in concept.
- Support varies significantly by scheduling options, but opposition never outweighs support for the policy.
- Top considerations for most parents are student mental health & academic outcomes. Then teacher schedules come in second place.

2) Staff who oppose are largely skeptical.

- 18% of staff oppose the policy.
- Many opponents doubt the benefits and worry that this is a lot of hassle for little long-term gain.
- Opposing teachers point to parents as being the arbiters of bedtime.
OVERALL SUPPORT IS LOWER THAN PARENTS

But still quite high at 76%. Support varies significantly by scheduling options, but opposition never outweighs support for the policy.

In general, do you support or oppose implementing late start in the Salt Lake City School District high schools?

76% CONCEPTUAL SUPPORT

Support Differences by Scheduling Change to Workplace

79% SUPPORT

47% OPPOSE
In your opinion, which considerations should be **most important** to the school district when deciding whether or not to implement late start? Select all that apply.

- Student mental health: 62
- Student academic outcomes: 58
- Teacher and staff schedules: 30
- Parent or guardian work schedules: 29
- Parent or guardian childcare needs outside of school hours: 29
- Bus availability for students: 27
- Student after school job opportunities: 20
- Cost: 12
- Student athletic schedules: 10
- Other (please specify): 8
- Student athletic performance: 5
“I believe eventually, sleep time habits adjust and we would simply be in a similar or worse scenario. Additionally, younger students would likely have to attend earlier which could simply transfer the depression/anxiety referenced to younger students.”

“I’m skeptical it will work. Kids will still stay up too late anyway - won't make any difference.”

“High school should be preparing students for real world situations. NO EMPLOYER is going to have their employee come in late so they can get more sleep. PARENTS need to step up.”

“Since SLSD does not control bedtime it it is a lot of change with potentially little benefit.”
Q&A