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BOARD OF EDUCATION

Regular Meeting - Monday, June 24, 2019 - 4:00 PM
Wayzata City Hall
210 County Road 101 North
Plymouth, Minnesota 55447

Minutes of Work Session Meeting

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, June 24, 2019, beginning at 4:00 PM in the Wayzata City Hall
210 County Road 101 North
Plymouth, Minnesota 55447.

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
 - A. Q Comp Presentation *B. Anderson 30 minutes*

2

Wayzata School District

Q Comp Annual Report 2018-2019

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

YES

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

The Peer Coaching process prioritizes personalized professional development that empowers teachers to try new instructional practices to better support their students. Building trusting relationships with teachers was the first step in this process to create opportunities for staff to authentically reflect upon their practice. Peer Coaches collaborated with staff to facilitate professional growth and serve as a resource for providing materials, ideas, and suggestions for achieving instructional goals. Peer Coaches structured conversations to help teachers create their team and/or individual SMART goal, and then they followed up with reflection on data gathered to help teachers propel their practice forward. These reflective discussions are designed to promote the use of research-based instructional practices.

Information was collected on the impact of the Peer Coaches through a Peer Coach Survey administered to licensed teachers in May 2019. The following bullets outline the responses from teachers regarding how working with their Peer Coach impacted their classroom instruction.

- *I have a trusting relationship with my Peer Coach - 98% agree (first year of question)*
- *I have experimented with new teaching practices as a result of interactions with my Peer Coach –*

89% agree (eight-year range 81-89%, all time high)

- *“She brings a positive energy to our meeting and works to build a trusting environment in which to try new things and talk candidly about my teaching. She has help[ed] make the process meaningful and efficient. She has help[ed] brainstorm ways to fulfill the requirements with things that are meaningful to the work that I am currently doing.”*
- *“[Confidential conversations allow me to] have professional conversations that spur on high quality teaching practices. They also allow me to reflect on what is working and what I might want to do differently in order to grow as a teacher and have the strongest impact on student achievement.”*
- *“She gets me to reflect and think through what I am doing in my classroom. We have conversations that I have big takeaways from and put into use in my classroom. She has a lot of knowledge and shares with me. I feel comfortable taking risks and trying something new. It is nice to then be able to talk through what worked well and brainstorm areas I would like to change.”*

How did the work of teacher leaders impact student achievement?

(This information is specific to the work of Peer Coaches only.)

According to the Peer Coach survey, 91% of teachers agreed that the peer coaching program impacts student achievement.

- *“The conversations that I have with my peer coach are beneficial to my teaching and my students' learning.”*
- *“Receive valuable feedback on how to effectively impact my teaching, and, adds new insight into what I can do to improve as an educator. Therefore, directly impacting the development of my students.”*

One of the Peer Coaches' SMART goals was to increase the percentage of staff that experimented with new teaching practices as a result of interactions with their peer coach (as measured by survey data). Throughout the year, Peer Coaches promoted teachers' use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include promoting equitable student discussion, creating responsive classroom environments that address individual student needs, increasing student engagement, and utilizing effective formative assessment. This year 89% of staff reported that they experimented with new teaching practices as a result of interactions with their Peer Coach. This is an all time high.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

In our district, Peer Coaches are certified in an eight-day Cognitive Coaching Seminar that provides strategies, skills, and concepts to establish and support thinking and collaborating. They participate in a

professional learning community, with bi-monthly meetings, which foster professional growth through discussion and book studies. Peer Coaches collaborate with Curriculum Instruction staff and Technology Integration Specialists to develop and maintain ongoing professional growth. Peer Coaches are also provided numerous professional development opportunities during the year through the Academy of Wayzata Educators, the Metro Coaching Summit, CPM coach training and MyWay SHIFT. This year, a study group focused on behavior management programs that exist across the buildings and built Peer Coaches' efficacy around the programs to best support the teachers we serve. Below is a summary of reflections from Peer Coaches regarding the impact of the training they received:

- *"The Cognitive Coaching Seminar provided the skills to build trust, encourage efficacy and problem solving with the staff we serve."*
- *"The Metro Coaching Summit provided insight on how to prioritize Health and Well-Being by viewing student needs with a trauma informed lens."*
- *"SHIFT helped me build empathy so I can personalize Peer Coaching experience for the staff that I serve."*
- *"CPM Coach training prompted our PLC to have more conversations about Each and Every through the lens of status imbalances in classrooms, specifically related to student voice."*

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

Two questions on the Peer Coach Survey addressed teacher perception of the impact of Peer Coaching on their own effectiveness.

- *The Peer Coaching program supports teacher effectiveness – 94% agree (seven-year range 90-96%)*
- *Working with my Peer Coach helps me utilize my professional strengths – 95% agree (eight-year range 82-93%, all time high)*

The following are open-ended responses that relate to the impact of Peer Coaches on teacher effectiveness.

- **Confidentiality:**
"[Confidential conversations allow me to] take instructional risks and try new things without fear of getting bad marks if things don't go perfectly. The conversations also allow me to ask questions about things I am wondering or tips on how to make my teaching better. I am able to be vulnerable."
- **Reflection:**
"Strengths of the peer coach program are having a peer to connect with to reflect and discuss our practice and student learning. It allows time for formal reflection. The program brings things to the forefront that we may not notice or focus on in our classroom or with our students."
- **Relationship and personalization:**

“Grow in my teaching and learning. I have a deep respect and trust for my peer coach and I feel as though she is invested in the district and wants to support all of us and encourage us to be better.”

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

Peer Coaches analyzed the Peer Coach survey data using the Human-Centered Design framework to support individual and program wide reflection, planning, and professional growth. Two themes emerged.

- 1. Develop staff understanding of options for using peer coaching to personalize their professional growth.*
- 2. Expand supports for probationary teachers.*

Peer Coaches will continue looking for more opportunities to support building professional development, which may include delivering site-based professional development and/or participating in building professional development committees.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? *NO*

Learning teams were not outlined in the original Q Comp plan. However, all licensed teachers in the district meet regularly in PLCs. In 2018-19 Peer Coaches were involved in PLCs by supporting them as they complete their individual/learning team SMART goals.

Job-embedded professional development through the Academy of Wayzata Educators (AWE), which includes AWE Courses and AWE Study Groups, was implemented as outlined in the approved plan.

Each teacher in the district receives personalized job-embedded professional development through meeting with their assigned Peer Coach.

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Academy of Wayzata Educators (AWE)

In 2018-2019, there were 399 participants in AWE classes and 247 participants in AWE study groups. In 2017-2018, 709 staff participated in AWE opportunities while in 2018-2019, 646 staff participated in AWE classes or activities.

Common themes that emerged from staff regarding AWE classes included:

- *Collaboration and sharing of ideas*
- *Timeliness and immediacy of implementing new learning*
- *Relevancy of topics*

Common themes that emerged from staff regarding the AWE Study Groups included:

- *Time spent as a PLC to collaborate and extend learning*
- *Immediately and directly implement learning into practice*
- *Time to research and create processes and strategies for implementation*

Peer Coaching

In 2019, there were approximately 900 licensed staff who participated in Q-comp through interactions with their assigned Peer Coach as a form of job-embedded professional development.

Data from Peer Coach Survey:

- *Working with my Peer Coach has allowed me to more effectively meet my students learning needs – 94% agree (eight-year range 81-94%, all time high)*
- *“I am allowed to try different things and get professional feedback on their effectiveness” (519)*
- *“(I) receive meaningful feedback regarding my teaching and how I best meet the needs of my students” (483)*

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

This year, many PLCs set a group goal as their individual SMART goal and participated in data driven dialogues within their PLC to enhance student achievement. Teachers discussed and reviewed student data directly related to their goal to generate frameworks to positively impact student achievement. This process encouraged teachers to focus on specific students and groups of students that needed additional support and resources at particular sites.

All teachers reported on and reflected on their individual SMART goal as part of the TDE or Q Comp evaluation process. We do not have the individual SMART goal data summarized district-wide at this point. However, all teachers completed the goal setting, data collection and reflection process.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Each school set a site goal at the beginning of the school year. Building leadership teams participated in a data retreat in August to review MCA data, Student Engagement Survey data and to reflect on the practices of the previous year. Teams brought this information back to their buildings and together determined the building Site Goal.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Building professional development for the year was planned around the building's Site Goal. PLCs used content and grade specific student achievement data to set individual SMART Goals, which were set at the individual teacher, PLC or department level. PLC and individual work throughout the year supported teachers to meet their student achievement goals.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The district will continue to connect job-embedded professional development to teachers' needs. This is done using a personalized approach to professional development. Teachers select the AWE courses and study groups based on interest and/or building site goals.

Peer Coaches will continue involvement in building level professional development. In addition, Peer Coaches will share building level professional development with each other to provide shared opportunities across the district. Peer Coaches will continue to support teachers through confidential innovative spaces to take risks and reflect on their practices which align and support the district vision.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? YES

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

- *I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 91% agree (four-year range 84-91%, all time high)*

Below are some direct quotes from Wayzata teachers.

Peer Coaching allows me to:

- *“Explore new ideas, and see how a new technique can help me to reach more of my students in different ways.”*
- *“Understand how to meet my evaluation goals.”*

What impact did the observation/evaluation process, including coaching, have on student achievement?

Peer Coaches work to promote teachers' use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the Peer Coaching Program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the Peer Coaching Program.

According to teacher feedback in the Peer Coach Survey, 91% of teachers agreed that the Peer Coaching Program impacts student achievement. Below are direct quotes from Wayzata teachers.

Peer Coaching allows me to:

- *"Have professional conversations that spur on high quality teaching practices. They also allow me to reflect on what is working and what I want to do differently in order to grow as a teacher and have the strongest impact on student achievement."*
- *"Improve upon my daily and yearly teaching goals and skills. Set goals for myself and be intentional about noticing those goals and daily, weekly, monthly, yearly progress. I feel comfortable sharing struggles with my peer coach in relation to teaching and student achievement."*

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the feedback received through evaluation.

- *My Peer Coach supplies data/evidence that helps me reflect on my teaching practices – 96% agree (eight-year range 89-96%)*

Below are four direct quotes from Wayzata teachers:

Peer Coaching allows me to:

- *"Reflect on my teaching practice. It gives me a nonjudgmental way to have someone observe me and have me actively think about what I'm doing well and in what areas I can improve."*
- *"Reflect on my practice in a meaningful way. My peer coach asks guiding questions that force me to delve deeper into my teaching methods and forms of assessment."*
- *"Reflect upon my pedagogy. It helps me evaluate my instructional and classroom management procedures and tweak accordingly."*
- *"Discuss what I am unsure of, ask about my effectiveness, share challenges, ask for honest feedback, and reflect on my lessons with an eye for what went well and what needs to change."*

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

Peer Coaches conducted observations in teams and discussed the rubric placements for consistency. Peer Coaches shared written feedback and modeled conversations to provide examples for one another. Additionally, Peer Coaches collaborated with neighboring districts to examine evaluation practices.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

According to information from the Peer Coach Survey, overall teacher satisfaction with the observation/evaluation process in the Peer Coaching Program is very high. The district will continue to work on updating and differentiating the rubric and aligning the Q Comp and TDE evaluation processes per teacher suggestions in the Peer Coach Survey

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

The percent of teachers who agree that working with their Peer Coach allowed them to meet the learning needs of their students and supported their effectiveness as a teacher are at an all time high of 94%.

Over 99% of teachers who participated in AWE offerings agreed or strongly agreed that they learned concepts that will increase their effectiveness as a teacher.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of Q Comp. The Q Comp program is designed to promote best practices that have been shown through research to increase student achievement. Based on the self-report of Wayzata teachers, the Q Comp program has helped them apply these practices in their teaching.

How will the district use the review findings to improve the overall effectiveness of the program?

Based on the data collected in teacher feedback surveys, AWE course and study group evaluations, and district PLC committee work, the district will work on the following improvements to the Q Comp program in 2019-20:

- *Collaborate with PLCs to help foster a safe environment where teachers' contributions are honored and explored.*
- *Differentiate professional employee development to align with staff passion, student engagement and propel student learning.*
- *Personalize the coaching process based on expressed staff needs. This may include additional coaching sessions, assistance navigating My Learning Plan, collaboration with grade level teams*

district wide, etc.

- *Assist staff to streamline the Peer Coaching components and if applicable, TDE requirements, to align with their vision for student innovation.*

B. Student Enrollment Study Report *H. Reinhardt 45 minutes*
C. School Start Time Evaluation Report *S. Lackner 45 minutes*



CENTER FOR APPLIED RESEARCH
AND EDUCATIONAL IMPROVEMENT
UNIVERSITY OF MINNESOTA

WAYZATA PUBLIC SCHOOLS START TIME EVALUATION

April 10, 2019

Prepared by:

Kristin Peterson, M.A.
Danielle Dupuis, Ph.D.
Delia Kandin, Ph.D.
Nicole Weber, M.A.

Research, Development, and Engagement to Improve Education

How to Cite This Report

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Contact Information

Kristin Peterson, M.A.
Research Fellow
Center for Applied Research and Educational Improvement
College of Education and Human Development
University of Minnesota
1954 Buford Avenue, Suite 425
612-625-6364
kapeters@umn.edu
www.cehd.umn.edu/CAREI/

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Executive Summary

This report summarizes the effects of the school start time change implemented in Wayzata Public Schools (WPS) starting with the 2016-17 school year. The Center for Applied Research and Educational Improvement (CAREI) gathered feedback from key stakeholders and analyzed student data to determine how the start time change impacted students, districtwide staff, and families.

A mixed-methods data collection and analysis approach was used to assess the effects of school start time in WPS: 1) Six focus groups were conducted with parents and teachers across elementary, middle and high school grades; 2) Surveys were administered by WPS to students (11th and 12th grades only), and all WPS staff and parents; and 3) WPS administrative data related to student attendance, discipline, and achievement.

The key findings of the study are organized by the six italicized topic areas shown in the evaluation questions below that guided the study.

1. What is the effect of the school start time change on students' *academic achievement*?
2. What is the effect of the school start time change on student *attendance and tardiness*?
3. What is the effect of the school start time change on students' *behavior and subsequent disciplinary actions*?
4. What is the effect of the school start time change on students' *social and emotional well-being*?
5. What is the effect of the school start time change on the *work experiences of staff and teachers*?
6. What is the effect of the start time changes on the *experiences of parents and families*?

1. Academic achievement

Key findings pertaining to the effects of the start time change on academic achievement are summarized below. These findings include survey, focus group and district achievement data.

- Across the school district parents of elementary, middle, and high school students think that students' academic performance remained about the same after the start time changes.
- Elementary parents recommend that core subjects be saved for second or third period of the day when kids are more awake, and start the day with movement of some kind to wake them up.
- Middle school parents and teachers are concerned that new start times have a negative impact on homework completion. Parents observed that students rush to complete homework late in the evenings and that interferes with getting enough sleep.
- Middle school teachers observed an increase in late homework turned in or not turned in at all. Parents also expressed concern about homework that sometimes needs to be completed in the mornings when they have to leave their child home alone and leave for work.
- Middle school teachers are concerned that the number of after school tutoring opportunities for students has decreased because of the new start time. Less time is available after school for students to receive help from teachers with assignments or retake tests.

- Middle school parents recommend reducing homework or allowing students more time during school to complete their work.
- High school teachers and parents are concerned that students in 4th block AP classes are pressured to leave school early to participate in extracurricular activities or sports. This results in some students missing AP classes a couple of times a week.
- There was consensus among high school parents and teachers that students are more likely to seek help from teachers before school with the later start time.

Districtwide Minnesota Comprehensive Assessments – III (MCA)¹ data in mathematics, reading, and science were analyzed by grade level.

- *Overall Elementary MCA findings* show no significant changes on average MCA scores for grades 3 over four years. For grades 4 and 5 there was a small, but statistically significant, decrease in mathematics scores over the four years analyzed.
- Students at the two elementary schools that moved to a 7:45 AM start time had statistically significantly higher average MCA scores in math and reading (2 to 9 score points) compared to students at the three elementary schools that moved to a 8:30 AM. Given the small score differences over time (less than the average standard error of measurement on the MCA), the statistically significant results reported are likely the result of large sample sizes and should be interpreted with caution.
- Students at the five elementary schools currently with a 7:45 AM start time had statistically significantly higher average MCA math and reading scores (2 to 5 score points) compared to students at the three elementary schools currently with an 8:30 AM start time for grades 3 and 4. There were no statistically significant differences in grade 5. Given the small score differences over time (less than the average standard error of measurement on the MCA), the statistically significant results reported are likely the result of large sample sizes and should be interpreted with caution.
- *Middle School MCA findings* show small, but statistically significant, decreases in grade 6 mathematics and grade 8 science scores. For grade 7 there was a small, but statistically significant, increase in mathematics and reading over the four years analyzed.
- *High School MCA findings* show small, but statistically significant, decreases in grade 10 reading and science scores over the four years analyzed.

2. Attendance and tardiness²

Analyses were conducted to assess whether changes in start times had an effect on the number of days that students were absent from school. Data analyses were conducted on surveys, focus groups and student administrative data provided by the district. The average number of days students were absent before and after start time changes were compared for each grade level.

¹ Given the small score differences over time (less than the average standard error of measurement on the MCA), the statistically significant results reported are likely the result of large sample sizes and should be interpreted with caution.

- For grades 1 to 5 there was, on average, a statistically significant increase in the number of days absent (never more than 1 day).² These results were consistent with additional analyses that looked at whether the absences were excused or unexcused.
- For grades K to 5 overall there was a statistically significant increase of 2 days in the number of days tardy from before the start time change to after the time changed.
- A school level comparison for the five elementary schools with start time changes and two schools without start time changes show that the schools that experienced a change in start time had statistically significantly fewer tardy days compared to schools that did not experience a change in start time for grades K, 4, and 5 over time.
- For grades K, 1, 3, and 5 the elementary schools that moved to a start time of 7:45 AM had statistically significantly fewer days absent than the elementary schools that moved to a later start time of 8:30 AM over time.
- Teachers' views regarding tardiness in elementary schools were mixed. Some teachers expressed concern that the number of students arriving 10-15 minutes late has increased significantly. Some teachers are concerned that students are showing up exhausted in the morning and not ready to learn, while others said that students show up to school ready to learn.
- For grade 6 there was a statistically significant increase of 2 days in the number of days tardy from before the start time change to after the time changed.
- For grade 7 there was a statistically significant decrease of 2 days in the number of days tardy from before the start time change to after the change.
- High school teachers observed better student attendance in the first block classes since the time change. They said that students were more engaged in their classes and participating more.
- For grades 9 to 12 there was on average a statistically significant increase in the number of days absent (never more than 1 day).³ These results were consistent with additional analyses that looked at whether the absences were excused or unexcused.
- For grades 10 to 12 there was a statistically significant decrease of 2 days in the number of days tardy from before the start time change to after the change.

3. Behavior and subsequent disciplinary actions³

A comparison of student discipline data over the four school years of interest (two years before and after start time changes) are presented to assess the effect of the time changes on student behavior. Additional findings from surveys and focus groups are presented.

² Significant differences here could be an artifact of a large sample size and should be interpreted with caution.

³ Significant differences here could be an artifact of a large sample size and should be interpreted with caution.

- The total number of suspensions was 949 in the two years before the start time change compared to 1,159 two years after the time changes, a 22% increase in the number of suspensions.
- In the two years before the start time change the number of in-school suspensions was 413 and in the two years after the start time change the total number of in-school suspensions was 762, a 85% increase in the number of in-school suspensions.
- In the two years before the start time change the number of out-of-school suspensions was 536 and in the two years after the start time change the total number of out-of-school suspensions was 398, a 26% decrease in the number of out-of-school suspensions.
- Elementary parents noticed changes in breakfast eating behaviors. These parents reported that since the time change, their children are too tired or don't have time to eat breakfast before they go to school.
- Teachers observed that elementary students were able to remain focused and engaged until the end of the school with the earlier start and end times.
- High school teachers noticed less loitering after school. Students are out of the buildings or on to other activities right away after school.

4. Social and emotional well-being and sleep

Key findings from surveys and focus groups pertaining to students' social and emotional well-being are presented below.

- Elementary and middle school parents thought that students' social emotion well-being was not affected by the start time changes.
- There was consensus among elementary school parents and teachers that earlier start times caused lunch time to be shortened for students. Students return home with uneaten food in their lunch boxes, an indication to parents there is not enough time to eat at school.
- Parents recommend that elementary schools find alternative places for students to eat lunch to allow for longer lunch periods and later lunch periods.
- Middle school parents who approve of the later start time appreciate that their child can sleep later in the morning with the new start time. This is especially true for parents of students involved in sports.
- High school parents and some staff think students' social and emotional well-being is better with a later start time.
- High school parents said that getting their child up in the morning was better since the time change, and both parents and teachers observed that students are calmer in the mornings. Parents believe that students' stress levels are lower and that helps with communication.

- High school students think their own social emotional well-being has gotten worse and expressed disapproval of the start time change. They refer to challenges they have with scheduling after school work and activities, stress with finishing homework at night, and make up work for school. Students who approved of the new start time cited extra time sleeping as a benefit.
- High school parents and teachers believe that the number of car accidents has decreased at school with the later start time. It was hypothesized that parents are encouraging students to take the bus rather than drive to school.

5. Work experiences of staff and teachers

Key findings from surveys and focus groups pertaining to staff and teachers' experiences with the start time changes are presented below.

- Some elementary teachers are concerned that the earlier start time requires them to add time to their workday schedule to open their classrooms earlier to accommodate drop off times for students. Teachers recommend that a change in bus schedule be considered so that the earliest start time is 8:00 AM.
- Elementary teachers think that earlier start times have a positive impact on their workday. It allows them the flexibility to schedule appointments after school, and they appreciate completing their workday before their own children end their school day in middle and high school.
- A majority of middle school staff think the new start time makes the end of the day schedule worse for them. Less than half of staff think the beginning of the day is better with the later start time.
- Middle school teachers report they are better able to manage before and after school appointments since the start time change. They cited less pressure to take time off to schedule appointments as a reason for their approval.
- Middle school teachers believe that the start time has a negative impact on coaching. Since the start time change, fewer opportunities are available for teachers to coach because athletic events conflict with the later school day schedule. Teachers expressed concern that the time change prevents them from earning extra income and it costs the district resources to pay for substitute teachers to cover classes.
- About half of high school staff who responded to the survey think the beginning of the school day schedule is better, while the other half are split with some who think the schedule is about the same or worse. There is more consensus among staff on the impact of time changes on the end of the school day with the majority of staff indicating that the end of day is worse at their school.

6. Experiences of parents and families

Key findings pertaining to parents' experiences with start time changes and how they affected family activities and schedules are presented below. These findings come from survey and focus group data.

- Nearly half of elementary parents with students starting school at 7:45 AM think that getting their child up in the morning is worse for them. Slightly less than half said that coordinating family schedules is worse after the start time changes.
- Parents with elementary students starting school at 8:30 AM think that coordinating before and after school activities is about the same since the school start time change.
- Early start time is more convenient for working families' with elementary children bus schedules because students get home earlier in the afternoon.
- Elementary parents appreciate the extra time their child(ren) have for after school activities such as music lessons, and playtime in daylight hours with early start and end times.
- Elementary parents' experiences were mixed depending on whether they perceived their child to be an early riser, or night owl who stayed up late.
- Some elementary parents are concerned that lunch is scheduled earlier in the day making the time longer between meals if students stay after school.
- Elementary school parents said that early start time negatively affected them financially because of increased demands for after school childcare. Prior to the new start time, older siblings were home early enough to help care for younger siblings. The district Home Base Childcare program waiting list is long, childcare options are limited in the community, and teachers are concerned that elementary students are going home alone to empty houses.
- A majority of middle school parents think that coordinating before school activities remained about the same.
- Middle school teachers and parents report decreases in the numbers and types of offerings for after school activities since the start time changes. While some clubs meet before school, the concern is that without early morning bussing, these activities are not available to all students. Only students with parents who can drive them to school can access before school club activities.
- Middle school parents recommend adding more before school activities to give more students access to activities at school.
- Some middle school parents find mornings difficult to manage and cite having to wait for their child to catch the bus before they leave for work. They mention feeling guilty about dropping their child off at school early and adding to their child's long day at school.
- Students leaving school before the end of the school day is the greatest concern for high school teachers. According to teachers, students leave school early for appointments, family events or athletics on a regular basis.

- High school parents approve of the start time changes citing that their students get more sleep, get up on their own, and show decreases in stress as reasons for approval.
- Parents who were concerned about the time change cited leaving school early for sports and missed classroom time as reasons for concern.

Introduction

Wayzata Public Schools (WPS) is a public school district in the northwestern area of Hennepin County, Minnesota serving all or part of the cities of Corcoran, Maple Grove, Medicine Lake, Medina, Minnetonka, Orono, Plymouth, and Wayzata. Wayzata Public Schools includes eight elementary schools (K-5), three middle schools (6-8) and one high school (9-12). The approximate enrollment is 12,074 students.

WPS (the district) contacted the Center for Applied Research and Educational Improvement (CAREI) in late fall 2017 to request an evaluation of changes in the district’s school start times that were implemented beginning with the 2016-17 school year. The district implemented school start time changes beginning with the 2016-17 school year to allow for high school students to start school at a later time. The changes to start time schedules were as follows:

School	Previous Time	Current Time
Wayzata High School	7:30 AM – 2:20 PM	8:20 AM – 3:10 PM
Wayzata Central Middle School	8:20 AM – 3:10 PM	9:10 AM – 4:00 PM
Wayzata East Middle School	8:20 AM – 3:10 PM	9:10 AM – 4:00 PM
Wayzata West Middle School	8:20 AM – 3:10 PM	9:10 AM – 4:00 PM
Birchview Elementary	9:10 AM – 4:00 PM	8:30 AM – 3:10 PM
Gleason Lake Elementary	9:10 AM – 4:00 PM	8:30 AM – 3:10 PM
Sunset Hill Elementary	9:10 AM – 4:00 PM	8:30 AM – 3:10 PM
Kimberly Lane Elementary	9:10 AM – 4:00 PM	7:45 AM – 2:25 PM
Plymouth Creek Elementary	9:10 AM – 4:00 PM	7:45 AM – 2:25 PM
Greenwood Elementary	7:45 AM – 2:25 PM	7:45 AM – 2:25 PM
Oakwood Elementary	7:45 AM – 2:25 PM	7:45 AM – 2:25 PM
Meadow Ridge Elementary	N/A ⁴	7:45 AM – 2:25 PM

⁴ Meadow Ridge Elementary School opened the year start times changed.

Evaluation Activities and Data Collection Methods

The evaluation team used a mixed-methods approach for the evaluation. This section includes an overview of the evaluation design and information needed to complete the evaluation including procedures, data collection instruments, and data analysis procedures. Copies of data collection instruments are included in the appendices at the end of the report.

Data collection processes included the following: 1) Focus groups were conducted with parents and teachers across elementary, middle and high school grades; 2) Surveys were administered by WPS to students (11th and 12th grades only), all staff, and parents; and 3) Administrative data related to student attendance, discipline, and achievement. The sections below describe the processes used for each data collection method.

Surveys

The evaluation team analyzed surveys that were collected by WPS year as part of its districtwide climate survey annual administration. The survey is provided to the district by K12 Insight, an independent third-party vendor. For the district's administration of its December 2017 survey, a subset of items were added for high school 11th and 12th graders, all staff, and all parents who had children attending schools that experienced a change in start time. Staff, students, and parents who were not affiliated with start time change schools did not receive the subset of items on the survey.

A total of 1,000 students out of an approximate 3,300 at Wayzata High School completed a survey representing a 31% response rate. 521 11th or 12th grade students responded to the start time items on the survey, a response rate of approximately 30%. Of the 1,600 districtwide employees, 968 responded to the survey representing a response rate of 59%. Of these 968 completions, 547 responded to the start time items, further reducing the staff response rate to approximately 30%.

All parents in the district were invited to complete the survey via email. The district also used Twitter and Facebook to reach as many parents as possible. Approximately 12,000 email invitations were sent to families in the district. The district received 2,487 completed surveys resulting in a 21% response rate. Of these completed surveys, 12% included responses that pertained to school start time changes. Parents were only asked about a start time change if they were known to have a child in a building that changed its start time. Parents were asked to respond to one survey per child.

Focus Groups

The purpose of the focus groups was to gather feedback from teachers and parents to better understand what effect changes in school start time had across schools for students, families and teachers. The CAREI evaluators collaborated with district leadership to develop questions that included topics such as academics, attendance, student social and emotional well-being, schedules and sleep.

District staff sent out an open invitation via email asking for participation in focus groups. A database was created as a google document so that those interested could sign up and confirm their availability. Those interested were asked to provide contact information for random selection by CAREI evaluators. After the closing date for signing up, teachers and parents were randomly assigned to the focus groups.

A total of 23 teachers (6-10 per group) participated in focus groups that included teachers from each school in the district. The parent focus groups included participants from multiple schools, several of them with students in more than one grade level in the district. Parent focus groups included 7-9 parents per group for a total of 23 parents.

A total of six focus groups were conducted three each for teachers and parents at school levels (elementary, middle, high school) in April and May 2018.

Student Data

Data from the Minnesota Comprehensive Assessments – III (MCA) in mathematics, reading, and science were analyzed for the two years preceding school start time changes (2015, 2016) and two years after changes occurred (2017, 2018). Data were examined separately by grade level and subject. Similarly, student attendance rates (i.e., number of total days absent, number of excused days absent, number of unexcused days absent, and number of days tardy) were compared before and after school start time changes, as were rates of in-school and out-of-school suspensions.

Among the eight elementary schools, various changes to start times occurred. Specifically, two schools experienced no change in start time. Five schools experienced a change in their start time, and one school opened after the districtwide changed its start times. Among the five schools with a change in start time, two moved to a 7:45 AM start time and three schools moved to a 8:30 AM start time. As such, in addition to the districtwide results, three comparisons were made among the eight elementary schools to assess the differential effects of the various changes in start time. First, schools that experienced no change in start time were compared to schools that experienced a change in start time to assess the effect of changing start times. Second, among the five schools that experienced a change in start time, the two new start times were compared (7:45 vs 8:30) to see if there was an effect associated with moving to an early start (i.e., 7:45). And finally, schools were compared based on their current start time (whether new or not), to again assess the effect associated with the new start times for all elementary schools. School level analyses were not conducted at the middle school and high school levels because all three middle schools experienced identical changes in start times and there is only one high school.

