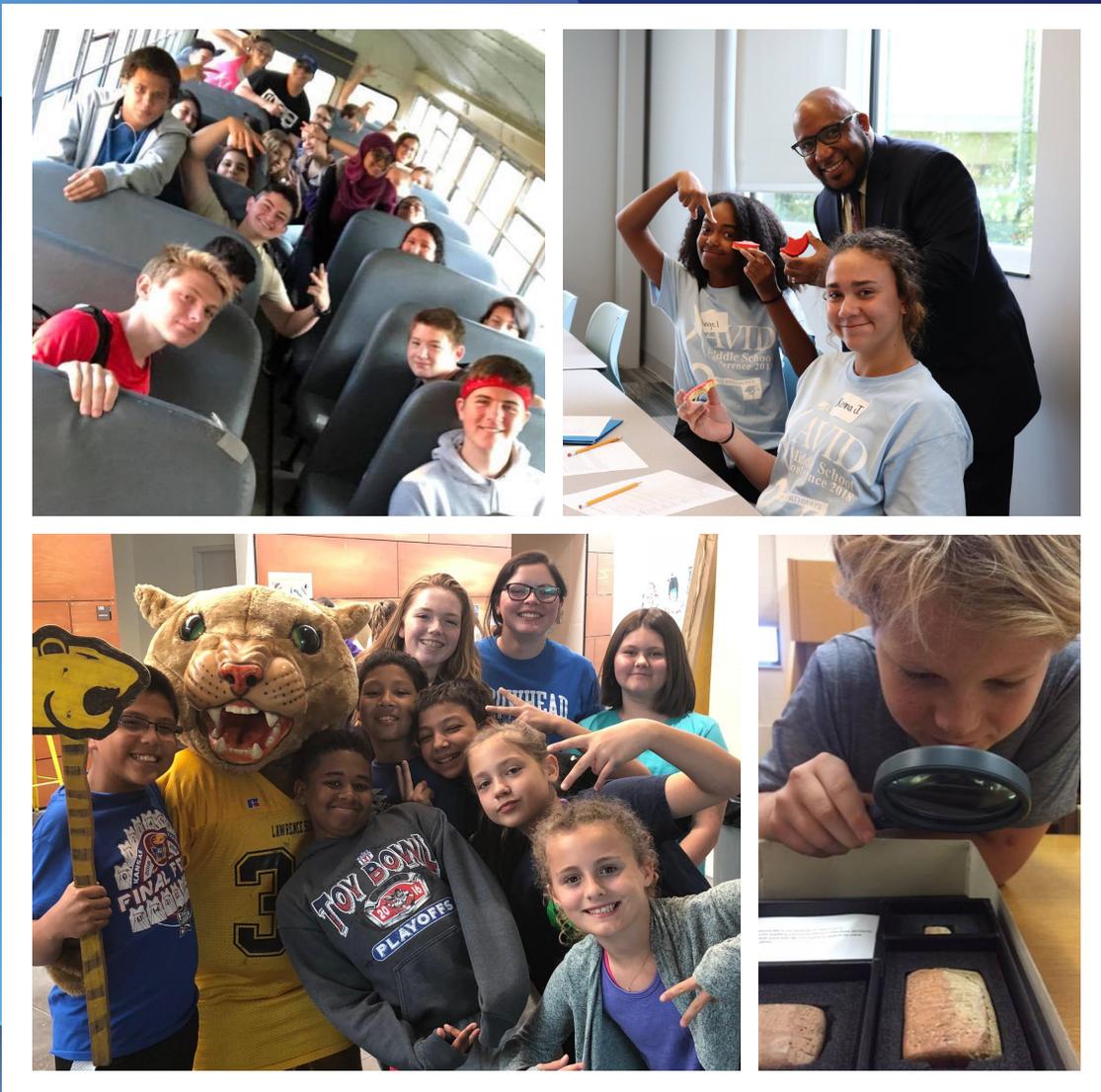


# Lawrence Public Schools

## Middle and High School Parents Telephone Survey Final Report



December 21, 2018



**2018 Lawrence USD 497 School District  
Middle and High School Student Parents Telephone Survey  
Executive Summary  
December 28, 2018**

In fall 2018, a 10- to 12-minute telephone survey was conducted with 200 randomly selected parents of middle and high school students in the Lawrence USD 497 School District.

Calls were placed to landlines and cell phone numbers, and the completed interviews were divided by the schools in the district, with the number of completed interviews for each region based on the general population pattern, according to district leadership. This means the data contained in this report that includes the opinions of all 200 respondents has a Margin of Error of plus or minus 5%, at the 95% confidence level. (The Margin of Error within the demographic and geographic subgroups is higher, because the number of respondents in each of these subgroups is smaller.)

The results of the survey are as follows:

**Advantages and disadvantages of a later start and end time**

When asked in an open-ended question to identify “the advantages for your family, if the high school had a later start time and end time – either now for a current student or when your middle school student reaches high school,” 84 respondents said, “More sleep.” This was followed by “Time to finish homework in the morning” (42 mentions) and “There is no advantage” (26 mentions).

A similar question that asked about the disadvantages drew an answer of “No disadvantage/impact” from 61 respondents. This was followed by “Problems for working parents” (48 mentions) and “Less time at night for homework” (34 mentions).

