

Board of Education Workshop

Tuesday, September 25, 2018 10:00 AM

Central Office Conference Room, 24 School Road, Weston, CT 06883-1623

I. Welcome and Overview

II. 2018-2019 Goals and Priorities

A. Review and Discuss WPS Outcome, Goals and Action Steps

B. Consider Additional Priority Work

1. PPS/Special Education, Verbal Introduction by Michael Rizzo

2. Homework Policy and Practices, Verbal Introduction by Kenneth Crow

3. Space Utilization Feasibility Study- Presentation from BOE Meeting 9-17-18

4. School Start and End Times, Presentation from BOE Meeting 10-16-17 and Update on WHS Athletic Travel Schedules, September 2018

III. Future Year Goals - Beyond 2018-2019

IV. Next Steps and Closing

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: September 25, 2018

Information Only

Action Requested

Agenda Item Subject: Review and Discussion of WPS Outcome, Goals and Action Steps

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

Link to WPS Draft Weston Outcome & Goals 2018-19

<https://sites.google.com/westonps.org/districtgoals2018-2019/home?authuser=2>

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Grade Structure Options

Brainstorming DRAFT -- September 24, 2018

(Based on Current 2018-19 Enrollment)

Grade	Option A	Option B	Option C	Option D	Grade	Current
K					K	
1					1	
2					2	HES 389
3				552	3	
4		719	719		4	
5	896				5	WIS 507
6				532	6	
7			568		7	
8	583	763			8	WMS 583
9					9	
10					10	
11					11	
12	805	805	1000	1200	12	WHS 805
TOTAL	2284	2284	2284	2284		2284

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 9/17/18

Information Only

Action Requested

Agenda Item Subject: Discussion of Space Utilization Study

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

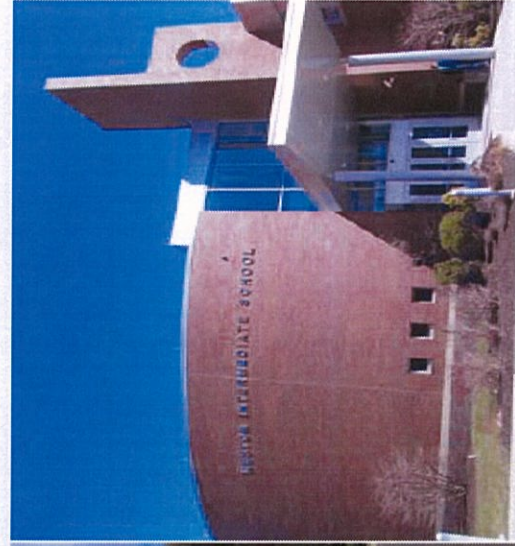
The following attachment includes an explanatory PowerPoint presentation from Administration regarding the space utilization study, as well as the proposed draft work plan from Silver Petrucelli.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

WESTON PUBLIC SCHOOLS
SPACE FEASIBILITY UTILIZATION
STUDY

BOARD OF EDUCATION – SEPTEMBER 17, 2018

WESTON PUBLIC SCHOOLS SPACE UTILIZATION STUDY



10-YEAR FACILITIES & UTILIZATION STUDY (PHASE 1 STUDY)

- The study was commissioned by the Weston Board of Education to determine and assess the current conditions of **all school facilities**.
- Draft report was issued on November 3, 2017.
- The 10-Year Facilities & Utilization Study presented:
 1. Analysis on long-term needs for each facility and building on the Weston Public School campus (i.e., HES, WIS, WMS, WHS, Central Office, Annex, Bus Depot).
 2. Analysis of campus and building facility usage based on current and anticipated curricular and co-curricular goals, programs and needs.
 3. Short and long-term enrollment projections incorporating comprehensive modeling of demographic, economic and housing trends.
 4. 10-Year capital recommendations ranked in order of importance to maintain and upkeep the existing facilities.
 5. Three conceptual options to address the Middle School facility and its educational needs over the next 10 years.
 6. Conceptual options to balance the dual needs for improved district administration offices and ample teaching and learning spaces in the schools.

SPACE UTILIZATION FEASIBILITY STUDY (PHASE 2 STUDY)

- Phase 1 of the Facility & Utilization Study operates with the assumption that the current number and arrangement of campus facilities and buildings remain the same. This is a well-reasoned assumption based on district goals, programs and needs, as well as current and anticipated enrollment.
- However, given the extensive, multi-year financial investments associated with any major capital work, the Facilities Committee wants to examine a full range of scenarios as to the number and arrangement of campus facilities and buildings.
- The Facilities Committee recommends a Phase 2 study to examine the optimal use of current buildings and square footage to ensure a robust and cutting-edge curricular and co-curricular program. The smaller study would analyze the requirements presented by current and anticipated enrollment, both in terms of student counts and diverse learning and developmental needs.
- Two reconfiguration scenarios would be examined to provide a full range of options for building usage:
 - Scenario 1—WMS Reallocation: Reconfigure the campus so that the square footage of Weston Middle School is reallocated to WHS, WIS and HES
 - Scenario 2—HES Reallocation: Reconfigure the campus so that the square footage of Hurlbutt is reallocated to WHS, WIS and WMS

SPACE UTILIZATION FEASIBILITY STUDY (PHASE 2 STUDY)

Questions to Examine in the Phase 2 Study:

1. What are the curricular and co-curricular elements that will need to be moved and/or retained with either Scenario 1 or 2?
 - Scenario 1: What elements from WMS must be moved or retained?
 - Scenario 2: What elements from HES must be moved or retained?
2. For Scenario 1, to what extent are WHS, WIS and HES readily expandable to absorb the WMS square footage and necessary curricular and co-curricular elements?
3. For Scenario 2, to what extent are WHS, WMS and WIS expandable to absorb the HES square footage and necessary curricular and co-curricular elements?
4. For Scenario 2, is it possible to expand WIS to allow for a Pre-K to 5 configuration in one facility? What are the implications of a Pre-K to 5 building with over 925 students (based on current enrollment)?

SPACE UTILIZATION FEASIBILITY STUDY (PHASE 2 STUDY)

Questions to Examine in the Phase 2 Study (Continued):

5. For either scenario, what is the impact of having schools with enrollment ranging from a minimum of 600 to as much as 925? Schools of this size for the elementary and middle school grades would be uncommonly large relative to similar districts.
6. For either scenario, changing the grade configuration may become a necessity. What is the curricular and co-curricular effect of changing the grade configuration amongst buildings?
7. What is the current space being used for now, given that current enrollment is smaller than when the schools were built? What is the allocation of space across all curricular and co-curricular needs, including special education, music, art, world language, STEM?
8. What are the anticipated PPS/Special Education needs? How can space be most effectively used to meet the needs of PPS/Special Education?

NEXT STEPS

If the BOE approves moving forward with the Phase 2 study, several steps would commence.

1. Form a Strategic Facilities Planning Committee:
 - a) Superintendent
 - b) Assistant Superintendent of Curriculum & Instruction
 - c) Assistant Superintendent of PPS
 - d) Director of Finance and Operations
 - e) Director of Facilities and Security
 - f) Principals
 - g) BOE Facility Committee Representative
 - h) PTO Representative
2. Solicit input from the First Selectman and Board of Finance on what questions they would like to see addressed in the Phase 2 study.
3. Work with Silver Petrucci & Associates to finalize the work plan for a Phase 2 study.
4. The Strategic Facilities Planning Committee would evaluate the most viable options from the Phase 1 and Phase 2 studies and present summary analysis to the Facilities Committee of the Board of Education.
5. Following Facility Committee review and deliberation, the Strategic Facilities Planning Committee would create with the assistance of a consultant, Educational Specifications (ED Specs) for the recommended option to be reviewed and potentially adopted by the Board of Education.
6. Present recommended option and Educational Specifications to Public, Board of Selectman and Board of Finance for additional input.



September 12, 2018

Mr. Richard Rudl
Director of Finance and Operations
Weston Public Schools
24 School Road
Weston, CT 06883

Re: Work Plan
Feasibility Conditions Study and Master Planning
Weston Public Schools
SP Project No. 18.034

Dear Rich,

The Weston Public School (WPS) facility feasibility study and master plan were completed by Silver Petrucelli & Associates, Inc. (SP&A). The Board of Education (BOE) began a review process, including a “walk through” of the schools. We revised the study, as requested, to provide three additional recommendations for the Middle School. We validated the proposed educational improvements and combined these with the capital needs over a 5-year timeline. The BOE now asks if they can achieve the same educational excellence in alternative school configuration models?

SP&A will build upon the study and master plan to answer this question and focus on the academic criteria brought forth in the study, especially the detailed MS criteria, as well as the data from the capital needs. Clearly, the Middle School has the greatest need and was identified as the first facility needing improvement. Hurlbutt is a “close second”. We recently agreed that the Intermediate School and the High School are less problematic in the focused re-configuration models. Therefore, to study alternative school configurations the Middle School and Hurlbutt are the primary drivers and will indirectly affect the WIS & HS.

It was revealed that the Middle School has the highest need and becomes the priority for improvements. The Middle School academic elements need to be retained in the curriculum in the alternative configuration models are:

1. Educational use of pool, including competition.
2. Enough gym space for MS education.
3. Labs, Project Lead the Way, etc.
4. Science labs.
5. The balance of the classroom needs remains in effect.

Reconfigurations raise the question, is it possible to expand the High School and the Immediate School to allow for the alternative grade configurations at this facility? Central to the evaluation

of the options is the grade configuration of Pre-K-5, 6-8 and 9-12. Logically it will be asked if “peeling off” a grade from this configuration, either up or down, is problematic. What is the effect of breaking the current grade configuration? What is the education and curriculum effect of changing the current grade configuration? What is the effect on teaming, peer to peer learning, educational paring, etc.? Are the students developmentally ready for alternative grade configurations? Are there other district models with alternative grade configuration? Is the teaching staff accredited for new grade configurations?

A key factor to understanding the current educational model and Weston’s utilization of the current space are the SPED needs/demands and the District’s expectations. The changes to SPED over the last 40 years are significant. The current data will be compared to historic data when schools were affectively sized without SPED. More important is the expectation that “return to district and/or retain in district” SPED is a better educational model and more cost-effective approach to meeting some student’s needs. Most all projections point to the SPED needs/demands continuing to grow in the future and this data will be used to project the District’s expectations. We believe this will help to address one of the elemental questions, - if enrollment is declining, what is the “extra” space being used for?

