

# NEWTON PUBLIC SCHOOLS

## High School Start Time Working Group

### Parent Survey (Administered April-May 2016)

#### **Parent Survey Results – June 20, 2016**

##### **Response Rates**

- ▶ 44% of the surveys received by parents/guardians were completed (5,686 parents)
- ▶ 60% of currently enrolled students had at least one parent/guardian complete the survey (7,657 students)
- ▶ 57% of currently enrolled families had at least one parent/guardian complete the survey (4,713 families)

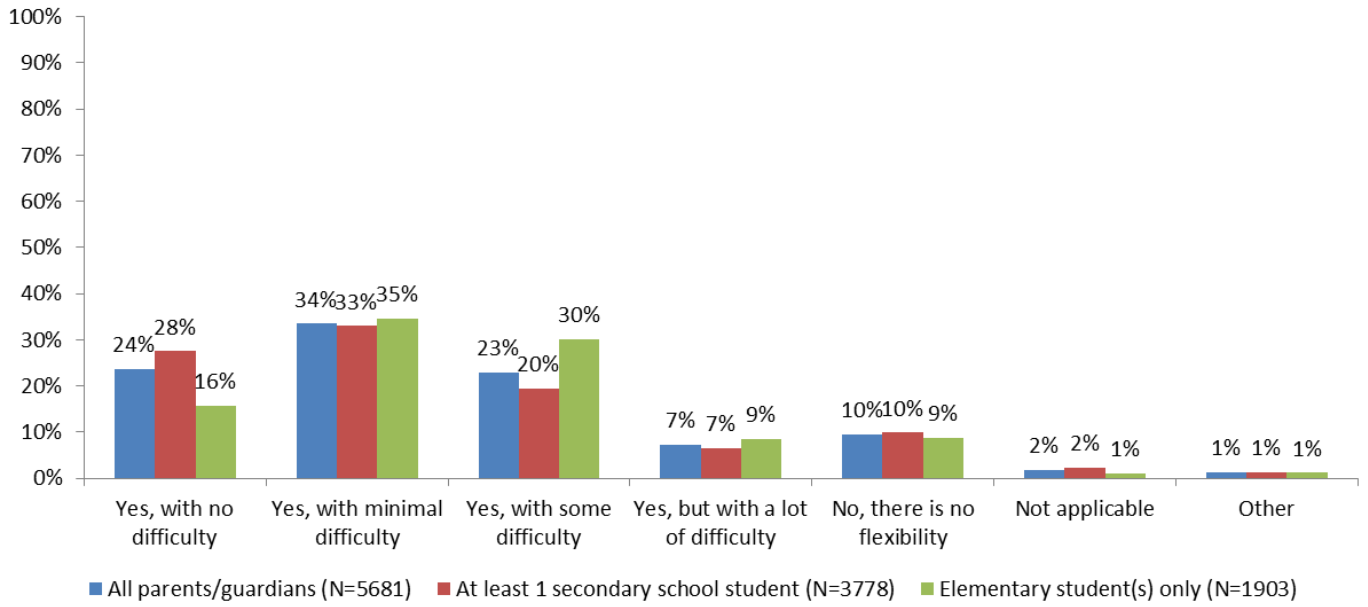
##### *Representativeness*

- ▶ Student demographic data was used to determine the representativeness of the parent/guardian responses, as the district does not collect demographic information for parents/guardians. Response rates for demographic groups indicate the percentage of students in the demographic group who had at least one parent/guardian respond to the survey.
- ▶ Traditionally harder to reach populations were underrepresented in the survey responses, including parents/guardians of English Language Learners (response rate of 33%) and parents/guardians of low income students (response rate of 35%)
- ▶ All race/ethnicity subgroups had at least a 41% response rate, except American Indian or Alaska Native
  - ▶ Black/African American response rate: 41%
  - ▶ Asian response rate: 50%
  - ▶ Hispanic or Latino response rate: 47%
  - ▶ American Indian or Alaska Native response rate: 35%
  - ▶ White response rate: 65%
  - ▶ Native Hawaiian or Other Pacific Islander response rate: 86%
  - ▶ Multi-Race, Non-Hispanic response rate: 61%