**Impact on how the student gets to school in the morning**

Nearly half of the respondents (47%) said their high school student or students “Drive their own car or a family car.” This was followed by “I have a middle school student(s) but no high school student at this time” (23%) and “Get dropped off by a parent or guardian” (22%).

When asked what impact the school district changing to a later start and end time would have on dropping off their student or students, nearly two-thirds (63%) said it would have “No impact.”

This was followed by 33% who said, “A negative impact” or “A very negative impact.” Only 5% said it would have “A positive impact,” and no respondent said, “A very positive impact.”

### **Impact if breakfast and lunch times were moved to later times**

The majority of respondents (92%) said having breakfast and lunch times adjusted to a later time period would have “No impact” on their student or students. Only 5% said, “A very positive impact” or “A positive impact,” and only 2% said, “A negative impact” or “A very negative impact.”

### **Impact if Zero Hour was moved to a later time**

The majority of the respondents (91%) did not have a student or students who were participating in a Zero Hour at the high school.

When asked what impact having Zero Hour later in the morning would have, again, 94% said it would have “No impact.” The only other response given was “A negative impact” (6%).

Furthermore, the respondents found it difficult to list factors that would make Zero Hour more appealing. The only response with a common theme was “Depends on the elective/options available.”

### **Impact on taking care of younger siblings**

The majority of the respondents (94%) said their high school students were not responsible for taking care of their younger siblings before and/or after school.

Sixty-seven percent of those who responded, “Yes” said if the school had a later start and end time, there would be “No impact” on whether their high school student or students could care for their younger siblings.

### **Impact on after-school job**

Nearly three-fourths of the respondents (72%) said their student or students did not have an after-school job.

Of those who responded, “Yes,” 53% said there would be “No impact” on their student or students’ after-school job. Fifty-three percent also said it was “Very likely” or “Likely” that their student or students could adjust their work schedule.

### **Impact on after-school sport and activities**

The respondents were almost evenly split as to whether their student or students participated in after-school sports or activities, with 37% saying, “Yes” and 41% saying, “No.”

Of those who said, “Yes,” 93% said there would be “No impact” on their student or students, if the later start and end times changed when the sports/activities took place – later in the afternoon, before school or a combination of both.

### **Impact on academic performance**

Again, the majority of the respondents (78%) said switching the high schools to a later start and end time would have “No impact” on their student’s or students’ academic performance. This was followed by 19% who said it would have “A very positive impact” or “A positive impact” and 2% who said, “Don’t know.”

### **Options for high school start and end times**

Of the three options being considered for the high school start and end times, more than half of the respondents (53%) said they preferred the district “Do nothing, leave things as they are now, which is 8:05 a.m. to 3:10 p.m.” This was followed by 35% who preferred “8:30 a.m. to 3:35 p.m., with a 7:30 a.m. Zero Hour,” and 10% who preferred “9 a.m. to 4:05 p.m., with an 8 a.m. Zero Hour.” Only 3% said they did not have a preference.

The full report that follows presents a series of findings, discussion of each of these findings, and all the questions and answers. A brief summary closes the report.



**2018 Lawrence USD 497 School District  
Middle and High School Student Parents Telephone Survey  
Final Report  
December 28, 2018**

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Calls were placed to landlines and cell phone numbers, and the completed interviews were divided by the schools in the district, with the number of completed interviews for each region based on the general population pattern, according to district leadership. This means that the data contained in this report that includes the opinions of all 200 respondents has a Margin of Error of plus or minus 5%, at the 95% confidence level. (The Margin of Error within the demographic and geographic subgroups is higher, because the number of respondents in each of these subgroups is smaller.)

*All answers with percentages may add to more or less than 100%, due to rounding. In reviewing the verbatim answers shown in this report, it is important to remember that each is one response, by one person and is not indicative of a trend.*

- 1. To help us divide the responses into groups, please tell me which high school and/or middle school in Lawrence you have a student, or students, attending?**  
*Choices were read to respondents. Numbers, rather than percentages, are displayed below.*

<b>Response</b>	<b>Number</b>
Lawrence Free State High School	78
Lawrence High School	76
West Middle School	20
Billy Mills Middle School	19
Southwest Middle School	18
Liberty Memorial Central Middle School	14

2. All told, how many students do you have in each of the following grades in the district? Choices were read to respondents. Numbers, rather than percentages, are displayed below.