It is worth revisiting several aspects of the study data to answer other key questions.

- If the “original” schools were built for a greater number of students, then what is the space being used for now and how has the space needs changed?
- What percentage of the current space is used for other educational needs; SPED, Music, Art, World Language, STEM/Project Lead the Way?
- What effect does grade configuration have on the facility needs?

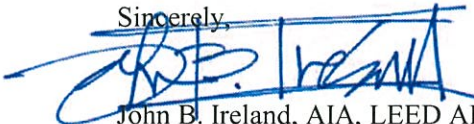
In addition, benchmarking the data to compare to other “like” districts as well as the State data will be used as a basis for this comparison and evaluation.

Which of the school facilities is better-suited for expansion or reduction and what modifications are needed to accommodate the district’s needs? What are the estimated costs to modify the school facilities for the various options?

We understand Milone and MacBroom (MMI) Mike Zuba are contracted directly by the district and while the October 1 enrollment data is obviously pending, MMI is already tasked with refreshing this data. Does it make sense for MMI to now analyze the subtleties of the numbers across the Pre-K-5, 6-8 and 9-12 grades configuration? In the meantime, we will continue with data presented from 2017.

We appreciate your consideration and trust in SP&A and based on the above definition of viable options, we will revise our proposal for services.

Sincerely,



John B. Ireland, AIA, LEED AP
Architect, Senior Project Manager

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: November 14, 2017

Information Only

Action Requested

Agenda Item Subject: Discussion of School Start and End Times

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Memorandum and additional backup documentation presented at the October 16, 2017 Board of Education meeting, for discussion of school start and end times.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>



Weston Public Schools
Office of the Superintendent
William S. McKersie, Ph.D.

MEMORANDUM

To: Weston Board of Education
Date: October 12, 2017
Subject: Second Conversation about Changing School Start/End Times

Background

The August 2017 BOE-Superintendent Retreat included a conversation about the possibility of changing school start and end times in Weston. We reached consensus that altering school start/end times is challenging, but worth exploring in light of Weston's *goal of creating Healthy Learning Environments* for students.

The basis of the Retreat discussion were three sets of materials assembled by the administration to provide preliminary information and analysis:

1. *Preliminary Considerations Memorandum* – August 21, 2017
2. *Additional Considerations Regarding Changing School Start/End Times* – August 21, 2017
3. *New Bus Run & School Times if WHS Start Time Changed* – August 8, 2017¹

The framing statement in the *Preliminary Considerations Memorandum* bears repeating:

Many school districts nationally have begun exploring changing the start of school times to better match the physical, emotional, and educational needs of adolescents. A number of school districts have made such a change (locally, Wilton about 10 years ago; Greenwich just this school year). The main target is the start time for high schools, based on a growing body of scientific research that has identified start times approximating 8:30 a.m. as optimal for adolescents.² When districts adjust high school start times, they often have to adjust the opening bells for elementary and middle schools, in order to maximize bus usage and other transportation

¹ The three sets of materials are attached to this memorandum for reference purposes.

² An independent research summary can be provided at the point of formal exploration by Weston.

requirements. As a result, a change primarily benefiting high school students becomes a district-wide transition.

Understanding the complexity of the change, we concluded in our Retreat discussion that Fall 2019 would be the earliest that new start/end times could be implemented. The BOE and Superintendent agreed that 2017-18 should be a year of exploration and analysis, with final recommendations on whether or not to make a change, accompanied by thorough analysis and work plans, due in Fall 2018. This schedule would allow for careful research and planning ahead of implementation, and in advance of the budget cycle for developing the 2019-2020 budget.

As an immediate next step, the BOE requested a brief review of the research literature, additional analysis of considerations for Weston, and recommended next steps. With this material in hand, the BOE would be ready to have a second conversation about future directions on school start/end times.

The Research Literature

One of the best summaries of the research on the scientific reasons to consider modifying school start times was assembled by a member of a task force working on the topic in Greenwich. Jim Healy, a parent, ghost-wrote the following summary of the research evidence, which appeared in a June 2016 memorandum from the Superintendent to the Greenwich Board of Education. Mr. Healy's contribution to the literature is presented here in full (all italics).³

In August 2014, the American Academy of Pediatrics (AAP) released a policy statement that heightened national attention related to delaying the high school to a later start time. In the policy statement, AAP identified insufficient sleep in adolescents as a public health issue, recognizing early school start times as “a key modifiable contributor” to chronic sleep loss. The AAP recommended that districts delay school start times for adolescents to 8:30 a.m. or later in order to improve students’ health, safety, and academic outcomes.⁴ To put the AAP recommendation into perspective, consider the estimate by the Centers for Disease Control and Prevention that the national average start time in 2011-12 for high schools was 7:59 a.m. and 8:04 a.m. for middle schools—both substantially earlier than the AAP recommendation. In Connecticut, the situation was worse. On average, middle, high, and combined schools in Connecticut started at 7:46 a.m., with nearly three fourths of schools that serve adolescents starting before 8:00 a.m.⁵

³ *School Start Time Recommendation*, Greenwich Public Schools, William McKersie, Superintendent, Cynthia Womack, Project Manager, June 14, 2016, pp. 7-11.
[http://www.boarddocs.com/ct/greenwich/Board.nsf/files/AAQNMH60990F/\\$file/061416%20SST%20Recommendation%20w%20CS.pdf](http://www.boarddocs.com/ct/greenwich/Board.nsf/files/AAQNMH60990F/$file/061416%20SST%20Recommendation%20w%20CS.pdf)

⁴ American Academy of Pediatrics, Policy Statement-School Start Times for Adolescents, 2014-16

⁵ Centers for Disease Control, School Start Times for Middle School and High School Students – United States, 2011-12 School Year, August 2015.

Recently, the Centers for Disease Control and Prevention published a supplementary report. The August 2015 report supported the AAP recommendation for later school start times, agreeing that a widespread lack of sleep among adolescent students constitutes a “substantial public health concern.”⁶

At the core of the research on the relationship between school start times and student sleep patterns are findings regarding the unique sleep needs of adolescents. Perhaps the most important change to consider in the context of school start times is the shift in the circadian rhythm that occurs in adolescents with the onset of puberty. The circadian rhythm is a biological process that regulates the timing associated with waking and sleeping during a daily cycle. It has been well established that during puberty, biological changes in adolescents cause their circadian rhythm to shift about 2 hours later, making it difficult for most adolescents to fall asleep before 11pm. Because teens require a full sleep cycle of between 8.5 and 9.5 hours a night during this critical stage of their development, a wake time between 7:30 am and 8:30 am is required for optimal sleep health in most adolescents.⁷

High school start times at 7:30 am conflict with an adolescent’s biological sleep requirements and their circadian rhythm shift, which results in chronic sleep deficits in our teen population. In a recent survey on stress at GHS, 97% of respondents reported they were not getting the recommended 8.5 to 9.5 hours of sleep a night. The National Sleep Foundation describes widespread sleep deprivation among adolescents as “largely driven by a conflict between teens’ internal biological clocks and the schedules and demands of society” (<https://sleepfoundation.org/sleep-news/background-er-later-school-start-times>).

While shifting school start times is necessary to provide teens with a sufficiently long sleep window, adolescents must take advantage of the opportunity and actually get more sleep. Studies have consistently shown that, in fact, teens do take advantage of the sleep window offered them by later school start times.⁸

*Many of the adverse consequences of chronic sleep deficits are well known generally, although more are being discovered each year. A comprehensive survey article by medical research scientists at the Centers for Disease Control was just published in the May 2016 *Journal of School Health*. It is worth quoting from that article at length here (the imbedded numbers refer to footnotes in the original text):*

“A solid body of literature has found that insufficient sleep in this young population is tied to poor mental health, including depression, depressive symptoms (8, 16-22) and suicidal ideation (8, 18, 20, 22-25). In addition, a few

⁶ Wheaton, A.G., G.A. Ferro, and J.B. Croft. “School Start Times for Middle School and High School Students-United States, 2011-12 School Year. Centers for Disease Control and Prevention, August 2015.

⁷ “Background: Later School Start Times.” The National Sleep Foundation, <https://sleepfoundation.org/sleepnews/background-er-later-school-start-times>.

⁸ Cline, J., PhD. “Sleepless in America: Latest Findings on Later School Start Times.” Psychology Today. May 9, 2011. <http://www.psychologytoday.com/blog/sleepless-in-america/201105/latest-findings-later-schoolstart-times>.

studies have shown an association between insufficient sleep and unhealthy risk behaviors including alcohol use (17, 19, 20, 22), tobacco smoking (20, 22), marijuana use (20, 22), use of other illicit/prescription drugs (22), unhealthy weight control strategies (26), and recent sexual activity (20). Other factors that have been found to be associated with insufficient sleep include risk-taking behaviors (27), bullying (28), school violence-related behaviors (29) and physical fighting (20). Short sleep duration has also been found to be associated with a higher risk of unintentional injury (30). Finally, students who do not get enough sleep also may be more likely to have problems paying attention and poor academic performance (17, 21, 31-36), although not all research agrees (37, 38). (Wheaton et al, "School Start Times, Sleep, Behavior, Health, and Academic Outcomes: A Review of the Literature; "Journal of School Health, May 2016).

When considering these consequences, one must also keep in mind that teen sleep deficits and their associated physical problems are occurring precisely when an adolescent is in one of his or her most critical development periods from a biological standpoint. The near term consequences of chronic sleep deficits are fairly clear but there is a body of evidence indicating an increased risk of serious long term consequences as well, including an increased risk of both cardiovascular disease and Type 2 diabetes.⁹

Studies have shown improved health outcomes from moving to later school start times. A 2014 study from the University of Minnesota, examining more than 9,000 students attending eight high schools in three states, found that core academic performance improved at schools with later start times, as did student attendance, while tardiness, substance abuse and symptoms of depression declined. School counselors and nurses reported fewer students seeking help for emotional problems and physical ailments. At home, 92% of parents reported that their teenagers were "easier to live with" when given the chance to get more sleep due to later high school start times. Researchers from Oxford and Harvard report in a 2015 study that school start times are generally not synchronized with teen circadian rhythms. This results in reduced concentration, performance, attention, productivity, creativity, communication and socialization. This also results in an increase in stimulant use, irritability, depression and anxiety, along with physical ailments. Aligning education times with students' circadian rhythms can improve learning and reduce health risks.