##### **Flexibility for change**

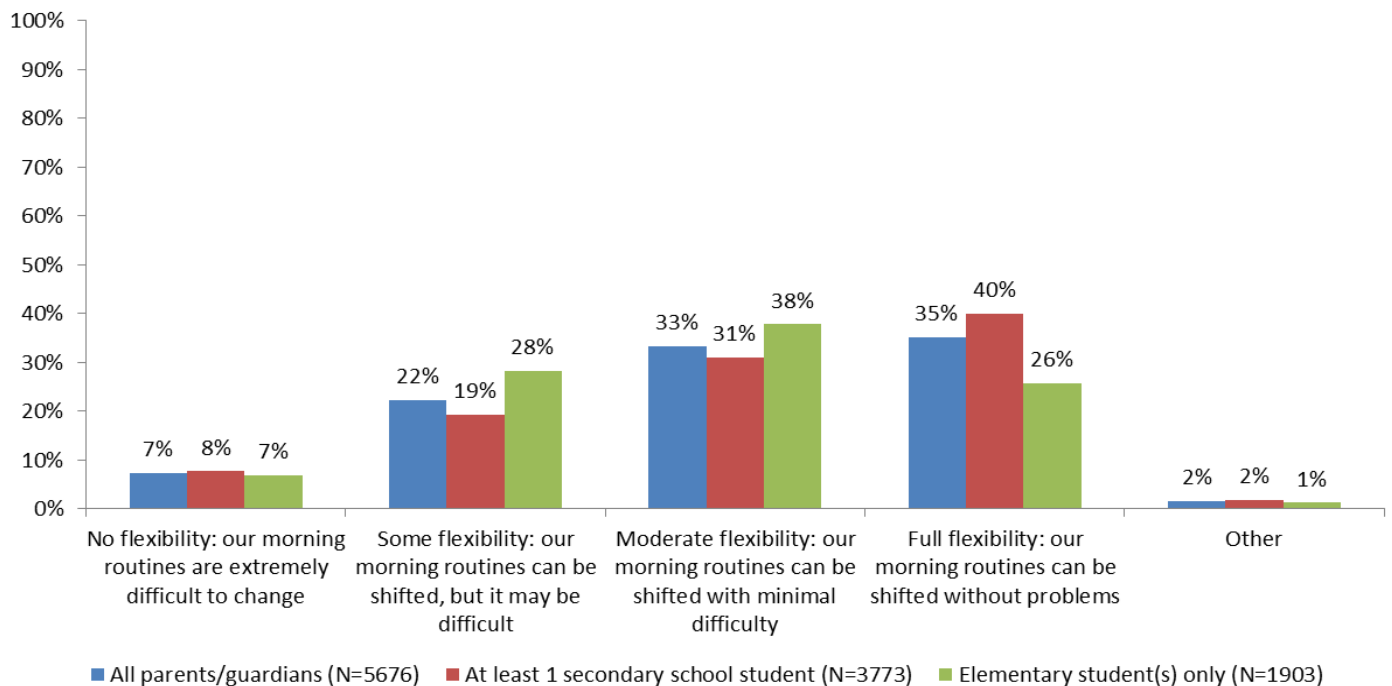
Parents/guardians were asked about their flexibility to change work schedules in response to their children's schedules. In general, most parents/guardians have the flexibility to change work schedules, although some may experience some difficulty in doing so. Approximately 10% (568) of parents/guardians said they had no flexibility. Similar patterns were observed for parents/guardians who had at least one secondary school student and parents/guardians who had only elementary school students.