Results

The results of analyses carried out on surveys, focus groups, and student data are organized in the sections below by data source. Survey and focus group results are reported at elementary, middle, and high school levels and are organized by participant group (e.g., staff, students, parents). The student data section includes analyses for district data provided for grades K-12.

Survey Results

Wayzata Public Schools invited staff, parents, and high school students to complete a survey to gather feedback about the start time changes that were implemented throughout the district in 2016-17. Respondents were asked to review several statements and indicate the extent to which changes in start time made those aspects of school and/or family activities better or worse using a scale from 1 to 5

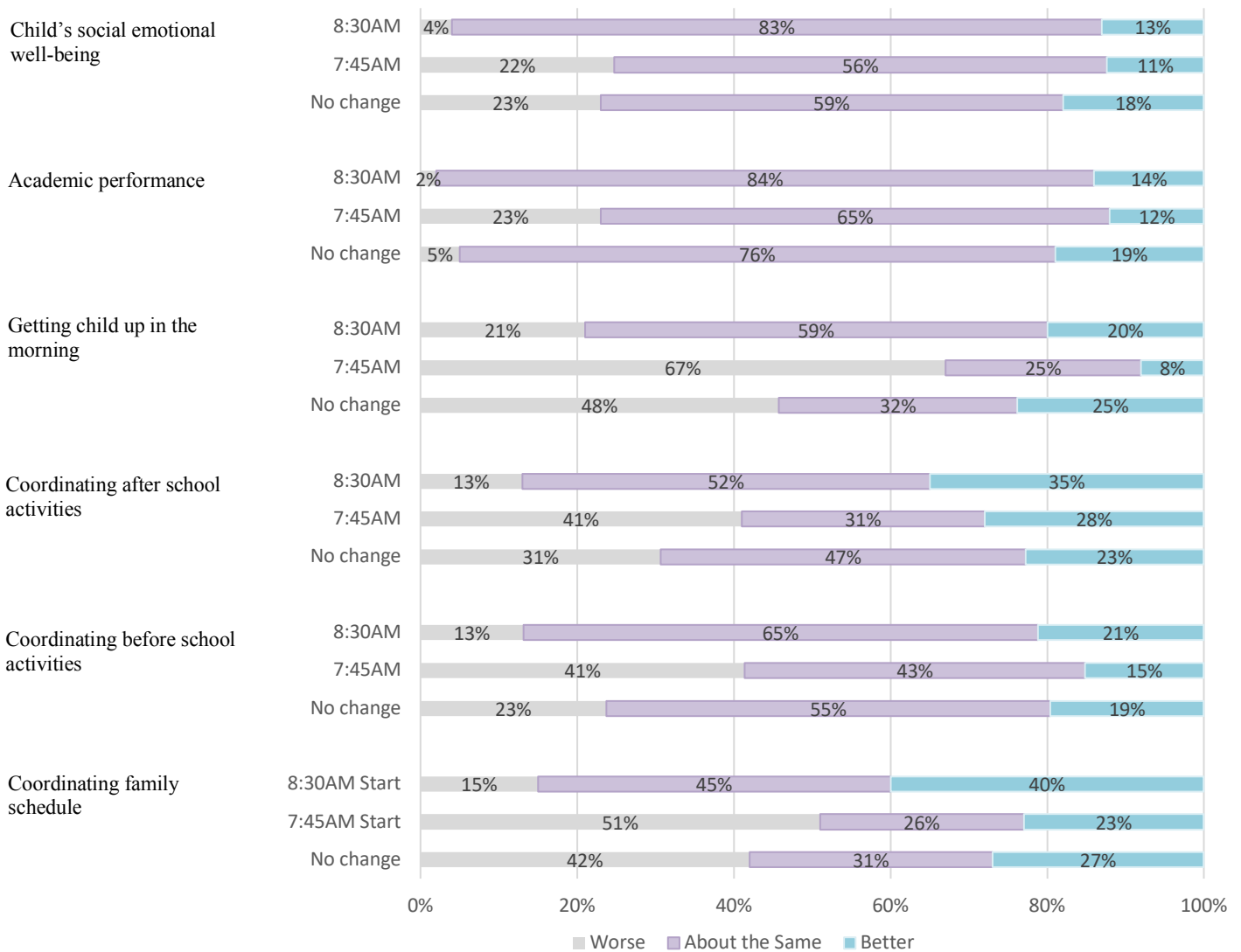
where 1= much worse; 2= somewhat worse; 3= about the same; 4= somewhat better; and 5= much better. For example, staff were asked how the start time change impacted students' academic performance, behavior, social emotional well-being, tardiness, and school schedule. Parents were asked to use the same scale to rate the impact start time changes had on family scheduling, before and after school activities, waking students up in the morning, academics, and their child's social emotional well-being. Finally, students in 11th and 12th grades at Wayzata High School were asked about how the later start time impacted their sleep, after school activities, academics and overall social emotional well-being. For reporting purposes, rating categories were collapsed into *worse* (somewhat worse or much worse), *about the same*, and *better* (somewhat better or much better). Survey respondents were also provided an opportunity to respond to a general open-ended question about how the change impacted their school and family experiences.

Elementary. Three elementary schools changed start times from 9:10 AM to 8:30 AM (Birchview, Gleason Lake, Sunset Hill); two schools moved start time from 9:10 AM to 7:45 AM (Kimberly Lane, Plymouth Creek); and two schools remained the same with a start time of 7:45 AM (Greenwood, Oakwood). One school opened after the start time change (Meadow Ridge) and therefore staff and parents of children at this school did not receive survey questions related to start time changes.

Parents. Parents were asked to respond to six statements regarding the impact of start time changes relating to various student and family experiences. The survey results in Figure 1 show that over half of parents who experienced a start time change from 9:10 AM to 7:45 AM reported their child's academic performance was about the same (65%), as well as their social emotional well-being (56%). Over half of parents also found the new start time worse for getting their child up in the morning (67%), followed by coordinating family schedules (51%). Forty-one percent (41%) found scheduling before and after school activities to be worse after the time changed. Areas parents reported as better after the time changed were coordinating after school activities (28%), coordinating family schedules (23%), coordinating before school activities (15%), academic performance (12%), social emotional well-being (11%), and getting their child up in the morning (8%).

The vast majority of parents who experienced a time change from 9:10 AM to 8:30 AM reported that academic performance (84%) and social emotional well-being was about the same with the new time. Coordinating before school activities was also about the same for a majority of these parents (65%), followed by getting their child up in the morning (59%), and after school activities (52%). Areas reported as better for parents with this start time include coordinating family schedules (40%), coordinating after school activities (35%) and before school activities (21%), getting their child up in the morning (20%), academic performance (14%), and social emotion well-being (13%). The two areas parents reported most often as worse after the time change were getting their child up in the morning (21%), and coordinating family schedule (15%).

The survey results also show that nearly half of parents (48%) with a child(ren) attending a school with no change (7:45 AM) reported that things got worse for them after start time changes were made. For example, parents in this group reported that getting their child up in the morning was made worse, followed by coordinating family schedules (42%), coordinating after school activities (31%), social emotional well-being (23%), coordinating before school activities (23%), and academic performance (5%). Further exploration is needed to better understand how the time change may be linked to parents' reporting worse experiences when start time did not change.



8:30 AM n=240, 7:45 AM n=206, No change n=62

Figure 1. Elementary parents' perceptions of the impact of school start time change.

A final open-ended question was included on the survey that asked parents to describe how the start time change impacted their child and family overall. All comments provided by parents were collected and a selection of examples are included as part of the analysis below. No comments were received from Greenwood or Oakwood elementary schools. Parents from Birchview, Gleason Lake and Sunset schools were overwhelmingly in favor of the start time change from 9:10 AM to 8:30 AM. Several parents commented that the earlier start time was more convenient for working families. For example, some parents said,

[It is] easier for working parents to be able to get their child on the morning bus and not have to pay for both before and after school care. Also works better for many activities

for younger elementary students - their activities tend to be offered earlier in the evening.

I am able to put my kids on the bus before heading off to work. Previously, the time was too late for me to do that.

I get to work in time after the kids get onto the bus and they are not exhausted at the end of the day as before.

I'm able to drop my child off at school on my way to work. This means he doesn't have to wake up as early to be ready for a bus to pick him up from home or daycare.

It actually made it easier for us to start work earlier (which we needed to do) so it better aligned our schedules with our kids' bus pick up time.

Parents shared that they liked the earlier start time because their students get home from school earlier in the afternoon allowing for more time to play outside, do homework, and participate in after school activities. The most common complaint about the earlier start time from parents was the need for after school childcare. Parents commented that there were not enough openings in the district's Home Base Childcare Program and older siblings were not available to help care for younger siblings because they were still in school.

The early start time has negatively affected my family's financial situation and I have had to pay for more after school care. I can't afford for my child to be in before and after school care which has had an impact on my job as I am not able to be on time to work on time. Also, I have to rely more on other people, juggle who is going to pick up my child and that is added stress to my day.

It became so challenging to find affordable after school care for our children (which we did not need with the old start times) that my spouse is now a stay at home parent. 3:30 PM pick up is expensive and inconvenient, plus there is no way to get into after school activities. We are #53 on the Home Base waitlist.

Parents from the schools with the 9:10 AM to 7:45 AM change in start time (Kimberly Lane and Plymouth Creek) were less satisfied. The concerns shared most by parents related to the early morning wake up time, and afterschool and evening schedules. Many parents commented on their children being too tired, and the negative impact the time change had on after school childcare arrangements and family evening schedules. Examples of parent comments are provided below.

By the time we pick up the kids from Homebase, it's too late and they are too tired. Once they come home, there is no family time and they are sleepy. They don't even have dinner properly. While they need to read, they don't have any energy left to read or play games or engage in any activities. This is making them very unsocial. The weekends are the only days when they can do extra-curricular activities. With the time change, it is getting difficult for the parents and kids to balance things.

Every morning we wake our children from a deep slumber at 6:30 AM. They aren't able to learn independent skills such as dressing themselves, brushing their hair etc. They're

too tired to do this quickly enough to catch the bus. They barely eat breakfast. They're half asleep. Our family has little time in the evenings for family time or extra curriculars, they have to go to sleep by 7:00/7:30 AM or earlier to get enough sleep to wake up at 6:30 AM. Not good.

My children have to be woken up and dragged from bed each morning, despite being in bed by 8:30 PM (or earlier) most nights. We are a two-parent working household so the 'extra' time after school in the afternoon doesn't help our family have extra 'family time' as was touted by the school board as what would be a positive outcome of this change. Instead we rush home from after school care to eat and run to the evening's events, cramming in homework as we can.

While more parents shared challenges with the earlier start time, there were also parents who commented that the earlier start time was better for their children and/or family. Parents who approved of the earlier start time reported they no longer needed to pay for before *and* after school care. There were also parents who said the earlier schedule allowed for more time in the afternoon for homework and activities. One parent said,

From a parent perspective it's more convenient as we can drop off at school then head to work. It takes some adjusting to get up earlier (for the child) and they burn out earlier but I think they have gotten used to it.

I greatly appreciate the much needed time in the afternoon to read, do homework, etc. before dinner and evening activities.

Staff. Across all topic areas a majority of elementary staff responded that the impact of the start time change was about the same or better (Figure 2). Over half of staff at school with a start time change indicated the end of the day schedule was better (54% and 53%). Ninety-one percent of staff respondents at schools with an 8:30 AM start time, and 77% of staff at schools with a 7:45 AM start time reported the beginning of the day schedule was about the same or better.

Approximately 60% of staff at schools with a start time change said student social emotional well-being and behavior was about the same after the change in start time. When staff were asked about the impact of the start time change on student academic performance, the vast majority said it was about the same or better after the start time change. One exception was the question about the impact on student tardiness. Fifty-percent of staff at the schools where the start time change shifted from 9:10 AM to 7:45 AM, 25% of the respondents from schools that shifted from 9:10 AM to 8:30 AM, and 17% of respondents from schools with no change reported that tardiness was worse with the time change.

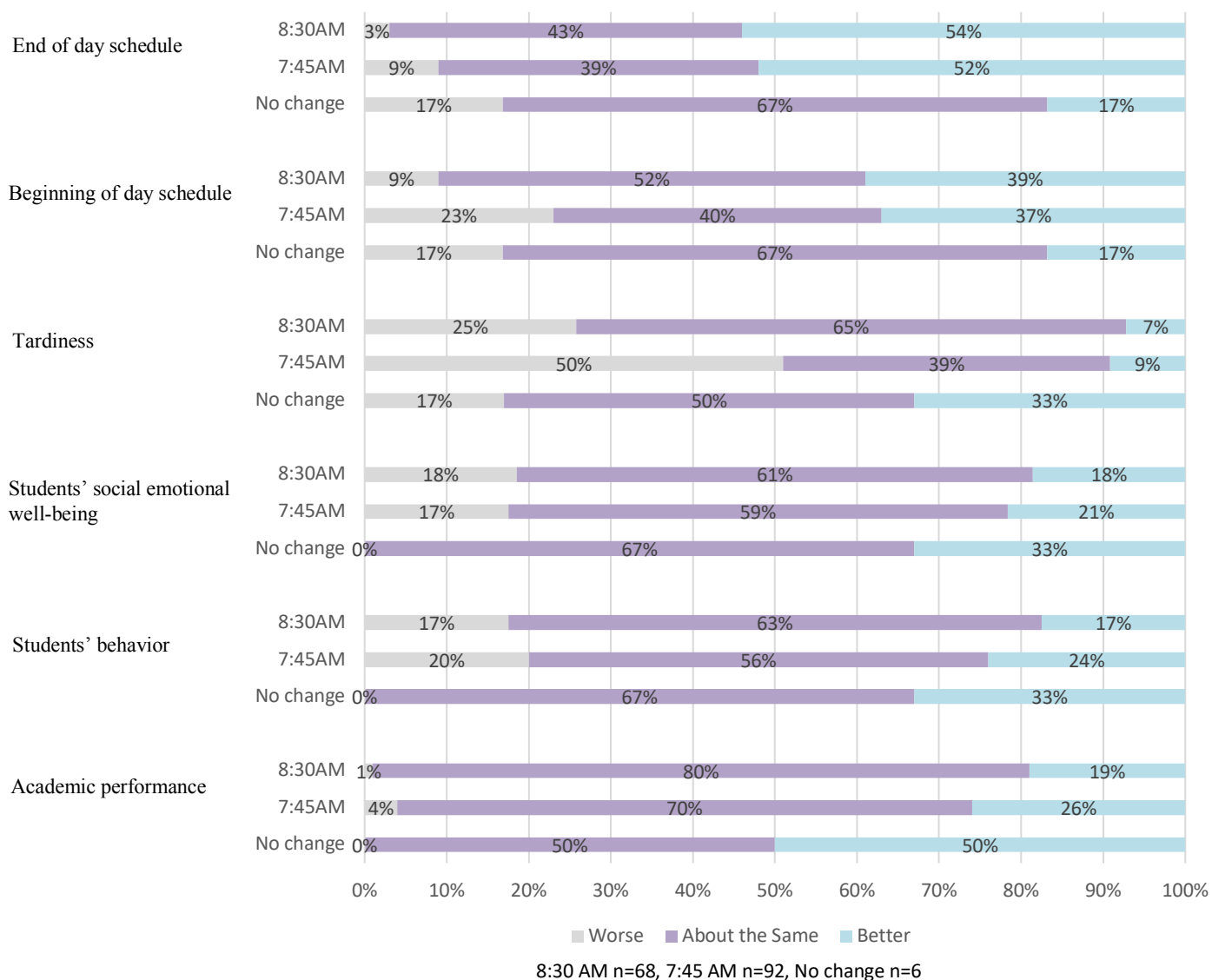


Figure 2. Elementary staff's perceptions of the impact of school start time change.

Similar to the parent survey, staff were asked to describe how the start time change impacted their experiences as a district employee. Staff members from five of the eight elementary schools provided comments to this open-ended question. Twice as many staff indicated the change positively impacted their work experience than staff that reported a negative change (n=88, compared to n=43). Several staff who identified themselves as teachers observed that students seemed to have more energy and focus at the end of the day when they typically had less energy before the start time change. Some teachers also appreciated the extra time they now have to spend more time with their families.

I appreciated the start time change. I believe that young children biologically wake up earlier and are fresh early in the day. The school day before the change was very long and the kids were done learning much before the end of the day. Now, I feel that they

are engaged closer to when the school day ends. I also appreciate extra time to get my family home and dinner made.

Better. I see students being more focused.

I like starting earlier with elementary students. They are much more attentive and motivated earlier in the morning than later in the day. With the earlier start time they start earlier and are done earlier.

An earlier start time has been good with my students. They are more alert and work harder longer throughout the day. It has also been a good change for me. I get home earlier.

The elementary staff who shared that start time changes had a negative impact on their work experiences commented that it seemed more students were tardy, students were tired in the morning, and it was challenging to schedule meetings and prep for class before school with the earlier start time.

Students come tardy to school more often, and they say they slept in. They seem tired earlier in the day and are done learning by about 1:30 PM.

I notice that the little kids come in tired and often appear to be rushed in the mornings.

Our staff meetings are impacted and our mornings are rushed because we are 15 minutes short at the beginning of our day. Students need to enter the building earlier because of busing schedules. Less time to prep equals more teacher stress. A lot more stress.

Middle. Three middle schools experienced the same start time change from 8:20 AM to 9:10 AM, therefore survey results are combined across for all parents and teachers.

Parents. Survey results show that for the majority of parents their child's academic performance remained about the same (69%), as well as social emotional well-being (61%), and coordinating before school activities (53%). Getting their child up in the morning was better for 51% of parents. Parents were evenly split on whether coordinating family schedule was about the same or worse (36%). Parents' showed little variation in opinions about coordinating after school activities with thirty-nine percent reporting this was about the same, while forty-three percent reported that coordinating after school was worse.

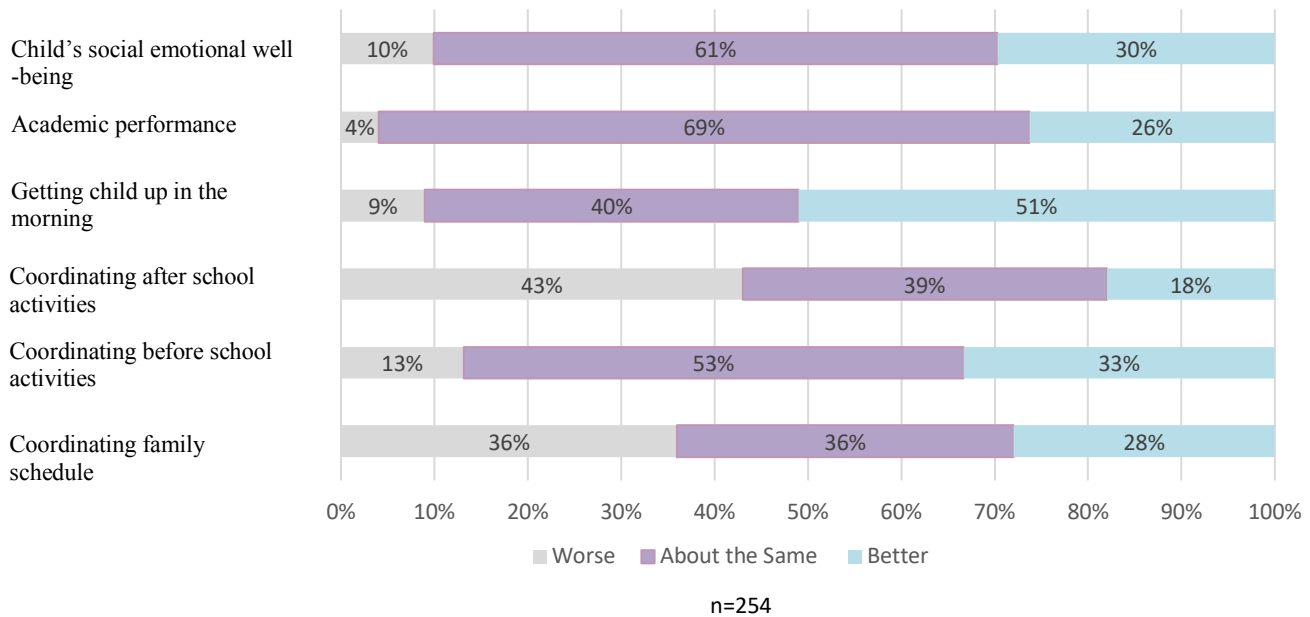


Figure 3. Middle school parents' perceptions of the effect of school start time change.

Middle school parents who responded to the open-ended question and approved of the later start time commented that they appreciated that their child could sleep later in the morning with the new start time. This was especially true for students involved in sports.

Sports run later in the evening so having a later start time has been wonderful! It allows our child time after school for a meal and homework and to sleep in later in the mornings.

The children are much better rested and seem more able to prepare for the day. Less struggle getting them out the door, and easier planning for after school as well. We can still be home to eat dinner at the table, versus on the run and they have ample time to complete homework. Stress levels seem less than the last 2 years.

Middle school parents who thought the start time change made things worse were concerned about after school homework schedules and having to leave their children alone in the morning.

Our kids are involved in sports all year. Practice gets over so late which means we eat late, start homework late, have to schedule piano lessons later etc. Although they can go to bed later and get up later, starting homework late is hard and they are tired.

It is too late for middle school students to get home. My daughter gets off the bus around 4:40 PM. With the amount of homework and outside activities, it is too late for middle school students. She is stressed because of the lack of time after school.

Having fifth graders getting themselves to and from school with no adult supervisor or parent is asking a lot. With most parents who work standard hours, 8 to 5, this requires the young child to be responsible to get themselves to and from school.

My daughter is home alone in the morning for 90 minutes before the bus comes. She is concerned about being ready and what happens if she misses the bus.

Staff. Middle school staff were asked how the later start time impacted scheduling at the beginning and end of the day, student behavior, social emotional well-being and academic performance, as well as tardiness. More than two-thirds (69%) reported that the new start time made the end of the day schedule worse for them. Twenty-two percent of respondents indicated the beginning of the day schedule and tardiness were both better with the later start time. Fewer than 10% of staff reported improved student social emotional well-being, behavior, or academic performance (Figure 4).

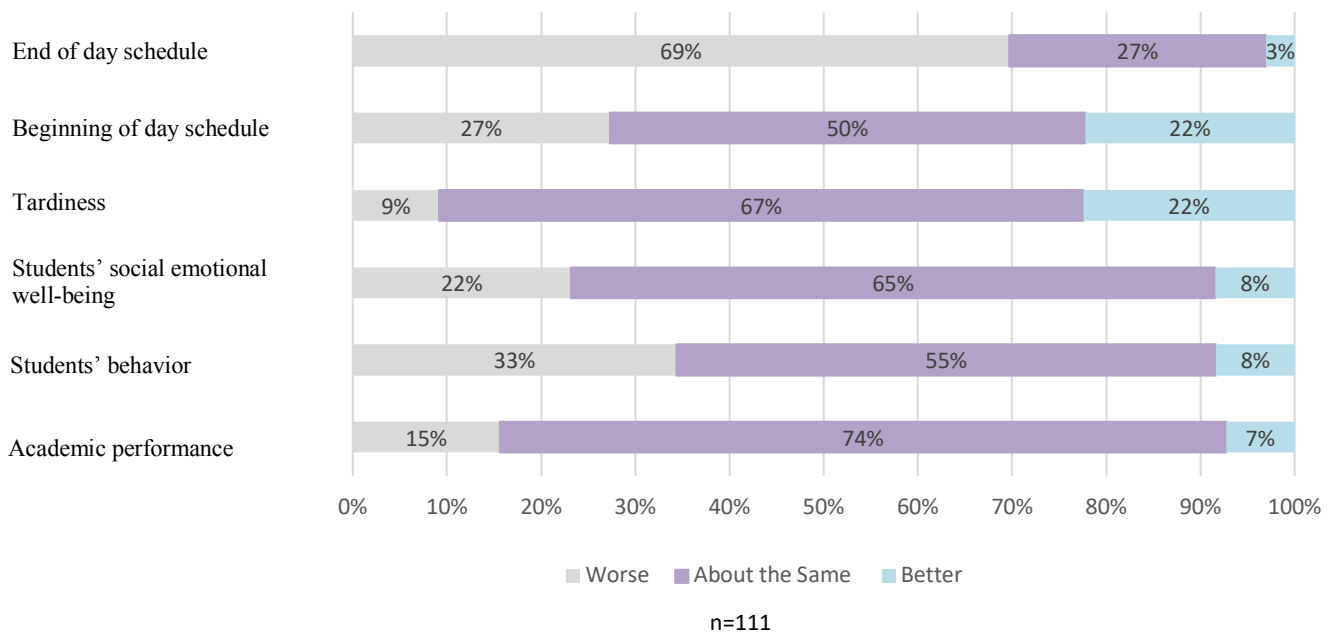


Figure 4. Middle school staff's perceptions of the impact of school start time change.

While survey results show that most middle school staff perceptions were that things were about the same, or better after the start time changed, several open-ended comments revealed negative impacts on their schedules at the beginning and end of the day.

The real issue comes at the end of the day. Students struggle to keep focus during our final period of the day. In addition, it negatively impacts my ability to work at after school activities because they don't end until 5:15 PM.

I lose a fair number of students during the last period of the day so they can participate in sports. This is unfair to both our student athletes and teachers who are then left with the added burden of finding time to help student athletes make-up classroom work. Teachers who coach also need to leave school early which then requires teachers on prep at the end of the day to cover classes

As a commuter, I really dislike the later start times. I am in the thick of rush hour both directions and don't have a good way to avoid it. I have changed my route and experimented with different options. My evenings at home have become very short. Errands still can't be run before school and now I just get home later and still have to run errands. Also, scheduling appointments has become increasingly difficult. I now have to take a half day just for a short appointment if it's not near here.

High School. The high school results include findings for staff, parents, and 11th and 12th grade students. The start time for Wayzata High School shifted from 7:30 AM to 8:20 AM.

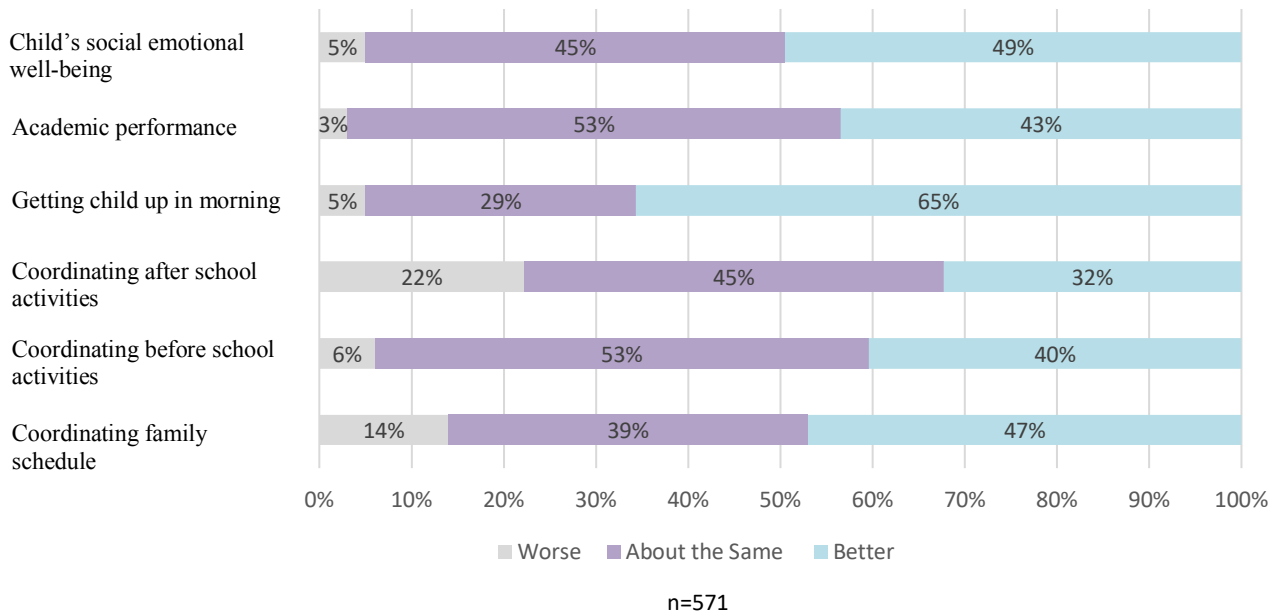


Figure 5. High school parents' perceptions of the impact of school start time change.

A majority of parents indicated that getting their child up in the morning was better since the time change (65%), and a little over half of them indicated that their child's academic performance was about the same (53%). Social emotional well-being of their student(s) was better for about half of parents (49%).

Opinions regarding the impact of start time changes on coordinating activities and schedules were mixed. For example, coordinating before school activities was about the same according to 53% of parents, while 40% thought it was better. Coordinating after schools activities remained the same according to 45% of parents, while 32% indicating it was better, and 22% thought the time change made it worse. Finally, coordinating the family schedule was better for 47% of parents, while 39% thought it was about the same, and 14% indicated it was worse.

Overall high school parents' open-ended responses showed overall approval for the start time change, however a few parents shared some challenges. Parents commented that their students were able to sleep more and their morning routines ran smoother. Below are a few examples of what parents' positive

experiences with the time changes.

It has made a huge difference for my two high school kids getting up in the morning because they are getting more sleep. It was a struggle to get them up and going but they do it on their own now.

As parents of teenagers, they are much more rested and ready for their day. The time change has decreased the amount of stress our children experienced with the earlier start and their after school schedules.

The high school start time has been very helpful with teenagers at my house feeling more rested going to school. Very much support this was the right choice.

Some high school parents expressed concern with the change in start time, particularly as they related to missed classroom time for after school sports and activities. Examples of parent challenges are,

The main issue is with the students having to get out of class for sports in order to get to events on time and thus miss class time. My family would have preferred to stay with the early start times.

Other schools are not on our schedule so my children have to leave school early to get to games which means they are missing valuable classroom time.

School activities go much later since the school day ends later. It is also difficult to schedule appointments because of the school day ending so late.

Staff. About half of the staff (49%) thought the beginning of the school day schedule was better, while the other half of staff opinions were split with 32% indicating the schedule was about the same, and 18% thought it was worse. There seemed to be more consensus among staff on the impact of time changes on the end of the school day with the majority of staff (57%) reporting that this was worse at their school after the time change.

Approximately forty percent of staff reported that tardiness and students' social emotional well-being were better with the later start time (40% and 37%, respectively). Fewer high school staff thought student behavior (34%) or academic performance (26%) was better, while five percent or less reported either of these areas as worse since the start time change (Figure 6).