Hanover Research, an independent research and analysis agency, completed a research synthesis of school start times and student outcomes in April 2016. While conducted for the Greenwich Public Schools, it is a rare compendium of research on start time effects. I have attached to this memorandum a copy of the full report. The following direct excerpt highlights key findings relative to two major outcomes.

⁹ American Academy of Pediatrics, Policy Statement: School Start Times for Adolescents, August 2014.

School-Related Outcomes-

- *Academic Achievement:* Evidence that school start times impact adolescent academic achievement remains inconclusive. The research base includes studies examining a variety of academic outcomes, including standardized test scores, course grades, and grade point averages. However, whereas some studies find positive effects associated with later school start times, other studies reveal mixed effects. Meanwhile, other studies observe no effects. Such variation in results may reflect the studies' methodological limitations, including the inability to observe and control for the range of other factors that also influence academic outcomes.
- *Attendance and Tardiness:* Although delayed school start times may decrease tardiness, the effect on attendance rates appears uncertain. Despite finding no positive impact on attendance, a 2007 study of middle school students by Wolfson et al. concluded that later school start times decreased tardiness. Specifically, tardiness proved four times more likely in early-starting schools than in late-starting schools. A 2014 study by Wahlstrom et al. of high school students detected mixed signals in attendance rates post-start time delays; however, the same study revealed an overall reduction in tardiness.

Non-School-Related Outcomes-

- *Sleep:* Delayed school start times enable middle school and high school students to receive more sleep. A 2013 study by Boergers, Gable, and Owens found that high school students generally did not adjust bedtimes after a school start time change, resulting in increased sleep almost equivalent to the start time delay (i.e., 25 minutes). Similarly, a 2010 study by Owens et al. concluded that a 30-minute school start time delay increased total sleep time by an average of 45 minutes - due to the combined impact of the change in school schedule and the shift in student bedtimes.
- *Car Accidents:* Studies associate later high school start times with lower car accident rates for teens. A 2008 study by Danner and Phillips found that motor vehicle accident rates for 17-18 year olds decreased 16.5 percent following a delay in a Kentucky county's high school start times which compared to an 7.8%% increase statewide. Vorona et al.'s 2011 study observed a lower car accident rates for 16-18 year olds in Chesapeake, Virginia, than in Virginia Beach, where high schools started roughly 75-80 minutes earlier.¹⁰

Additional Analysis

The considerations shared at the August 2017 BOE-Superintendent Retreat can be organized into a series of analytical priorities. These considerations are preliminary—we must

¹⁰ *School Start Times and Student Outcomes*, Prepared for Greenwich Public Schools, Hanover Research, April 2016, pp. 3-4

determine the extent to which they would be a factor for new start/end times in Weston. The priorities also frame the categories for action planning and implementation. They are listed in the following chart, with the associated considerations from the Retreat documents (August 21, 2017). While phrased in many cases as concerns and challenges, they are better seen as factors requiring attention if school start/end times are to be effectively modified

Analytical Priority	Preliminary Considerations
Academic Program	<ul style="list-style-type: none"> • Research has been mixed on the academic advantages • Examine what more is known about changes to these findings as more districts have altered start/end times • Impact on instruction and assessment schedules producing increased stress. • Later start time of away competitions would mean later return times for athletes with the same amount of homework still to be completed
Health Impact – Physical, Emotional, Psychological	<ul style="list-style-type: none"> • Research is strong on the health impact being positive • Examine what is known about the resiliency of these • research findings as more districts have altered start times • To what extent are students in high performing/high demand districts availing themselves of the sleep opportunity provided by a later start time? • To what extent have changes in start/end times addressed issues of student stress?
Co-Curricular -- Athletics	<ul style="list-style-type: none"> • Travel times to athletic contests must be considered, as it may require students to leave school early and then return later in the evening (see above points) • Impact on SWC schedules and opponents willingness to modify contest times. • WHS two-tiered practice schedule (2:45-5:00 and 5:00-7:30) would be affected, likely moved later into the afternoon and evening. • Lack of lights on many outdoor facilities

	<ul style="list-style-type: none"> • Would before school programs be eliminated, in the spirit of adhering to the research on allowing adolescents later morning starts?
Co-Curricular – Music & Performing Arts	<ul style="list-style-type: none"> • Impact on performance ensembles (band, orchestra, chorus), especially those which take place as before and after school activities. • WIS performance ensembles might need to be shifted to after-school, which would disrupt students participating in both ensembles and WOW programs, robotics, chess, etc. • Would before school programs be eliminated, in the spirit of adhering to the research on allowing adolescents later morning starts?
Co-Curricular – Clubs & Activities	<ul style="list-style-type: none"> • Impact on after-school activities that travel (Math Team, Model UN, Mock Trial, Young Progressives, Mentorship Club) • Would before school programs be eliminated, in the spirit of adhering to the research on allowing adolescents later morning starts?
Non-School Programs	<ul style="list-style-type: none"> • Impact on participation in non-WPS after-school programs—religious education and sports/athletic programs
Contractual Obligations	<ul style="list-style-type: none"> • Shared staff and scheduling (may make for longer day if elementary schools begin first) • Impact on staff involvement as advisors to after-school activities • Shifts to custodial schedules
Non-Contractual Issues for Staff	<ul style="list-style-type: none"> • Potential adverse effect on teacher morale • Impact on staff who coach in other districts
Budget	<ul style="list-style-type: none"> • Transportation (bussing) is the major budget consideration. Preliminary analysis has been done so cost neutral for bussing.

	<ul style="list-style-type: none"> • Other budget factors must be explored.
Transportation -- Safety	<ul style="list-style-type: none"> • Not completing PM student bus drop-offs in daylight in winter months • Student drivers/Safety <ul style="list-style-type: none"> ○ Driving after dark (winter months) ○ Late release when weather requires early dismissal ○ Potential conflicts with HES/WIS buses?
Transportation – Traffic Congestion	<ul style="list-style-type: none"> • Travel times for students and families • Traffic study required • Travel time for faculty/staff (including bus drivers)
Family Live Arrangements	<ul style="list-style-type: none"> • Impact on student employment • Impact on basic daily schedules for families and how they will cover before and after school time for children.
Campus & Building Operations	<ul style="list-style-type: none"> • Details to be determined
External Relations	<ul style="list-style-type: none"> • Relations with sister districts if our schedule impacts our interactions (i.e., athletics or SPED transportation). • Impact to town recreation programs that use facilities-later practices would impact town/youth use of facilities • Weston Youth Sports may have limited time and access to facilities, given they follow the WHS two-tier schedule, which as noted above may be pushed later in the day and evening. • Relations with Weston residents if traffic patterns are negatively affected.

Top Logistical Considerations:

While the scientific research (medical) arguing for later start times is increasingly obvious, the logistical realities of modifying schedules loom large. Indeed, the logistics may be limiting the benefits suggested by the science. Lessons from other districts that are implementing new start/end times suggest four top logistical considerations.

First, the **financial and budget aspects** of new start/end times must be examined closely, both for immediate and long-term effects. The major costs may relate to transportation, but there likely are budget pressures emanating from many of the analytical priorities and considerations. For instance, later end times for school will impact building and facility usage, requiring possible changes to custodian time, security and lighting and utility usage.

Second, **detailed traffic studies are required**. The impact must be understood of shifting when the preponderance of students, families and staff are on the road—both in busses and individual vehicles. In our congested region, changes in the volume of traffic can have significant impact on travel times, which could result in longer travel thereby minimizing the value of delaying school starts. Increased traffic congestion also could create a public relations challenge for the district with residents.

Third, **bus schedules have to be carefully analyzed** to make sure the new times will work as well as they currently do. If time changes result in the congestion flagged in the previous point, bus sequences will have to be modified.

Fourth, while all students will be affected, **athletes as a group will deserve special attention**. Ending school later will impact practice schedules and length, as well as push contests, and the return time from contests, later in the day. Athletes may be faced with fewer hours between school ending and reasonable bed times. Athletes may also be faced with greater reductions in class time, or after school academic help, due to practice and contest timing demands. Athletes and their families will have to be advised carefully if start/end times are changed. Students participating in performing arts, music and other major co-curriculars may also have changes to their schedule, but given they perform inside, and are not often traveling to other locations, the consequences are more limited.

Next Steps

I would recommend four next steps.

First, the BOE needs to deliberate about the merits of exploring changes to school start/end time relative to other priorities facing the district. The timeline determined in August 2017—to spend this academic year exploring with recommendations due by Fall 2018—may ensure the pace of exploration is reasonable and does not undermine other pressing work. To that end, the BOE needs to confirm that the timeline discussed in August (and summarized at the start of this memorandum) remains the best approach.

Second, the BOE needs to prioritize the questions and issues that will be most essential to the decision of ultimately changing start/end times. The analytical priorities listed here, with preliminary considerations, are a starting point, but they must be examined and refined. In some cases, they may not turn out to be major issues; while in other cases, they could be pivotal. The three “top logistical considerations” may provide the answer, but they need to be reviewed by the BOE.

Third, the BOE needs to determine the best structure and process for exploring a change to start/end times. To what extent will the effort be led by the administration, a mix of the

administration and the BOE, or a mix of the administration, BOE, parents and community? Previous change efforts in Weston, as well as in other districts, would suggest a lean, representative task force, reporting back regularly to the BOE, would be the best approach.

Fourth, the BOE needs to decide when to begin assessing stakeholder interest in this topic. Primary concern should be the interests and needs of students, parents and families, but we also should gauge the perspectives of staff, who will be instrumental to the success of any change. The first phase of exploration should in examine the extent of interest and the most pressing concerns among student, families and staff.

I look forward to a healthy discussion with the BOE about next steps.