**Pre-kindergarten:**

<b>Response</b>	<b>Number</b>
One	2
Two	0
Three or more	0
None	198

**Kindergarten:**

<b>Response</b>	<b>Number</b>
One	5
Two	0
Three or more	0
None	195

**First grade:**

<b>Response</b>	<b>Number</b>
One	7
Two	0
Three or more	0
None	193

**Second grade:**

<b>Response</b>	<b>Number</b>
One	6
Two	0
Three or more	0
None	194

**Third grade:**

<b>Response</b>	<b>Number</b>
One	11
Two	0
Three or more	0
None	189

**Fourth grade:**

<b>Response</b>	<b>Number</b>
One	8
Two	0
Three or more	0
None	192

**Fifth grade:**

<b>Response</b>	<b>Number</b>
One	14
Two	0
Three or more	0
None	186

**Sixth grade:**

<b>Response</b>	<b>Number</b>
One	22
Two	0
Three or more	0
None	178

**Seventh grade:**

<b>Response</b>	<b>Number</b>
One	37
Two	0
Three or more	0
None	163

**Eighth grade:**

<b>Response</b>	<b>Number</b>
One	29
Two	0
Three or more	0
None	171

**Ninth grade:**

<b>Response</b>	<b>Number</b>
One	54
Two	1
Three or more	0
None	135

**10th grade:**

<b>Response</b>	<b>Number</b>
One	46
Two	0
Three or more	0
None	154

**11th grade:**

<b>Response</b>	<b>Number</b>
One	41
Two	0
Three or more	0
None	159

**12th grade:**

<b>Response</b>	<b>Number</b>
One	38
Two	0
Three or more	0
None	162

**Finding 1: “More sleep,” “Time to finish homework in the morning” and “There is no advantage” were the most frequently mentioned advantages, if the high schools had a later start and end time. Sixty-one respondents could not find any disadvantages. Those who did were led by “Problems for working parents” and “Less time at night for homework.”**

The evaluation portion of the survey began with two open-ended questions offering respondents the chance to share their thoughts on what the advantages and disadvantages would be, if the high schools had a later start and end time.

All 200 responses to each question were read and, where possible, coded, based on common words, phrases and ideas to pinpoint the most frequently mentioned areas.

In doing so, “More sleep” (84 mentions) topped the list of advantages. This was followed by “Time to finish homework in the morning” (42 mentions) and “There is no advantage” (26 mentions).

In terms of disadvantages, that list was led by “No disadvantage/impact” (61 mentions), followed by “Problems for working parents” (48 mentions) and “Less time at night for homework” (34 mentions). Having “No disadvantage/impact” as the top response on this question is good news, because it means that a notable percentage of the population has no specific concerns that are top of mind; their issues seem to be more broad-based.

Below the charts for each question are verbatim comments that are either “one-off” items, have more than one idea contained in the comment or are some combination of these factors. It is important to remember when reviewing these that each is one comment, by one person. Had they been indicative of a trend, they would have appeared in enough quantity to be displayed in the chart associated with the question.

**The Lawrence School Board is studying the idea of shifting high school start and dismissal times. Some national studies suggest later start times and more sleep are important for high school students’ health and school success.**

**A change in high school start and end times could impact a number of different areas for students, for families and for the schools. The district wants to use this survey to gather your input as the Board studies this issue.**

**The questions that follow are all facts about the impact of such a change, based on the experience of other districts that have made the change or that are considering it.**

**3. Let's start with a basic question: What would be the advantages for your family, if the high school had a later start time and end time – either now for a current student or when your middle school student reaches high school?**

*Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, are displayed below.*

<b>Response</b>	<b>Number</b>
More sleep	84
Time to finish homework in the morning	42
There is no advantage	26
More morning family time	18
Less stress hurrying to school	17
Other (see below)	13

**Verbatim “other” comments**

I think we may have more time to get ready but probably still a rush to get out.

It would be more in line with our work schedule.

He would be taken to school according to our schedule. Get more time for homework.

I am not sure. He would ride the bus.

Students would get more sleep and not be rushed. He could get a good breakfast.

Kids would get more sleep. Getting kids to school for working parents would be easier.

Everyone in the family could leave at the same time.

Extra sleep time and time to get dressed would help.

More sleep. Could join others for carpooling.

There could be extra sleep, which might help with getting things together for school.

Families with small children may be impacted. Older students need to help out with child care.

We have three kids, so it would be helpful in getting them all to school.

There would be less traffic at a later start time.

**4. Here’s another basic question: What would be the disadvantages for your family, if the high school had a later start time and end time – either now for a current student or when your middle school student reaches high school?**

*Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, are displayed below.*

<b>Response</b>	<b>Number</b>
No disadvantage/impact	61
Problems for working parents	48
Less time at night for homework	34
After-school activities later and possibly in the dark	23
Changes household routine	20
Other (see below)	14

**Verbatim “other” comments**

It is a race to get to practice and then getting home later would force homework to get done later.

Our work schedule might be affected, but we would adjust.

Ending at 4 p.m. would be hard on sports practice.

Seventy-five percent of parents work. Many kids will arrive before 8 a.m. Parents will need to drop them off early.

My work hours would be the main factor. I have to be at work by 8 a.m.

Creating the habit of sleeping in more.

My kids have early a.m. religion, before school starts.

Those who have after-school jobs might have to get changes made with their employers.

It could create schedule problems with our routine.

He would develop the bad habit of sleeping later.

My work schedule might prevent transport to and from school.

Not enough time in the day as it is to be pushed back more.

A later end time would lessen time for family to be together. All activities would be pushed together.

There would be fewer hours for him to work at his job.

**Finding 2: The idea of moving the high school start and end times later had very little impact on whether the respondents felt they still would be able to drop their student or students off at school in the morning, with 63% saying it would have “No impact.”**

This first set of questions began a series of how starting and ending the high schools at later times would impact various aspects of the student’s or student’s lives inside and outside of the high school.