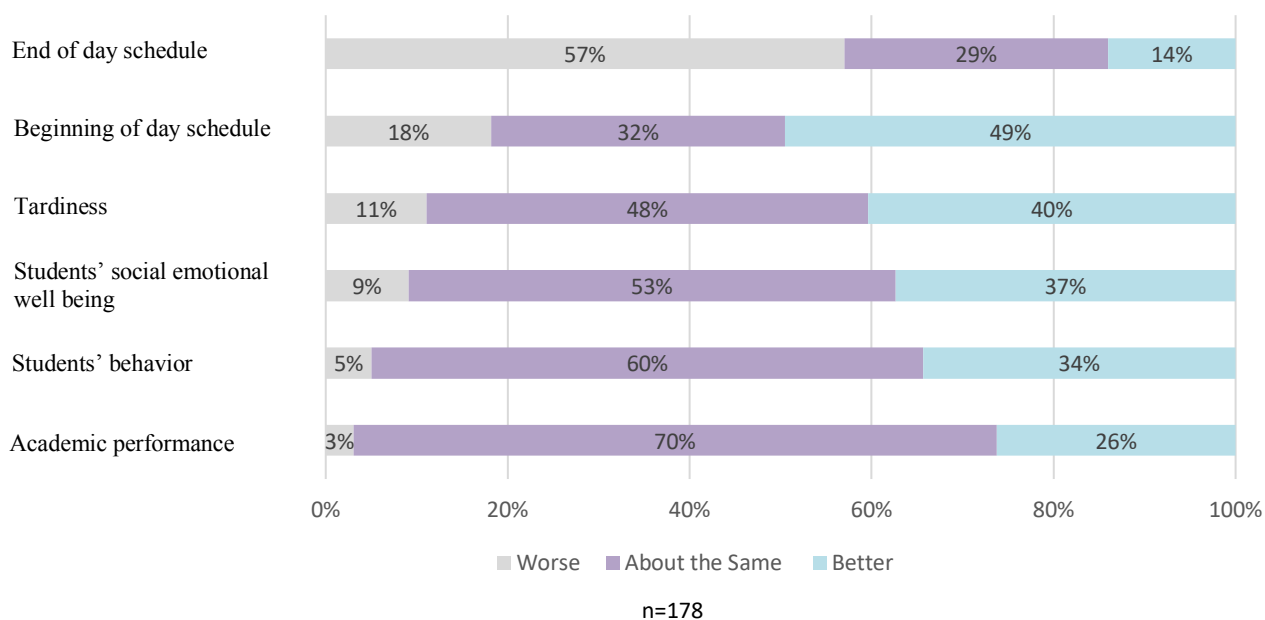


Figure 6. High school staff's perceptions of the impact of school start time change.

Overall high school staff open-ended comments indicated disapproval of the start time change with the primary concern being the end of the day schedule. Specifically, staff members wrote that students miss 4th block time in class due to sports and making up missed work and homework. For example, two staff said,

I have more students absent during the last class of the day because they are leaving at the same time to compete against other schools. This takes a lot of extra time on the part of myself and the students to catch up missing so much materials.

I think it makes their [the students] day longer and they dread even starting it, knowing they will not get home until an even later hour than they used to, especially those involved in after school activities. Mentally, to get home later and still have as much to do, it a touch ordeal for them.

Some staff also commented that the later start time affected their personal commute, after school schedule, and length of work day. Some staff examples were,

I do not live within the district; I enjoyed our previous early start time as I was able to beat traffic both before and after school. It also allowed for early morning meetings for parents who work a regular work day.

With this happening, I now have less time in the evenings to be home with my family, and with a wife and two young kids, this is not good for me at all. It is time that cannot be made up in the mornings either, as those remain very busy getting ready.

I arrive to school at the same time I used to with the old schedule and I work an additional two hours before my classes even start. For block classes, it is difficult to get students to come in at 7:00 AM to take or redo assessments and many of them do not want to stay after 3:10 PM either. The last two years, I have had challenging classes at the end of the school day.

There were a few staff members who approved of the start time change. One teacher indicated that students were more rested. The teacher said, “Kids are actually awake during first block!” Another teacher shared, “I’ve noticed fewer students fall asleep in class.”

Students. Students in 11th and 12th grades responded similarly to survey items. About half of 11th grade students (48%) and 12th grade students (50%) thought that coordinating after school activities was about the same. Academic performance remained the same for 38% of 11th grade students and 35% of 12th grade students. Getting up in the morning, remained about the same for 55% of 11th graders, and 65% of 12th graders, while 27% of 11th graders thought it was better, and 22% of 12th graders thought it was better.

Nearly half (48%) of 11th and 12th graders indicated their social emotional well-being was worse since the start time change.

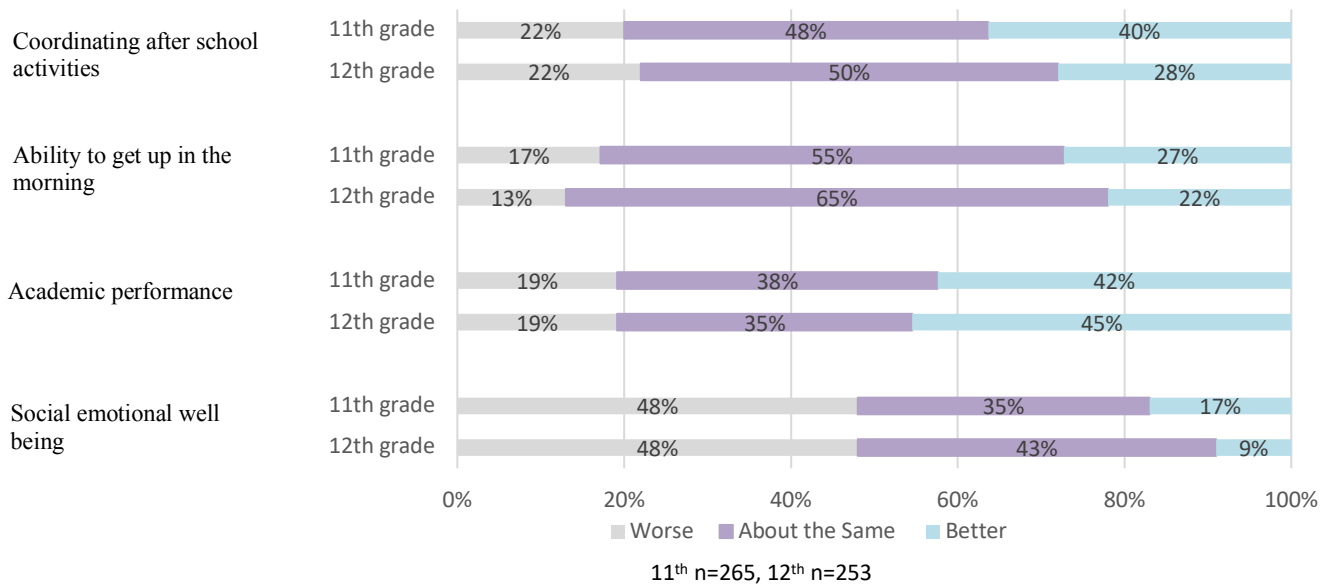


Figure 7. High school students’ perceptions of the impact of school start time change.

More high school students provided comments of disapproval of the start time change than approval in their open-ended survey responses. Students reported several ways that the change impacted them such as scheduling after school work and activities, increasing stress with finishing homework at night, and making them go to bed later. Some examples of students’ comments are provided below.

There is less time to do homework with still being able to get a good night rest. I become anxious about maintaining school work and getting enough sleep.

It's really hard with my job. Maybe it's more personal but I know lots of people have problems because they have jobs that start at 3:30 and getting there right after school is a bother. I also find myself going to bed way later because of school being pushed back. Before the change I was never in bed past 11:00, now I'm lucky if I can get to bed by midnight.

I have less time in the evenings to get stuff done, forcing me to stay up later. With an earlier start time, I think kids will have more time in the evenings to check things off their lists and rewind.

While fewer students reported that they liked the time change, for those that did indicate they liked it, they reported that they liked being able to sleep in.

So much nicer to sleep in and stay up a bit later without having to wake up at the crack of dawn. After school time is tight with activities, but it's manageable.

Focus Group Results

Additional feedback regarding start time changes was collected through focus groups conducted with parents and teachers at each grade level across the district. A total of six focus groups were conducted (3 with parents, and 3 with teachers). Similar questions were asked during all focus groups as they pertained to teachers and parents. Common themes that emerged through analyses are presented in the sections below. Parents' feedback often related to multiple children across grade levels. Results from focus group discussions are reported by school level in this section of the report.

Elementary. When school start times changed in 2016-17, five of the eight elementary schools in the district shifted to an earlier time. The two elementary schools that had a 7:45 AM start time remained the same. One school opened the year the new start times were implemented. Of the five schools that moved to an earlier start, three shifted to an 8:30 AM time, and two began a 7:45 AM start time. After the shift, five elementary schools were designated as 7:45 AM start schools, and three started at 8:30 AM. While the shift in start times was not the same for every elementary school, elementary school teachers and parents were grouped into focus groups together. Elementary school teachers (n=10) participated in focus groups on March 10, 2018, and parents of elementary students (n=7) participated in a focus group on May 14, 2018. Topics for the focus groups included impacts on students' academics, behavior, and sleep, as well as schedules and teachers' work experiences.

Academics. The first question focused on teachers' and parents' opinions about the impact of the new start on student performance and/or academics. Overall, parents reported that they did not observe any effects on their child's academic performance at school due to the earlier start times. One parent said, "The early start time is hard for my family because my children are night owls. It is too early for them. However, I do not think it is impacting them academically."

Teachers representing one of the elementary schools reported their students showed up in the morning exhausted, "heads down on the desks" and not ready to learn. They also said that the number of tardies have gone up significantly and students regularly arrive 10-15 minutes late. However, teachers at other schools said students were up and ready to learn. One teacher explained,

So [my school] previously was a late start. So we started at 9:00 AM and the students would enter at 9:00 AM and wouldn't leave until 3:50 PM. As a kindergarten teacher, I have seen a huge change in the stamina of my students. Being an early start, my students can stay engaged for the whole day. Now there are a few exceptions, but most of them come and are ready to get started right away. And by the time they leave at 2:15 PM you can tell they're tired and they're ready to go home. But they stay engaged that whole time. When I taught late start previously for all-day kindergarten by 2:00 PM those last two hours were really a struggle for most of the kids to maintain that stamina and keep going all day. So I've seen a huge change positively for my students.

One parent agreed that the earlier start time was better for her child. She said, "Because I have a natural early riser, he's bright and fresh early in the day when he gets there and he's doing his academic work and he is at his best."

Behavior and sleep. The behavior change that was mentioned by a few parents related to their child eating breakfast in the morning before school. These parents reported that since the start time shifted earlier, their children are too tired or don't have time to eat breakfast before they go to school. One parent said he has packed extra food in his child's lunch box so she can eat when she wakes up and is hungry.

Regarding changes to sleep patterns, two parents reported their children started taking melatonin when start times changed. According to one parent, her children are not night owls, but started to experience great difficulty falling asleep early and had anxiety knowing how early they needed to wake up. While melatonin helped with sleeping, parents said they were upset that this is what they had to do in order to make the situation manageable.

Schedules. The impact of start time on schedules were discussed at length by teachers and parents. One parent explained why she thinks the early start time is better.

He's home by 2:35 PM. We does music lessons one day after school for us - I am a stay at home parent so I have that flexibility that I know doesn't apply to all situations. So you have time for music one day after school, sports one day after school, a lot of playing with neighbor kids and my seventh grader gets home at 4:30 PM so we have about 2 hours. We've done all his stuff by the time she gets home and we are into the next phase. And bed time doesn't work for everybody. We have always been set up this way since we've always been an early start, but he as a 10 year old still can go to bed at 7:30 PM sometimes. I mean 8:00 PM is pretty much the latest.

A second parent agreed that her children were able to get to afternoon activities such as gymnastics or piano lessons earlier because their school day ends earlier. She appreciated that her children were finished with their activities before their father got home from work so they were able to eat dinner and spend the evening together. Another parent shared that she liked the early start time because students got home with more daylight hours to play outside when they started their school day earlier.

Several parents discussed how long the school day was for many students with the change. With the early start, many students ate lunch 10:15 AM or 10:30 AM. One parent thought that if students stayed for after school care, "that is a long time between lunch and dinner for little kids." While a couple of teachers also commented on the long day for students, those who had late starts prior to a time change

often had long days then because they were in before school care for an hour or two before school started. They agreed that students were exhausted by the end of the day.

After discussing the length of the school day, one parent commented on a lack of after school care available at the elementary schools and throughout the community. According to several parents, since the shift to earlier start times, many sites for home base programs have waiting lists, as do off site after school programs. Parents explained that with the school day ending earlier, the number of families in need of after school care for their children has increased significantly and the programs have not adequately accommodated these families. With the prior schedule, families with children in elementary and secondary school were able to have older siblings home before their younger ones so they were able to care for the elementary students. Now, older students are done with their school day later than elementary students so parents are left to find alternative child care after school. One teacher expressed concern that she feared there were a number of her students going home alone to an empty house after school since the start time change.

Teachers from one elementary school were concerned that the shift to an earlier start time required teachers to change their schedules to be in their classrooms earlier (5 minutes) each day. The students were dropped off earlier by busses and allowed in the school building and classrooms. According to one teacher, “over the course of the week, this time adds up.” Teachers from this elementary school also reported that the early start time also made the school day schedule worse because the bulk of their classroom hours happened in the afternoon after lunch and students had a difficult time staying focused and engaged.

Transportation and bussing. A few parents mentioned that they were driving their children to school more often to allow them more time for sleep in the morning. Bussing was not mentioned as a challenge among the parents in the focus groups. They also mentioned observing an increase in traffic in the drop off lane at school each morning. Transportation and bussing were not discussed as concerns in the teacher focus groups.

Work experience. Elementary school teachers shared that earlier start times had a positive impact on their workday. A couple of teachers commented that they no longer have to take vacation time in order to schedule routine appointments after school. They also mentioned they appreciated completing their workday before their children’s school day ended in middle and/or high school. One teacher reported that her commute to and from school was much better at the earlier times.

Time allotted for lunch. While no specific questions were asked during the focus group about the impact that start time had on lunch time schedules, several parents and teachers, shared concerns about this topic. Three parents shared that their children have very little time to eat lunch, and they often come home “after a long school day with food still in their lunch boxes” an indication to parents there “was no time to eat.” A parent experienced there was very little time to eat lunch after visiting the school over several lunch periods and experiencing the waiting line and settling in at a table with a child. These concerns were shared with a principal by a student who did not feel that the principal cared, while another parent mentioned that similar concerns came up in a child psychologist meeting with their family. Teachers echoed the concern that students are not provided with enough time to eat lunch. A few parents, and one teacher suggested that schools find other places for students to eat lunch to allow for longer lunch periods and later lunch periods.

Middle School. Wayzata Middle Schools start time shifted from 8:20 AM to 9:10 AM in 2016-17. Focus groups were conducted with middle school teachers on March 21, 2018 and with parents on May 7, 2018. Seven teachers and nine parents participated in two separate focus groups to share feedback on how the start time change impacted students' academics and sleep, as well as schedules, transportation and teachers' work experiences. Common themes that emerged across focus groups are presented in the sections below.

Academics and school activities. In general, teachers and parents in middle school focus groups perceived that the start time change was made based on research for what appeared to be best for high school students with little consideration for how the change would impact middle school teachers, parents and students. There was agreement that the group given the 9:10 AM start time would be at a disadvantage.

Since implementation, middle school parents and teachers have been primarily concerned that the new school start time has a negative impact on homework completion. Parents said that their children felt more rushed to complete homework in the evenings because they were getting home later. Teachers observed a significant increase in homework being turned in late or not at all together. The number of missing assignments, "has gone way up," according to one teacher.

Teachers are also concerned that opportunities for after school academic tutoring have decreased because of the new start time. One teacher explained that prior to the later start time, there was time after school set aside for students to talk to teachers to get help with assignments or retake tests. These opportunities may no longer be available because teachers and students no longer have the flexibility to stay after school due to evening obligations and activities.

Teachers and parents also reported decreases in the numbers and types of offerings for after school activities since the start time changes. While some clubs meet before school, one parent expressed concern that without early morning bussing, these activities are not available to all students. Only students with parents who can drive them to school can access before school club activities. Parents who drive students to school said they appreciate having access to before school activities. A teacher indicated that if middle school students wanted to participate in a non-district sports activity it was very difficult because activities often start before Wayzata middle schools are released for the day.

Sleep. For the most part, middle school parents believe that students are getting about the same amount of sleep now as they did with the 8:20 AM start time. However, one parent disagreed and said,

I saw significant change from 6th grader to 7th grade when the time changed and his sleeping changed. He is sleeping better, able to sleep for a more appropriate schedule for his age versus getting out and getting on the bus early. Trying to put a sixth grader to bed at 8:30 PM...and his ability to self-manage improved. To get up and go to school, come home and get in a routine to get his homework done. I believe in large part because he was sleeping better. He was able to stay up later and have a little free time at the end of the night had a positive impact on him.

One teacher shared insight on sleep based on what students have reported.

I teach [subject] and kids get to write about any topic that is important to them. And since the beginning of the change until now a common topic is the school start change. ... comments aren't just in the spur of the moment, they [students] actually think about this topic and they do their research on it. And every single one of them that has written about it says I feel like I am getting less sleep now. Or I'm far more stressed in my life and I have developed anxiety because I come home so late and then I have to eat food at some point. Or I'm getting home at 9:00 PM after all my activities and then I still want to do really well and all my homework and my tests. So I'm not really sleeping any longer or more. I'm actually staying up late and trying to get my work done and then it's just this buildup of anxiety and stress that so many of them know which did not exist before. A significant number of them saying that.

Scheduling. The impact of the start time change on schedules was discussed at length by both middle school parents and teachers. Participants talked about the impact on the morning schedule, as well as the impact on after school and evening activities.

Before school. Only one parent who participated in the focus group provided a positive comment about mornings and the later start time. She reported that it worked very well for their family because her child was a late sleeper and she had a flexible work schedule and could start work after her child got off to school. The other parents did not approve of the additional time their child had in the morning since the start time change. One parent described it as, "Idle time in the morning. Just sitting around, waiting to get to school."

Parents discussed whether or not the extra time in the morning could be used for homework. Two parents shared their perspective on this.

The thing that's tricky about using that time wisely in the morning is that middle school homework is unpredictable and you know you don't know how long it's going to take. Like you don't know how much you can leave till the next morning. Because it could take a long time to get through that or it might not. You know I wouldn't say it has affected their grades, but that time in the morning I feel like is hard to use on homework because if the kids want to do a good job they want to make sure they get it done. And so a lot of times like we have to finish it at night because you don't know whether you are going to wake up on time.

Another parent described it like this.

In the evening, adults are there and available to help with homework. Whereas in the morning we're trying to get ready for work. So we have less attention than we can give to people trying to finish homework in the morning which is why we try to get it done the night before when we're there and able to pay attention and really dedicate time to that. But when you have everybody trying to get ready for school and work between 6:30 AM and 7:30 AM. Yeah I mean that's a tight hour. And at 7:30 AM, our middle schooler still has an hour before she even gets on the bus.

The later start was a challenge according to several parents as it was difficult to get to work on time in the morning. Most participants said it was unrealistic to assume that parents could remain at home until 8:30 AM or later in the morning waiting for their child to catch the school bus. One parent mentioned

using the early drop off option often. Students can be dropped off at school at 7:45 AM and are supervised in the cafeteria. While this parent recognized this option was necessary in order to get to work on time, the parent also acknowledged feeling guilty about adding to their child's already long school day.

After school. Students leaving school before the end of the school day was the greatest concern for teachers even though one parent said that the difference in after school time was only 35 or 40 minutes and that it hadn't impacted their family schedule much at all. A couple of teachers commented that students leave early for appointments, family events or athletics on a regular basis. Several parents described a hectic atmosphere at home in the evenings. One parent said.

The biggest difference we find is that it's more of a mad dash in the evenings because he gets home at 4:30 PM. If there are sports there's a rush to get to those and then there's dinner and there's very little time to get homework and stuff done before bedtime. And you know we said we weren't specifically going to discuss the impact of having other children in the home. But when you have two other kids that could have a specific bedtime you kind of have the same bedtime for everybody. So my middle schooler doesn't really gain any benefit of staying up late and even if he did, he'd still be up at the same time with everybody else in the morning.

Another parent mentioned that it is particularly difficult if you have elementary school kids too.

Everything gets pushed later and it is a challenge to find any family time. For students who participate in sports, their practice times have been pushed later as a result of the high school times shifting later. The high school teams get practice times before the middle school teams meaning middle school athletes are getting home later than before.

According to one parent, this is a big problem in her family because her child is still an early riser so it significantly limits her time in the evenings to eat, shower and do homework before bedtime.

Transportation and bussing. The only aspect of bussing or transportation that was discussed for middle school was since the later start time, teachers noticed a decrease in student tardiness for the first hour classes due to later start time busses.

Work experience. Middle school teachers were asked how the start time change impacted their work experience. One teacher shared that the day starts out calmer for students and teachers with the 9:10 AM start time. Another teacher commented that now she can schedule appointments before school starts. She said it was also easier to get her own kids to day care before she had to be at school. Several teachers agreed that they used to have to take half days off for appointments with the earlier start time because there was not enough time before or after school to schedule most appointments.

Several middle school teachers said the start time has had a negative impact on coaching. One teacher said there are fewer opportunities for middle school teachers to coach because of the timing of most of the athletics' conflicts with their school day schedule. He said this impacts teachers financially because many of them have counted on the extra income earned by coaching and now that is not possible in all cases. For those who are able to coach, they need to leave their classes early in order to do so. They

believed that this was a cost for the district because they have to pay coaches their teaching salaries in addition to a substitute teacher to cover their classes.

Recommendations for middle school. Parents made several recommendations to alleviate before and after school concerns. One suggestion was for more activities before school so that more students can access opportunities. Parents also recommended that middle schools offer flex time at the end of the day at least once a week to help families schedule appointments or music lessons. Another recommendation was for less homework or to allow students more time during school to complete their work. Then, after school could be used for activities and family time.

High School. Wayzata High School start time shifted from 7:30 AM to 8:20 AM with the time change in 2016-17. Focus groups were conducted with high school teachers on April 18, 2018 and with parents on May 16, 2018. Six teachers and seven parents participated in two separate focus groups. Topics focused on how the start time change impacted student academics, behavior, and sleep, as well as schedules and teachers' work experience. Common themes across focus groups are discussed below.

Academics. No participants in the teacher or parent focus groups mentioned student academic performance (i.e., increased grades) since the school shifted to a later start time. However, teachers did mention they observed better student attendance in first block classes. They also said that students were more engaged in their classes and more fully participating. A parent described how she thought the time change was linked to academics when she said,

I think that has helped her academically. If she needs to study, she will just go to sleep and wake up a little bit earlier in the morning with a fresh brain to study, rather than hitting the books right away at 7:30 AM in the morning.

A couple of parents commented that students were more likely to seek help from teachers before school with the later start time. This was repeated by teachers who said that students were more likely to come in before school for help compared to those who came in before the start time change.

Behavior. Parents and teachers reported that high school students seem calmer in the mornings with the later start time. One parent said that the level of stress and tears she usually sees from her child have decreased tremendously since the later start time. She believes most of the stress was because her child was "just so tired all the time." Another parent said,

I have to say, my daughter who went from an early start to late start was much calmer and able to handle all the things that she put on her plate without cracking... she was just able to handle a lot because I think she was getting her sleep and she wasn't waking up at 4:00 AM.

One parent shared that it is, "as simple as I can now have a conversation with her in the morning." Whereas before the later start time this parent felt like things were just too chaotic and stressful in the morning to communicate.

When asked if there were changes in student behavior since the shift in school start times, one teacher referenced a decrease in what she described as loitering after school. The teacher said there used to be

more issues with problem behaviors after school when the day ended earlier. With a later start and end times, students are out of the building or on to other activities right away after school.

Sleep. Parents in the focus group shared that their student was more rested since the school start time change. Most believed their children were going to bed at the same time or later, but were able to sleep later in the morning. According to one parent, her daughter was getting more sleep with the later start. She said,

My experience with my older daughter...we went through the whole early start... was she was up until 1:00 or 2:00 in the morning and she would come home from volleyball and say I'm going to grab a cup of coffee like a college student would do. And then she'd still be at 5:30 AM to get out the door on time. And so I think when you've got a teenager that's getting four or five hours of sleep a night that is a recipe for no good. This is not the case with the later start time.

However, one parent disagreed.

My kids don't sleep in so when we changed to an hour later my kids got up at the same time. All the activities are later so they are getting to bed an hour later, but waking up at the same time. So my kids are getting an hour less sleep a night.

Scheduling. Scheduling was mentioned several times during parent and teacher focus groups. Both groups expressed concern about 4th block AP classes being scheduled at the end of the school day. Teachers and parents were concerned that many of the students who take AP classes are also in other extracurricular activities or sports. With the later start time, students often need to leave early for activities or athletic meets resulting in their missing AP classes a couple of times a week. Parents reported that administration was accommodating when families asked for student schedule changes, but felt like the impact was widespread enough that adjustments need be made for all students.

Extracurricular activities and jobs were mentioned as scheduling concerns because students had to start work later than they used to because the school day ended later. Most parents reported that their child's work schedule was the same as before, but with the later start times they were able to sleep in after working a late shift.

One parent mentioned that the later start was nice from a social perspective because students were able to attend a Tuesday or Thursday night sporting event that might run late because they could sleep in later in the morning.

Transportation and bussing. In both focus groups, participants mentioned they thought there were fewer car accidents with the later start time. It was hypothesized that parents are encouraging students to take the bus rather than drive to school. One teacher thought that perhaps fewer students were driving because the bus pick up times were not as early and parents were encouraging students to take the bus rather than drive to school.

The bus schedule was discussed in the parent focus group when one parent said that it was unnerving when students are at the bus stop early [when start time was 7:30 AM] because, unlike elementary bus stops, high school bus stops were often further away from home and farther out of sight.

Work experience. Teachers were asked about the impact of start time changes on their work experiences. One teacher reported that it was easier to have staff meetings before school with the later start times. Another teacher commented that the building feels, “more alive” when students get there. “The lights are on, teachers are in the halls, and it feels more welcoming,” for students as they arrive.

One teacher said that the shift to a later start time extended her day. In order to avoid traffic, she said she needs to come to school at the same time she did when they had an early start, but now the day goes later so she regularly works a longer day. Teachers who also coach expressed concern because they need to leave school early to participate in games with other schools which adds stress to their teaching schedule.

Student Data Analysis

Student demographic characteristics for the population of students under study here are summarized by school year in Table 1. With the exception of race/ethnicity, the demographic composition of the student population was stable over the four years of the present study. Regarding race/ethnicity, the percentage of students reported as Asian increased from 15% to 20% over the four years under consideration here, while the percentage of students reported as White decreased from 69% to 63% over the same four years. As noted, the remaining demographic characteristics were stable over the four years, with slightly more male students than female students in each year, as well as approximately 8% of students eligible for special education services, 12% of students classified as ELL, and 2% of students eligible for free or reduced-price lunch in each year. Student demographic characteristics were provided to CAREI for students who had data on the Minnesota Comprehensive Assessments-III (MCA) in one or more study year. As such, students in grades K-2 and some years of high school are not included in Table 1 because students in those grades do not take the MCA.

Table 1. Student Demographic Characteristics by Year

Characteristic	2014-15		2015-16		2016-17		2017-18		
	n	%	n	%	n	%	n	%	
Gender									
Female	2843	49%	2875	49%	2972	49%	2986	48%	
Male	2938	51%	2989	51%	3121	51%	3248	52%	
Race/Ethnicity									
Asian	889	15%	967	16%	1133	19%	1259	20%	
Black	399	7%	406	7%	435	7%	451	7%	
Hispanic	221	4%	238	4%	262	4%	247	4%	
M	265	5%	281	5%	303	5%	337	5%	
White	3997	69%	3962	68%	3953	65%	3934	63%	
Other	7	<1%	8	<1%	5	<1%	4	<1%	
Special education status									
Eligible	453	8%	445	8%	457	8%	463	7%	
Not eligible	5325	92%	5417	92%	5634	92%	5769	93%	
English language learner									
Yes	101	2%	122	2%	127	2%	137	2%	
No	5677	98%	5740	98%	5964	98%	6095	98%	
Eligible for free or reduced-price lunch									
Yes	712	12%	798	14%	828	14%	732	12%	
No	5066	88%	5064	86%	5263	86%	5500	88%	

Note. Counts (n) derived from Minnesota Comprehensive Assessments in mathematics files.

MCA overall analysis. The Minnesota Comprehensive Assessments-III (MCA) in reading, mathematics, and science are summarized by grade level and year in Tables 2-4, respectively, for all schools combined. For mathematics, the results (see Table 2) show no significant changes on average MCA scores for grades 3, 8, and 11 over the four years of the study. For grades 4, 5, and 6 there was a small (never more than 1.5 score points), but statistically significant, decrease in MCA scores over time; and for grade 7 there was a small (less than 1 score point), but statistically significant, increase in MCA scores over time. Given how small the score differences are over time (less than the average standard error of measurement on the MCA), the statistically significant results are likely the result of large sample sizes and should be interpreted with caution. Plots of average MCA scores by school year and grade level in mathematics are presented in Appendix A.

Table 2. Districtwide Descriptive Statistics by Grade and Year – MCA-III Mathematics

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
3	748	367	15	832	368	14	803	367	15	906	366	15
4	836	469	16	753	469	16	861	468	16	828	467	17
5	890	561	12	851	560	12	793	557	13	901	557	12
6	823	660	13	932	658	13	942	658	13	849	658	14
7	827	757	12	855	758	11	926	759	11	954	758	11
8	854	860	13	814	859	12	871	859	13	920	861	14
11	767	1161	16	777	1159	17	822	1160	17	796	1160	17

Note. n = sample size, M = mean, SD = standard deviation.

For reading, the results (see Table 3) show no significant changes in average MCA scores for grades 3 through 6 and 8 over the four years of the study. For grade 7 there was a small (less than 1 score point), but statistically significant, increase in MCA scores over time; and for grade 10 there was a small (less than 1 score point), but statistically significant, decrease in MCA scores over time. Given how small the score differences are over time (less than the average standard error of measurement on the MCA), the statistically significant results are again likely the result of large sample sizes and should be interpreted with caution. Plots of average MCA scores by school year and grade level in reading are presented in Appendix B.