Attachments:

Preliminary Considerations Memorandum – August 21, 2017

Additional Considerations Regarding Changing School Start/End Times – August 21, 2017

New Bus Run & School Times if WHS Start Time Changed – August 8, 2017

School Start Times and Student Outcomes, Prepared for Greenwich Public Schools – April 2016

August 21, 2017

TO: Weston Board of Education
FROM: William McKersie, Ph.D., Superintendent
RE: Preliminary Considerations Regarding Changing School Start/End Times

Many school districts nationally have begun exploring changing the start of school times to better match the physical, emotional and educational needs of adolescents. A number of school districts have made such a change (locally, Wilton about 10 years ago; Greenwich just this school year). The main target is the start time for high schools, based on a growing body of scientific research that has identified start times approximating 8:30 a.m. as optimal for adolescents.¹ When districts adjust high school start times, they often have to adjust the opening bells for elementary and middle schools, in order to maximize bus usage and other transportation requirements. As a result, a change primarily benefiting high school students becomes a district-wide transition.

Altering school start times is a challenging process, with many ancillary impacts. You may recall that as Superintendent of the Greenwich Public Schools I guided that town and district to the final BOE consideration of whether or not to change start times. We went through a year-long exploratory process, complete with external consultants. With that experience in mind, this summer I asked administrators to give me preliminary information and analysis on two entry questions for Weston:

- 1) What would be possible bus schedules for all four Weston Public Schools mapped against several different start-times for the high school? A governor was using the same number of bus runs (thus, keeping the cost neutral) and being open to flipping start times amongst the four schools.
- 2) What would be a preliminary list of critical issues and questions to be examined as part of exploring and ultimately deciding whether or not Weston should modify school start times?

Attached are the results of this preliminary inquiry. First, you will find a several page memorandum (August 8, 2017) from Dave Lustberg, Director of Transportation, listing five different options for bus schedules, several of which entail flipping the start-times between the elementary schools and middle and high school. Dave also consulted with Mark Berkowitz, Director of Athletics, on a list of critical issues and questions. Second, you will find a short list of additional points (August 21, 2017) highlighted by administrators at HES, WIS and WHS (Pattie Falber, Nicole Wilhelm, Laura Kaddis, Kim Kus, Lisa Deorio, Matt Filip and Juli Givoni). They developed their list after reviewing Dave's memorandum.

The preliminary bus schedule options and the listing of critical issues and questions should help the BOE deliberate on the merits of proceeding with an exploration of changing school start-end times. An obvious first step would be establishing a lean committee structure, including a decision on the level and timing of BOE participation, and priority work plan and time line. Model work plans would be available from other districts to help guide our efforts.

I look forward to discussing this critical issue with the Board of Education.

Attachments

¹ An independent research summary can be provided at the point of formal exploration by Weston.

Additional Considerations Regarding Changing School Start/End Times¹
Weston Public School Administrators
(Assembled by William McKersie, Ph.D., Superintendent)
August 21, 2017

The following preliminary list of critical issues and questions regarding school start/end times was developed by administrators at WIS and WHS (Pattie Falber, Nicole Wilhelm, Lisa Deorio, Matt Filip and Juli Givoni). They developed their list after reviewing Dave Lustberg's August 8, 2017 memorandum for additional points to consider. (Laura Kaddis, Kim Kus, Dan Doak and Dru Walters reviewed Lustberg's memorandum for HES and WMS, respectively, and found it thorough at this preliminary point in the analysis.)

I. WIS Considerations

There potentially is a major implication for all the performance ensembles (band, orchestra, chorus – grade 4 and 5) at WIS, which all currently take place as before-school activities. With a shift of an earlier start time it would not be possible to have any before-school activities for children of this age. This would make it necessary to move all of our ensembles, along with the WOW programs, robotics, chess, etc., to after school. This will make it more difficult for the same number of students to participate in the ensembles, as it would compete with the various sports/athletic programs, as well as religious education classes, which our students attend.

There is the possibility of incorporating our performance ensembles during the school day. This would have an impact on staffing, scheduling and student academic or recess time.

II. WHS Considerations

Additional considerations not reflected in Lustberg's memo:

1. Student drivers/Safety
 - a. Driving after dark (winter months)
 - b. Late release when weather requires early dismissal
 - c. Potential conflicts with HES/WIS buses? (related to bullet XI in memo)
2. Impact on student employment
3. Impact on staff who coach in other districts
4. Impact on staff involvement as advisors to after-school activities
5. Potential adverse effect on teacher morale

¹ This document accompanies two memorandums:

1. An August 21, 2017 Memorandum from the Superintendent to the Board of Education entitled, *Preliminary Considerations Regarding Changing School Start/End Times*;
2. An August 8, 2017 Memorandum from Dave Lustberg to Richard Rudl entitled, *New Bus Run & School Times if WHS Start Time Changed Without Adding Additional Buses*.

6. Impact on after-school activities that travel (Math Team, Model UN, Mock Trial, Young Progressives, Mentorship Club)
7. Shared staff and scheduling (may make for longer day if elementary schools begin first)
8. Travel time for faculty/staff (including bus drivers)
9. Shifts to custodial schedules

Ideas included in the Lustberg memo WHS Administrators wish to underscore:

1. Increase to number of athletes leaving class early- impact on instruction and assessment schedules producing increased stress
2. Impact to town recreation programs that use facilities- later practices limits the time
3. Later start time of away competitions would mean later return times for athletes with the same amount of homework still to be completed
4. Lack of lights on many outdoor facilities
5. This would impact both high school and town/youth use of these facilities



THE PUBLIC SCHOOLS of WESTON, CONNECTICUT

To: Richard Rudl

From: Dave Lustberg

Date: 8/8/17

Re: New Bus Run & School Times if WHS Start Time Changed Without Adding Additional Buses

Current Bus/School Times:

School	AM 1 st Student Pickup	AM School Start	PM School End	PM Last Student Drop-off
WHS	6:50	7:45	2:30	
WMS	6:50	7:45	2:30	
WIS	7:45	8:30	3:15	4:10
HES	7:45	8:30	3:15	4:10

New Bus Run & School Times if WHS Start Time Changed Without Adding Buses – SCHOOL START ORDER REMAINS THE SAME (WHS/WMS FIRST)

Option A:

If Weston High School (“WHS”) start time changed from 7:45am to 8:00am:

School	AM 1 st Student Pickup	AM School Start	PM School End	PM Last Student Drop-off
WHS	7:05	8:00	2:45	
WMS	7:05	8:00	2:45	
WIS	8:00	8:45	3:30	4:25
HES	8:00	8:45	3:30	4:25

Option B:

If Weston High School (“WHS”) start time changed from 7:45am to 8:15am:

School	AM 1 st Student Pickup	AM School Start	PM School End	PM Last Student Drop-off
WHS	7:20	8:15	3:00	
WMS	7:20	8:15	3:00	
WIS	8:15	9:00	3:45	4:40
HES	8:15	9:00	3:45	4:40

Option C:

If Weston High School (“WHS”) start time changed from 7:45am to 8:30am:

School	AM 1 st Student Pickup	AM School Start	PM School End	PM Last Student Drop-off
WHS	7:35	8:30	3:15	
WMS	7:35	8:30	3:15	
WIS	8:30	9:15	4:00	4:55
HES	8:30	9:15	4:00	4:55

New Bus Run & School Times if WHS Start Time Changed Without Adding Buses – WIS & HES START BEFORE WHS & WMS

Option D:

If WHS was to start at 8:30am and WIS & HES are moved to the First Tier:

<u>School</u>	<u>AM 1st Student Pickup</u>	<u>AM School Start</u>	<u>PM School End</u>	<u>PM Last Student Drop-off</u>
HES	6:50	7:45	2:30	
WIS	6:50	7:45	2:30	
WHS	7:45	8:30	3:15	4:10
WMS	7:45	8:30	3:15	4:10

Option E:

If WHS was to start at 8:15am and WIS & HES are moved to the First Tier:

<u>School</u>	<u>AM 1st Student Pickup</u>	<u>AM School Start</u>	<u>PM School End</u>	<u>PM Last Student Drop-off</u>
HES	6:35	7:30	2:15	
WIS	6:35	7:30	2:15	
WHS	7:30	8:15	3:00	3:55
WMS	7:30	8:15	3:00	3:55

Critical Issues to Consider Regarding Time Change:

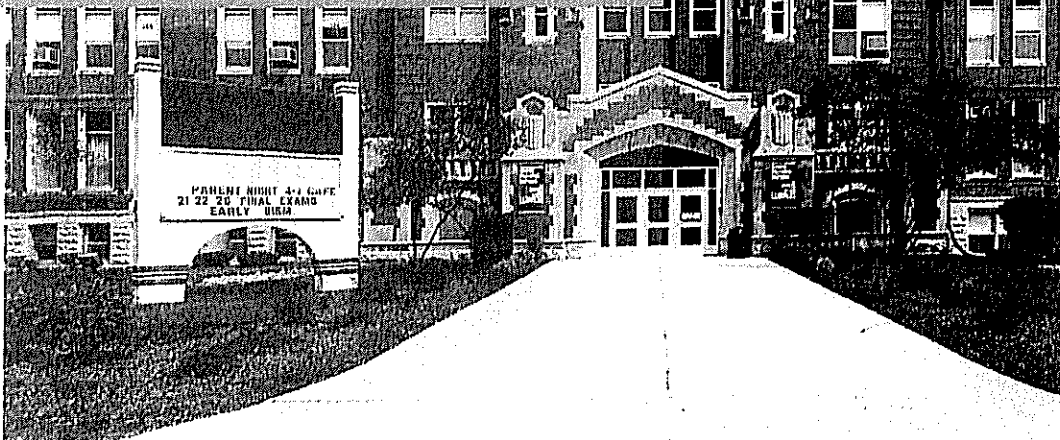
- I. Not completing PM student bus drop-offs in daylight in winter months
- II. All aged students unable to participate in after school activities - Time change impact on various activities of students held out of town and/or unrelated to Weston youth programs:
 - a. Rowing Club
 - b. Wilton Gymnastics
 - c. Music Lessons
 - d. Tennis Lessons
 - e. Tutoring
 - f. Etc.
- III. WHS Sports Time Conflicts – WHS already has the latest school day end time in our conference (SWC) and we also are the furthest south, so our travel times to away games are the longest in the conference.
 - a. Games – Later school end time would require one or more of the following options for WHS games:
 - i. Entire SWC change game start times; or
 - ii. WHS student-athletes dismissed from school early on away game dates; or
 - iii. Delay start of home games and student-athletes arrive late at away games
 - iv. Impact on Weston Youth Sports programs later start time using sports facilities after WHS sports finishes (see below).
 - b. Practices – Due to our limited number of facilities for each type of sport, WHS Athletics routinely runs 2 tiers of practices (2:45-5:00 and 5:00-7:30). These times would be pushed back later for the later school end time. This would have a further impact on Weston Youth Sports (see below).