The respondents first were asked how their high school student or students get to school most often in the morning. Nearly half of the respondents (47%) said their students “Drive their own car or a family car.” This was followed by “I have a middle school student(s) but no high school student at this time” (23%) and “Get dropped off by a parent or guardian” (22%).

Of those who dropped off their students, 51% said they typically do so from “7:30-7:45 a.m.,” followed by 33% for “After 7:45 a.m. and 14% for “7:15-7:30 a.m.”

These same parents were asked what impact a later start and end time would have on their ability to drop off their students, and 63% said, “No impact,” followed at a distance by “A negative impact” at 26%, “A very negative impact” at 7% and “A positive impact” at 5%.

**5. The next group of questions deals with some of the specific issues the committee has been discussing. First, how does your high school student, or your high school students, if you have more than one, get to school most often in the morning? Do they...? Choices, except where indicated, were read to respondents.**

<b>Response</b>	<b>Percentage</b>
Drive their own car or a family car	47%
I have a middle school student(s) but no high school student at this time	23%
Get dropped off by a parent or guardian	22%
Carpool with friends	14%
School bus	13%
Walk	2%
It varies (not read)	1%
Use the T	0%

6. **What time is your high school student or students typically dropped off at school?** *Asked only of the 43 respondents who answered, “Get dropped off by a parent or guardian” on question 5. Choices, except where indicated, were read to respondents.*

Response	Percentage
7:30-7:45 a.m.	51%
After 7:45 a.m.	33%
7:15-7:30 a.m.	14%
Before 7:15 a.m.	2%
It varies (not read)	0%

7. **If the school district changed to a later start and end time for high school, what impact would this have on you dropping off your student or students? Would you say...?** *Asked only of the 43 respondents who answered, “Get dropped off by a parent or guardian” on question 5. Choices, except where indicated, were read to respondents.*

Response	Percentage
A very positive impact	0%
A positive impact	5%
No impact	63%
A negative impact	26%
A very negative impact	7%
Don't know (not read)	0%

8. **What would the positive impact of this change be, in terms of dropping off your student or students?** *Asked only of the two respondents who answered, “A positive impact” on question 7. One respondent said, “Mornings would be less chaotic. It would be more convenient for me to get them to school.” The other respondent said, “There would be less morning traffic.”*

9. **What would the negative impact of this change be, in terms of dropping off your student or students?** *Asked only of the 14 respondents who answered, “A negative impact” or “A very negative impact” on question 7. Their verbatim responses are shown below.*

We would have to find a ride.

My gym workout will be later.

I couldn't get to work on time, after dropping him at school.

I would not be able to get to work on time.

My two kids would have to hang out in the cafeteria.

I would have to find a place for her to stay before school, since I work.

I wouldn't get to work in time, if later.

Our schedule is tight as is and changing it would create issues.

I might not be able to transport him.

Since I take him to school, it would impact my work hours.

If the start time was pushed to later, I could not get him to school.

It would put a strain on my work schedule.

If school ends later, the younger siblings would stay longer at the Boys/Girls Club.

We would probably have to take the bus, which we prefer not to do.

**Finding 3: The idea of the high school breakfast and lunch times being later, due to the possible change in start and end times, would have even less of an impact on the respondents' students, as 92% said it would have "No impact."**

The next set of questions dealt with how starting and ending the high schools at later times would affect when their students would be served breakfast and lunch.

For the most part, as in the previous section, the respondents felt not much would change for their students, if their meal times were pushed back, as 92% said there would be "No impact." Only 5% said it would have "A very positive impact" or "A positive impact," while 2% said, "A negative" or "A very negative impact" and 3% said, "Don't know."

**10. If the school district changed to a later start and end time for high school, breakfast and lunch times would need to be adjusted accordingly to a later time period. What impact would this have on your student? Would you say...?**

*Choices, except where indicated, were read to respondents.*

<b>Response</b>	<b>Percentage</b>
A very positive impact	1%
A positive impact	4%
No impact	92%
A negative impact	1%
A very negative impact	1%
Don't know (not read)	3%

**11. What would the positive impact of this change be, in terms of school meal times for your student or students?** *Asked only of the nine respondents who answered, “A very positive impact” or “A positive impact” on question 10. Their verbatim responses are shown below.*

Lunch would be fine at any time.

With a later lunch, it would provide him an opportunity to eat before activities and give him energy.

There would be less time between lunch and dinner.

She prefers eating later.

It would be similar timing, once school starts, so less of a change.

I just think she would enjoy it being later.

Eating breakfast later and then lunch later would be good.

I wouldn't anticipate any negative impact.

Since we eat late at night, he is starving by dinner. A later lunch would help that.

**12. What would the negative impact of this change be, in terms of school meal times for your student or students?** *Asked only of the two respondents who answered, “A negative” or “A very negative impact” on question 10. One respondent said, “The last lunch period might be very difficult. If your child has earlier lunch, there would be no impact.” The other respondent said, “My kids have to eat earlier. They get sick, otherwise.”*

**Finding 4: Only a handful of the respondents said they had a student or students who participate in Zero Hour. Of those who did have a student, few felt it would have a positive or a negative impact, if Zero Hour was pushed back to later in the morning.**

When asked whether their student or students participated in Zero Hour, 91% said, “No.” Of the 9% who answered, “Yes,” most (94%) said a change in start times would have “No impact” on their student or students. The only other response was 6% who said it would have “A negative impact.”