Table 3. Districtwide Descriptive Statistics by Grade and Year – MCA-III Reading

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
3	743	363	20	828	365	19	799	364	19	906	362	19
4	833	460	14	750	461	14	857	460	14	828	459	14
5	891	563	13	851	563	13	788	563	13	898	563	13
6	819	664	17	930	663	17	940	663	16	846	664	16
7	826	760	16	852	760	15	926	761	14	950	762	15
8	854	861	16	813	860	17	864	861	15	921	861	15
10	806	1059	14	845	1057	15	841	1060	13	820	1056	14

Note. n = sample size, M = mean, SD = standard deviation.

For science, the results (see Table 4) show no significant changes in average MCA scores for grade 5 over the four years of the study. For grades 8 and 10 there was a small (less than 1 score point), but statistically significant, decrease in MCA scores over time. As with mathematics and reading, the results should be interpreted with caution because of the large sample size and small score differences. Plots of average MCA scores by school year and grade level in science are presented in Appendix C.

Table 4. Districtwide Descriptive Statistics by Grade and Year – MCA-III Science

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
5	887	559	14	851	560	14	791	559	15	896	559	15
8	853	856	11	812	856	12	860	857	13	918	854	12
10	770	1057	11	782	1056	12	795	1057	11	803	1054	14

Note. n = sample size, M = mean, SD = standard deviation.

MCA school level analyses. Among WPS’ elementary schools, various changes to start times occurred. Specifically, two schools experienced no change in their start time, five schools experienced a change in their start time, and one school opened after the district change in start times and is not included in analyses. Among the five elementary schools with a change in start time, two schools moved to a 7:45 AM start time and three schools moved to an 8:30 AM start time. As such, in addition to the overall results presented above, a variety of comparisons were made among elementary schools to assess the differential effects of the various changes in start time. Plots of average MCA scores by school year and grade level for individual elementary schools are presented in Appendix D for all subject areas.

School level analyses were not conducted at the middle school level because all three middle schools experienced the same change in start time (i.e., 8:20 AM to 9:10 AM). However, plots of average MCA scores by school year and grade level for individual middle schools are presented in Appendix E for all subject areas. Due to the fact there is only one high school in the district, school-level analyses at the high school level are redundant with the overall analyses presented above (i.e., see grades 10 and 11 in Tables 2-4) and therefore not discussed further here.

To examine the various changes in start time on elementary schools a series of variables were created to represent the different start time changes experienced by the elementary schools. First, a variable representing whether or not each elementary school experienced a change in start time was created. Two elementary schools (Greenwood and Oakwood) already had an early start time and therefore experienced no change in start time, while five elementary schools (Kimberly Lane, Plymouth Creek, Birchview, Gleason Lake, and Sunset Hill) moved to an earlier start time. The remaining school (Meadow Ridge) is a new school that opened after the districtwide change in start times and is therefore excluded from this set of analyses. The results comparing elementary schools that experienced a start time change to elementary schools that did not experience a start time change are presented for mathematics, reading, and science in Tables 5-7, respectively.

For mathematics, the results show that the five elementary schools that experienced a change in start time had statistically significantly higher average MCA scores (3 to 4 score points) than the two elementary schools who did not experience a change in start time for all grade levels. However, for grade 3 that difference was approximately equal over time; while for grades 4 and 5 there was a statistically significant interaction with time, such that the difference between the elementary schools that experienced a start time change and those that did not decreased over time. In other words, the seven elementary schools are more similar after the change in start times than before (for grades 4 and 5).

Table 5. MCA-III Mathematics Descriptive Statistics by Grade, Year, and Change in Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
No Change in Start Time												
3	238	364	16	251	366	13	196	366	13	224	365	15
4	244	467	15	251	466	17	205	468	15	203	468	15
5	252	559	12	263	558	12	204	556	13	216	557	11
Change in Start Time												
3	510	368	15	581	369	15	480	367	16	523	367	14
4	592	470	16	502	470	15	520	467	17	488	467	18
5	638	561	12	588	560	12	473	556	12	539	556	13

Note. n = sample size, M = mean, SD = standard deviation.

For reading, the results show that the five elementary schools who experienced a change in start time had statistically significantly higher average MCA scores (2.5 to 3.5 score points) than the two elementary schools who did not experience a change in start time for all grade levels (Table 6). For grades 3 and 5 that difference was approximately equal over time; while for grade 4 there was a statistically significant interaction with time, such that the difference between the elementary schools who experienced a start time change and those who did not decreased over time.

Table 6. MCA-III Reading Descriptive Statistics by Grade, Year, and Change in Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
No Change in Start Time												
3	238	361	20	251	364	17	196	364	18	223	362	19
4	244	457	13	251	459	15	205	459	13	203	460	13
5	252	561	13	265	561	13	204	562	14	216	562	11
Change in Start Time												
3	505	364	20	577	365	19	476	363	20	524	363	19
4	589	461	14	499	462	14	516	459	14	488	459	14
5	639	564	13	586	564	13	468	563	13	536	562	13

Note. n = sample size, M = mean, SD = standard deviation.

For science, the results show that the five elementary schools who experienced a change in start time had statistically significantly higher average MCA scores (3 score points) than the two elementary schools who did not experience a change in start time, and that difference was approximately equal over time.

Table 7. MCA-III Science Descriptive Statistics by Grade, Year, and Change in Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
No Change in Start Time												
5	252	557	12	264	558	13	204	557	16	216	557	13
Change in Start Time												
5	635	560	14	587	561	14	472	558	15	534	558	16

Note. n = sample size, M = mean, SD = standard deviation.

Among the five elementary schools that experienced a change in start time, two of the schools moved to a start time of 7:45 AM (from 9:10 AM) and three of the schools moved to a start time of 8:30 AM (also from 9:10 AM). As such, the next set of analyses divides the five elementary schools that experienced a change in start time into two groups: those who moved from a 9:10 AM start time to a 7:45 AM start time, and those who moved from a 9:10 AM start time to an 8:30 AM start time. Tables 8-10 contain the results of this comparison for mathematics, reading, and science, respectively. The two schools who experienced no change in start time, and the school that opened after the districtwide change in start times are excluded from this analysis.

For mathematics, the results show that the two elementary schools that moved to a start time of 7:45 AM had statistically significantly higher average MCA scores (4 to 8 score points) than the three elementary schools that moved to a 8:30 AM start time for all grade levels in all years. However, for grades 3 and 4 that difference was approximately equal over time; while for grade 5 there was a statistically significant interaction with time, such that the difference between the elementary schools that moved to the earlier start time and those that moved to the later start time increased over time.

Table 8. MCA-III Mathematics Descriptive Statistics by Grade, Year, and New Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
Changed to 7:45 Start Time												
3	216	373	13	281	372	13	217	370	15	251	369	13
4	270	474	14	217	475	14	231	471	15	222	471	16
5	296	563	11	279	563	11	187	560	12	244	560	11
Changed to 8:30 Start Time												
3	294	365	15	300	365	15	263	364	16	272	365	16
4	322	466	16	285	467	15	289	464	18	266	463	19
5	342	560	12	309	558	12	286	554	12	295	553	14

Note. n = sample size, M = mean, SD = standard deviation.

For reading, the results show that the two elementary schools that moved to a 7:45 AM start time had statistically significantly higher average MCA scores (2 to 9 score points) than the three elementary schools that moved to a 8:30 AM start time for all grade levels in all years. For grades 4 and 5 that

difference was approximately equal over time; while for grade 3 there was a statistically significant interaction with time, such that the difference between the elementary schools that moved to the earlier start time and those that moved to the later start time decreased over time.

Table 9. MCA-III Reading Descriptive Statistics by Grade, Year, and New Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
Changed to 7:45 Start Time												
3	215	370	17	282	369	17	217	365	19	251	366	18
4	270	463	13	216	465	14	229	462	12	222	461	13
5	296	565	12	279	565	13	183	565	11	243	565	12
Changed to 8:30 Start Time												
3	290	360	21	295	362	21	259	361	21	273	360	21
4	319	458	13	283	459	13	287	457	16	266	457	15
5	343	563	13	307	563	13	285	561	14	293	561	14

Note. n = sample size, M = mean, SD = standard deviation.

For science, the results show that the two elementary schools that moved to a 7:45 AM start time had statistically significantly higher average MCA scores (3 score points) than the three elementary schools that moved to an 8:30 AM start time for all grade levels in all years.

Table 10. MCA-III Science Descriptive Statistics by Grade, Year, and New Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
Changed to 7:45 Start Time												
5	295	562	14	279	564	14	186	562	15	241	562	14
Changed to 8:30 Start Time												
5	340	558	14	308	559	15	286	556	15	293	555	16

Note. n = sample size, M = mean, SD = standard deviation.

The final descriptive comparison for the elementary school analyses was to compare the elementary schools based on their current start time regardless of prior start time. As such, this analysis includes all elementary schools and compares the five schools with a 7:45 AM start time to the three schools with an 8:30 AM start time. Tables 11-13 contain the results for mathematics, reading, and science, respectively.

For mathematics, the results show that the five elementary schools currently with an earlier start time had statistically significantly higher average MCA scores (4 score points) than the three elementary schools currently with a later start time for grades 3 and 4 in all years. However, for grade 5 there was no statistically significant difference between the five elementary schools currently with an earlier start time and the three schools currently with a later start time. In addition, there were no statistically

significant interactions with time, such that all of the differences just described were approximately equal for all four years.

Table 11. MCA-III Mathematics Descriptive Statistics by Grade, Year, and Current Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
7:45 Start Time												
3	454	368	16	532	369	14	540	368	14	634	367	14
4	514	471	15	468	470	16	572	470	15	562	468	16
5	548	561	12	542	561	12	507	559	13	606	559	11
8:30 Start Time												
3	294	365	15	300	365	15	263	364	16	272	365	16
4	322	466	16	285	467	15	289	464	18	266	463	19
5	342	560	12	309	558	12	286	554	12	295	553	14

Note. n = sample size, M = mean, SD = standard deviation.

For reading, the results show that the five elementary schools currently with an earlier start time had statistically significantly higher average MCA scores (2 to 5 score points) than the three elementary schools currently with a later start time for grades 3 and 4 in all years. However, like with mathematics for grade 5 there was no statistically significant difference between the five elementary schools currently with an earlier start time and the three schools currently with a later start time. In addition, there were no statistically significant interactions with time, such that all of the differences just described were approximately equal for all four years.

Table 12. MCA-III Reading Descriptive Statistics by Grade, Year, and Current Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
7:45 Start Time												
3	453	365	19	533	367	17	540	365	18	633	363	18
4	514	461	14	467	462	15	570	461	12	562	460	13
5	548	563	13	544	563	13	503	564	12	605	564	12
8:30 Start Time												
3	290	360	21	295	362	21	259	361	21	273	360	21
4	319	458	13	283	459	13	287	457	16	266	457	15
5	343	563	13	307	563	13	285	561	14	293	561	14

Note. n = sample size, M = mean, SD = standard deviation.

For science, the results show no statistically significant differences between the five elementary schools currently with a 7:45 AM start time and the three elementary schools with a current start time of 8:30 AM.

Table 13. MCA-III Science Descriptive Statistics by Grade, Year, and Current Start Time

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
7:45 Start Time												
5	547	560	14	543	561	14	505	561	16	603	561	14
8:30 Start Time												
5	340	558	14	308	559	15	286	556	15	293	555	16

Note. n = sample size, M = mean, SD = standard deviation.

Overall attendance analyses. In addition to the Minnesota Comprehensive Assessments, CAREI evaluators also analyzed student attendance data over four years. Four variables that were provided by the district were analyzed: the total number of days absent, the total number of excused days absent, the total number of unexcused days absent, and the total number of days tardy. Analyses were conducted for each grade level separately and compared to each outcome before the start time change to each outcome after the start time change.

Descriptive statistics for the number of days absent are presented in Table 14 by grade and year. The results in Table 14 suggest that, on average, students missed 5 to 7 days of school a year across grade levels and study years. To test whether the change in start times had an effect on the number of days students were absent, the average number of days absent before the start time change was compared to the average number of days absent after the start time change for each grade level separately. The results revealed that for grade K and grades 6 to 8 there were no statistically significant differences between the number of days absent before the start time change and after. For grades 1 to 5 and grades 9 to 12 there was on average a statistically significant increase in the number of days absent, however this difference was never more than 1 day. As with the MCA analyses, significant differences here could be an artifact of the large sample size and should therefore be interpreted with caution. The above analyses were also repeated for the number of days absent that were excused and the number of days absent that were unexcused separately; the results of each analysis paralleled the analyses for days absent exactly and are therefore not presented in further detail.

Table 14. Number of Days Absent Descriptive Statistics by Grade and Year

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
K	764	7.48	6.44	811	6.32	5.60	850	7.13	5.62	925	6.74	6.37
1	751	6.56	5.34	842	5.56	5.00	927	6.62	5.26	943	6.84	5.57
2	843	6.13	5.55	789	5.41	4.86	918	6.22	5.04	954	6.80	6.40
3	773	6.01	5.48	868	5.12	5.01	856	6.20	5.38	968	6.88	5.80
4	870	5.90	5.15	777	5.52	5.05	917	6.24	5.64	888	7.06	6.12
5	902	5.75	4.86	881	5.27	5.09	822	6.28	5.83	950	6.85	7.14
6	847	6.71	5.64	939	6.28	6.33	957	7.47	6.16	883	6.18	5.75
7	838	7.30	7.01	876	7.40	6.92	950	7.94	8.05	1004	6.74	5.81
8	845	7.91	7.78	831	7.60	7.92	896	8.75	7.23	977	7.09	6.46
9	874	4.53	5.03	881	4.68	6.18	911	5.04	5.62	967	6.76	5.77
10	846	5.70	7.49	886	5.01	6.68	884	5.78	6.45	908	6.47	5.62
11	836	6.32	7.85	850	5.77	6.24	896	6.07	6.50	903	7.16	6.39
12	828	7.79	7.69	825	7.09	7.31	876	6.96	6.62	906	6.65	7.85

Note. n = sample size, M = mean, SD = standard deviation.

Descriptive statistics for the number of days tardy are presented in Table 15 by grade and year. The results in Table 15 suggest that, on average, students were tardy 2 to 5 days of school across grade levels and study years. To test whether the change in start time had an effect on the number of days students were tardy, the average number of days tardy before the start time change was compared to the average number of days tardy after the start time change for each grade level separately. The results revealed that for grades K to 6 there was a statistically significant increase (of approximately 2 days) in the number of days tardy from before the start time change to after. In contrast, for grade 7 and grades 10 to 12 there was a statistically significant decrease (of approximately 2 days) in the number of days tardy from before the start time change to after. For grades 8 and 9 there were no differences in the number of days tardy before and after the start time change.

Table 15. Number of Days Tardy Descriptive Statistics by Grade and Year

Grade	2015			2016			2017			2018		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
K	764	2.27	4.54	811	2.50	5.81	850	3.94	8.09	925	4.36	8.11
1	751	2.21	3.96	842	2.20	4.14	927	4.17	7.75	943	4.10	9.69
2	843	2.29	4.20	789	2.30	4.60	918	3.42	5.85	954	4.48	8.69
3	773	2.27	3.89	868	2.15	4.60	856	4.05	7.86	968	4.41	9.15
4	870	2.57	4.74	777	2.57	5.04	917	3.45	6.77	888	3.66	7.75
5	902	2.10	3.77	881	2.27	4.16	822	3.61	6.59	950	4.27	9.45
6	847	2.16	4.59	939	1.99	4.33	957	2.22	4.40	883	3.39	6.45
7	838	4.13	7.98	876	3.44	7.18	950	2.85	7.20	1004	3.74	7.50
8	845	4.99	10.47	831	4.77	9.00	896	5.52	14.52	977	3.89	7.31
9	874	4.00	6.73	881	3.35	7.87	911	3.20	6.56	967	3.73	8.03
10	846	5.27	9.17	886	5.18	9.80	884	3.20	6.84	908	3.85	8.19
11	836	6.98	10.67	850	5.12	9.78	896	5.68	12.33	903	3.37	6.24
12	828	6.94	10.62	825	5.86	10.57	876	4.97	8.90	906	4.26	10.07

Note. n = sample size, M = mean, SD = standard deviation.

School level attendance analyses. The attendance analyses were repeated at the school level for the eight elementary schools. The comparisons made were the same as those made for the MCA, which are described above. In addition, for all schools (elementary, middle, and high) plots of the average number of days absent, the average number of excused days absent, the average number of unexcused days absent, and the number of days tardy are presented by grade in Appendix F.

The first school-level analysis compared the five elementary schools that experienced a change in start time to the two elementary schools that did not experience a change in start time over time. The elementary school that opened after the districtwide change in start time was excluded from this analysis. The results revealed no statistically significant differences in number of days absent between the two sets of elementary schools for any grade level. Regarding the number of days tardy, the results found that the schools who experienced a change in start time had statistically fewer days tardy than the schools who did not experience a change in start time for grades K, 4, and 5. For grades 1 to 3 there were no differences in the number of days tardy between the two groups of schools.

Next, the five schools who experienced a change in start time were compared based on their new current start time (i.e., a change to 7:45 AM versus 8:30 AM). The two schools where start time did not change and the one school that opened after the districtwide change in start times were excluded from this analysis. For grades K, 1, 3, and 5 the elementary schools that moved to an earlier start time (7:45 AM) had significantly fewer days absent than the two elementary schools that moved to a later start time (8:30 AM). There were no differences in grades 2 and 4 in terms of number of days absent between the two groups of schools. Similarly, there were no differences at any grade level in regard to the number of days tardy between these two groups of schools.

Finally, the eight elementary schools were compared based on their current start time. The results indicate that for grades K, 1, 3, and 5 the five elementary schools that currently start earlier have fewer average number of days absent than the three elementary schools who currently start later. For grades 2 and 4 there were no differences in the number of days absent between the two groups of schools. Likewise, there were no differences at any grade level in regard to the number of days tardy between the two groups of schools.

Discipline analyses. The final type of student data analyzed were student discipline data. As with the Minnesota Comprehensive Assessments and the attendance and tardiness data, CAREI received student discipline data for the four school years of interest and compared the data before the start time change to the same data after the start time change. Specifically, the variables considered were the number of disciplinary incidents that resulted in a suspension, the number of disciplinary incidents that resulted in an in-school suspension, and the number of disciplinary incidents that resulted in an out-of-school suspension.

Over the four years of study, there were 6,004 total disciplinary incidents in Wayzata Public Schools across all grade levels. The disciplinary incidents were associated with 1,776 students in total, which represents approximately 15% of the student population in Wayzata Public Schools. The 6,004 disciplinary incidents resulted in 2,128 suspensions across all grade levels. The number and percentage of disciplinary incidents that resulted in a suspension (in- and out-of-school combined) are presented in Table 16 by grade level and study year. Across grade levels and study years the percentage of disciplinary incidents that resulted in a suspension ranged from 9% to 73%. On average 38% of disciplinary incidents resulted in a suspension; however, in grades 6 to 8 on average only 20% of disciplinary incidents resulted in a suspension while in grades 9 to 12 on average 52% of disciplinary incidents resulted in a suspension. Regarding the change in start times, the average suspension rate in the two years prior to the start time change was 39% and the average suspension rate in the two years after the start time change was 37%. In the two years before the start time change the number of suspensions was 949 and in the two years after the start time change the total number of suspensions was 1,159, which represents a 22% increase in the number of suspensions.

Table 16. Number and Percentage of Disciplinary Incidents that Resulted in Suspension by Grade and Year

Grade	2015		2016		2017		2018	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
6	11	10%	30	19%	39	21%	22	15%
7	29	23%	44	25%	19	9%	73	32%
8	34	14%	36	24%	47	24%	56	29%
9	51	73%	191	48%	114	45%	122	40%
10	67	52%	145	41%	109	56%	117	45%
11	59	51%	126	47%	119	62%	92	37%
12	49	73%	77	46%	120	67%	110	42%
Average	43	42%	93	36%	81	41%	85	34%
Total	300	---	649	---	567	---	592	---

Of the 2,128 suspensions, 1,175 were in-school suspensions and 933 were out-of-school suspensions. The number and percentage of disciplinary incidents that resulted in an in-school suspension are presented in Table 17 by grade level and study year, and the number of incidents that resulted in an out-of-school suspension are presented in Table 18, also by grade and year.

Table 17. Number and Percentage of Disciplinary Incidents that Resulted in an In-School Suspension by Grade and Year

Grade	2015		2016		2017		2018	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
6	5	4%	18	12%	21	12%	17	11%
7	12	10%	26	15%	9	4%	48	21%
8	12	5%	18	12%	28	14%	40	21%
9	15	21%	110	28%	79	31%	88	29%
10	10	8%	85	24%	77	40%	87	33%
11	4	3%	52	19%	63	33%	62	25%
12	5	7%	41	24%	59	33%	84	32%
Average	9	8%	50	19%	48	24%	61	25%
Total	63	---	350	---	336	---	426	---

Across grade levels and study years the percentage of disciplinary incidents that resulted in an in-school suspension ranged from 3% to 40%. On average 19% of disciplinary incidents resulted in an in-school suspension; however, in grades 6 to 8 on average only 12% of disciplinary incidents resulted in an in-school suspension while in grades 9 to 12 on average 24% of disciplinary incidents resulted in an in-school suspension. Regarding the change in start times, the average in-school suspension rate in the two years prior to the start time change was 14% and the average suspension rate in the two years after the start time change was 24%. In the two years before the start time change the number of in-school suspensions was 413 and in the two years after the start time change the total number of in-school suspensions was 762, which represents a 85% increase in the number of in-school suspensions.

Table 18. Number and Percentage of Disciplinary Incidents that Resulted in an Out-of-School Suspension by Grade and Year

Grade	2015		2016		2017		2018	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
6	6	5%	12	8%	18	10%	5	3%
7	17	13%	18	10%	10	5%	26	11%
8	22	9%	18	12%	19	10%	16	8%
9	36	51%	81	20%	35	14%	34	11%
10	57	44%	60	17%	32	17%	30	12%
11	55	47%	74	27%	56	29%	30	12%
12	44	66%	36	21%	61	34%	26	10%
Average	34	34%	43	16%	33	17%	24	10%
Total	237	---	299	---	231	---	167	---

Across grade levels and study years the percentage of disciplinary incidents that resulted in an out-of-school suspension ranged from 3% to 66%. On average 19% of disciplinary incidents resulted in an out-of-school suspension; however, in grades 6 to 8 on average only 9% of disciplinary incidents resulted in an out-of-school suspension while in grades 9 to 12 on average 27% of disciplinary incidents resulted in an out-of-school suspension. Regarding the change in start times, the average out-of-school suspension rate in the two years prior to the start time change was 25% and the average suspension rate in the two years after the start time change was 13%. In the two years before the start time change the number of out-of-school suspensions was 536 and in the two years after the start time change the total number of out-of-school suspensions was 398, which represents a 26% decrease in the number of out-of-school suspensions. Plots of suspension rates overtime by grade, year, and school (middle and high schools only) are provided in Appendix G.

Summary and Participant Recommendations

This section summarizes the findings of data analyses conducted on surveys, focus groups, and administrative data to answer questions about how changes in school start times effected students, district staff, and families. Participant recommendations are provided from parents and teachers who offered suggestions for improvements pertaining to start times.

Participant Recommendations

- Elementary school parents recommend that core subjects be saved for second or third period of the day when kids are more awake, and start the day with movement of some kind to wake them up.
- Parents recommend that elementary schools find alternative places for students to eat lunch to allow for lunch periods to start later and extend for longer periods of time.
- Middle school parents recommend reducing homework or allow students more time during school to complete their work.
- Some middle school parents recommend adding more before school activities to give more students access to activities at school.
- High school teachers and parents recommend scheduling AP classes at the beginning of the school day so fewer students miss classes if they need to leave early for athletics or activities.

Key Findings

1. Academic achievement

Key findings pertaining to the effects of the start time change on academic achievement are summarized in the sections below. These findings are from analyses on surveys, focus groups and district achievement data.

- Across the school district, parents of elementary, middle, and high school students think that students' academic performance remained about the same after the start time changes.
- Elementary parents recommend that core subjects be saved for second or third period of the day when kids are more awake, and start the day with movement of some kind to wake them up.
- Middle school parents and teachers are concerned that new start times have a negative impact on homework completion. Parents observed that students rush to complete homework late in the evenings and that interferes with getting enough sleep.
- Middle school teachers observed an increase in late homework turned in or not turned in at all. Parents also expressed concern about homework that sometimes needs to be completed in the mornings when they have to leave their child home alone and leave for work.

- Middle school teachers are concerned that the number of after school tutoring opportunities for students has decreased because of the new start time. Less time is available after school for students to receive help from teachers with assignments or retake tests.
- Middle school parents recommend reducing homework or allowing students more time during school to complete their work.
- High school teachers and parents are concerned that students in 4th block AP classes are pressured to leave school early to participate in extracurricular activities or sports. This results in some students missing AP classes a couple of times a week.
- There was consensus among high school parents and teachers that students are more likely to seek help from teachers before school with the later start time.

Districtwide Minnesota Comprehensive Assessments – III (MCA)⁵ data in mathematics, reading, and science were analyzed by grade level.

- *Overall Elementary MCA findings* show no significant changes on average MCA scores for grades 3 over four years. For grades 4 and 5 there was a small, but statistically significant, decrease in mathematics scores over the four years analyzed in the study.
- Students at the two elementary schools that moved to a 7:45 AM start time had statistically significantly higher average MCA scores (2 to 9 score points) compared to students at the three elementary schools that moved to a 8:30 AM.
- Students at the five elementary schools currently with a 7:45 AM start time had statistically significantly higher average MCA math and reading scores (2 to 5 score points) compared to students at the three elementary schools currently with an 8:30 AM start time for grades 3 and 4. There were no statistically significant differences in grade 5.
- *Middle School MCA findings* show small, but statistically significant, decreases in grade 6 mathematics and grade 8 science scores. For grade 7 there was a small, but statistically significant, increase in mathematics and reading over the four years analyzed.
- *High School MCA findings* show small, but statistically significant, decreases in grade 10 reading and science scores over the four years analyzed.

2. Attendance and tardiness

Analyses were conducted on surveys, focus groups and student administrative data to assess whether changes in start times had an effect on the number of days that students are absent from school. The average number of days students were absent before and after start time changes were compared for each grade level.

- For grades 1 to 5 there was on average a statistically significant increase in the number of days absent (never more than 1 day).⁶ These results were consistent with additional analyses that looked at whether the absences were excused or unexcused.

⁵ Given the small score differences over time (less than the average standard error of measurement on the MCA), the statistically significant results reported are likely the result of large sample sizes and should be interpreted with caution.

⁶ Significant differences here could be an artifact of a large sample size and should be interpreted with caution.

- For grades K to 5 there was a statistically significant increase of 2 days in the number of days tardy from before the start time change to after the time changed.
- A school level comparison for the five elementary schools with start time changes and two schools without start time changes show that the schools that experienced a change in start time had statistically significantly fewer tardy days compared to schools that did not experience a change in start time for grades K, 4, and 5.
- For grades K, 1, 3, and 5 the elementary schools that moved to a start time of 7:45 AM had statistically significantly fewer days absent than the elementary schools that moved to a later start time of 8:30 AM.
- Teachers' views regarding tardiness in elementary schools were mixed. Some teachers expressed concern that the number of students arriving 10-15 minutes late has increased significantly. Some teachers are concerned that students are showing up exhausted in the morning and not ready to learn, while others said that students show up to school ready to learn.
- For grade 6 there was a statistically significant increase of 2 days in the number of days tardy from before the start time change to after the time changed.
- For grade 7 there was a statistically significant decrease of 2 days in the number of days tardy from before the start time change to after the change.
- High school teachers observed better student attendance in the first block classes since the time change. They said that students were more engaged in their classes and participating more.
- For grades 9 to 12 there was on average a statistically significant increase in the number of days absent (never more than 1 day).⁷ These results were consistent with additional analyses that looked at whether the absences were excused or unexcused.
- For grades 10 to 12 there was a statistically significant decrease of 2 days in the number of days tardy from before the start time change to after the change.

3. Behavior and subsequent disciplinary actions

A comparison of student discipline data over the four school years of interest are presented to assess the effect of the time changes on student behavior. Additional findings from surveys and focus groups are presented.

- The number of student disciplinary incidents increased by 23% over the course of the four school years of interest included in the study.
- The total number of suspensions was 949 in the two years before the start time change compared to 1,159 two years after the time changes, a 22% increase in the number of suspensions.

⁷ Significant differences here could be an artifact of a large sample size and should be interpreted with caution.

- In the two years before the start time change the number of in-school suspensions was 413 and in the two years after the start time change the total number of in-school suspensions was 762, a 85% increase in the number of in-school suspensions.
- In the two years before the start time change the number of out-of-school suspensions was 536 and in the two years after the start time change the total number of out-of-school suspensions was 398, a 26% decrease in the number of out-of-school suspensions.
- Elementary parents noticed changes in breakfast eating behaviors. These parents reported that since the time change, their children are too tired or don't have time to eat breakfast before they go to school.
- Teachers observed that elementary students have difficulty staying focused and engaged later in the day.
- High school teachers noticed less loitering after school. Students are out of the buildings or on to other activities right away after school.

4. Social and emotional well-being and sleep

Key findings from surveys and focus groups pertaining to students' social and emotional well-being are presented below.

- Elementary and middle school parents thought that students' social emotional well-being was the same after the time change.
- There was consensus among elementary school parents and teachers that earlier start times caused lunch time to be shortened for students. Students return home with uneaten food in their lunch boxes, an indication to parents there is not enough time to eat.
- Parents recommend that elementary schools find alternative places for students to eat lunch to allow for longer lunch periods and later lunch periods.
- Middle school parents who approve of the later start time appreciate that their child can sleep later in the morning with the new start time. This is especially true for parents of students involved in sports.
- High school parents and some staff think students' social and emotional well-being is better with a later start time.
- High school parents said that getting their child up in the morning was better since the time change, and both parents and teachers observed that students are calmer in the mornings. Parents believe that students' stress levels are lower and that helps with communication.
- High school students think their own social emotional well-being has gotten worse and expressed disapproval of the start time change because of challenges they have with scheduling after school work and activities, stress with finishing homework at night, and make up work for school. Students who approved of the new start time cited extra time sleeping as a benefit.