## Flexibility to change work schedules

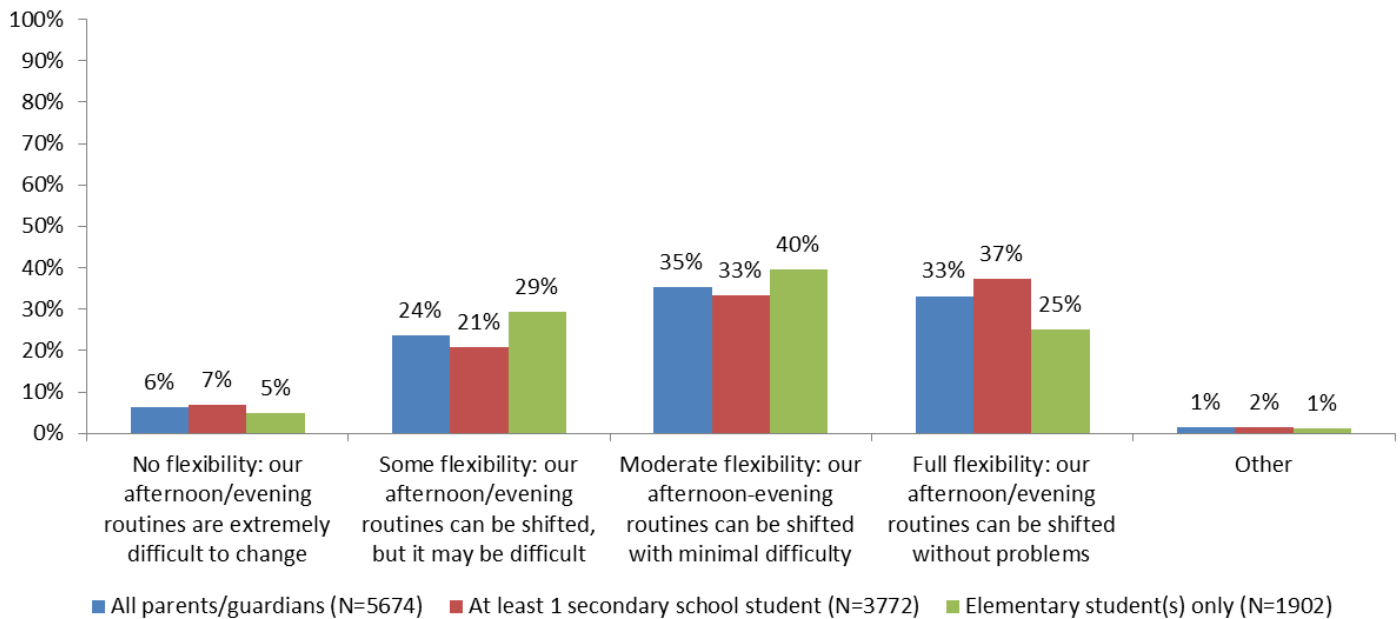


Parents/guardians were also asked about their flexibility to change their family’s morning and afternoon/evening routines in response to their children’s schedules. Similar patterns were observed for levels of flexibility for morning and afternoon/evening, as displayed in the two charts below. In general, a higher percentage of parents/guardians with at least one secondary school aged child reported full flexibility to change routines in the mornings and afternoons than parents/guardians with only elementary school aged children.

## Flexibility to change morning routines



## Flexibility to change afternoon routines

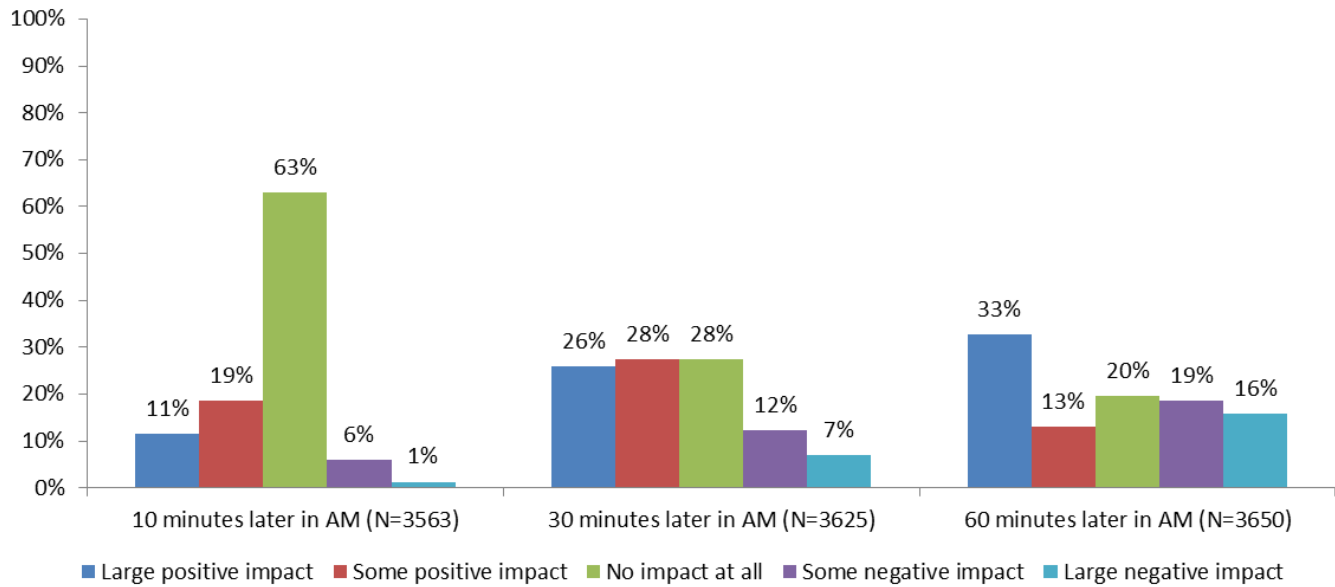


### **Impact of potential change**

Parents/guardians were also asked about the impact that hypothetical changes to the start and end times for high school and elementary school would have on their family’s morning and afternoon/evening routines. Parents were only asked to respond to impact questions for the types of schools in which they currently have children. The results below show responses only for parents/guardians who currently have a child or children in the type of school (i.e., high school or elementary school).