- c. Weston Youth Sports programs come on to the school facilities after WHS sports teams are finished and have 1 or 2 tiers of practices as well. The later times would impact the ability of the youth programs to run multiple tiers (due to age of participants, lateness of time and permitted light usage) and would also be detrimental to the programs that use facilities after WHS where there aren't lights, like baseball and softball, (particularly in the late fall and early spring when daylight is limited).
- IV. Bused WMS Hebrew School students late for class (time schedule based on Westport school district school times)
- V. Bused WIS & HES Hebrew School students late for class (time schedule based on Westport school district school times)
- VI. Bused WIS & HES CCD Religious School students late for class in Weston
- VII. WIS & HES youth soccer program time conflicts with new school times
- VIII. WIS & HES youth lacrosse program time conflicts with new school times
- IX. **IF WIS/HES Start First** – Currently WHS/WMS buses arrive at school between 7:20-7:35 for the 7:45 bell in order for those buses to get back out onto their WIS/HES routes in a timely manner to get back to school between 8:15-8:25 for the 8:30 bell. Thus, WHS & WMS students are at school 10-25 minutes prior to the bell. If school start times were reversed, we would still need the extra time between runs in the morning to complete all runs on time, so the lower school children would have to be arriving at school 10-25 minutes prior to the bell. Right now, the lower schools do not allow students in the buildings until 10 minutes prior to the bell (8:15) at the earliest.
- X. **IF WIS/HES Start First** – WHS & WMS students would have less time between bus arrival and the start bell (similar to the 5-10 minutes the lower schools have now).
- XI. **IF WIS/HES Start First** - In addition to any issues that may arise from starting the younger students earlier in the morning (winter darkness, etc.), ending school at WIS & HES earlier is likely to increase the already heavy car traffic on campus at WIS/HES dismissal. Assuming that some/many WIS/HES student after school activities (like soccer and Hebrew School, etc.) remain at the same time as they are now, WIS/HES students will be getting out of school too early to go directly to those activities by bus, but will not have enough time to take a full bus ride home and then be driven to the activity by a parent/guardian. Therefore, more student car pickups will have to be made.
- XII. ETC.

SCHOOL START TIMES AND STUDENT OUTCOMES

Prepared for Greenwich Public Schools

April 2016



In the following report, Hanover Research reviews literature examining the relationship between school start times and a variety of academic and non-academic student outcomes.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In recent years, districts across the United States have considered delaying school start times to better align with adolescent sleep cycles. In the following report, Hanover Research reviews the literature regarding the various effects of school start times on elementary, middle, and high school students. After discussing trends in school start times nationwide, **Section I** summarizes findings regarding the impact of school start times on a variety of academic outcomes. In addition to examining effects on other school-related outcomes, such as attendance, tardiness, attentiveness, and participation in extracurricular activities, **Section II** also explores relationships between school start times and health-related outcomes, including sleep and car accident rates.

KEY FINDINGS

STATE AND NATIONAL TRENDS

- **The American Academy of Pediatrics recommends a start time of 8:30 a.m. or later for adolescent students.** However, the Centers for Disease Control and Prevention estimated a national average start time of 7:59 a.m. for high schools and an average start time of 8:04 a.m. for middle schools during the 2011-2012 school year. On average, middle, high, and combined schools in Connecticut started at 7:46 a.m., with nearly three-fourths of schools that serve adolescents starting before 8:00 a.m.

SCHOOL-RELATED OUTCOMES

ACADEMIC ACHIEVEMENT

- **Evidence that school start times impact adolescent academic achievement remains inconclusive.** The research base includes studies examining a variety of academic outcomes, including standardized test scores, course grades, and grade point averages. However, whereas some studies find positive effects associated with later school start times, other studies reveal mixed effects. Meanwhile, other studies observe no effects. Such variation in results may reflect the studies' methodological limitations, including the inability to observe and control for the range of other factors that also influence academic outcomes.

ATTENDANCE AND TARDINESS

- **Although delayed school start times may decrease tardiness, the effect on attendance rates appears uncertain.** Despite finding no positive impact on attendance, a 2007 study of middle school students by Wolfson et al. concluded that later school start times decreased tardiness. Specifically, tardiness proved four times more likely in early-starting schools than in late-starting schools. A 2014 study by

Wahlstrom et al. of high school students detected mixed signals in attendance rates post-start time delays; however, the same study revealed an overall reduction in tardiness.

NON-SCHOOL-RELATED OUTCOMES

SLEEP

- **Delayed school start times enable middle school and high school students to receive more sleep.** A 2013 study by Boergers, Gable, and Owens found that high school students generally did not adjust bedtimes after a school start time change, resulting in increased sleep almost equivalent to the start time delay (i.e., 25 minutes). Similarly, a 2010 study by Owens et al. concluded that a 30-minute school start time delay increased total sleep time by an average of 45 minutes – due to the combined impact of the change in school schedule and the shift in student bedtimes.

CAR ACCIDENTS

- **Studies associate later high school start times with lower car accident rates for teens.** A 2008 study by Danner and Phillips found that motor vehicle accident rates for 17-18 year olds decreased 16.5 percent following a delay in a Kentucky county's high school start times. Vorona et al.'s 2011 study observed lower car accident rates for 16-18 year olds in Chesapeake, Virginia, than in Virginia Beach, where high schools started roughly 75-80 minutes earlier.

POTENTIAL NEXT STEPS

While this report addresses several crucial topics related to school start times, opportunities for additional research exist. For example, future secondary research could examine obstacles commonly faced by districts seeking to change school start times and present evidence-based strategies to overcome such challenges. Meanwhile, primary research methodologies such as surveys and focus groups could provide mechanisms for gathering feedback from key stakeholders, including students, parents, community members, and district and school personnel, on potential school start time changes in Greenwich Public Schools.

SECTION I: SCHOOL START TIMES AND ACADEMIC OUTCOMES

After discussing trends in school start times nationwide, this section summarizes findings regarding the impact of school start times on a variety of academic outcomes.

BACKGROUND

Optimal school start times have been debated at the national and local levels for more than a decade. In August 2014, the American Academy of Pediatrics (AAP) released a policy statement that heightened the national attention paid to the issue. In the policy statement, AAP identified insufficient sleep in adolescents as a public health issue, recognizing early school start times as “a key modifiable contributor” to chronic sleep loss. The AAP recommended that districts delay school start times for adolescents to 8:30 a.m. or later in order to improve students’ health, safety, and academic outcomes.¹ More recently, Wheaton, Ferro, and Croft’s 2015 supplementary report, published by the Centers for Disease Control and Prevention (CDC), supported the AAP recommendation for later school start times, agreeing that widespread lack of sleep among adolescent students constitutes a “substantial public health concern.”²

The emphasis placed on the relationship between school start times and student sleep patterns stems from research regarding the unique sleep needs of adolescents. Experts postulate that aging impacts the amount of sleep required and the way people regulate sleep. In an article published in the *Journal of Adolescent Health*, Dahl and Lewin specify that the transition from childhood into adolescence systematically alters sleep in the following four ways:³

- There is a decrease in the duration of non-REM and REM sleep.
- A more adult-like pattern of REM sleep develops.
- There are increases in daytime sleepiness.
- There is a shift in the circadian pattern toward a more owl-like tendency for later bedtimes and wake-up times.

Perhaps the most important change to consider in the context of school start times is the shift in the circadian pattern. The circadian rhythm regulates the timing associated with waking and sleeping during a daily cycle. During puberty, biological circadian changes occur,

¹ “School Start Times for Adolescents.” American Academy of Pediatrics, 2014. p. 647.

<http://pediatrics.aappublications.org/content/pediatrics/early/2014/08/19/peds.2014-1697.full.pdf>

² Wheaton, A.G., G. A. Ferro, and J. B. Croft. “School Start Times for Middle School and High School Students- United States, 2011-12 School Year.” Centers for Disease Control and Prevention, August 2015.

http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6430a1.htm?s_cid=mm6430a1_w

³ Bullet points taken verbatim from: Dahl, R. and D. Lewin. “Pathways to Adolescent Health: Sleep Regulation and Behavior.” *Journal of Adolescent Health*, 2002. p. 177.

<http://www.sciencedirect.com/science/article/pii/S1054139X02005062#>

causing teens to develop a preference for staying awake and sleeping in later.⁴ The National Sleep Foundation describes widespread sleep deprivation among adolescents as “largely driven by a conflict between teens’ internal biological clocks and the schedules and demands of society.”⁵

SCHOOL START TIMES

Wheaton, Ferro, and Croft’s 2015 supplementary report for the CDC examined U.S. Department of Education data from the Schools and Staffing Survey (SASS). The report noted an estimated national average start time for middle, high, and combined schools of 8:03 a.m. during the 2011-2012 school year. Moreover, in 42 states, between 75 and 100 percent of public schools serving adolescents started before 8:30 a.m. In fact, only 17.7 percent of middle, high, and combined schools complied with the AAP’s recommended start time of 8:30 a.m. or later. In particular, high schools started at 7:59 a.m. on average, with more than 40 percent of high schools reporting start times before 8:00 a.m.⁶ Figure 1.1 illustrates the distribution of school start times, overall and by school level.