- High school parents and teachers believe that the number of car accidents has decreased at school with the later start time. It was hypothesized that parents are encouraging students to take the bus rather than drive to school.

5. Work experiences of staff and teachers

Key findings from surveys and focus groups pertaining to staff and teachers' experiences with the start time changes are presented below.

- Some elementary teachers are concerned that the earlier start time requires them to add time to their workday schedule to open their classrooms earlier to accommodate drop off times for students. Teachers recommend that a change in bus schedule be considered so that the earliest start time is 8:00 AM.
- Elementary teachers think that earlier start times have a positive impact on their workday. It allows them the flexibility to schedule appointments after school, and they appreciate completing their workday before their own children end their school day in middle and high school.
- A majority of middle school staff think the new start time makes the end of the day schedule worse for them. Less than half of staff think the beginning of the day is better with the later start time.
- Middle school teachers report they are better able to manage before and after school appointments since the start time change. They cited less pressure to take time off to schedule appointments as a reason for their approval.
- Middle school teachers believe that the start time has a negative impact on coaching. Since the start time change, fewer opportunities are available for teachers to coach because athletic events conflict with the later school day schedule. Teachers expressed concern that the time change prevents them from earning extra income and it costs the district resources to pay for substitute teachers to cover classes.
- About half of high school staff who responded to the survey think the beginning of the school day schedule is better, while the other half are split with some who think the schedule is about the same or worse. There is more consensus among staff on the impact of time changes on the end of the school day with the majority of staff indicating that the end of day is worse at their school.

6. Experiences of parents and families

Key findings pertaining to parents' experiences with start time changes and how they affected family activities and schedules are presented below. These findings come from survey and focus group data.

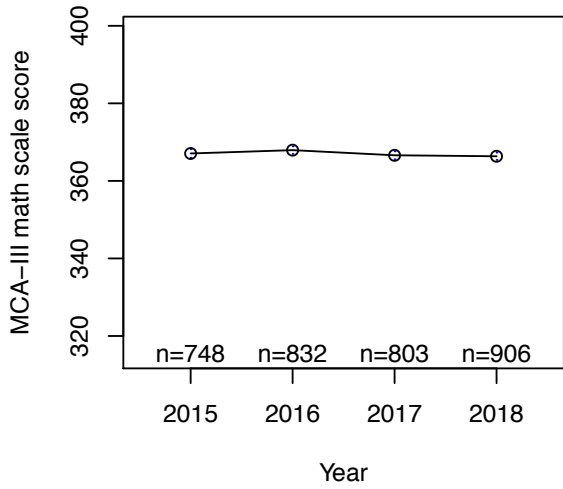
- Nearly half of elementary parents with students starting school at 7:45 AM think that getting their child up in the morning is worse for them. Slightly less than half said that coordinating family schedules is worse after the start time changes.
- Parents with elementary students starting school at 8:30 AM think that coordinating before and after school activities is about the same since the school start time change.
- Early start time is more convenient for working families' with elementary children bus schedules because students get home earlier in the afternoon.

- Elementary parents appreciate the extra time their child(ren) have for after school activities such as music lessons, and playtime in daylight hours with early start and end times.
- Elementary parents' experiences were mixed depending on whether they perceived their child to be an early riser, or night owl who stayed up late.
- Some elementary parents are concerned that lunch is scheduled earlier in the day making the time longer between meals if students stay after school.
- Middle school parents said that early start time negatively affected them financially because of increased demands for after school childcare. Prior to the new start time, older siblings were home early enough to help care for younger siblings. The district Home Base Childcare program waiting list is long, childcare options are limited in the community, and teachers are concerned that elementary students are going home alone to empty houses.
- A majority of middle school parents think that coordinating before school activities remained about the same.
- Middle school teachers and parents report decreases in the numbers and types of offerings for after school activities since the start time changes. While some clubs meet before school, the concern is that without early morning bussing, these activities are not available to all students. Only students with parents who can drive them to school can access before school club activities.
- Middle school parents recommend adding more before school activities to give more students access to activities at school.
- Some middle school parents find mornings difficult to manage and cite having to wait for their child to catch the bus before they leave for work. They mention feeling guilty about dropping their child off at school early and adding to their child's long day at school.
- Students leaving school before the end of the school day is the greatest concern for high school teachers. According to teachers, students leave school early for appointments, family events or athletics on a regular basis.
- High school parents approve of the start time changes citing that their students get more sleep, get up on their own, and show decreases in stress as reasons for approval.
- Parents who were concerned about the time change cited leaving school early for sports and missed classroom time as reasons for concern.

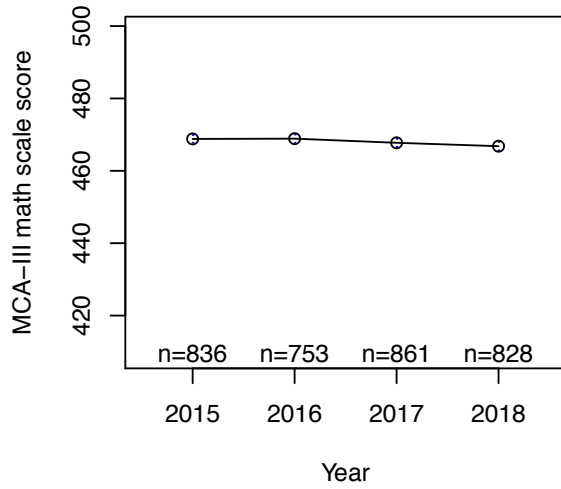
Appendices

Appendix A: MCA III Math Scores by Grade

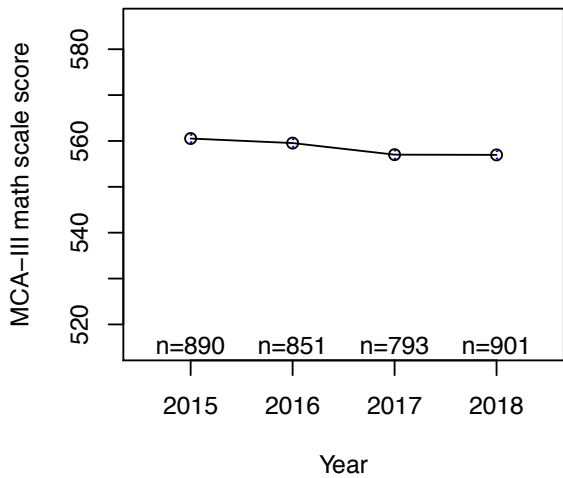
Mean MCA score over time for grade 3



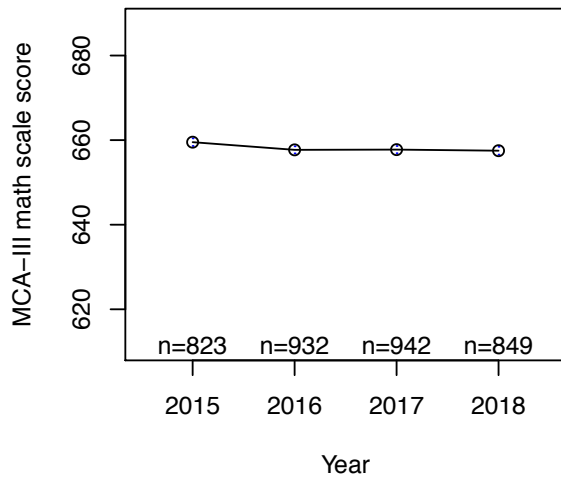
Mean MCA score over time for grade 4



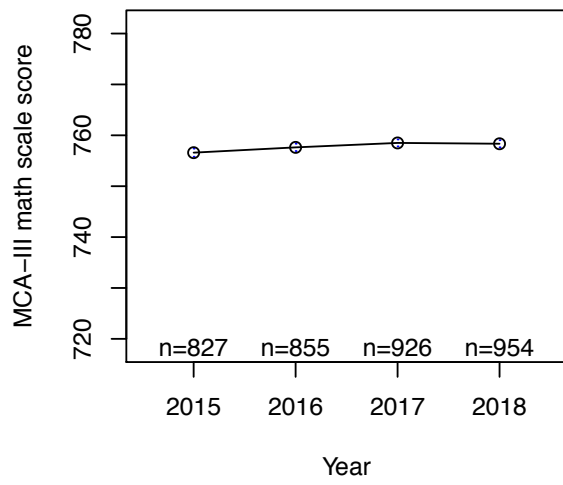
Mean MCA score over time for grade 5



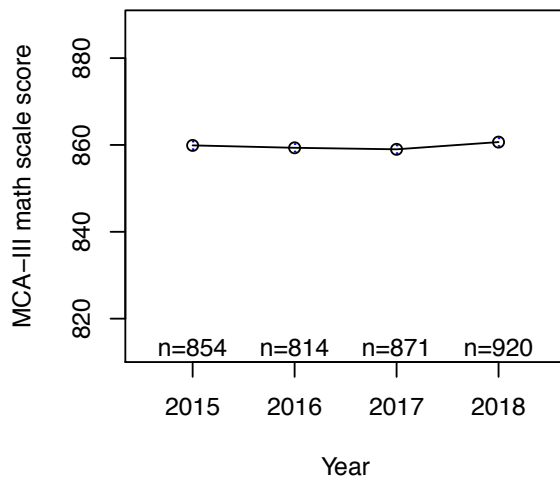
Mean MCA score over time for grade 6



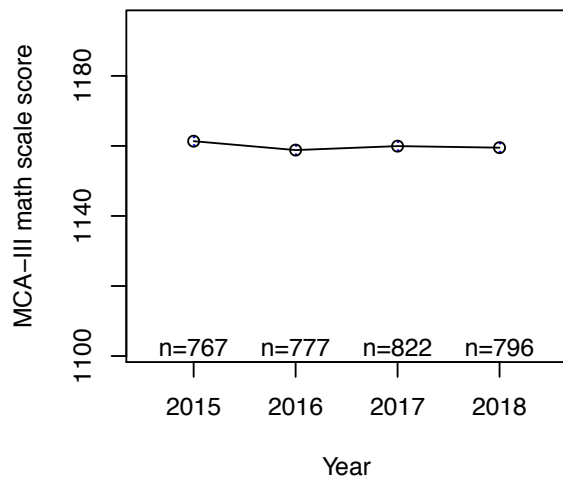
Mean MCA score over time for grade 7



Mean MCA score over time for grade 8

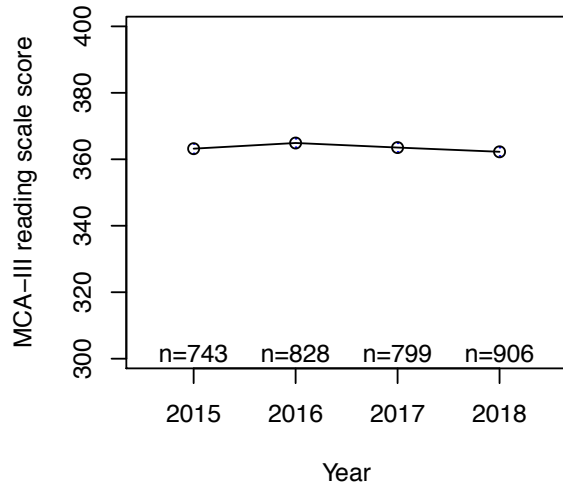


Mean MCA score over time for grade 11

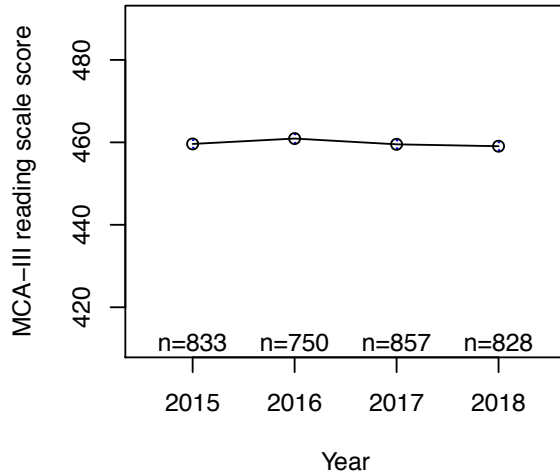


Appendix B: MCA III Reading Scores by Grade

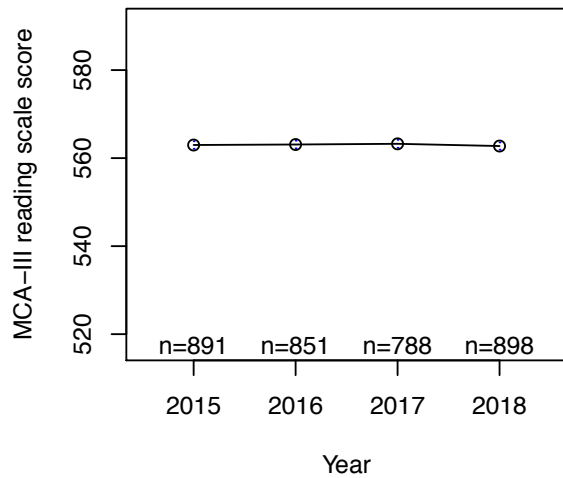
Mean MCA score over time for grade 3



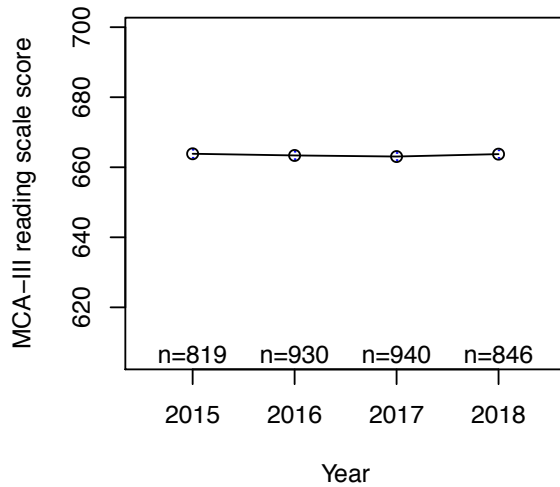
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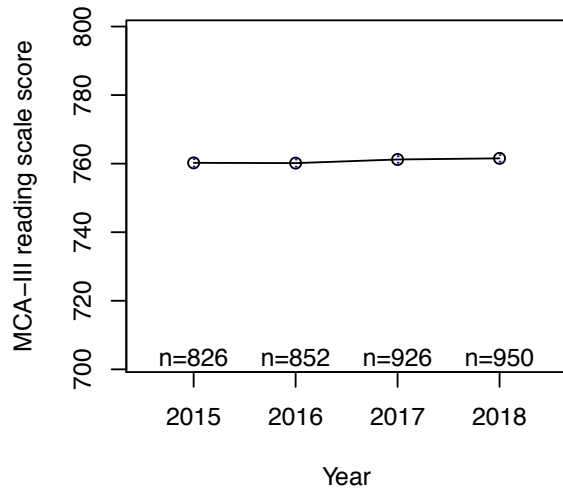
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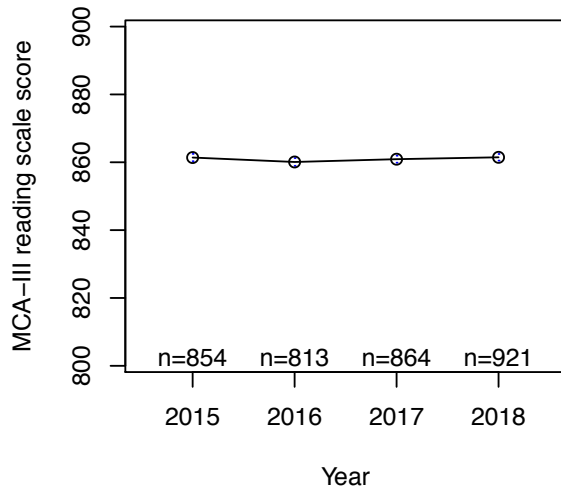
Mean MCA score over time for grade 6