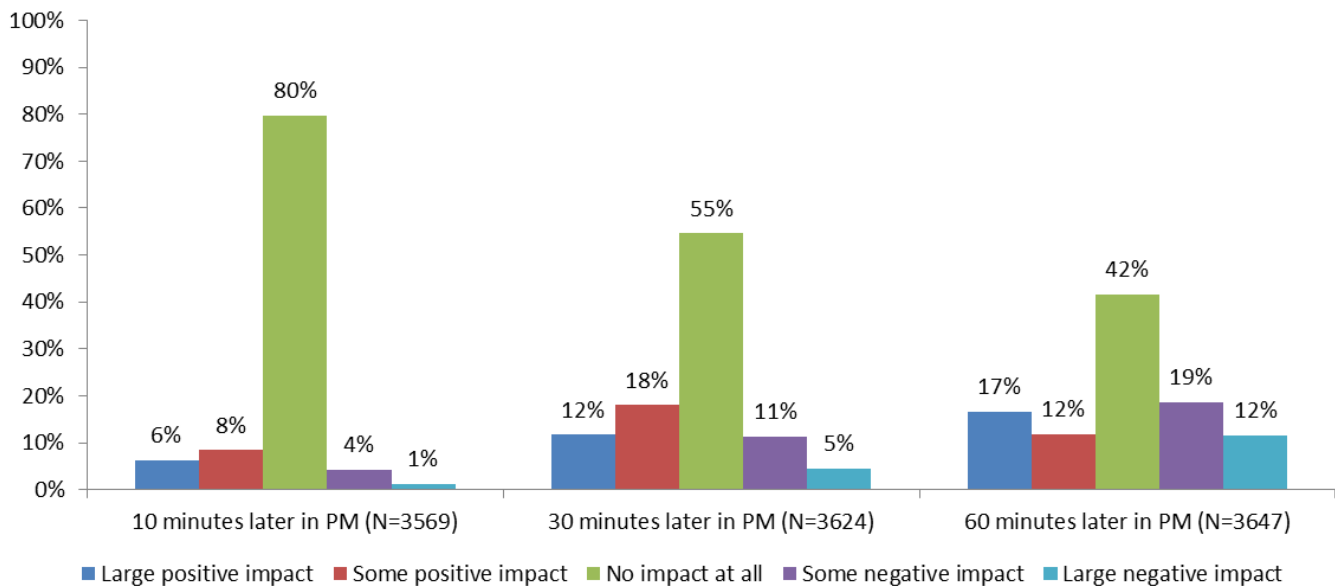
For parents/guardians who have at least one student in secondary school, later high school start times generally have either no impact or a positive impact on family morning routines for most parents/guardians. A later start time of 60 minutes in the morning would have a positive impact on 46% of responding parents/guardians and a negative impact on 35%.

## Impact of high school start time changes on family morning routines



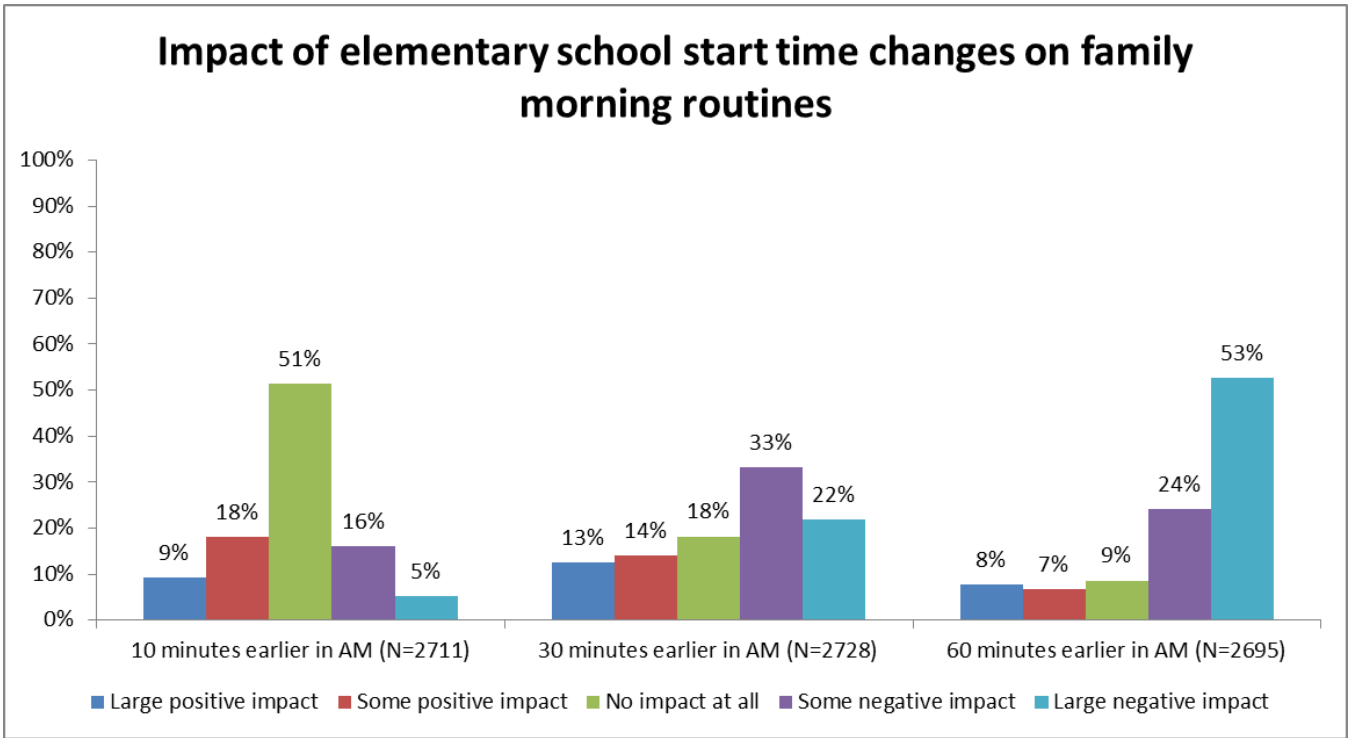
For parents/guardians who have at least one student in secondary school, later high school end times of 10 minutes later or 30 minutes later have no impact on family afternoon/evening routines for a large percentage of responding parents. A later high school end time of 60 minutes negatively affects 31% of parents/guardians and positively affects 29%.