The respondents who answered, “No” were asked whether a later start time would encourage their student or students to take Zero Hour. Again, a large number, 77%, said “It would have no effect.” This was followed by 17% who said, “Likely,” 2% who said, “Unlikely” and 4% who said, “Don't know.”

These same parents were then asked if there were other factors that would make taking a Zero Hour more appealing to their students. The list was led by “None” (135 mentions), followed by “Depends on the electives/options available” (41 mentions).

**13. Does your student, or do your students, participate in Zero Hour?**

<b>Response</b>	<b>Percentage</b>
Yes	9%
No	91%
One/some and yes/some no	0%
Don't know (not read)	0%

**14. If the high school changed to a later start and end time, Zero Hour would be later. What impact do you think this would have on your student who already participates in Zero Hour? Would you say...? Asked only of the 18 respondents who answered, “Yes” on question 13. Choices, except where indicated, were read to respondents.**

<b>Response</b>	<b>Percentage</b>
A very positive impact	0%
A positive impact	0%
No impact	94%
A negative impact	6%
A very negative impact	0%
Don't know (not read)	0%

**15. What would the positive impact of this change be, in terms of having a later start time for Zero Hour, for your student or students who participate? There were no responses for this question, as no respondent answered, “A very positive impact” or “A positive impact” on question 14.**

**16. What would the negative impact of this change be, in terms of having a later start time for Zero Hour, for your student or students who participate? Only one respondent answered, “A negative impact” on question 14. That person responded to this question, “My student attends Zero Hour at the high school and any change will put a strain on our routine.”**

**17. If the school had a later start time, how likely do you think your high school student, or students, would be interested in participating in Zero Hour?** *Asked only of the 182 respondents who answered, “No” on question 13. Choices, except where indicated, were read to respondents.*

Response	Percentage
Very likely	0%
Likely	17%
It would have no effect	77%
Unlikely	2%
Very unlikely	0%
Don’t know (not read)	4%

**18. Are there other factors you think would make participating in Zero Hour more appealing to your student or students?** *Asked only of the 182 respondents who answered, “No” on question 13. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, are displayed below.*

Response	Number
None	135
Depends on the electives/options available	41
Other (see below)	6

**Verbatim “other” comments**

He will attend Zero Hour.

The bus would not be able to get him there at that hour.

Electives offered would determine that. Orchestra sometimes has rehearsals before school, when giving concerts.

If there were a greater selection of classes offered, he might take part.

We have too many things going on. Zero Hour is too early.

He would be attracted to Zero Hour.

**Finding 5: The majority of the respondents said they did not have a student or students who were responsible for taking care of their younger siblings before and/or after school. Additionally, if their student or students did have this role, they did not feel there would be any impact on it.**

When asked whether their student or students were responsible for providing before and/or after-school care for their younger siblings, 94% said, “No.” Of the 2% who said, “Yes,” two-thirds

(67%) said a change in start times would have “No impact” on whether their student or students could perform this duty. The only other response was 33% who said it would have “A positive impact.”

**19. Some high school students are responsible for taking care of their younger siblings before and/or after school, until their parents or guardians arrive home. Is that the situation in your household?**

Response	Percentage
Yes	2%
No	94%
Refused to answer	5%

**20. If the high school switched to a later start and end time, what impact would this have with your family? Would you say...? Asked only of the three respondents who answered, “Yes” on question 19. Choices, except where indicated, were read to respondents.**

Response	Percentage
A very positive impact	0%
A positive impact	33%
No impact	67%
A negative impact	0%
A very negative impact	0%
Don’t know (not read)	0%

**21. What would the positive impact of this change be on your family? Only one respondent answered, “A positive impact” on question 20. That person responded to this question, “Little kids would stay longer at the Boys and Girls Club after school.”**

**22. What would the negative impact of this change be on your family? There were no responses for this question, as no respondent said, “A negative impact” or “A very negative impact” on question 20.**

**Finding 6: Twenty-six percent of the respondents said, “Yes,” their student or students or “One/some do & one/some don’t” have an after-school job. Of those same respondents, 53% said a change in start and end times would have “No impact” on their students.**

When asked whether their student or students have an after-school job, 72% said, “No,” 26% said, “Yes,” and 2% said, “One/some do & one/some don’t.”

Of those who said, “Yes” or “One/some do & one/some don’t,” 53% said a change in the start and end times at the high schools would have “No impact” on their student or students who have an after-school job. This was followed by 36% who said, “A negative impact” or “A very negative impact,” and 11% who said, “A positive impact.”

Furthermore, 53% of the respondents said it was “Very likely” or “Likely” their student could adjust his or her work schedule, if the high school start and end times changed. Thirty-five percent said “It would have no effect” on the student’s work schedule, 4% said it was “Unlikely” the student could change his or her work schedule, and 8% said, “Don’t know.”