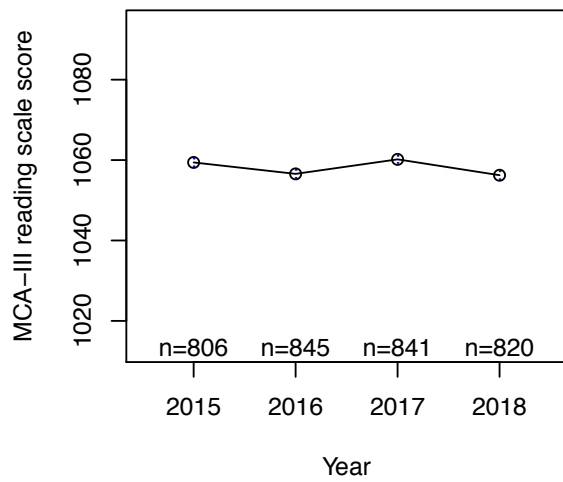
Mean MCA score over time for grade 7



Mean MCA score over time for grade 8

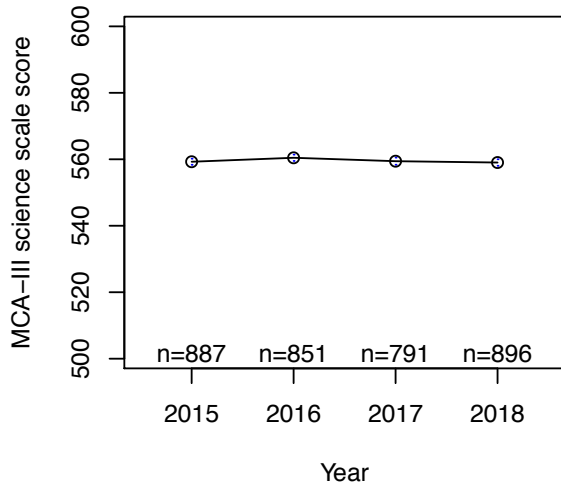


Mean MCA score over time for grade 10

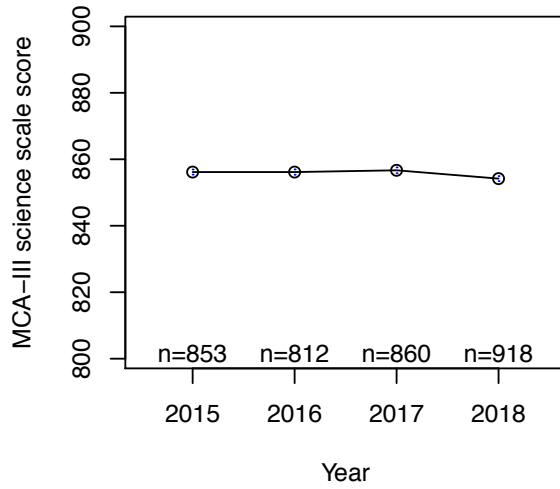


Appendix C: MCA III Science Scores by Grade

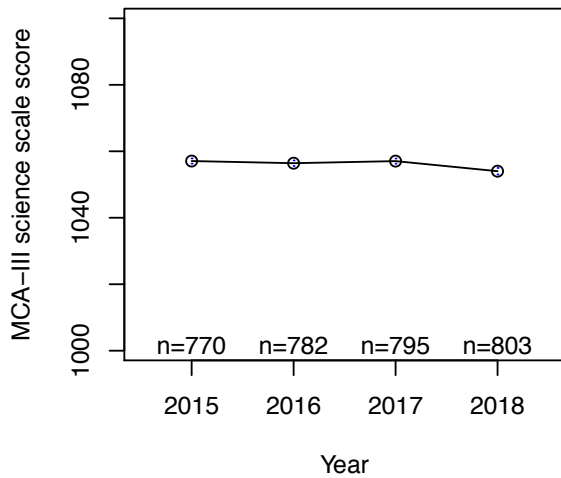
Mean MCA score over time for grade 5



Mean MCA score over time for grade 8

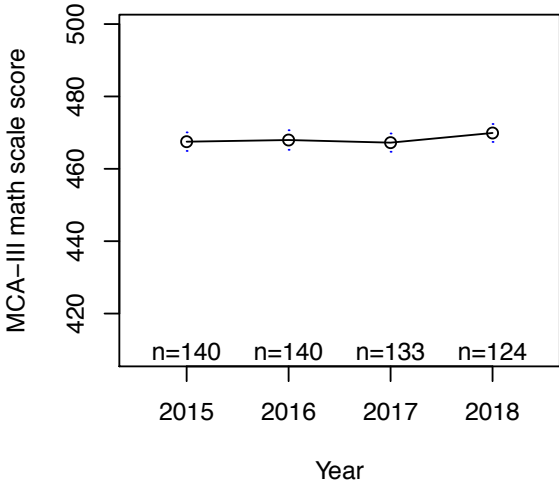


Mean MCA score over time for grade 10

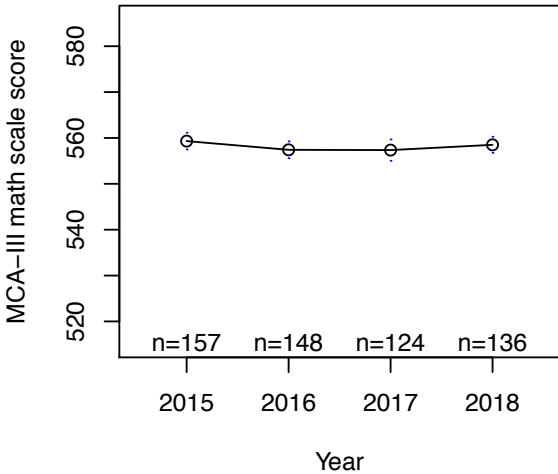


Appendix D: Elementary MCA III Scores by School, Grade, and Subject

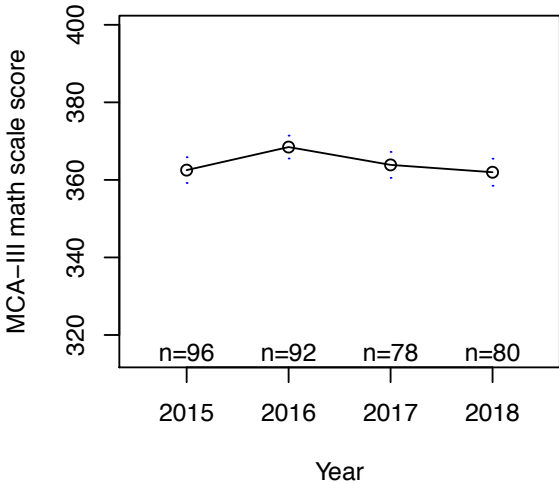
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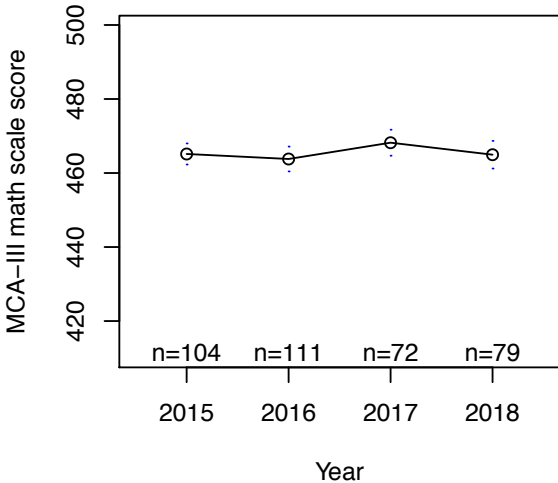
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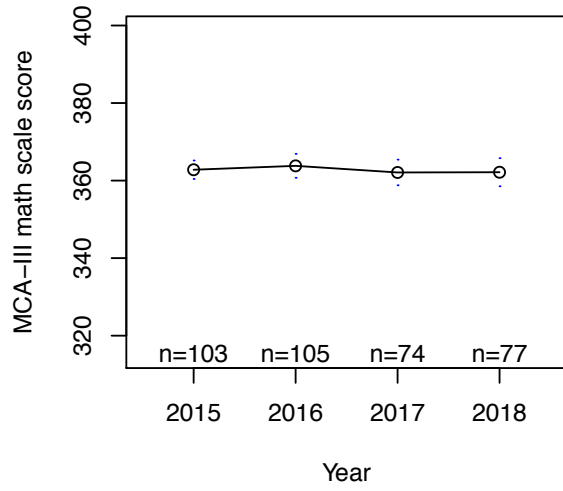
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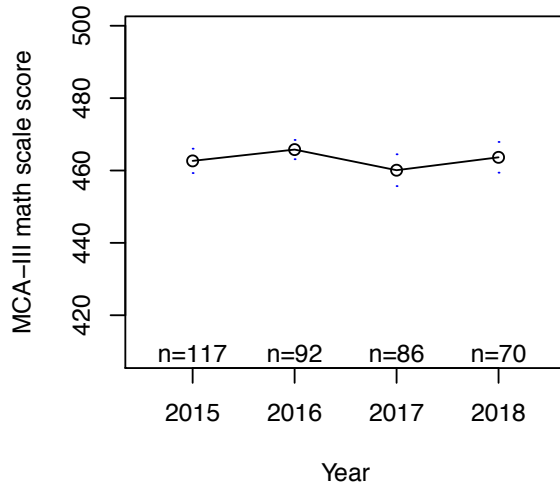
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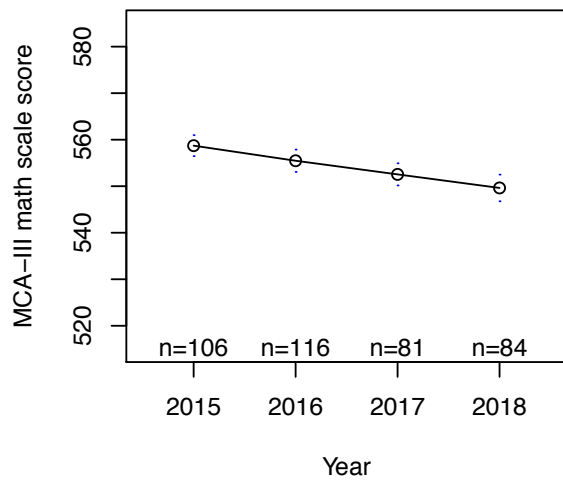
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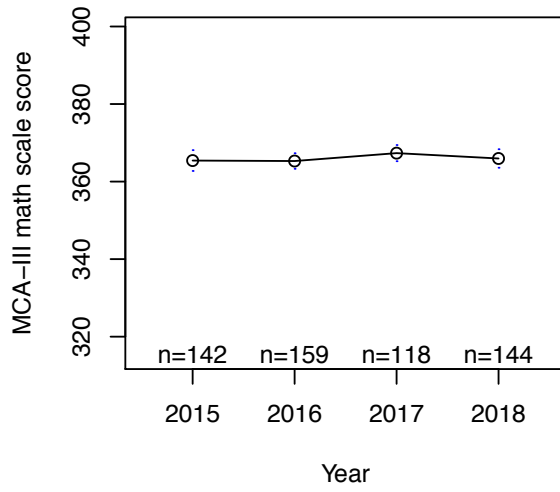
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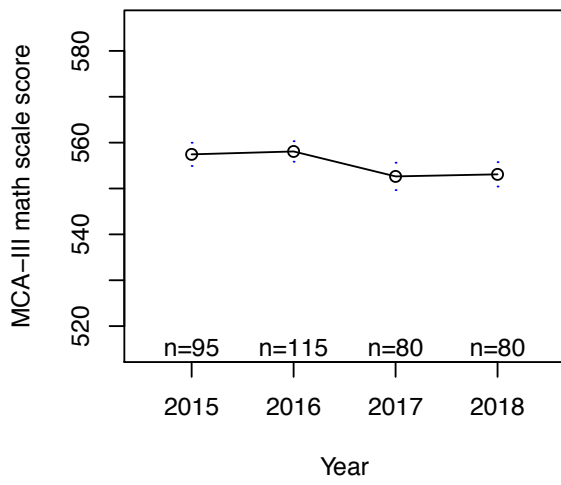
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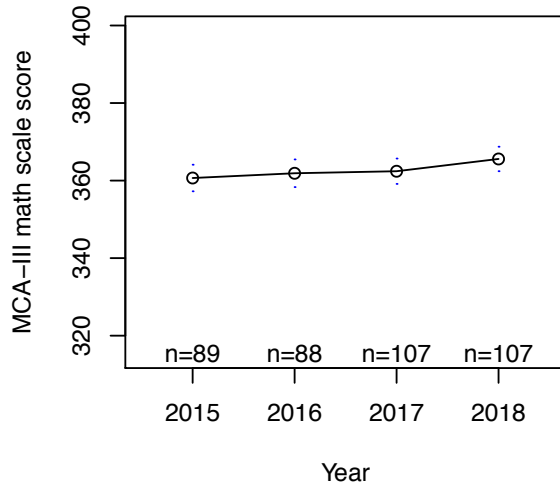
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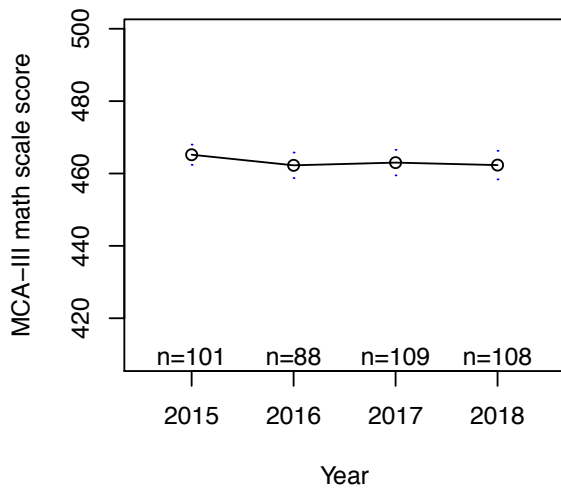
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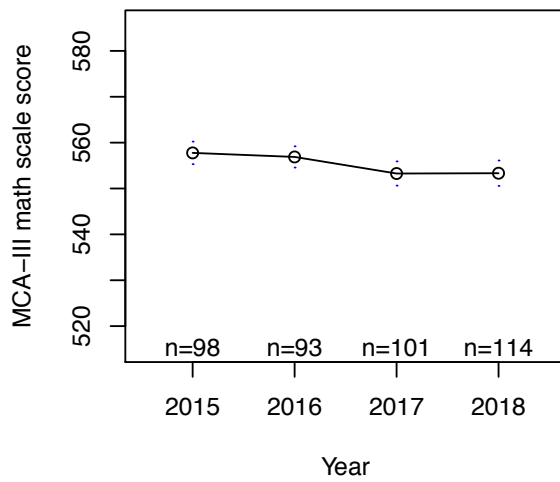
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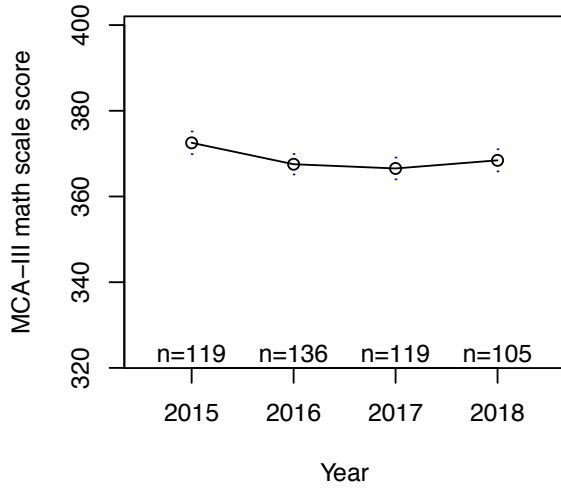
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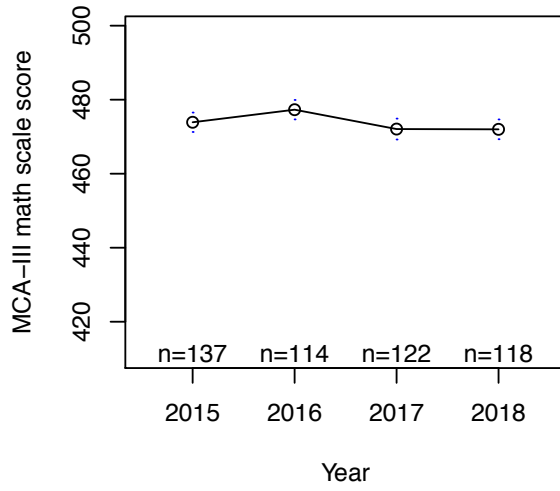
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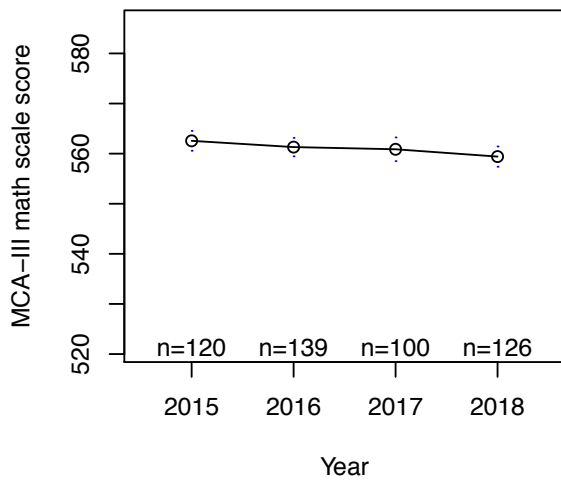
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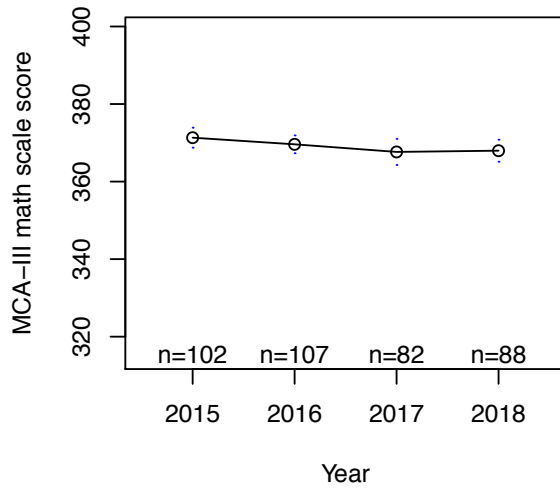
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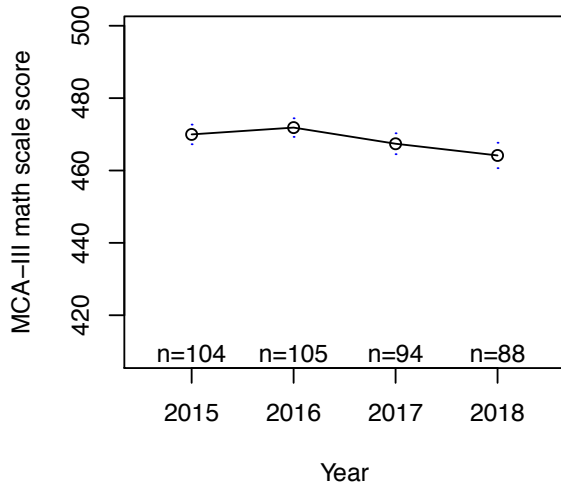
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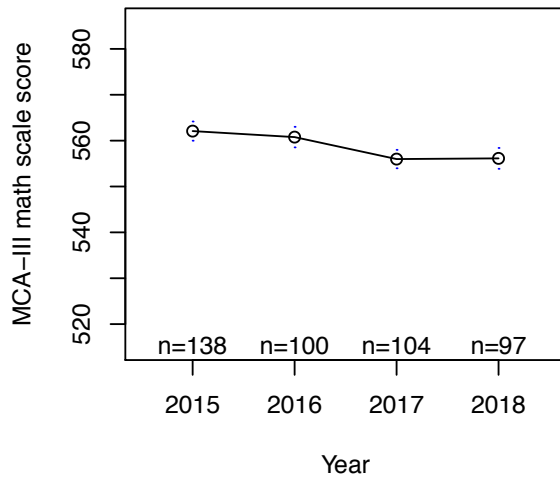
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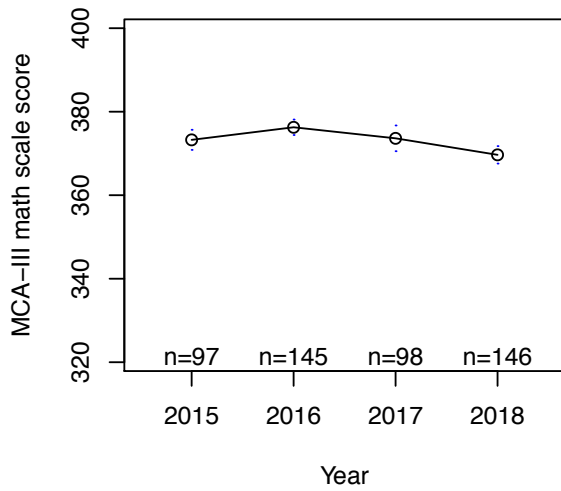
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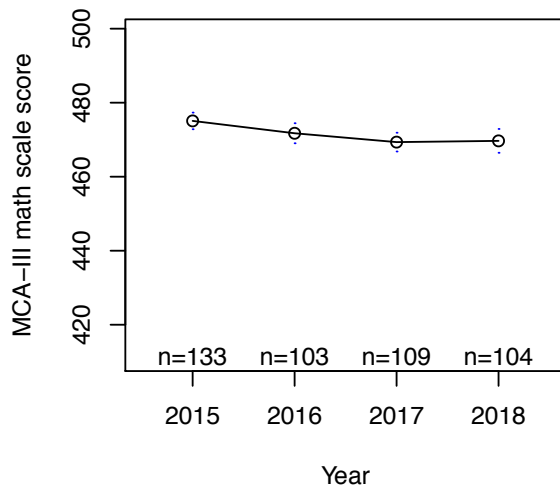
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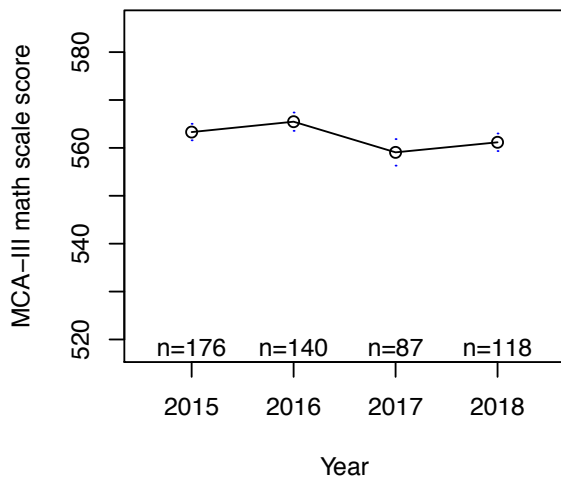
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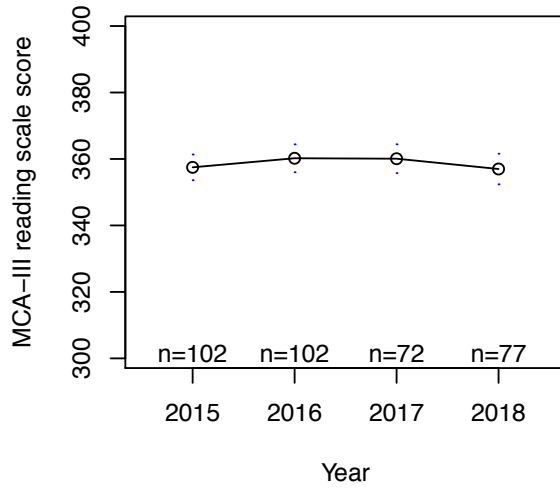
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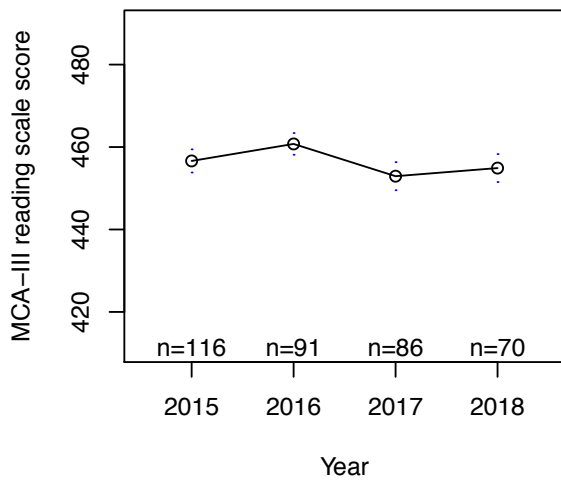
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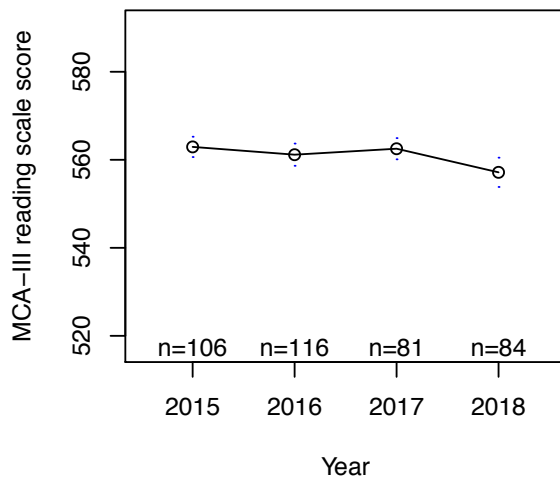
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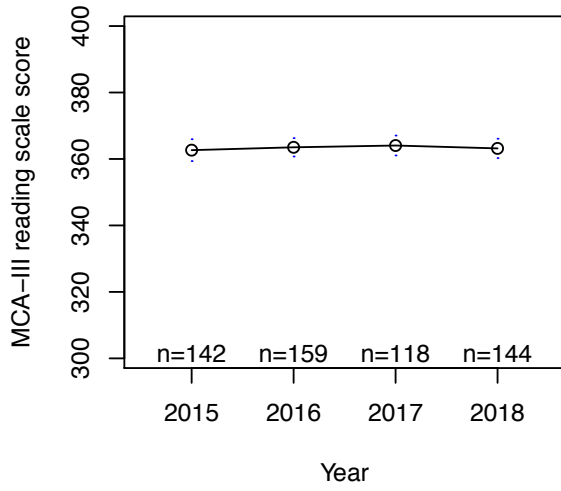
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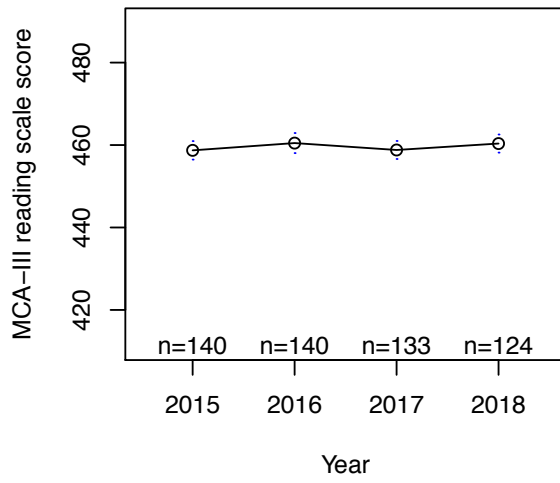
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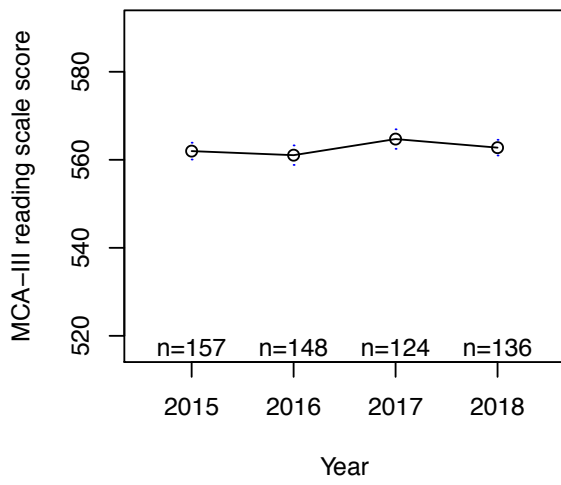
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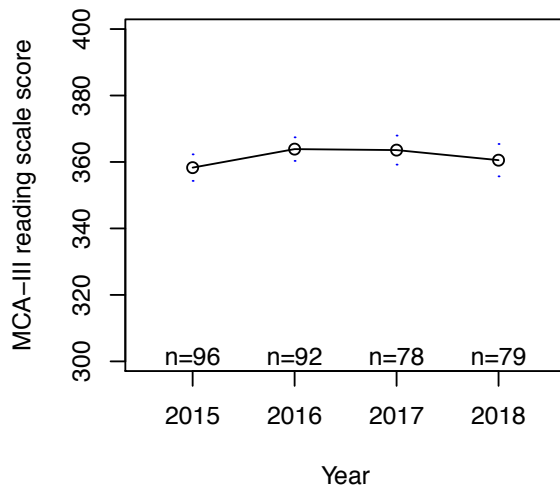
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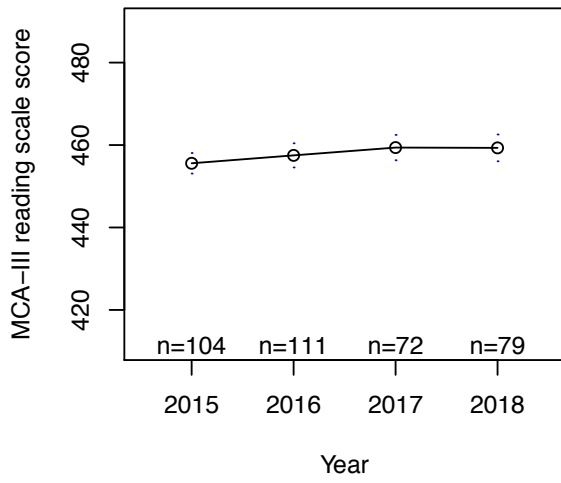
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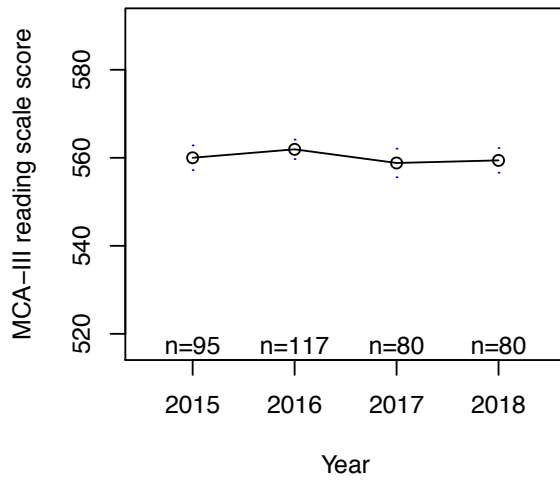
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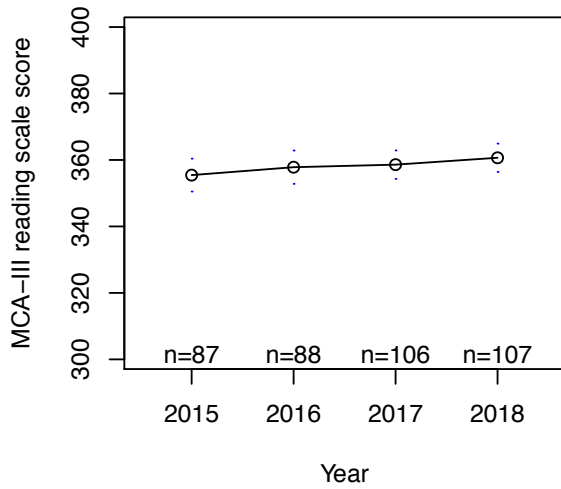
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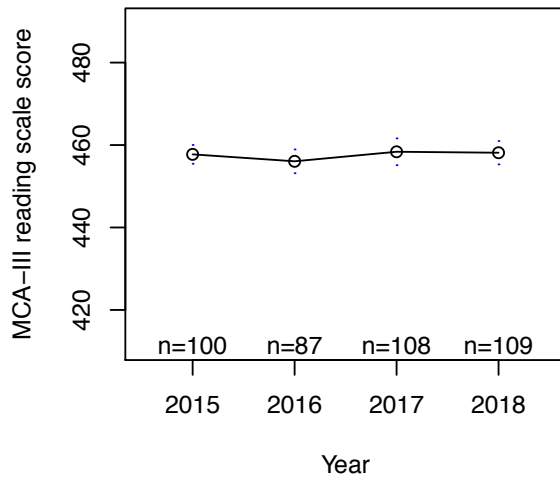
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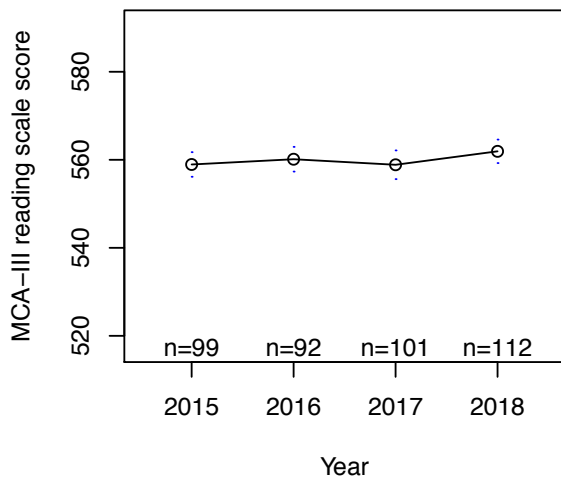
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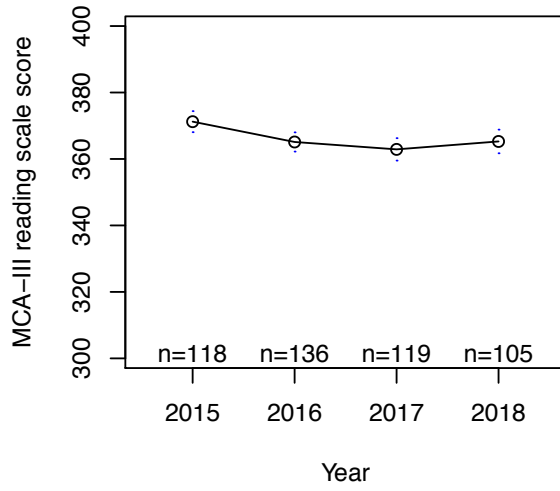
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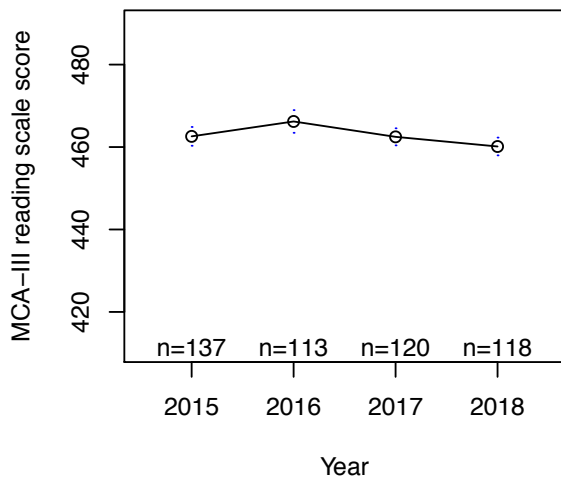
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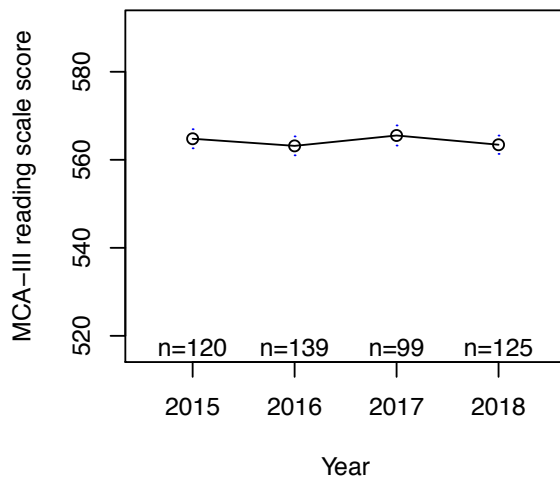
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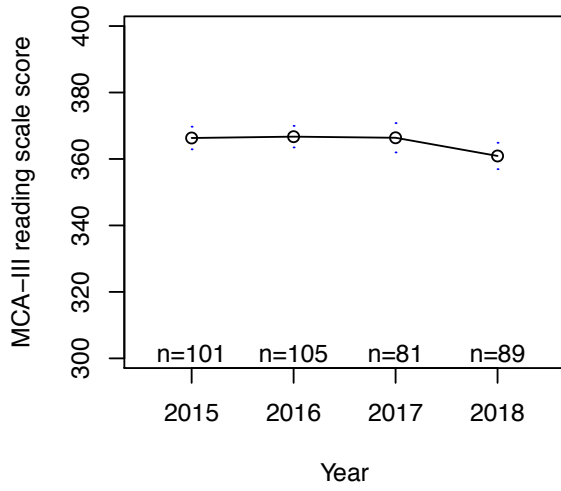
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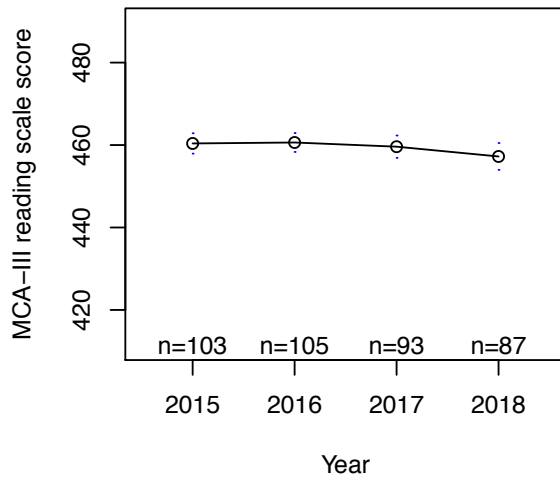
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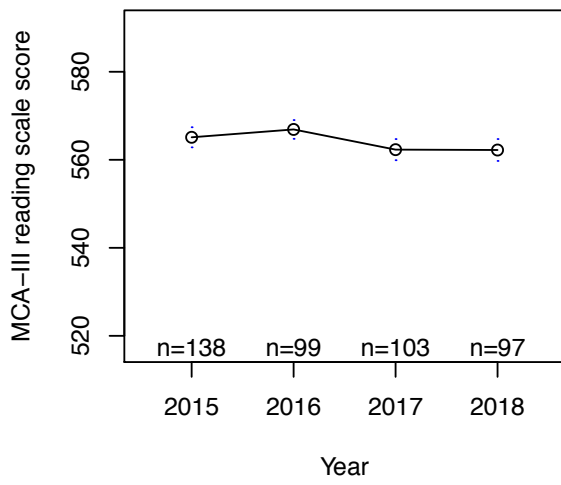
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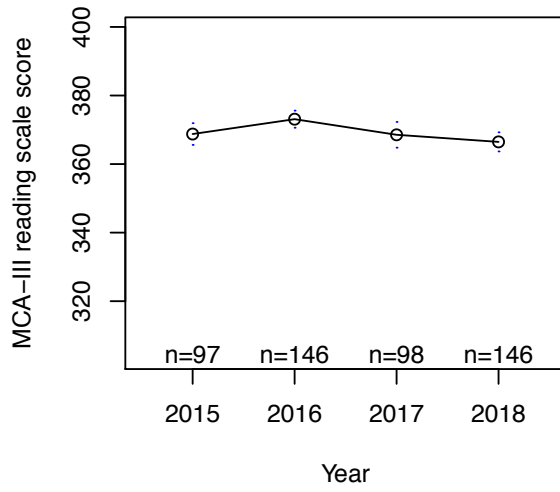
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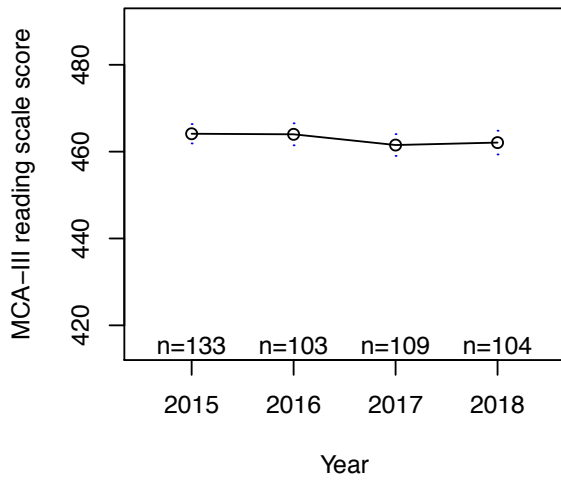
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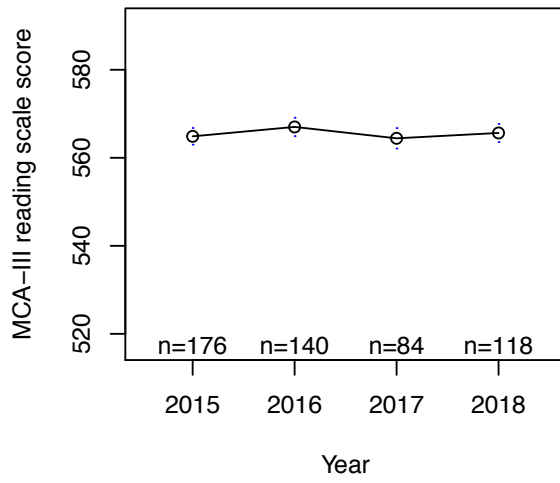
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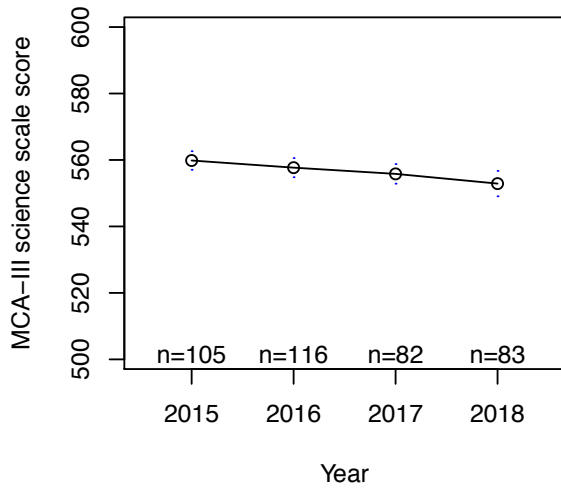
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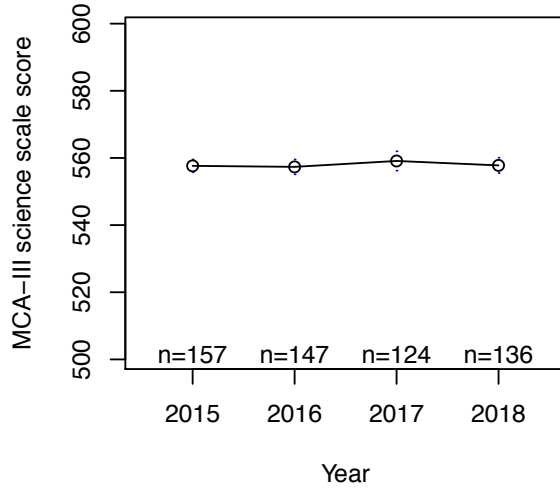
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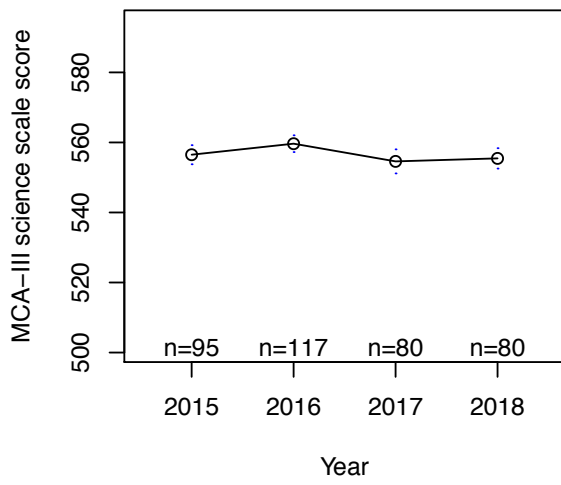
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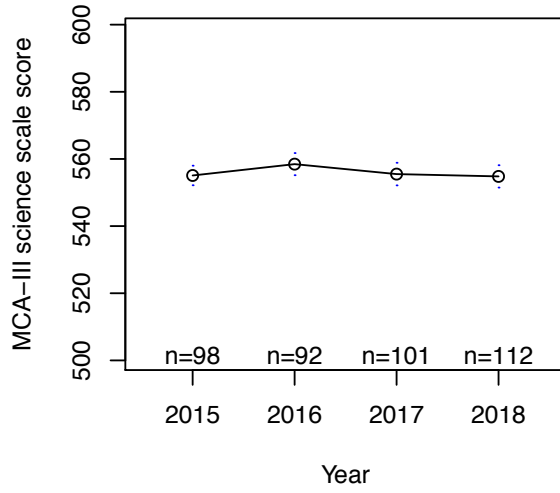
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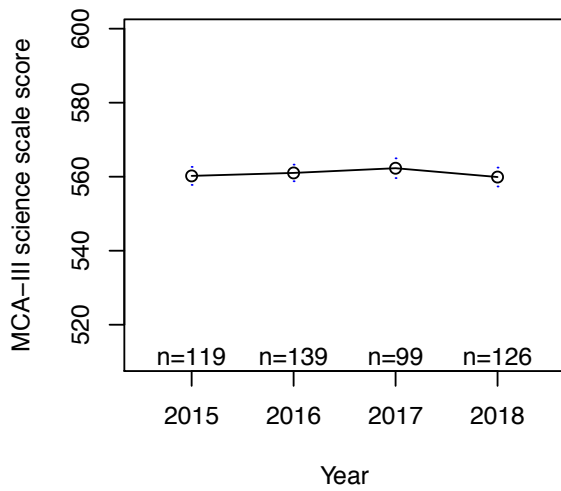
School 807 for grade 5