Figure 1.1: School Start Times by School Level (2011-2012)

SCHOOL LEVEL	AVERAGE START TIME	PERCENTAGE DISTRIBUTION OF MIDDLE, HIGH, AND COMBINED SCHOOL START TIMES			
		Before 7:30 a.m.	7:30 a.m. – 7:59 a.m.	8:00 a.m. – 8:29 a.m.	8:30 a.m. or later
Total	8:03 a.m.	6.7%	31.9%	43.7%	17.7%
Middle	8:04 a.m.	4.8%	35.9%	40.4%	18.9%
High	7:59 a.m.	9.5%	33.0%	43.1%	14.4%
Combined	8:08 a.m.	3.5%	21.6%	51.5%	23.4%

Source: Wheaton, Ferro, and Croft⁷

Notably, school start times varied across states. The data revealed that Alaska and North Dakota had the highest percentages of schools reporting start times of 8:30 a.m. or later (76.8 percent and 78.5 percent, respectively), and both states also had the latest average school start times (8:33 a.m. and 8:31 a.m., respectively). Conversely, Louisiana maintained the earliest average school start time (7:40 a.m.), with 83 percent of middle, high, and combined schools beginning before 8:00 a.m. Figure 1.2 presents relevant school start time information for Connecticut, as well as for Alaska, Louisiana, and North Dakota.⁸

⁴ Ibid.

⁵ “Backgrounder: Later School Start Times.” The National Sleep Foundation. <https://sleepfoundation.org/sleep-news/backgrounder-later-school-start-times>

⁶ Wheaton, A.G., G. A. Ferro, and J. B. Croft. “School Start Times for Middle School and High School Students- United States, 2011-12 School Year.” Op. cit.

⁷ Tabled adapted from: Ibid., pp. 3-4.

⁸ Ibid.

Figure 1.2: School Start Times by State (2011-2012)

STATE	AVERAGE START TIME	PERCENTAGE DISTRIBUTION OF MIDDLE, HIGH, AND COMBINED SCHOOL START TIMES			
		Before 7:30 a.m.	7:30 a.m. – 7:59 a.m.	8:00 a.m. – 8:29 a.m.	8:30 a.m. or later
Alaska	8:33 a.m.	0.0%	11.6%	11.6%	76.8%
Connecticut	7:46 a.m.	13.8%	57.4%	24.0%	4.8%
Louisiana	7:40 a.m.	29.9%	53.1%	12.1%	*
North Dakota	8:31 a.m.	0.0%	2.8%	18.7%	78.5%

Source: Wheaton, Ferro, and Croft⁹

*Denotes a reporting standard that was not met (standard error ≥0.5 or a response rate <50%)

A 2014 study by Wahlstrom et al. published by the Center for Applied Research and Educational Improvement at the University of Minnesota suggests that adolescent students also favor delayed start times. Approximately 75 percent of high school students surveyed in Minnesota, Colorado, and Wyoming cite an ideal school start time of 8:30 a.m. or later, and roughly half support start times of 9:00 a.m. or later. Figure 1.3 presents high school students' perceptions of ideal start times.¹⁰

Figure 1.3: High School Students' Perceptions of Ideal Start Times

IDEAL START TIME	PERCENTAGE OF RESPONDENTS
7:00 a.m.	3.2%
7:30 a.m.	5.1%
8:00 a.m.	16.3%
8:30 a.m.	24.8%
9:00 a.m.	35.8%
Later than 9:00 a.m.	14.8%

Source: Wahlstrom et al.¹¹

EFFECTS OF LATER SCHOOL START TIMES ON ACADEMIC ACHIEVEMENT

Research on the relationship between school start times and academic achievement remains inconclusive, with different studies indicating positive, mixed, or no statistically-significant effects associated with school start time delays. However, the methodologies typically used in such studies complicate attempts to demonstrate causality. Most studies are correlational in nature and, thus, unable to provide empirical proof that changes in school start times lead to differences in academic achievement.¹² Likewise, the available

⁹ Tabled adapted from: Ibid., pp. 3-4.

¹⁰ Wahlstrom, K.L. et al. "Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study." Center for Applied Research and Educational Improvement, February 2014. p. 25.
<http://conservancy.umn.edu/bitstream/handle/11299/162769/Impact%20of%20Later%20Start%20Time%20Final%20Report.pdf?sequence=1&isAllowed=y>

¹¹ Table adapted from: Ibid., p. 25.

¹² Carrell, et al. "A's from Zzzz's? The Causal Effect of School Start Time on the Academic Achievement of Adolescents." University of California at Davis, October 5, 2010. p. 63.
<http://www.econ.ucdavis.edu/faculty/scarrell/sleep.pdf>

research on school start times often tends to focus on one school or district, confounding efforts to generalize the results.¹³

POSITIVE EFFECTS

SECONDARY SCHOOL STUDENTS

Several studies find that later school start times positively impact academic achievement among adolescents. A 2012 study by Edwards revealed that later school start times improved the performances of middle school students on standardized tests in reading and mathematics. Specifically, Edwards associated starting school one hour later with increases in standardized test scores equal to 1.8 percentile points in mathematics and 1.0 percentile point in reading. He also determined that later school start times especially benefitted low-performing students, as the effects proved twice as large for students who scored among the bottom third as opposed to the top third of test-takers. The positive effects also persisted into high school. Edwards analyzed Grade 10 comprehensive exam data, associating a one-hour delay in middle school start times with 2.0- and 1.6-percentile point increases in high school mathematics and reading scores, respectively.¹⁴

A 2005 study by Arlington Public Schools (APS) in Virginia found that earlier and later school start times led to negative and positive effects for adolescents, respectively. The APS study evaluated a high school start time change from 7:30 a.m. to 8:15 a.m. To accommodate districtwide transportation needs, APS also shifted the middle school start time, from 8:10 a.m. to 7:50 a.m. Whereas the grade point averages of high school students improved, APS observed some academic declines at the middle school level. Thus, APS concluded that “a more effective approach might have been to shift elementary start times.”¹⁵

Studies that examine academic achievement at different times during the school day also inform school start time considerations. For example, Cortes, Bricker, and Rohlfs conducted a 2012 study of high school students in Chicago Public Schools. The results associated first-period courses with lower course grades and test scores.¹⁶ Certain student subgroups appeared disproportionately affected, as the study found that the impact “became greater as the amount of exposure increased over the course of the academic year for black

¹³ Keller, P., et al. “Earlier School Start Times as a Risk Factor for Poor School Performance: An Examination of Public Elementary Schools in the Commonwealth of Kentucky.” *Journal of Educational Psychology*, June 16, 2014. p. 237. <http://www.apa.org/pubs/journals/releases/edu-a0037195.pdf>

¹⁴ Edwards, F. “Early to rise? The effect of daily start times on academic performance.” *Economics of Education Review*, 31, 2012. p. 970. <http://teensneedsleep.files.wordpress.com/2011/04/edwards-early-to-rise-the-effect-of-daily-start-times-on-academic-performance-published-version.pdf>

¹⁵ “Impact of 2001 Adjustments to High School and Middle School Start Times.” Arlington Public Schools, June 2005. p. 19. <http://www.fcps.edu/fts/taskforce07/documents/arlington605.pdf>¹⁵ Cortes, K., J. Bricker, and C. Rohlfs. “The Role of Specific Subjects in Education Production Functions: Evidence from Morning Classes in Chicago Public High Schools.” *The B.E. Journal of Economic Analysis & Policy*, 12:1, 2012. <http://users.nber.org/~cortesk/bejeap2012.pdf>

¹⁶ Cortes, K., J. Bricker, and C. Rohlfs. “The Role of Specific Subjects in Education Production Functions: Evidence from Morning Classes in Chicago Public High Schools.” *The B.E. Journal of Economic Analysis & Policy*, 12:1, 2012. <http://users.nber.org/~cortesk/bejeap2012.pdf>

students.”¹⁷ Further, attending early morning mathematics courses impacted performance in other subjects and had long-term adverse effects. For example, Cortes Bricker, and Rohlfs found that having first-period mathematics courses negatively affected students’ reading test scores. Likewise, the study associated having first-period Algebra I courses with lower course grades in Algebra II.¹⁸ Thus, Cortes Bricker, and Rohlfs recommend that “math classes for at-risk students should be scheduled after first period” and “math teachers’ preparation time should be scheduled during first period.”¹⁹

Meanwhile, a 2010 study by Carrell et al. observed the impact of first-period scheduling on the course grades of first-year students at the United States Air Force Academy (USAFA). The study found “a positive causal relationship between start time and academic performance for the students at USAFA,” with earlier course times negatively affecting students’ course grades.²⁰ Students performed worse in first-period courses, as well as all other courses. However, as start times moved later, from 7:00 a.m. to 7:50 a.m., the negative effects diminished.²¹ Although the study examined college students, Carrell et al. defend the applicability of the results to high school students. The authors note that, as adolescents, first-semester college students have the same sleep patterns as high school-aged teens. Moreover, according to the authors, the fact that early school start times negatively impacted the USAFA sample – a group of students with a history of high academic achievement and a preference for a regimented lifestyle – suggests that average students may experience even greater detrimental effects.²²

ELEMENTARY SCHOOL STUDENTS

Most research on school start times focuses on adolescents. However, some evidence that school start times affect the academic achievement of elementary school students exists. Keller et al. evaluated the impact of school start times on elementary school students’ scores on the Kentucky Performance Rating for Educational Progress (K-PREP).²³ The study associated earlier school start times with lower test scores, albeit only in middle- and upper-class elementary schools.²⁴ The authors, who found the results surprising, attributed the students’ lower test scores to the “physical, behavioral, and psychological ramifications of sleep deprivation.”²⁵

¹⁷ Ibid., p. 22.

¹⁸ Ibid., p. 30.

¹⁹ Ibid., p. 32.

²⁰ Carrell, et al. Op. cit., p. 74.

²¹ Ibid., p. 73.

²² Ibid., p. 63.

²³ Keller et al. Op. cit.

²⁴ Ibid., p. 6.

²⁵ Ibid.