## Impact of high school end time changes on family afternoon/evening routines

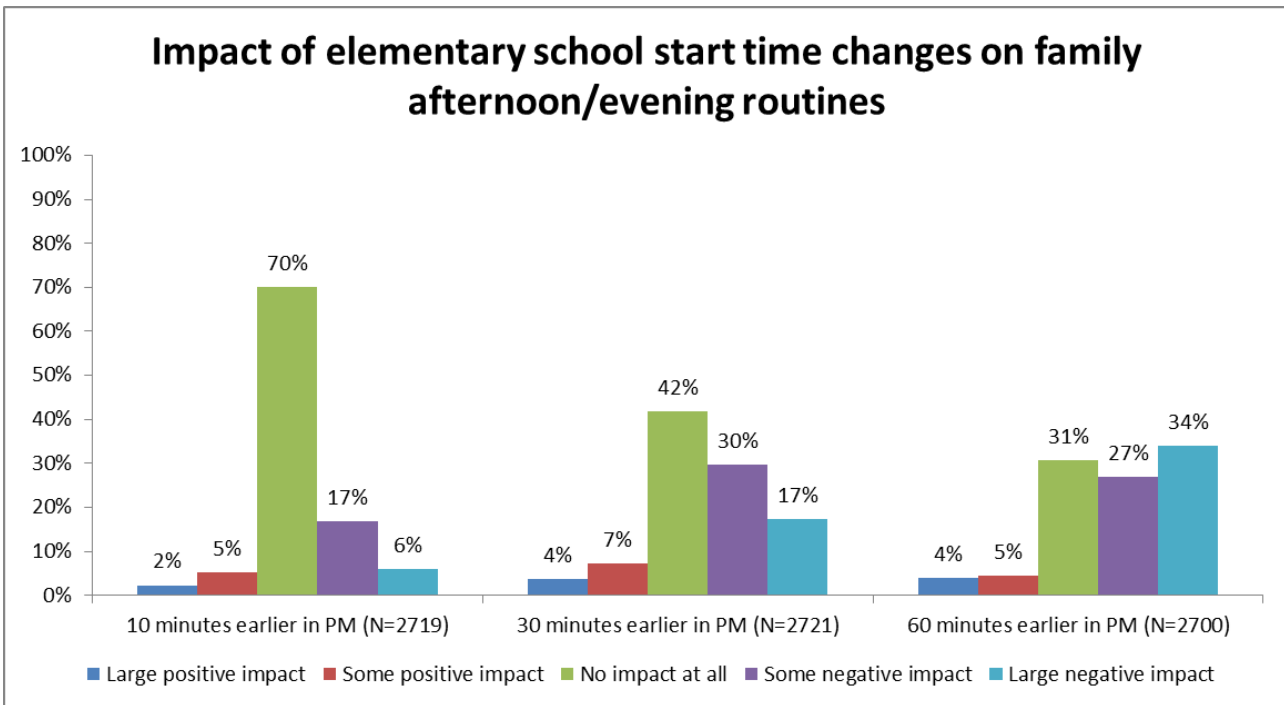


For parents/guardians who have at least one student in elementary school, earlier elementary school start times of 30 minutes or 60 minutes have a negative impact on family morning routines for most

parents/guardians. A 30 minute earlier start time negatively affects 54% of parents/guardians. A 60 minute earlier start time negatively affects 77% of parents/guardians.