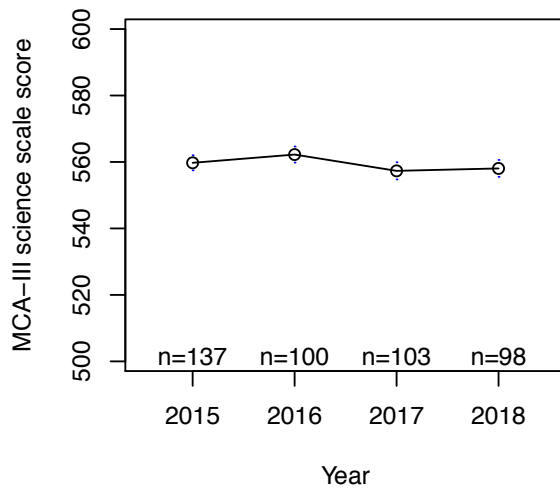
School 808 for grade 5



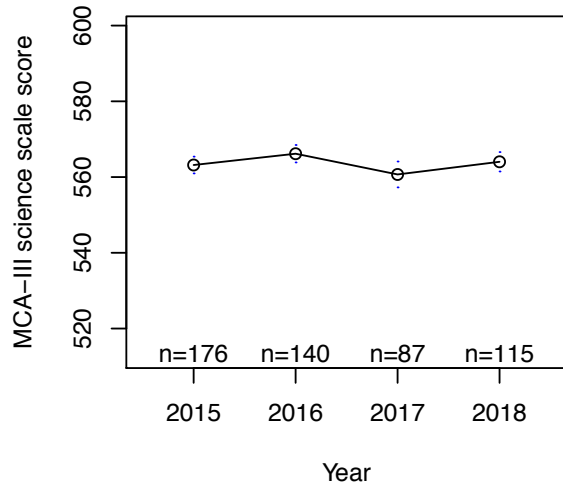
School 810 for grade 5



School 811 for grade 5

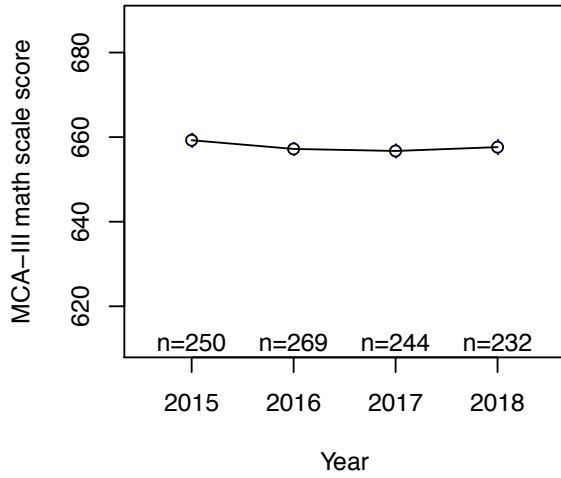


School 812 for grade 5

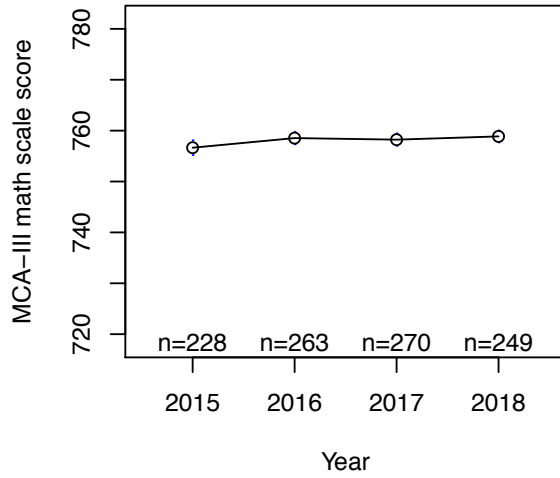


Appendix E: Middle School MCA III Scores by School, Grade, and Subject

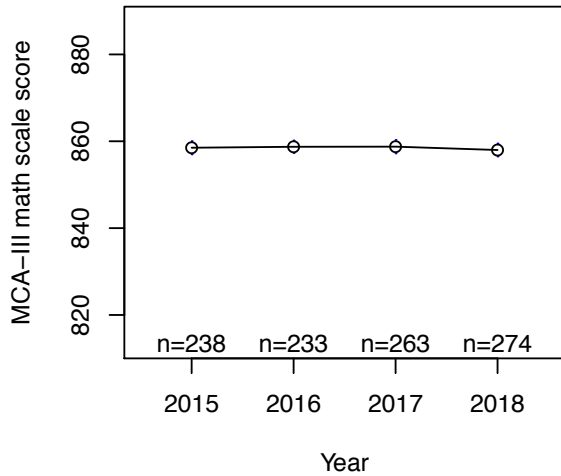
School 51 for grade 6



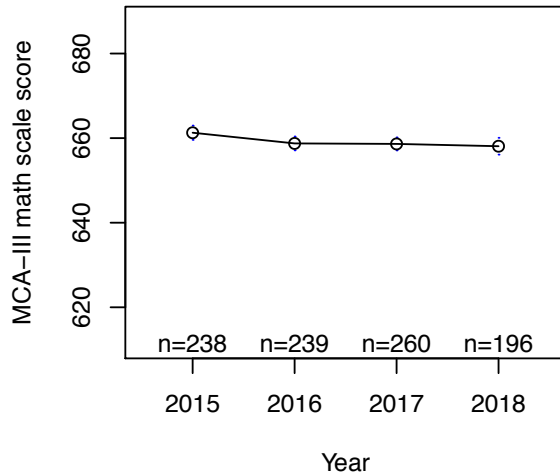
School 51 for grade 7



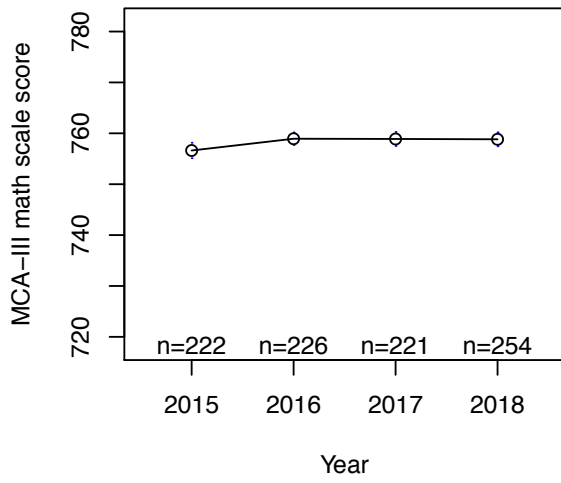
School 51 for grade 8



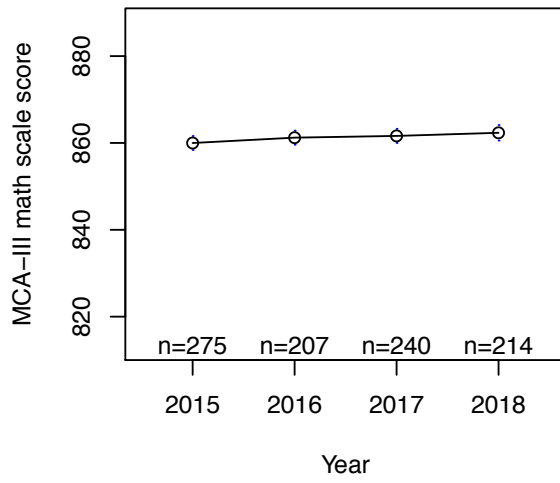
School 52 for grade 6



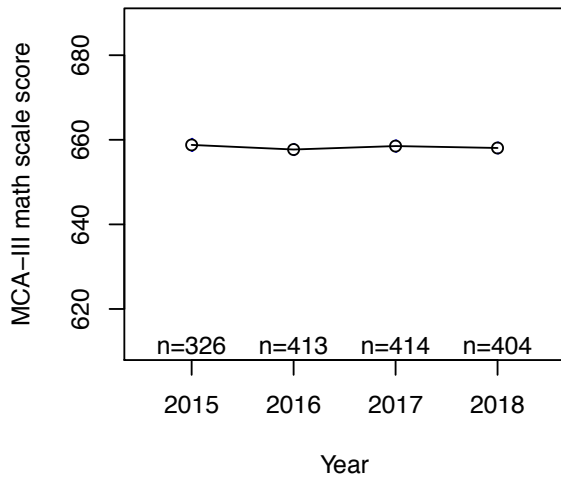
School 52 for grade 7



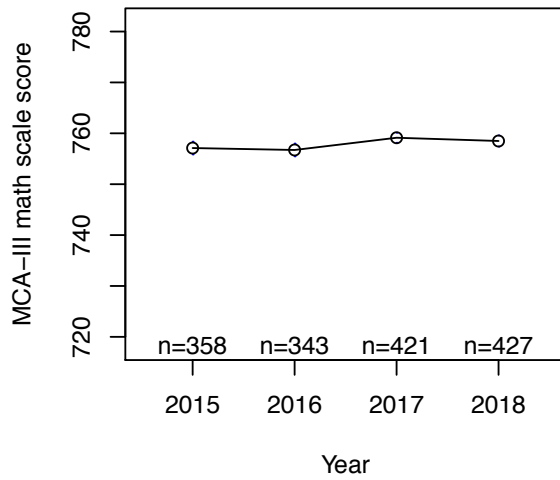
School 52 for grade 8



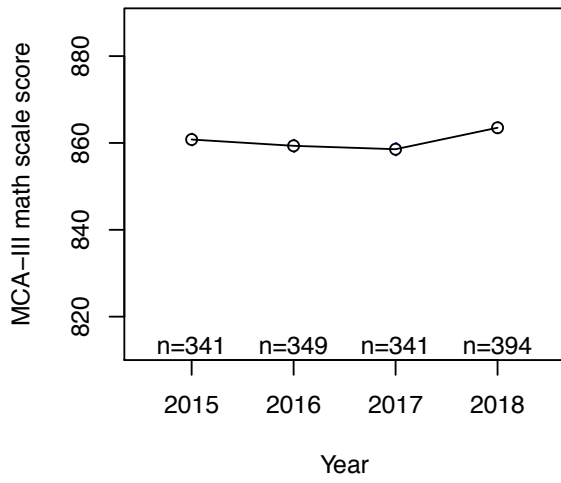
School 53 for grade 6



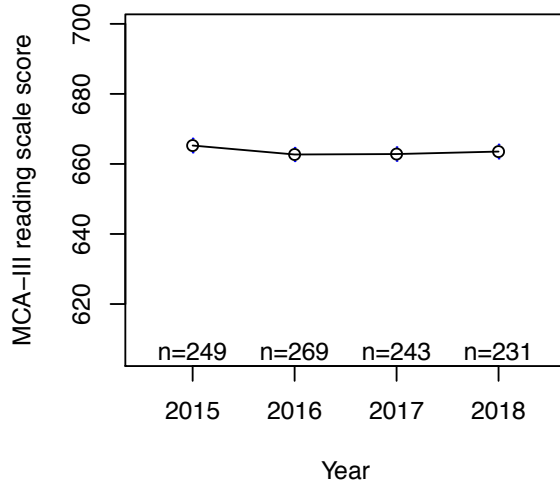
School 53 for grade 7



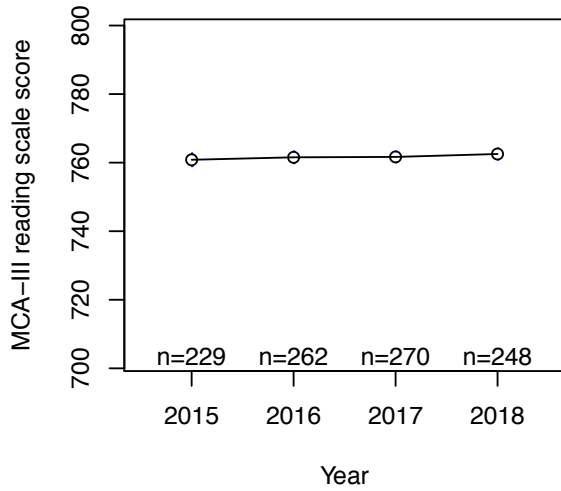
School 53 for grade 8



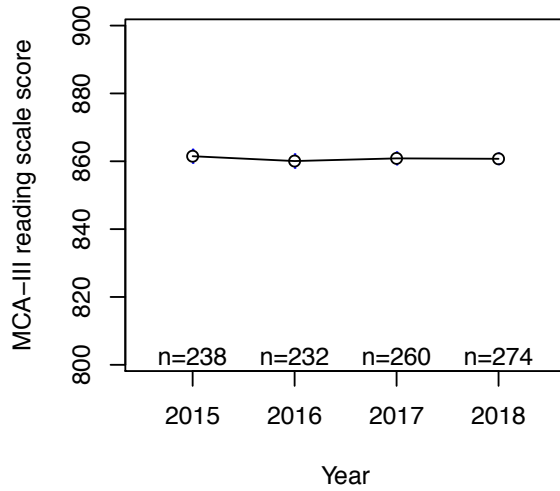
School 51 for grade 6



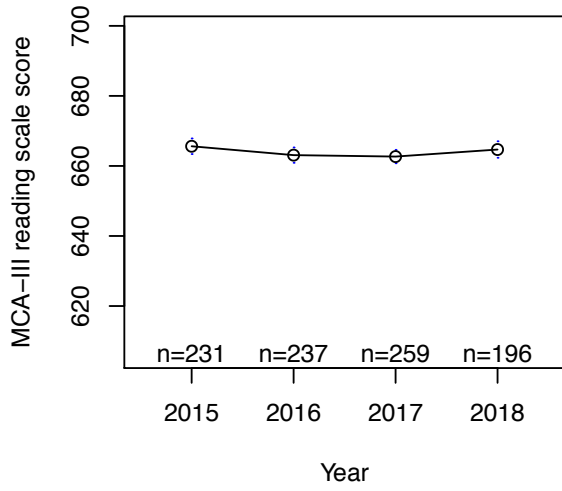
School 51 for grade 7



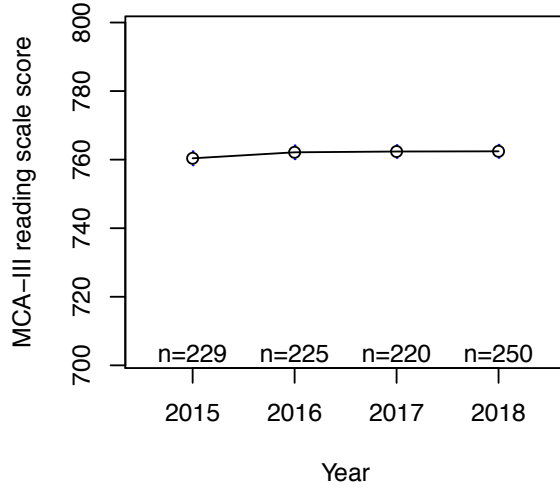
School 51 for grade 8



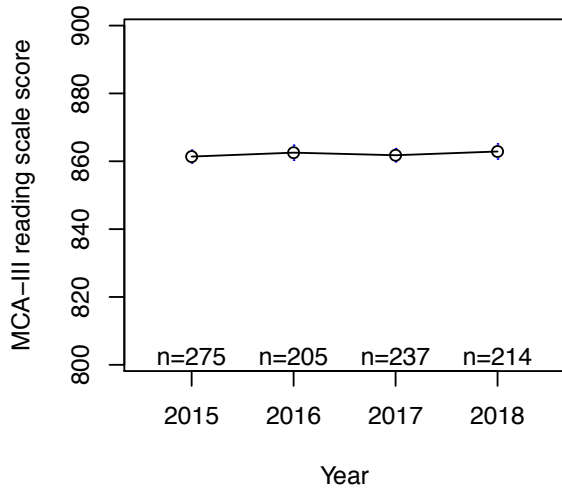
School 52 for grade 6



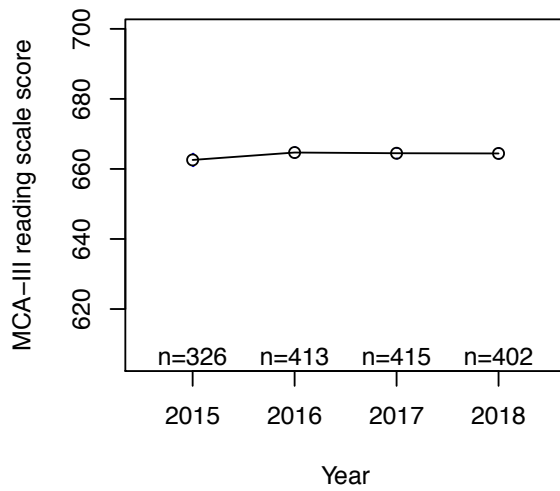
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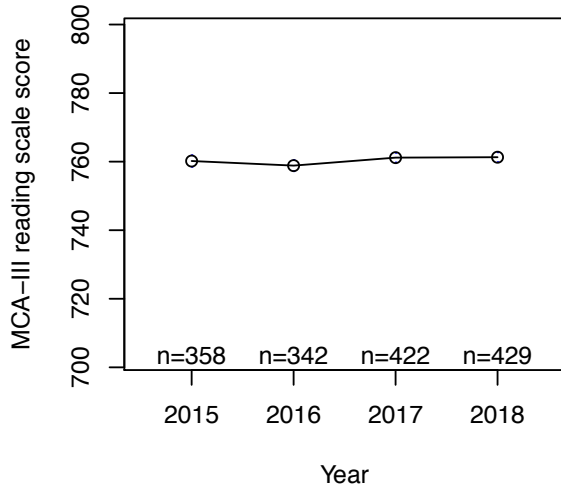
School 52 for grade 8



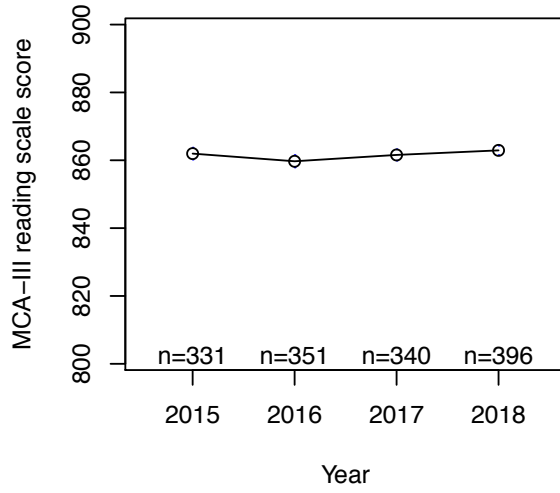
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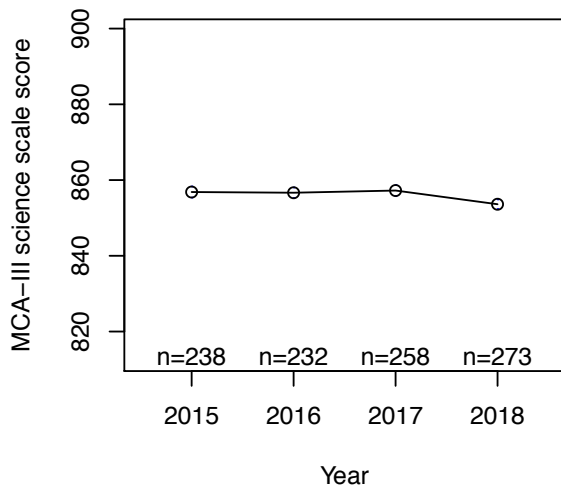
School 53 for grade 7