MIXED OR NO EFFECTS

SECONDARY SCHOOL STUDENTS

Although several studies associate later school start times with positive academic outcomes, various studies also reveal mixed or no statistically-significant effects. For example, the 2014 study by Wahlstrom et al. obtained mixed results when evaluating the effects of later school start times on the academic achievement of 9,000 students in eight high schools across Minnesota, Colorado, and Wyoming.^{26, 27} The authors found that, for most of the sampled high schools, academic achievement increased following the school start time delay. However, for three sampled high schools, the authors observed evidence of increases and decreases in academic achievement. The authors concluded that, although “there are empirically-based positive outcomes for adolescents whenever the start time of their high school is moved to a later time,” such outcomes appear neither universal nor guaranteed.²⁸

A 2011 study by Hinrichs initially examined the relationship between high school start times and academic achievement in two Minnesota districts, St. Paul Public Schools and Minneapolis Public Schools. High schools in St. Paul Public Schools and Minneapolis Public Schools started at 7:30 a.m. and 8:40 a.m., respectively. Hinrichs found no statistically-significant differences in the two districts’ ACT scores.²⁹ In the same study, Hinrichs also analyzed state test scores for high school students in Kansas and Virginia.³⁰ The results supported his findings from Minnesota. For example, in the case of Kansas, he found that school start times had no effect on state test scores in reading, mathematics, social studies, and science, even after controlling for gender and eligibility for free or reduced-price lunches.³¹

In an attempt to explain why school start times may not impact adolescent students’ achievement on standardized tests, Hinrichs offers the following reasons:³²

- While early start times may cause students to lose sleep and learn less per unit of time, they may learn more outside of school by being awake longer.
- Students may be able to adapt to early start times by re-optimizing sleep patterns, such as catching up on sleep over the weekend.

²⁶ Wahlstrom, et al., “Examining the Impact of Later School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study.” Op. cit., pp. 8-10.

²⁷ The authors examined grade point averages for first- or third- period courses in mathematics, English, social studies, and science. However, for Mahtomedi Public Schools and South Washington County high schools, the authors examined course grades.

²⁸ Ibid., p. 52. ²⁹ Hinrichs, P. “When the Bell Tolls: The Effects of School Starting Times on Academic Achievement.” *Education Finance and Policy*, 6:4, Fall 2011. <https://www.aeaweb.org/aea/2011conference/program/retrieve.php?pdfid=60>

²⁹ Hinrichs, P. “When the Bell Tolls: The Effects of School Starting Times on Academic Achievement.” *Education Finance and Policy*, 6:4, Fall 2011. <https://www.aeaweb.org/aea/2011conference/program/retrieve.php?pdfid=60>

³⁰ The use of these data avoided the selection bias that is present in using ACT scores.

³¹ Ibid.

³² Bullet points adapted from: Ibid., pp. 15-16.

- Students may adapt to early schedules with environmental and chemical stimulation, such as caffeine.
- Though students' biological clocks may lead them to perform better later in the day, teachers may perform better earlier in the day, having a counteracting effect.
- Later start times could result in less time spent with parents in the morning, without affecting the amount of time spent with parents in the afternoon or evening.
- Before-school activities might nullify the effects of later start times.
- With later start times, students may miss instructional time in the afternoon due to early dismissal for athletic and extracurricular activities.

Hinrichs' findings substantiated earlier research conducted by Wahlstrom in 2002. In the study, Wahlstrom evaluated data from Minneapolis Public Schools after the district changed the start time of seven high schools from 7:15 a.m. to 8:40 a.m. Analyzing letter grades in courses completed three years prior to and three years after the change, Wahlstrom identified an upward trend, but no statistically-significant differences, as a result of the later school start time.³³ However, Wahlstrom highlighted the limitations of using course grades to measure academic achievement, as "grading is often a subjective action by teachers."³⁴ Wahlstrom opted not to use SAT or ACT scores as an alternative measure, noting that the students who take such exams tend to be more academically gifted than their peers and "have study habits that supersede any tiredness they experience."³⁵

ELEMENTARY SCHOOL STUDENTS

In contrast to Keller et al., the 2012 study by Edwards found that school start times had no effect on elementary school students' academic achievement. Specifically, he examined the impact of school start times on test scores in mathematics and reading, observing no relationship.³⁶ However, since the sampled elementary schools started at 8:15 a.m. or 9:15 a.m., Edwards remains unclear as to 1) whether school start times do not affect elementary school students or 2) whether the school start times in the analysis were not early enough to have an impact.³⁷

³³ Wahlstrom, K. "Changing Times: Findings From the First Longitudinal Study of Later High School Start Times." *National Association of Secondary School Principals Bulletin*, 86:633, December 2002.
<http://teensneedsleep.files.wordpress.com/2011/04/wahlstrom-changing-times-findings-from-the-first-longitudinal-study-of-later-high-school-start-times.pdf>

³⁴ Ibid., p. 11.

³⁵ Ibid.

³⁶ Edwards, F. Op. cit., p. 980.

³⁷ Ibid., p. 981.

SECTION II: SCHOOL START TIMES AND OTHER STUDENT OUTCOMES

This section examines the impact of school start times on other school-related outcomes, such as attendance, tardiness, attentiveness, behavior, and participation in athletics and extracurricular activities. This section also explores relationships between school start times and health-related outcomes, including sleep and car accident rates.

SCHOOL-RELATED OUTCOMES

ATTENDANCE AND TARDINESS

Several studies focused on how delayed school start times affect attendance and tardiness, providing mixed results. Wahlstrom's 2002 study examined attendance data for the two years prior to and the three years after Minneapolis Public Schools delayed high school start times. After the change, average attendance rates did not change significantly for students in Grades 9-11 who remained continuously enrolled in the same high school for two or more years. However, average attendance rates for *discontinuously*-enrolled students in Grades 9-11 did increase. Average attendance rates for students in Grade 12 did not change significantly, regardless of continuity of enrollment. Wahlstrom considers students who remained in school until Grade 12 as committed to graduating, irrespective of school start times.³⁸

Wahlstrom et al.'s 2014 study of high school students in Minnesota, Colorado, and Wyoming analyzed the impact of delayed school start times on tardiness, in addition to attendance. The study revealed some statistically-significant increases in attendance rates when comparing different students in the same grade level before and after the school start time change. However, when observing the same students across grade levels, attendance rates actually decreased following the change. In contrast, a majority of high schools experienced at least some decline in overall tardiness. Moreover, the high schools that delayed start times by the largest margins also tended to record the largest declines in tardiness.³⁹

In a 2007 study, Wolfson et al. assessed the effects of school start times on attendance and tardiness, albeit at the middle school level. The results proved consistent with the findings of Wahlstrom et al.'s 2014 study. Specifically, despite observing no impact on attendance, Wolfson et al. found tardiness almost four times more likely in early- than in late-starting middle schools.⁴⁰

³⁸ Wahlstrom, K. "Changing Times: Findings From the First Longitudinal Study of Later High School Start Times." Op. cit., p. 8.

³⁹ Wahlstrom et al., "Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study," Op. cit.

⁴⁰ Wolfson, A., Spaulding, C. Dandrow, and E. Baroni. "Middle School Start Times: The Importance of a Good Night's Sleep for Young Adolescents." Behavioral Sleep Medicine, 2007. <http://www.ncbi.nlm.nih.gov/pubmed/17680731>

Lastly, the 2005 APS study found that attendance rates tend to decrease as students age, regardless of school start times. For all middle school and high school cohorts examined, the attendance rate fell as the grade level increased, despite later high school start times and earlier middle school start times. Thus, APS concluded that maturity appears to affect attendance rates more than school start times.⁴¹

ATTENTIVENESS, MOOD, AND BEHAVIOR

A number of studies indicate that delayed school start times improve attentiveness, mood, and behavior, primarily due to the increased amount of sleep that students receive. The APS study measured the attentiveness of middle school and high school students before and after the districtwide start time changes. To measure attentiveness, APS administered a survey to students and teachers that asked about students’ readiness to start school, as well as preparedness for, alertness during, and participation in first period. The responses from high school students did not change substantially after the start time delay; however, a higher percentage of high school students reported high levels of first-period participation. In contrast, as seen in Figure 2.1, lower percentages of middle school students reported first-period preparedness, alertness, and participation.⁴²

Figure 2.1: Student Survey Responses

QUESTION	ALL OF THE TIME		SOME OF THE TIME		NONE OF THE TIME		NO RESPONSE	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
High School Students								
Ready to start school	20%	18%	52%	63%	22%	18%	7%	1%
Alert during first period	22%	20%	52%	64%	18%	16%	8%	1%
Prepared for first period	41%	47%	46%	49%	6%	4%	7%	1%
Participated in class discussions during first period	31%	42%	52%	47%	10%	9%	7%	1%
Middle School Students								
Ready to start school	35%	20%	51%	55%	7%	19%	7%	7%
Alert during first period	31%	14%	50%	63%	12%	17%	7%	6%
Prepared for first period	62%	53%	30%	40%	2%	2%	7%	5%
Participated in class discussions during first period	44%	35%	46%	55%	4%	5%	6%	6%

Source: Arlington Public Schools⁴³

Note: After the start time change, high schools started later while middle schools started earlier than previous years.

⁴¹ “Impact of 2001 Adjustments to High School and Middle School Start Times.” Op. cit., p. 12-13.

⁴² Ibid., pp. 12-18.

⁴³ Table adapted from: Ibid.

Figure 2.2: Teacher Survey Responses

QUESTION	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO OPINION		NO RESPONSE	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
High School Teachers												
Alert during first period	1%	12%	25%	41%	38%	17%	9%	11%	22%	24%	6%	5%
Prepared for first period	3%	10%	34%	41%	28%	20%	6%	8%	23%	16%	6%	6%
Participated in class discussions during first period	3%	13%	43%	47%	17%	14%	5%	4%	24%	15%	7%	7%
Middle School Teachers												
Alert during first period	10%	11%	50%	35%	11%	17%	3%	18%	25%	16%	1%	3%
Prepared for first period	8%	5%	55%	46%	10%	31%	1%	8%	26%	18%	1%	1%
Participated in class discussions during first period	10%	10%	58%	50%	7%	16%	0%	7%	24%	17%	2%	1%

Source: Arlington Public Schools⁴⁴

Note: After the start time change, high schools started later while middle schools started earlier than previous years.