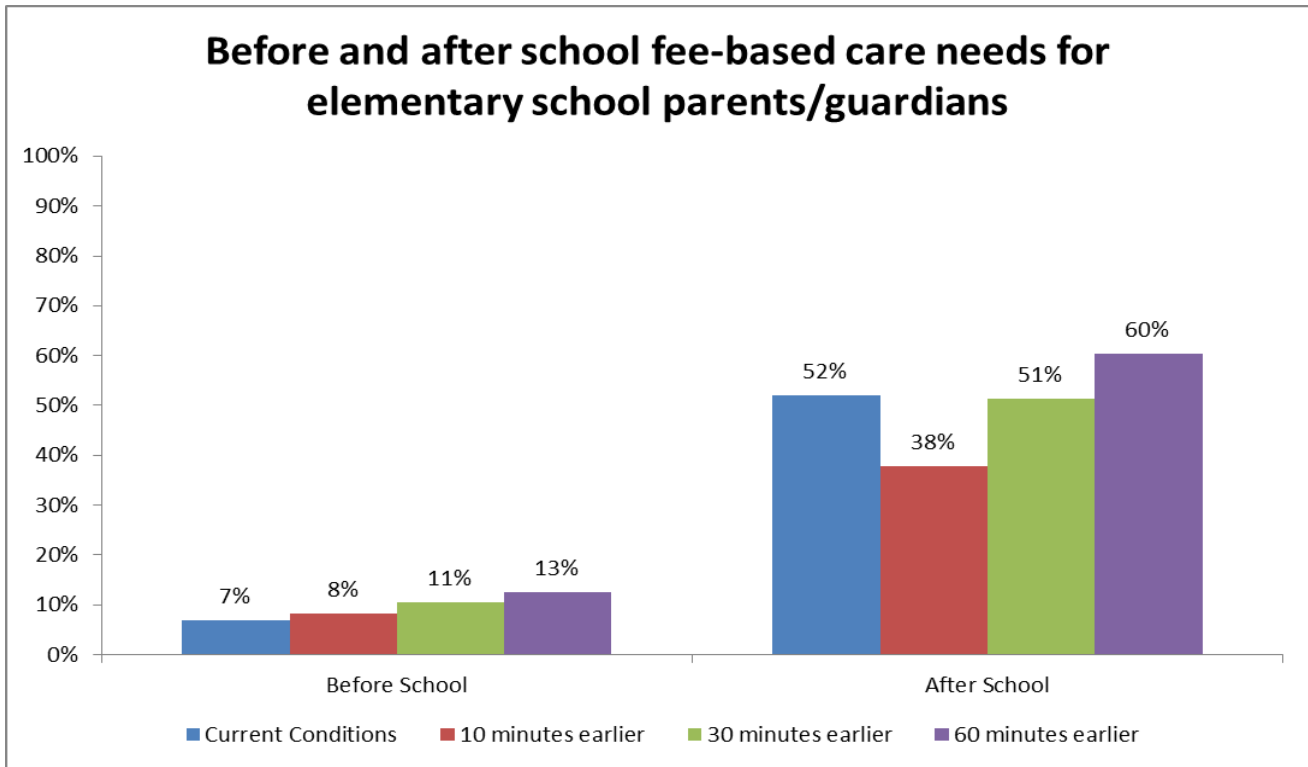


For parents/guardians who have at least one student in elementary school, an earlier elementary school end time in the afternoon in general either has no impact or a negative impact on family afternoon/evening routines.



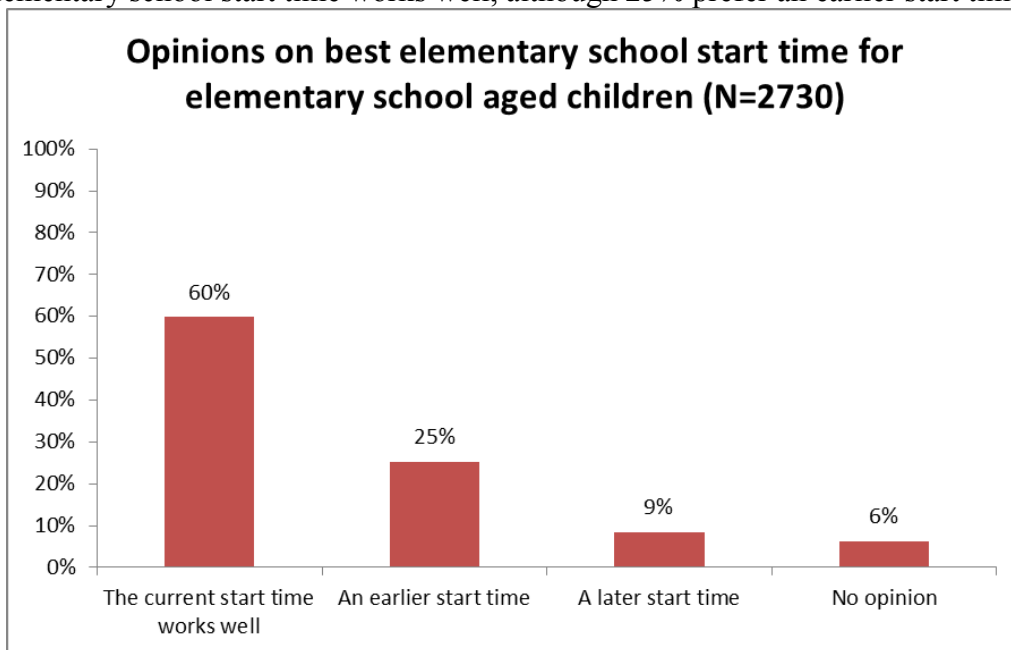
Parents/guardians who have at least one student in elementary school were also asked about their use of fee-based before and after school care. The chart below displays both the current percentage of parents/guardians with elementary school aged children who participate in before school and/or after school fee-based care, as well as the percentages who would need to participate with a start or end time of

10 minutes, 30 minutes, or 60 minutes earlier. A shift of 60 minutes earlier would increase both the percentage of parents/guardians who participate in before school and after school fee-based care, indicating an increased cost to these parents/guardians.