**23. Some high school students have after-school jobs. Does your student or students have such a job?**

Response	Percentage
Yes	26%
No	72%
One/some do & one/some don’t	2%
Refused to answer	1%

**24. If the high school switched to a later start and end time, what impact would this have on your student or students who have an after-school job? Would you say...? Asked only of the 55 respondents who answered, “Yes” or “One/some do & one/some don’t” on question 23.**

Response	Percentage
A very positive impact	0%
A positive impact	11%
No impact	53%
A negative impact	27%
A very negative impact	9%
Don’t know (not read)	0%

**25. What would the positive impact of this change be, in terms of your student’s or students’ after-school job? Asked only of the six respondents who answered, “A positive impact” on question 24. Their verbatim responses are shown below.**

A later start time could give them time in the morning to finish homework, if needed, and then work more in the evenings.

It would work out better with our transportation.

With our schedule, it would be easier to get to work with a later finish time.

I just think it would be better.

More time would be available to work.

Would reduce the hours worked, which could be spent doing homework.

**26. What would the negative impact of this change be, in terms of your student's or students' after-school job?** *Asked only of the 20 respondents who answered, "A negative impact" or "A very negative impact" on question 24. Their verbatim responses are shown below.*

I don't want her working later.

Besides working less hours and getting less money, it would put a burden on getting homework done.

Working is a big part of learning real-life skills and this would mean less work.

Would cause transportation issues, and I would be worried about getting homework done in the evening.

A later ending time would make him have to be late for his job or he would have to change jobs.

Basically, it would be mean working less.

It would mean getting to work later and take away from family time and homework.

A later start at work doesn't fit in our schedule.

They usually work 4 to 8 p.m. and her employer may not want her to work different hours. Studying would also be affected.

Not sure he would keep his job, if the hours changed.

Would require a lot of schedule changing in the household.

Mother's work schedule might be a factor. Would rather have time together in the evening.

Would earn less money.

A later ending time might result in cattle chores in the dark.

Less time in the evening to study, if work later.

She would still have to work and still do her homework.

Work schedule would need to be changed.

I don't think employers would like the change.

We could probably make it work but not sure how his employer would feel about it.

Would take hours away or be later for evening activities.

**27. How likely is it that your student would be able to adjust his or her work schedule, if necessary, if the high school changed start and end times?**

*Asked only of the 26 respondents who provided responses to questions 25 and 26. Choices, except where indicated, were read to respondents.*

<b>Response</b>	<b>Percentage</b>
Very likely	15%
Likely	38%
It would have no effect	35%
Unlikely	4%
Very unlikely	0%
Don't know (not read)	8%

**Finding 7: Thirty-seven percent of the respondents said, “Yes,” their high school student or students participate in school sports or activities with practices or meetings that take place after school. Of those same respondents, 93% said a change in start and end times would have “No impact” on their students.**

When asked whether their student or students have sports practices or meetings for activities after school, 41% said, “No,” 37% said, “Yes” and 23% said, “I have a middle school student(s) but no high school student at this time.”

The respondents who said, “Yes” were then told that if the high schools switched to later start and end times, the activities would likely run later, switch to before school or be some combination of both. Ninety-three percent said this change would have “No impact” on their student or students, while 4% said it would have “A negative impact and 1% said, “Don't know.”

**28. Does your high school student, or do any of your high school students, participate in school sports or in activities with practices or meetings that take place after school?**

<b>Response</b>	<b>Percentage</b>
Yes	37%
No	41%
I have a middle school student(s) but no high school student at this time	23%
Refused to answer	0%

**29. If the high school switched to a later start and end time, this would mean that these activities would likely run later, or switch to before school or some combination. What impact would this have on your student or students who participate in these activities? Would you say...?** Asked only of the 73 respondents who answered, “Yes” on question 28. *Choices, except where indicated, were read to respondents.*

<b>Response</b>	<b>Percentage</b>
A very positive impact	0%
A positive impact	1%
No impact	93%
A negative impact	4%
A very negative impact	0%
Don't know (not read)	1%

**30. What would the positive impact of this change be, in terms of these school activities for your student or students?** *Asked only of the one respondent who answered, “A positive impact” on question 29. That respondent said, “We would make it work whenever.”*

**31. What would the negative impact of this change be, in terms of these school activities for your student or students?** *Asked only of the three respondents who answered, “A negative impact” on question 29. Their verbatim responses are shown below.*

Softball practice would be late. In fall or spring, it would be dark.

Their religion class would need to be changed. Some sports events end very late. Sleep will be affected.

They would have to change practice times and get home later, with less time for homework.

**Finding 8: More than three-fourths of the respondents said later start and end times would have “No impact” on their student’s or students’ academic performance.**

When asked whether later start and end times would affect their student’s or students’ academic performance, again, most respondents (78%) said it would have “No impact,” followed by 19% who said it would have “A very positive impact” or “A positive impact,” 2% who said it would have “A negative impact” and 2% who said, “Don’t know.”

Respondents were then asked what the positive and negative impacts would be on their students or students. There were only a handful of negative responses, but the positive impacts were led

by “Could finish homework, if needed to” (19 mentions) and “Would be more alert with extra sleep” (10 mentions).