Meanwhile, after the start time delay, higher percentages of high school teachers “strongly agreed” and “agreed” with statements describing their students as alert during, prepared for, or participating in first period (Figure 2.2). Middle school teachers’ responses proved less favorable, in line with middle school students’ responses. Middle school teachers referred to middle students as neither as alert nor as prepared for first period after the school start time change. Middle school teachers also noticed a decline in first-period participation.⁴⁵

Wahlstrom’s 2002 study also surveyed teachers to assess changes in high school students following a delay in school start times. Teachers reported higher levels of student alertness after the change. A majority of principals, when interviewed, also observed improvements in students’ mood and behavior. In fact, five of the eight principals dealt with fewer disciplinary referrals following the change. Additional interviews with high school counselors and parents revealed similar impressions, with parents referring to their children as “easier to live with.”⁴⁶

Finally, a 2013 study by Boergers, Gable, and Owens examined changes in high school students’ moods before and after a 25-minute delay in start times from 8:00 a.m. to 8:25 a.m. The study associated inadequate sleep with depression, sleepiness, and caffeine

⁴⁴ Table adapted from: Ibid.

⁴⁵ Ibid.

⁴⁶ Wahlstrom, K. “Changing Times: Findings From the First Longitudinal Study of Later High School Start Times.” Op. cit.

consumption. After school start time change, each of the three areas improved, as more students reported longer durations of sleep.⁴⁷

HOMEWORK, ATHLETICS, AND EXTRACURRICULAR ACTIVITIES

School start time debates often raise concerns that delays will reduce students' time to complete homework and opportunities to participate in athletics and extracurricular activities. In his 2012 study, Edwards examined self-reported student data on the amount of time spent each day doing homework and watching television. He found that students who started school one hour later watched 12 fewer minutes of television each day and spent nine more minutes doing homework each week. Edwards hypothesized that students who start school earlier also finish earlier, thus perhaps spending more time watching television and not doing homework before parents return home from work.⁴⁸

In contrast, the 2013 study by Boergers, Gable, and Owens concluded that later school start times did not affect the amount of time high school students spent on homework. The authors further noted "no significant difference in hours spent on...school sports, organized community sports, music activities, volunteer work, or hanging out with friends."⁴⁹ In Wahlstrom's 2002 study, teachers in districts with later school start times similarly reported that rates of participation in afterschool activities did not change, despite shorter practices, extended-day programs, and afternoon rehearsals.⁵⁰ Meanwhile, the 2005 APS study found that student participation in afterschool activities typically remained the same or increased following the school start time changes. Specifically, 65 percent of high school students "indicated that either there was no difference in their participation or that they were participating more."⁵¹ In comparison, 24 percent of middle school students reported no difference in participation, and 42 percent reported greater participation. In fact, the study suggested that the earlier middle school start time actually encouraged additional programs and/or afterschool activities.⁵²

OTHER OUTCOMES

SLEEP

Research indicates that delayed school start times result in more sleep for students, especially adolescents.⁵³ Some studies imply that sleep increases because students went to bed at the same time and woke later. Other studies find that students went to bed later as

⁴⁷ Boergers, J., C. Gable, and J. Owens. "Later School Start Time is Associated with Improved Sleep and Daytime Functioning in Adolescents." *Journal of Developmental & Behavioral Pediatrics*. 2013.
<http://www.gwern.net/docs/melatonin/2014-boergers.pdf>

⁴⁸ Edwards, F. Op. cit. p. 982.

⁴⁹ Boergers, J., C. Gable, and J. Owens. Op. cit. p. 15.

⁵⁰ "Wahlstrom, K. "Changing Times: Findings From the First Longitudinal Study of Later High School Start Times." Op. cit.

⁵¹ "Impact of 2001 Adjustments to High School and Middle School Start Times." Op. cit.

⁵² Ibid.

⁵³ Wolfson, A., Spaulding, C. Dandrow, and E. Baroni. Op. cit.

well; however, the later bedtimes did not offset the added sleep gained by students waking later.

For example, the 2013 study by Boergers, Gable, and Owens revealed that high school students' bedtimes remained largely unchanged following the 25-minute start time delay, whereas high school students woke up roughly 24 minutes later. Therefore, high school students generally received more sleep. Specifically, the share of high school students receiving eight or more hours of sleep each night increased from 18 percent to 44 percent. Signs of daytime sleepiness, such as tardiness and falling asleep in class, also decreased significantly.⁵⁴

A 2010 study by Owens et al. yielded similar findings. The authors assessed the impact of a 30-minute delay in a Rhode Island high school's start time from 8:00 a.m. to 8:30 a.m. Survey data indicated that, after the change, students woke later and went to bed earlier. Consequently, the average amount of reported sleep on school nights increased by 45 minutes, and the percentage of students receiving at least eight hours of sleep per night rose from 16.4 percent to 54.7 percent. Students also reported more satisfactory sleep, as evidenced by the reduction in daytime fatigue.⁵⁵

Wahlstrom et al.'s 2014 study of high schools in Minnesota, Colorado, and Wyoming also found that the proportion of students receiving eight or more hours of sleep increased with delayed school start times. Specifically, only 34-44 percent of students attending a high school that started early (i.e., at roughly 7:30 a.m.) received eight or more hours of sleep, compared to 57-66 percent of students attending a high school that started after 8:30 a.m. Interestingly, the authors also observed that high school students who had a phone or computer in their bedrooms were less likely to get eight or more hours of sleep.⁵⁶

Research on younger adolescents produces comparable results. The 2007 study by Wolfson et al. examined the sleep patterns of students in two New England middle schools with start times of 7:15 a.m. and 8:37 a.m. Students in the late-starting middle school woke more than an hour later than students in the early-starting middle school, meaning that, on average, the former students received an additional 50 minutes of sleep each night.⁵⁷ However, contrary to the findings of Boergers, Gable, and Owens, students at the late-starting middle school also reported later bedtimes than students at the early-starting middle school.⁵⁸

Lastly, in a 2008 study, Danner and Phillips assessed 9,966 students in Grades 6-12 within a large Kentucky county. The study included an initial questionnaire that asked students specific questions about sleep habits on school and non-school nights. The authors

⁵⁴ Boergers, J., C. Gable, and J. Owens. Op. cit.

⁵⁵ Owens, J.A. et al. "Impact of Delaying School Start Time on Adolescent Sleep, Mood, and Behavior." *The Journal of the American Medical Association*. 2010. <http://archpedi.jamanetwork.com/article.aspx?articleid=383436>

⁵⁶ Wahlstrom et al., "Examining the impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study," Op. cit.

⁵⁷ Wolfson, A., Spaulding, C. Dandrow, and E. Baroni. Op. cit.

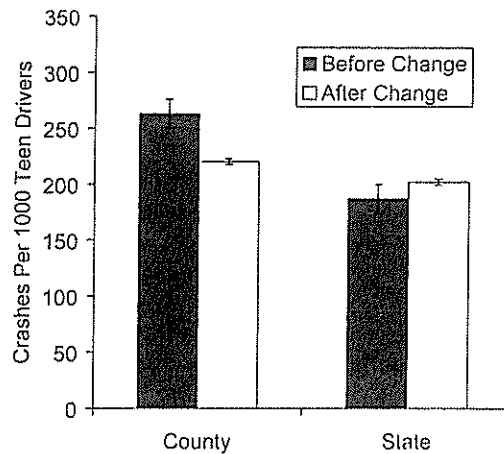
⁵⁸ *ibid.*

administered the same survey a year later after high school and middle school start times changed from 7:30 to 8:30 a.m. and from 8:00 to 9:00 a.m., respectively. Comparing sets of responses, Danner and Phillips determined that the average hours of nightly sleep among adolescents increased, while the amount of “catch-up” sleep occurring on the weekends decreased.⁵⁹

CAR ACCIDENT RATES

Most studies associate delayed school start times with a decrease in car accident rates. For example, the 2008 Danner and Phillips study examined motor vehicle accident rates for 17-18 year olds before and after the high school start time change. The authors computed accident rates for the county and the rest of Kentucky – for the two years before and the two years after the high school start time change. The countywide accident rate decreased following the change. Specifically, the county’s accident rate declined 16.5 percent, compared to a statewide increase of 7.8 percent.⁶⁰ Figure 2.3 illustrates the countywide and statewide accident rates before and after the high school start time change.

Figure 2.3: State and County Motor Vehicle Accident Rates for Teen Drivers



Source: Danner and Phillips⁶¹

In Virginia, Vorona et al. compared teen accident rates in Virginia Beach and Chesapeake – two similar, neighboring communities with different high school start times. High schools in Virginia Beach started roughly 75-80 minutes earlier than high schools in Chesapeake. When reviewing car accident data for 16-18 year old drivers in 2007 and 2008, the authors found higher teen car accident rates in Virginia Beach. While Virginia Beach recorded higher car

⁵⁹ Danner, F. and B. Phillips. “Adolescent Sleep, School Start Times, and Teen Motor Vehicle Crashes.” *Journal of Clinical Sleep Medicine*, December 2008. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2603528/>

⁶⁰ Danner, F. and B. Phillips. Op. cit.

⁶¹ Graph taken verbatim from: Ibid.

accident rates for drivers in all other age groups as well, the difference proved far more pronounced (i.e., by 4.5 times) in the case of teens.⁶²

Finally, Wahlstrom et al.'s 2014 study included car accident data for 16-18 year old drivers in three Minnesota communities and one Wyoming community. In three of the four communities, car accident rates dropped when high schools instituted later start times. The car accident rate actually decreased 70 percent in one community. The authors attributed the 9 percent increase in the fourth community's car accident rate to incidents involving "teens who attend local high schools in other nearby districts with earlier start times."⁶³

⁶² Vorona, R.D. et al. "Dissimilar Teen Crash Rates in Two Neighboring Southeastern Virginia Cities with Different High School Start Times." *Journal of Clinical Sleep Medicine*, 2011. p. 145.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3077341/>

⁶³ Wahlstrom, K. "Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study." *Op. cit.*, p. 48.

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Field Hockey	10	4	4	35
Girls Swimming	3	1	1	45
Football	2	3	3	35
	<hr/>			
	66	18	18	310
Totals	66 Buses depart 3:00 or earlier Regular season competitions only	18 buses depart 3:15 or later	310 athletes	

SOURCE: Mark Berkowitz, Athletic Director, WHS
Updated Analysis for 2017-18 School Year (September 2018)