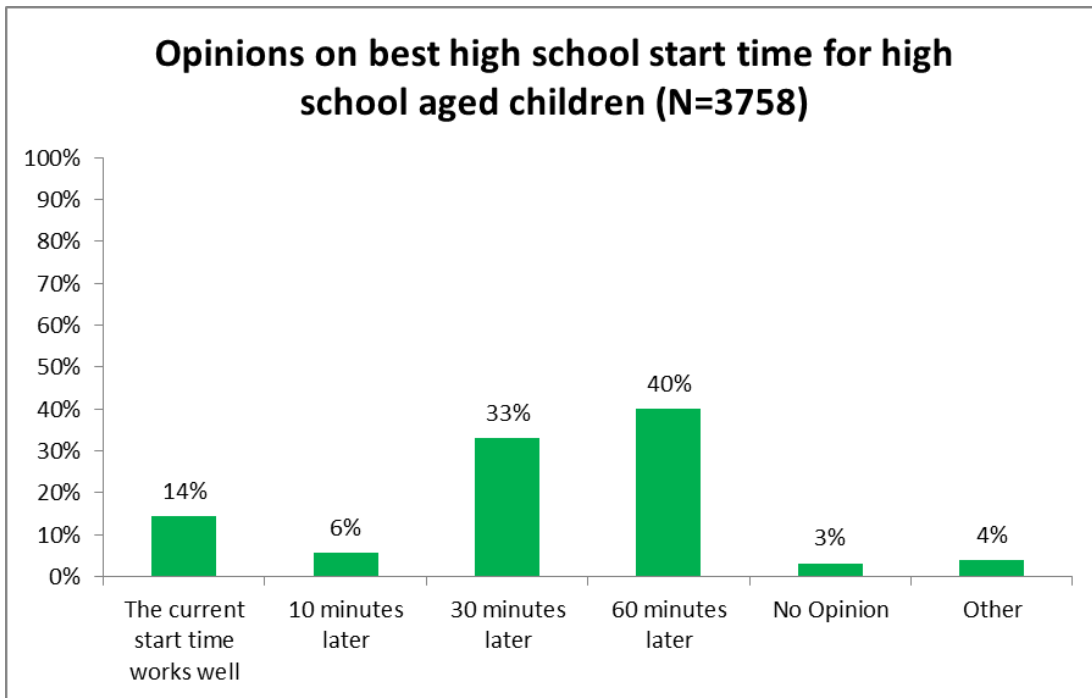


**Opinions and beliefs**

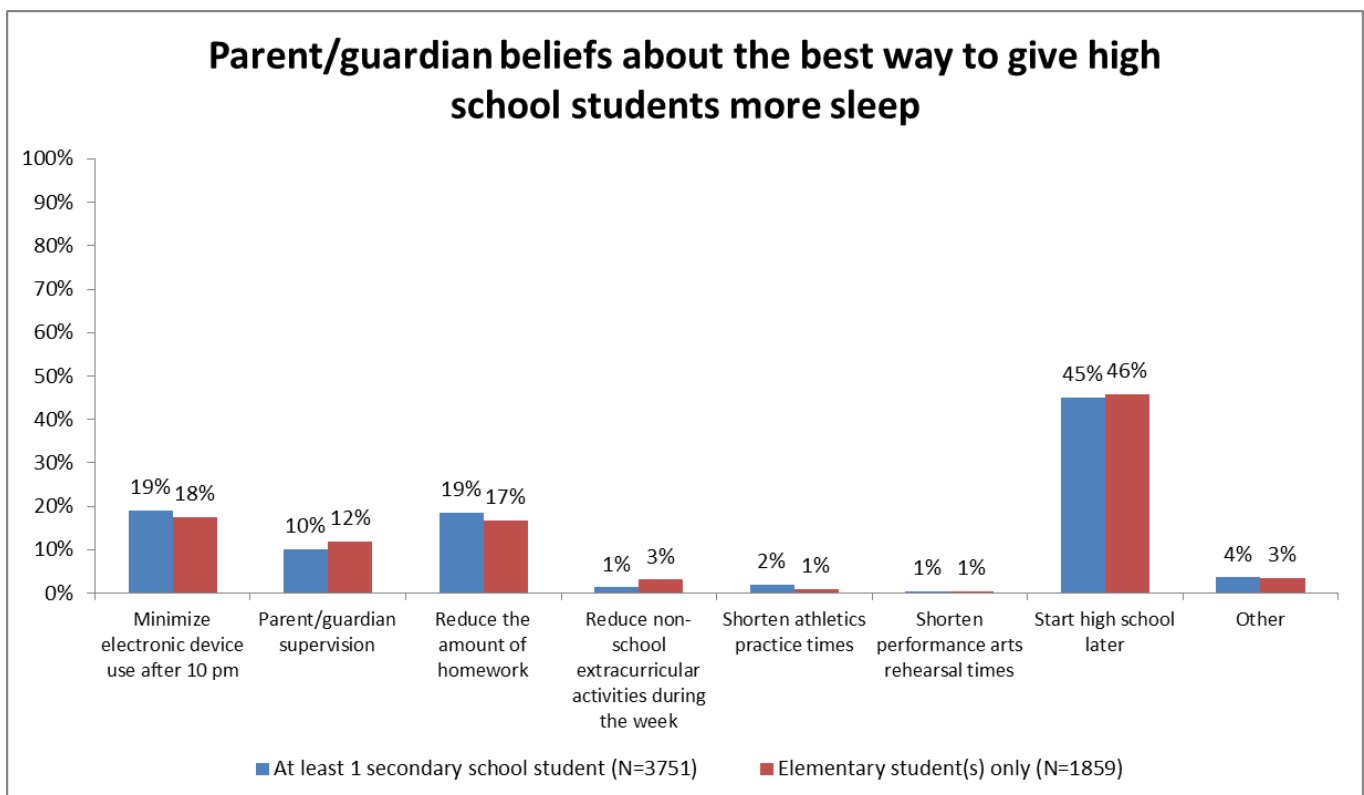
The majority (60%) of parents/guardians who have at least one student in elementary school believe that the current elementary school start time works well, although 25% prefer an earlier start time.