**32. If the high school switched to a later start and end time, what impact do you think this would have on your student’s or students’ academic performance? Would you say...? Choices, except where indicated, were read to respondents.**

Response	Percentage
A very positive impact	1%
A positive impact	18%
No impact	78%
A negative impact	2%
A very negative impact	0%
Don’t know (not read)	2%

**33. What would the positive impact of this change be, in terms of your student or students’ academic performance? Asked only of the 38 respondents who answered, “A very positive impact” or “A positive impact” on question 32. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, are displayed below.**

Response	Number
Could finish homework, if needed to	19
Would be more alert with extra sleep	10
Less rushed/hectic in a.m.	7
Other (see below)	2

**Verbatim “other” comments**

It would start the day with less stress and a good attitude for school. Could also finish homework, if didn’t get it done.

Having extra time in the a.m. would help with being more energized.

**34. What would the negative impact of this change be, in terms of your student or students’ academic performance? Asked only of the three respondents who answered, “A negative impact” on question 32. Their verbatim responses are shown below.**

If he has to work later, due to school ending later, then he will be up later and get less sleep. With less sleep, his work for school will be of a lesser quality.

If they miss an advance placement class, it will be serious.

My student is not an early person, so homework is done in the evening. The later ending time would cut into that.

**Finding 9: More than half of the survey respondents prefer the current start and end times of 8:05 a.m. to 3:10 p.m. However, 35% would like the times to change slightly to 8:30 a.m.-3:35 p.m., with a Zero Hour at 7:30 a.m. Only a small percentage chose 9 a.m.-4:05 p.m., with a Zero Hour at 8 a.m.**

The survey closed by asking respondents to select which start and end time they preferred and then to provide a reason for their choice. Their feelings were pretty clear that the current times were working, with 53% selecting, “Do nothing; leave things as they are now, which is 8:05 a.m. to 3:10 p.m.” The next popular choice was “8:30 a.m. to 3:35 p.m., with a 7:30 a.m. Zero Hour” at 35%, followed at a distance by “9 a.m. to 4:05 p.m., with an 8 a.m. Zero Hour” (10%) and “You have no preference” (3%).

When asked why they preferred the current schedule, the responses were led by “Able to get to work on time” (45 mentions) and “Current schedule is working/Used to it” (26 mentions). The reasons for the second option included “The more moderate option/Less extreme” (29 mentions) and “It would give a little more time to get around” (17 mentions). There were no common themes for the third option.

- 35. Now that you have heard some of the issues the committee has been discussing regarding how such a change in the start and end times could affect students and their families, do you have any additional comments you’d like to share on this subject? Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, are displayed below.**

<b>Response</b>	<b>Number</b>
No other comments/None	178
Other (see below)	22

**Verbatim “other” comments**

Only that whatever you decide, there will be resistance from some.

The schedule now works well.

Overall, it would be a positive step for us.

I think the current schedule has the best features.

A later start time would have a positive impact, as he would get more rest and should have a better mood.

I do not see too much impact on my student.

Most parents who work generally have to be there by 8 a.m. A whole lot of kids will have to be dropped off early and hang around, until school starts.

My work schedule is the main factor in this.

A little concerned about taking away more time in the evenings. Mornings are pretty hectic as is, with everyone getting off to work and school. I prefer our current routine.

Keep in mind how it could affect sleeping later, which may not be a good habit to get in before college.

I hope they look carefully at how some families would be impacted.

I understand kids need more sleep. That affects health. There are many factors. We need to allow time for kids who need to work. It is important to make sports accessible to all kids. Has it been shown that test scores improve with late start and end schedules?

Working parents will be affected the most, which could mean teens having to spend more time on their own.

Probably not changing it would have the least impact on families.

8:30 a.m. to 3:30 p.m. would have the least impact on us and many families.

Starting later would encourage sleeping later. This would be a bad habit.

I think it would better to keep the schedule as it is now.

Someone would need to be around to prod everyone to get up, eat and get going. With several children to work with and three of us trying to see to it that every child gets up, has breakfast, and is safely off, I think the current schedule is the best.

If school hours are pushed upward, it will mean less time together in the evening.

I prefer they keep the school hours as they are.

We like the idea.

I think this is unnecessary to consider. The schedule as it is works well.

**36. The current options being considered are as follows. Which one is your preference? Choices, except where indicated, were read to respondents.**

<b>Response</b>	<b>Percentage</b>
Do nothing; leave things as they are now, which is 8:05 a.m. to 3:10 p.m.	53%
8:30 a.m. to 3:35 p.m., with a 7:30 a.m. Zero Hour	35%
9 a.m. to 4:05 p.m., with an 8 a.m. Zero Hour	10%
You have no preference	3%
Don't know (not read)	0%

**37. Why do you prefer this option?** *Asked only of the 105 respondents who answered question 36, "Do nothing; leave things as they are now, which is 8:05 a.m. to 3:10 p.m." Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, are displayed below.*

<b>Response</b>	<b>Number</b>
Able to get to work on time	45
Current schedule is working/Used to it	26
Gives them plenty of time for activities/work	23
Other (see below)	11

**Verbatim "other" comments**

Just a better fit for our family.

This survey helped me see that the current schedule is best for us.

Provides time to get to practices and do homework after school.

Families have already worked out their schedules, and we can get to work.

It would allow kids to still participate in all the things they want to and no need to sleep in.

We have our routine and I don't want anyone coming home at dark.

Sleeping later. As he grows, he should develop healthy habits. It is easy to become lazy.

My daughter prefers to keep the current hours.

As it is now, there is time for everything and we can be together as a family in the evening. My second choice would be 8:30 a.m. to 3:35 p.m.