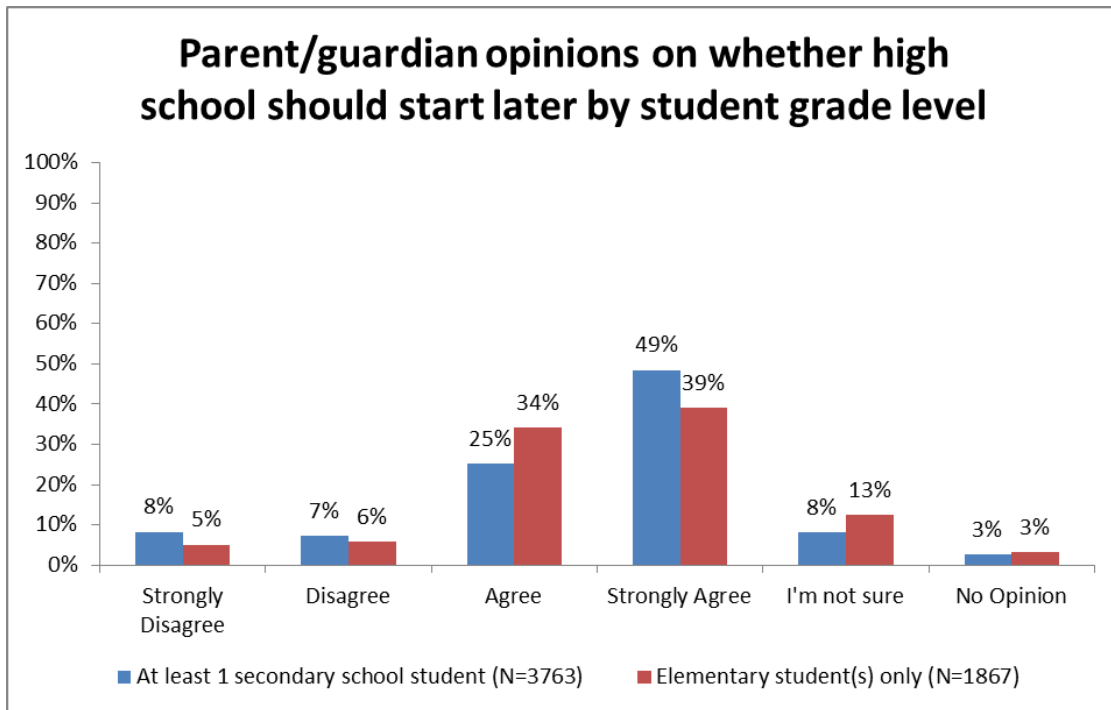
The majority of parents/guardians who have at least one student in secondary school believe that a later start time would be best, with 33% preferring 30 minutes later and 40% preferring 60 minutes later. 526 parents/guardians (14%) believe the current start time works well.



Parents/guardians were also asked what they thought was the best way to give high school students the opportunity for more sleep. The chart below shows responses for parents/guardians who have at least one student in secondary school compared to parents/guardians who have only elementary school aged children. Interestingly, the patterns are similar across these two groups of parents/guardians, with both groups choosing “Start high school later” with the highest frequency.



Finally, parents/guardians were also asked their opinion on whether high school should start later. The chart below displays the responses for parents/guardians with at least one student in secondary school and those with only elementary school aged children. In general, a similar percentage of parents/guardians with secondary school students (74%) and those with only elementary school aged children (73%) agree that high school should start later.



For additional information and response frequencies for items from the full parent survey, please go to the Newton Public Schools website at: <http://www.newton.k12.ma.us/laterstarttime>