The regular hours are the best.

This schedule leaves room for sports, jobs, etc. Family has time to be together after school.

**38. Why do you prefer this option?** *Asked only of the 69 respondents who answered question 36, “8:30 a.m. to 3:35 p.m., with a 7:30 a.m. Zero Hour.” Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, are displayed below.*

<b>Response</b>	<b>Number</b>
The more moderate option/Less extreme	29
It would give a little more time to get around	17
Not too late for after-school activities	13
Other (see below)	10

**Verbatim “other” comments**

We would have morning time and a calmer beginning of the day.

Allows for a little more sleep, if needed, or an opportunity to finish homework.

It would provide a little extra time to get ready. School would not end too late.

This would work well for those who want Zero Hour.

It is middle of the road. Zero Hour would be more appealing.

I would hope it would give us more time to eat breakfast and go over the day’s schedule.

More time getting out in the a.m. works well with my schedule.

It would be the most flexible schedule.

It would make it easier to get our other kids to their schools.

It gives more time for breakfast and getting ready. Ending time is not extreme.

**39. Why do you prefer this option?** *Asked only of the 20 respondents who answered question 36, "9 a.m. to 4:05 p.m., with an 8 a.m. Zero Hour." Their verbatim responses are shown below.*

Not a big difference from normal and gives us more time to get around.

If help was needed in school, there would be time to go in and talk with the teacher.

It might be the easiest to get used to.

More sleep and a good breakfast to start the day.

Would provide an opportunity to finish homework, if needed.

He would get more sleep and not be rushed. A good breakfast would be easier to do every day.

More rest.

It would be nice to have breakfast. A calmer atmosphere would be possible.

It is very hectic in the morning and this could help with that.

I often work late and it is often tough to get up with her that early.

It would be easier to get around and to work.

Fits my work schedule best.

I think more sleep would help all.

Less complaining about getting up so early.

Zero Hour may be more attractive.

It can be stressful getting around in the morning and perhaps this would help.

Not too late in the day to leave school and could still get things done.

It would allow for more sleep. They have a lot of homework.

This would provide more rest before starting a long day.

More sleep is good.

**My last few questions will help us divide our interviews into groups.**

**40. Which of the following best describes where you live?** *Choices were read to respondents. Numbers, rather than percentages, are displayed below.*

<b>Response</b>	<b>Number</b>
North of 15th and east of Iowa	27
North of 15th and west of Iowa	63
South of 15th and east of Iowa	74
South of 15th and west of Iowa	36

**41. How many adults – age 18 or older – are living at your residence right now?**

<b>Response</b>	<b>Percentage</b>
1	4%
2	81%
3	6%
4	9%
5 or more	0%
I prefer not to respond (not read)	1%

**42. What is your race? (Please say, “Yes” to all that apply.)** *Choices, except where indicated were read to respondents.*

<b>Response</b>	<b>Percentage</b>
White	71%
Black or African-American	12%
Hispanic or Latino	10%
American Indian or Alaska Native	3%
Asian	2%
Native Hawaiian or Other Pacific Islander	0%
I prefer not to respond (not read)	4%

**43. Are you Hispanic or Latino**

<b>Response</b>	<b>Percentage</b>
Yes	12%
No	88%

## Summary

The fall 2018 telephone survey of 200 randomly selected parents of middle and high school students in the Lawrence USD 497 School District sought to ascertain the potential impact on parents and students of a later start and end time for the two high schools.

The questions presented were calculated to allow parents to provide their opinions about the most logical of potential problem areas, i.e., transportation, meals, after-school activities, etc. We also asked open-ended questions to allow parents the opportunity to provide further feedback on each area.

What we discovered is the vast majority of parents believe a later start time would have “No impact” on their children in most of the scenarios presented. For the most part, upwards of 90% of parents did not see a potential problem with a later start time affecting transportation, meals, sibling care, etc.

Two exceptions to this would be for students who have an after-school job, where only 53% said there would be “No impact,” 11% saw a potential “Positive impact” and 36% saw a potential “Negative impact” or “Very negative impact.” And 33% of parents who drop their students off at school said there would be “A negative impact” or “A very negative impact.” It should be noted the total number of students/parents impacted in each scenario was less than 20.

Curiously, given the responses to the potential conflict questions, 53% of respondents said their preference was for the high school start time to remain at 8:05 a.m. and the end time to remain at 3:10 p.m., with 35% opting for a start time of 8:30 a.m. and 10% in favor of a start time of 9 a.m.

We believe a few factors might be in play for this response. The first, and most likely, factor is people’s tendency to be “change averse.” Often, patrons don’t want change simply because it is change and they are used to or comfortable with the status quo.

A second factor would be apathy. Patrons don’t have much enthusiasm for this proposition one way or the other, so they default to the “leave-it-alone” response. When a clear-cut benefit is not perceived, apathy often rules the day. The final factor could be “fear of the unknown.” While there are no apparent large-scale drawbacks to the plan at this time, unforeseen factors could have negative consequences in the future.

Should district leadership decide to make a change, it will be important to clearly communicate the benefits of the change to all patrons and be prepared to address the concerns of the small groups of patrons who identified particular challenges to changing the start and end times.