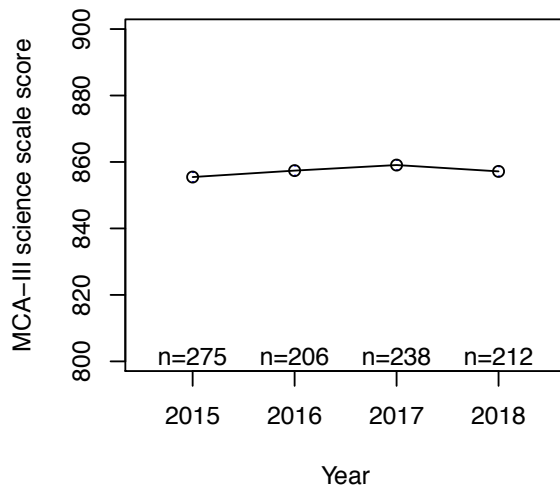
School 53 for grade 8



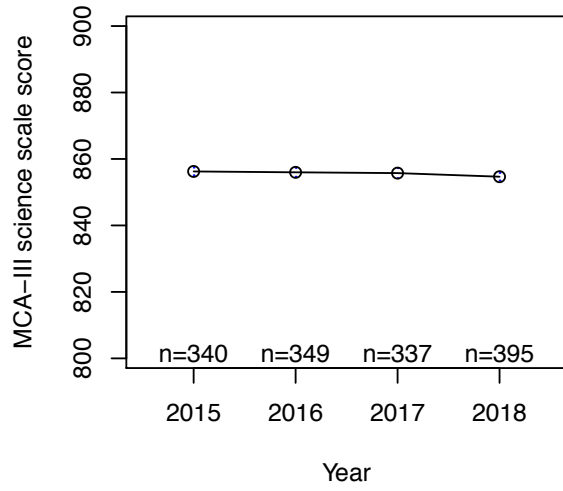
School 51 for grade 8



School 52 for grade 8

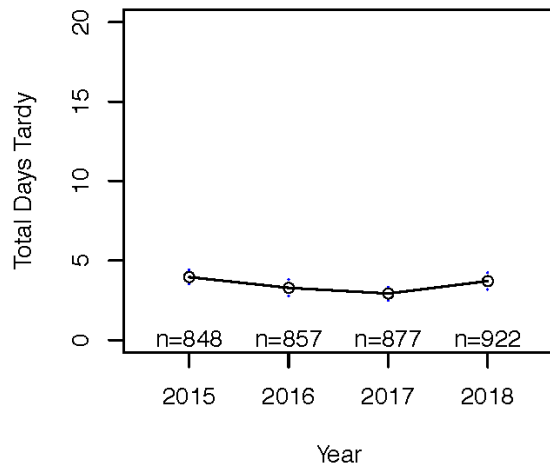


School 53 for grade 8

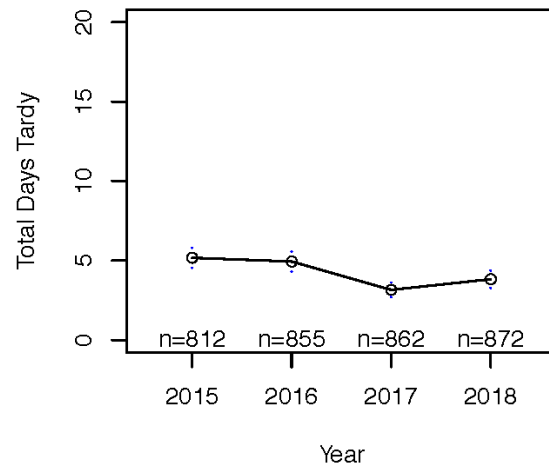


Appendix F: Wayzata Attendance Rates Over Time by Grade and School

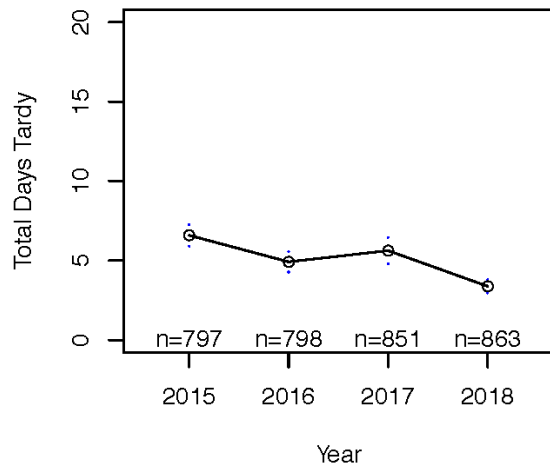
School 50 for grade 9



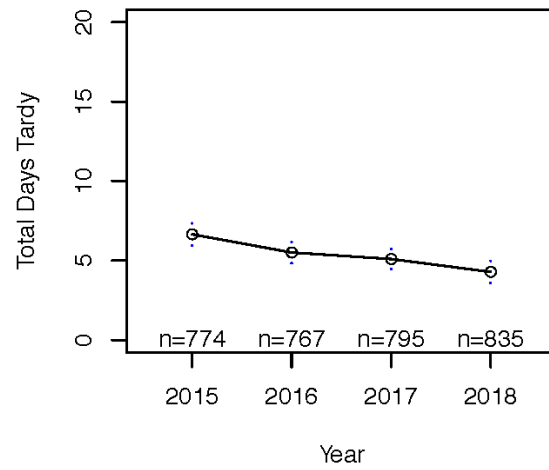
School 50 for grade 10



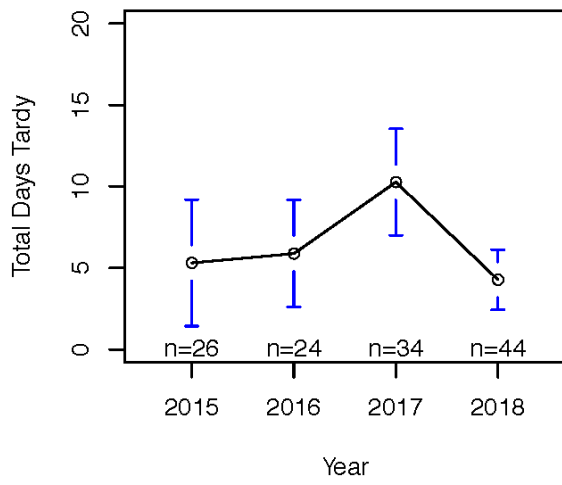
School 50 for grade 11



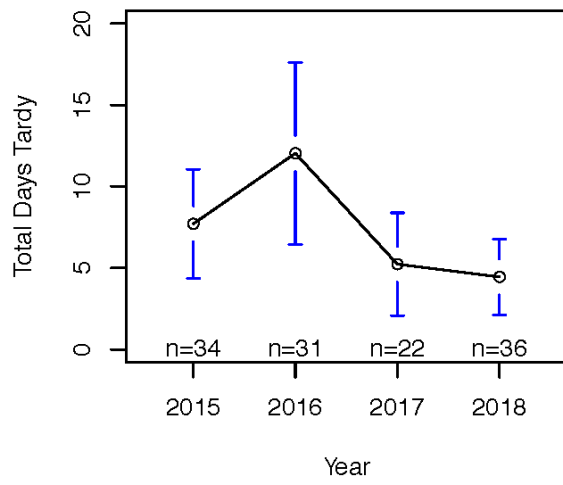
School 50 for grade 12



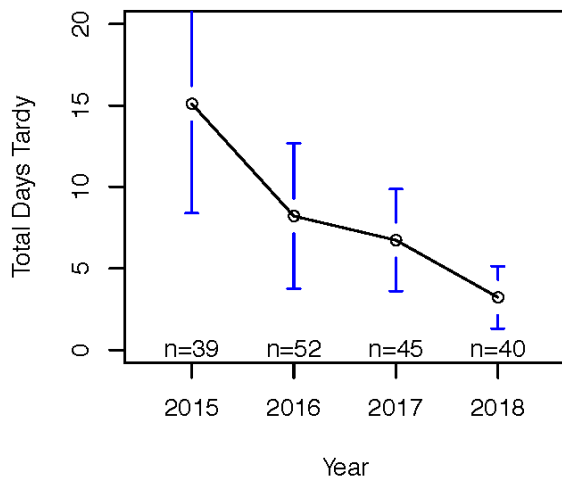
School 49 for grade 9



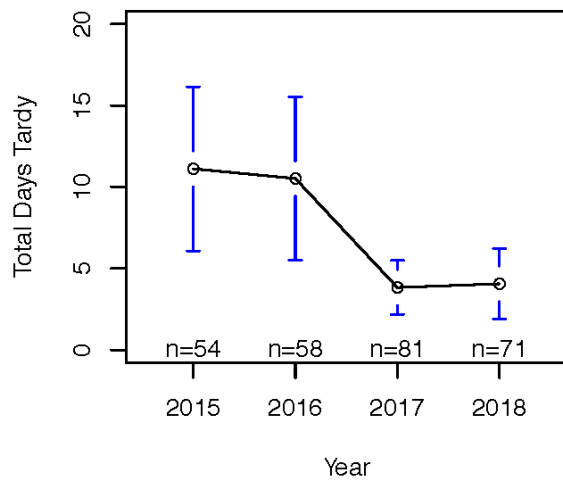
School 49 for grade 10



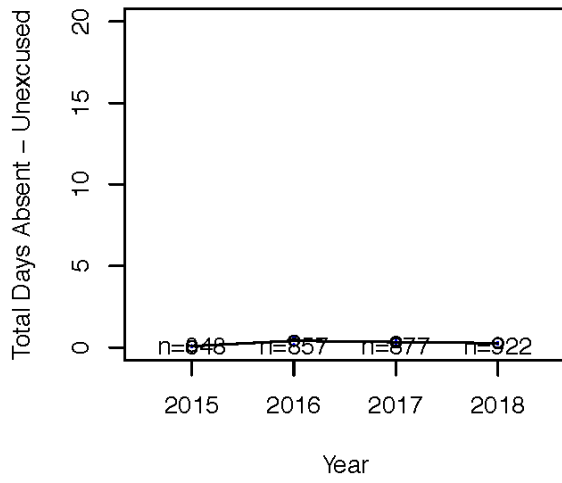
School 49 for grade 11



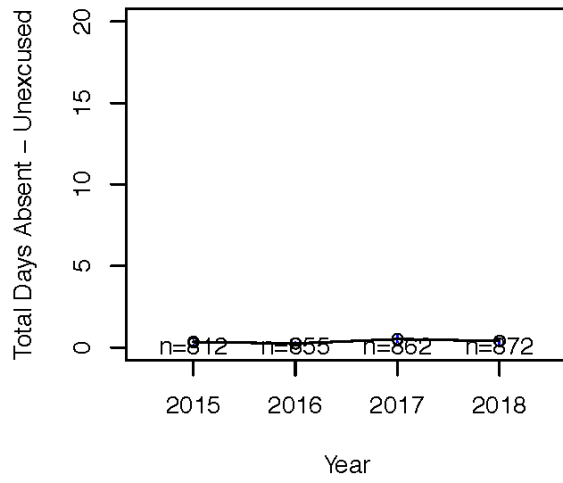
School 49 for grade 12



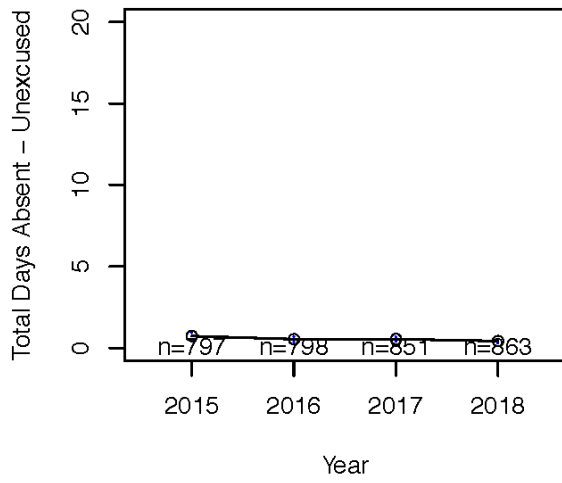
School 50 for grade 9



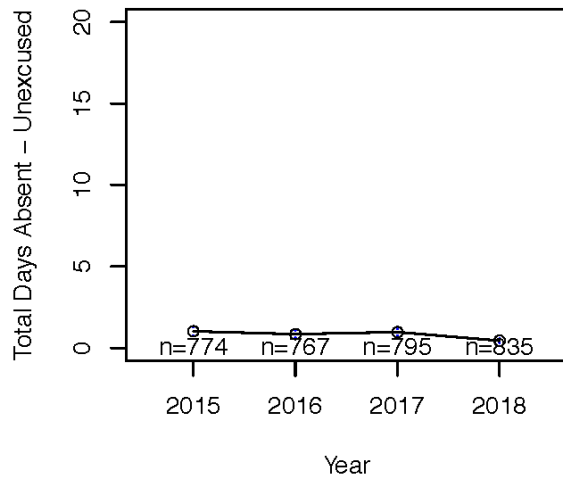
School 50 for grade 10



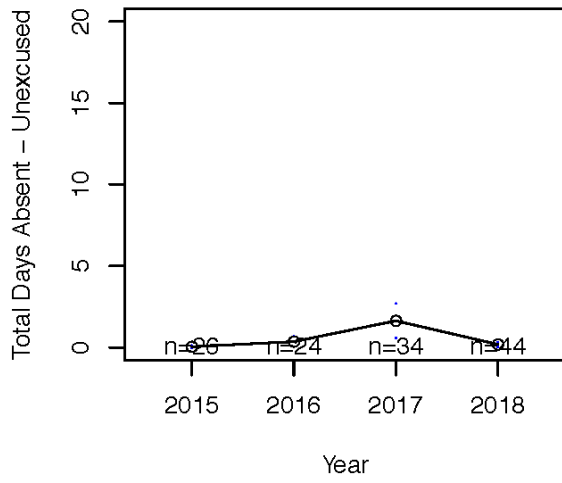
School 50 for grade 11



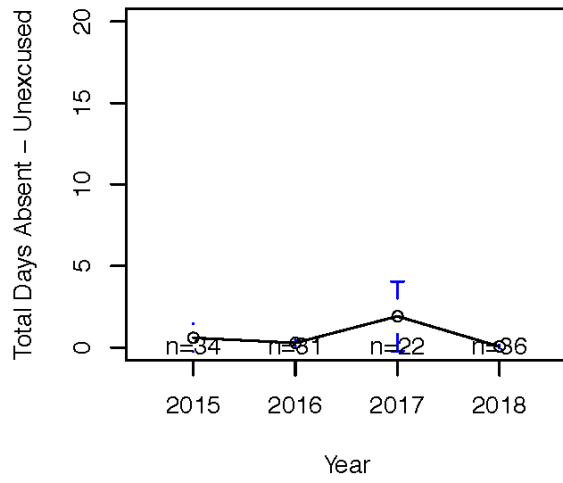
School 50 for grade 12



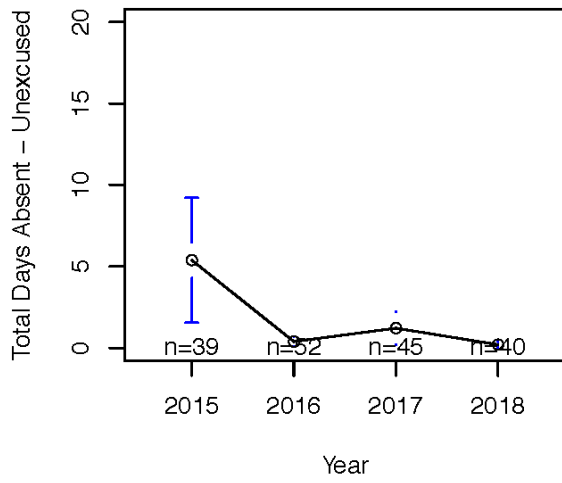
School 49 for grade 9



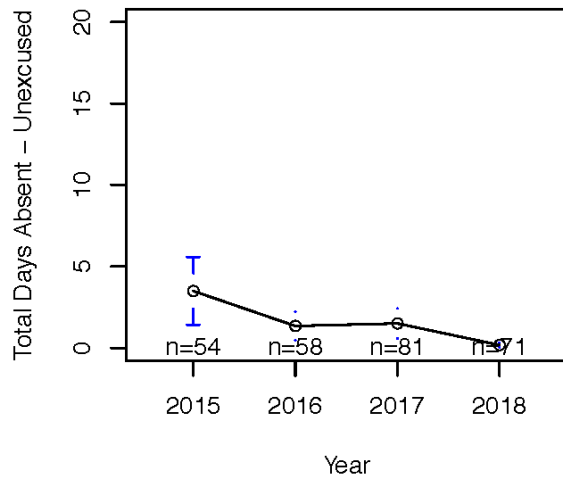
School 49 for grade 10



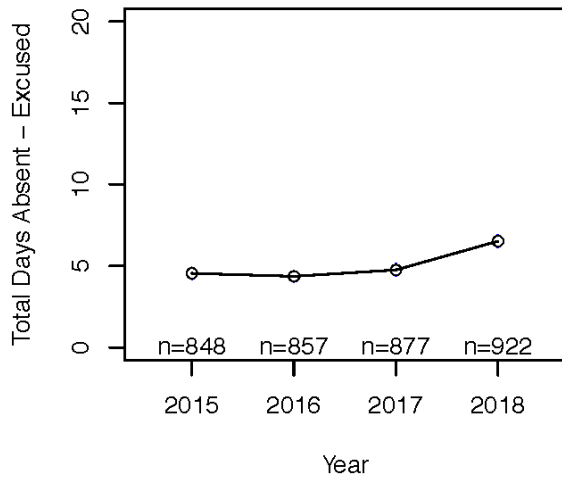
School 49 for grade 11



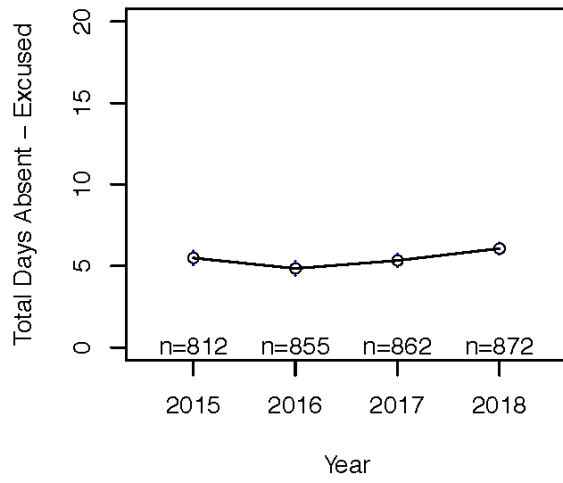
School 49 for grade 12



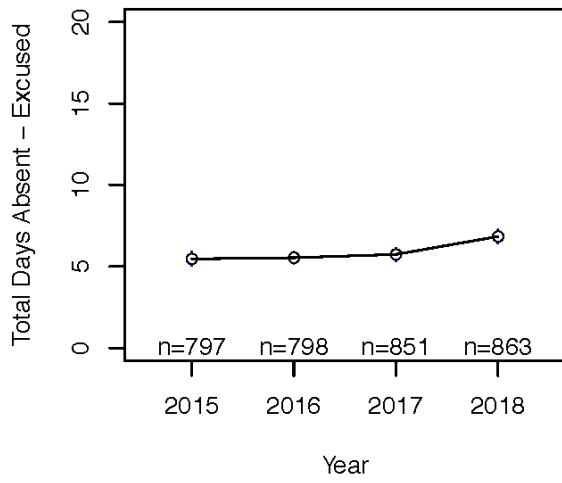
School 50 for grade 9



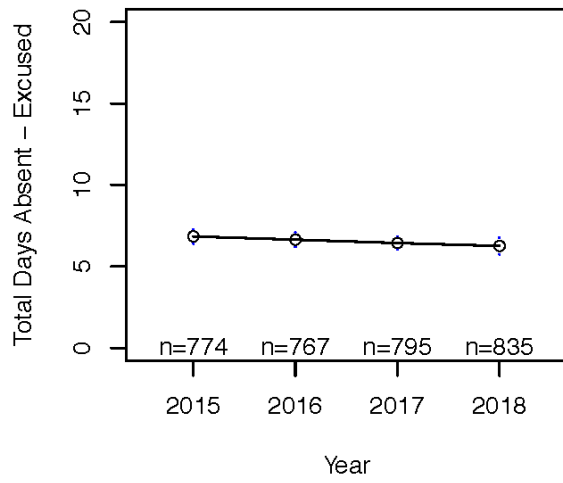
School 50 for grade 10



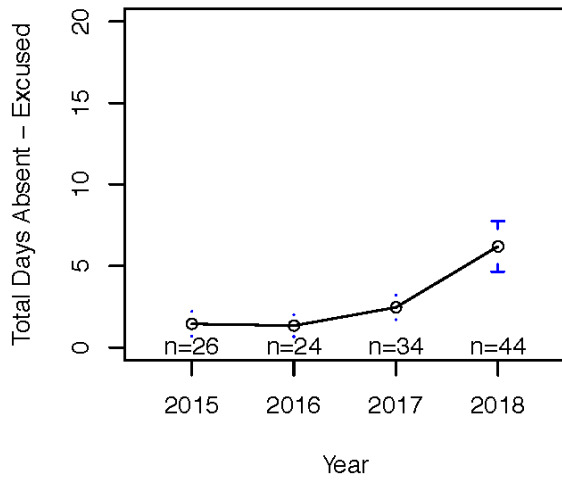
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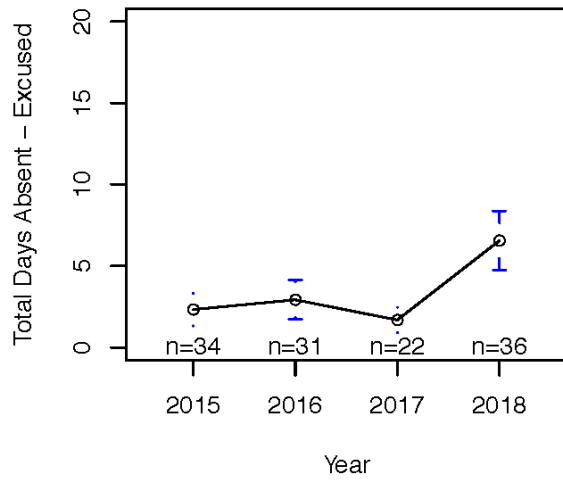
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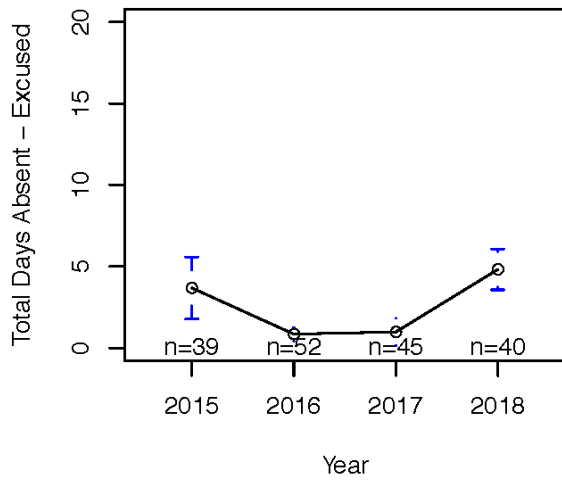
School 49 for grade 9



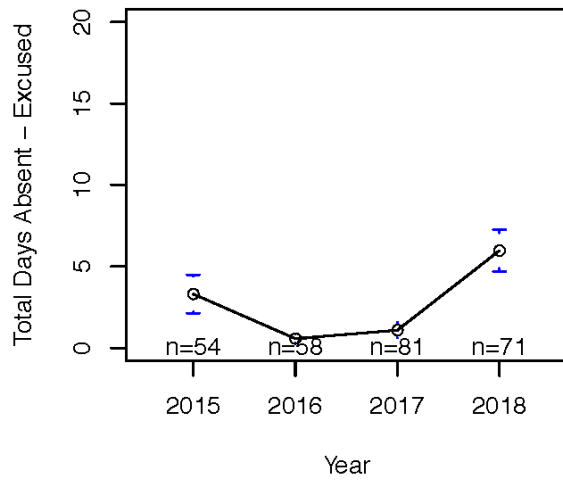
School 49 for grade 10



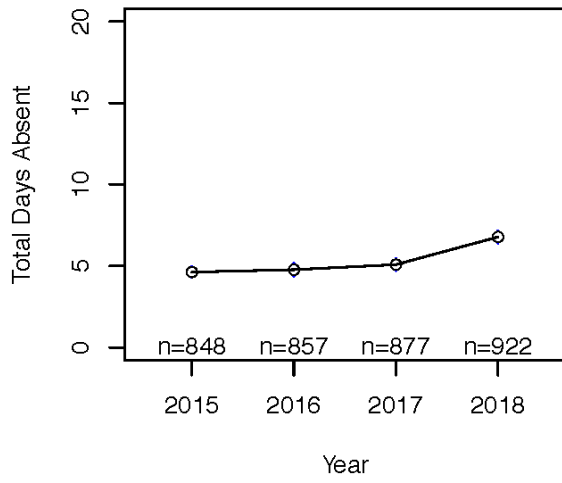
School 49 for grade 11



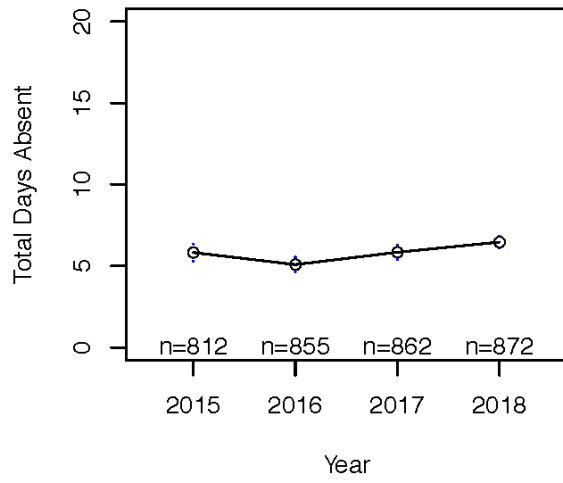
School 49 for grade 12



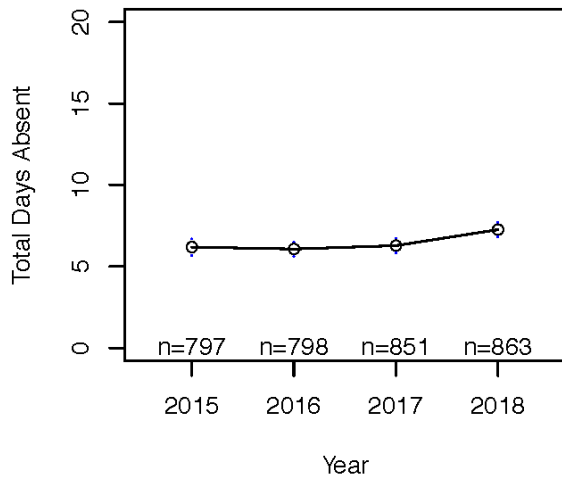
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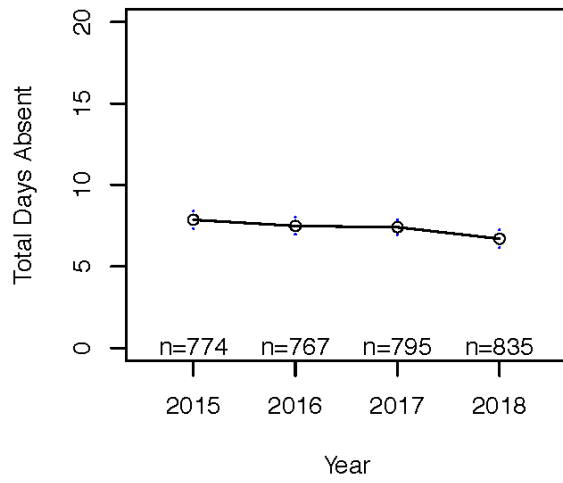
School 50 for grade 10



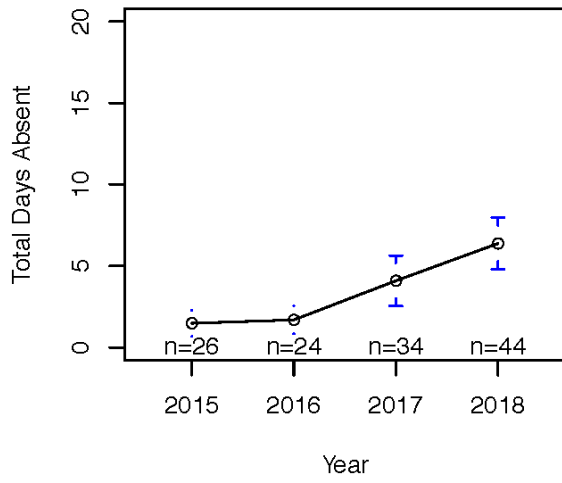
School 50 for grade 11



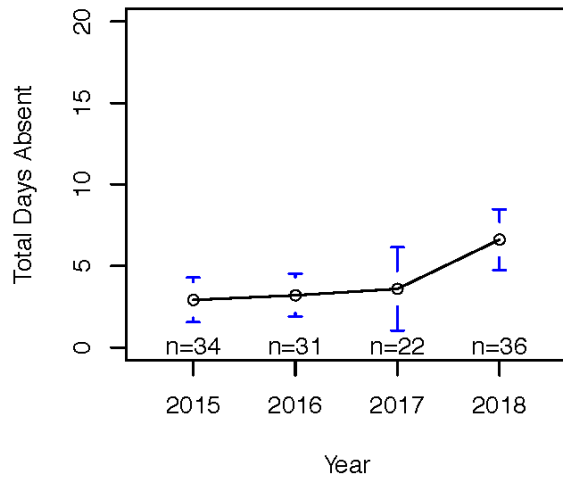
School 50 for grade 12



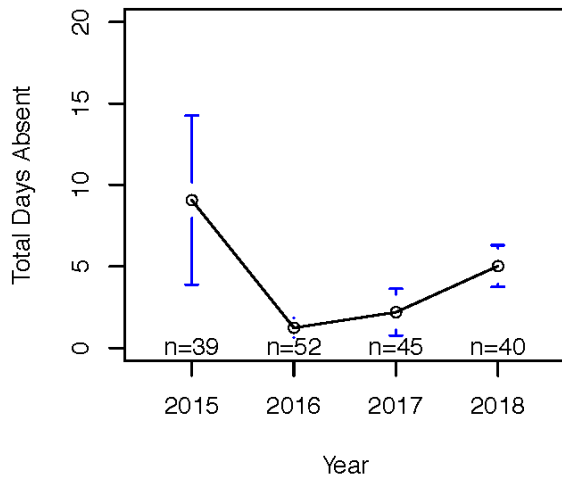
School 49 for grade 9



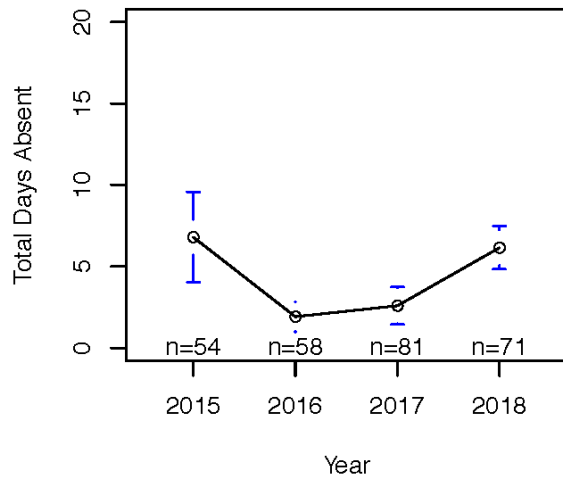
School 49 for grade 10



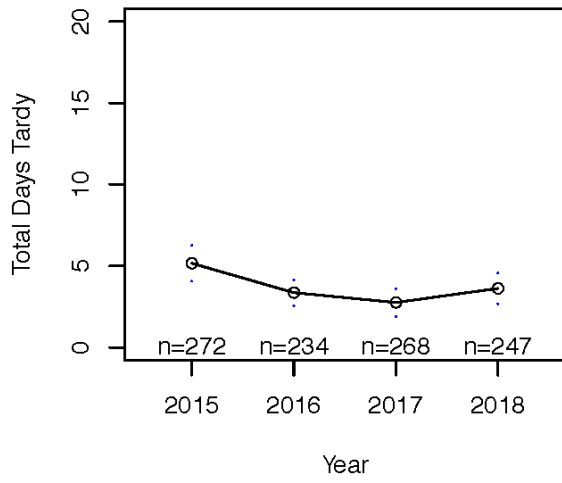
School 49 for grade 11



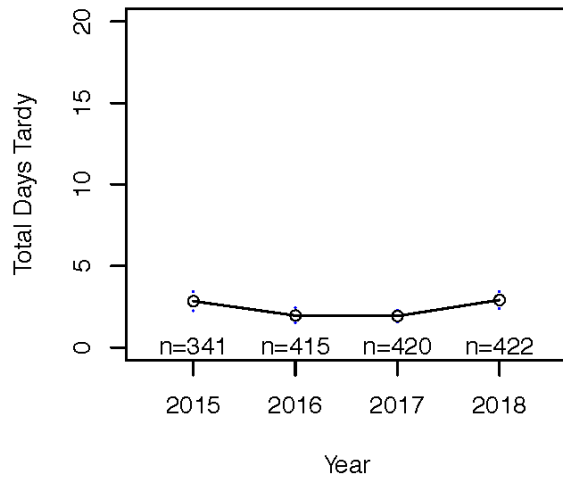
School 49 for grade 12



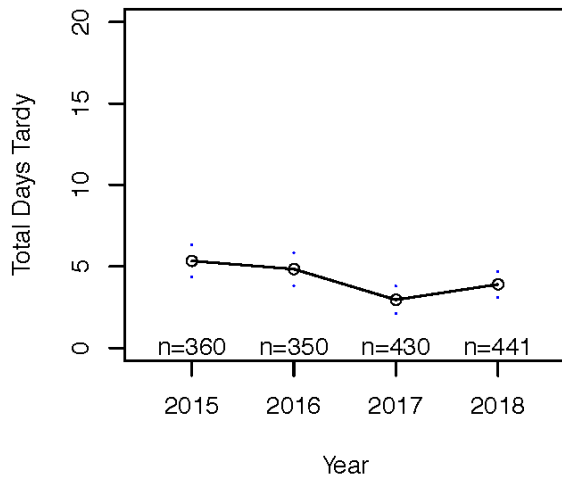
School 52 for grade 8



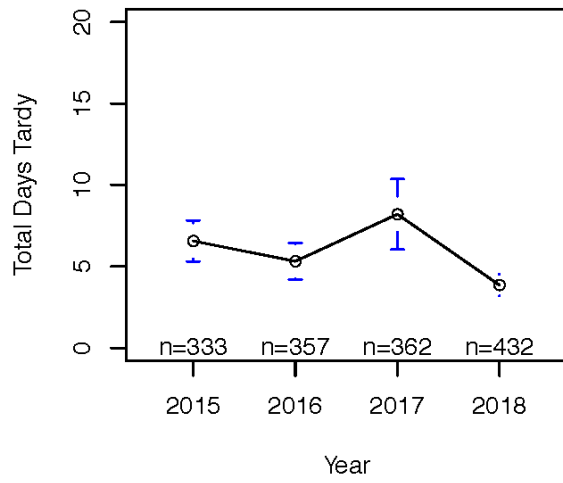
School 53 for grade 6



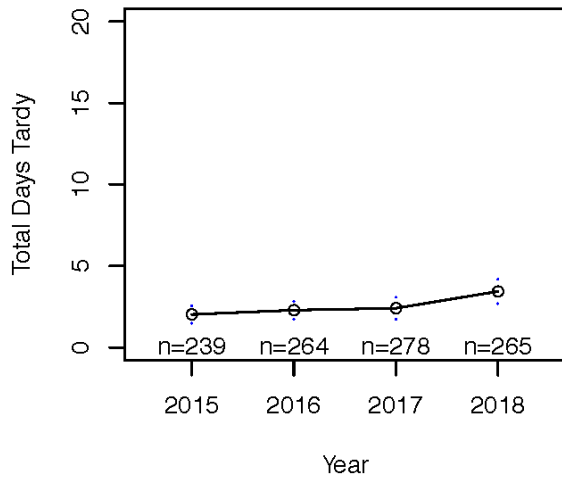
School 53 for grade 7



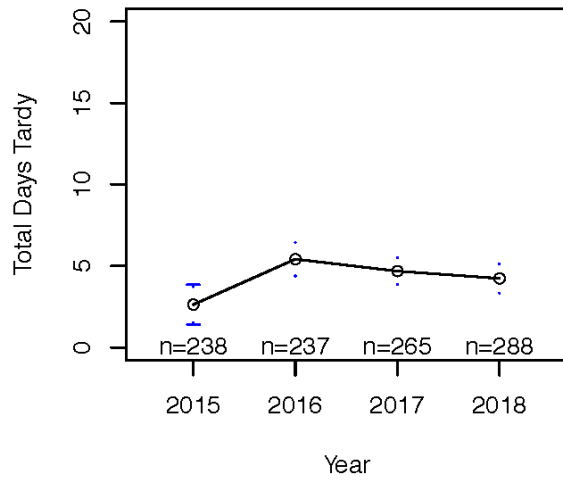
School 53 for grade 8



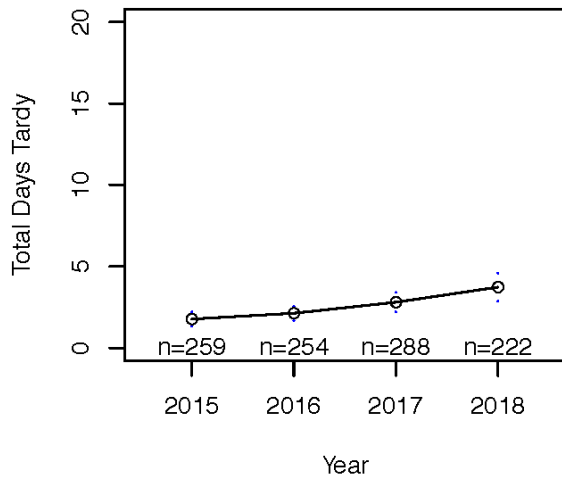
School 51 for grade 7



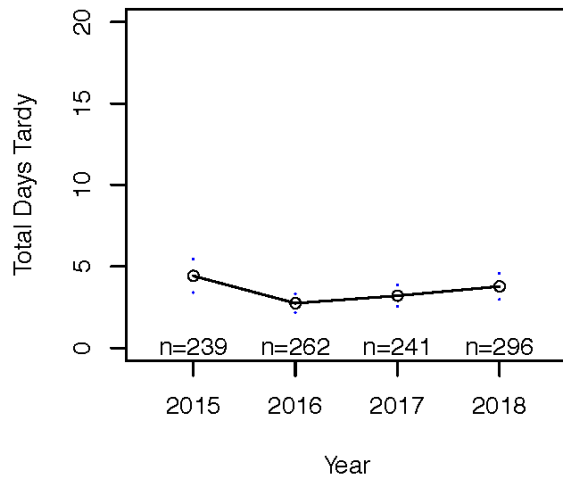
School 51 for grade 8



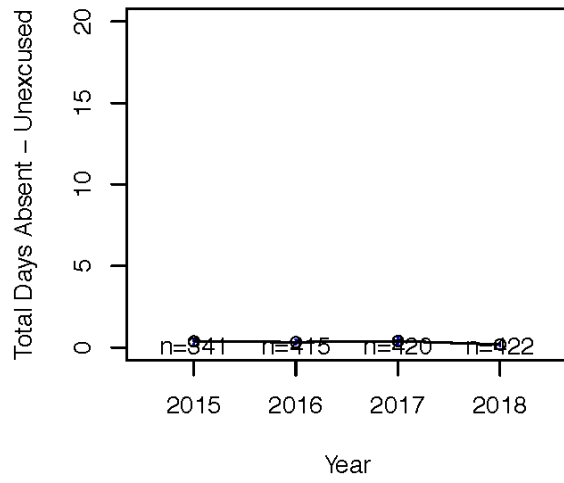
School 52 for grade 6



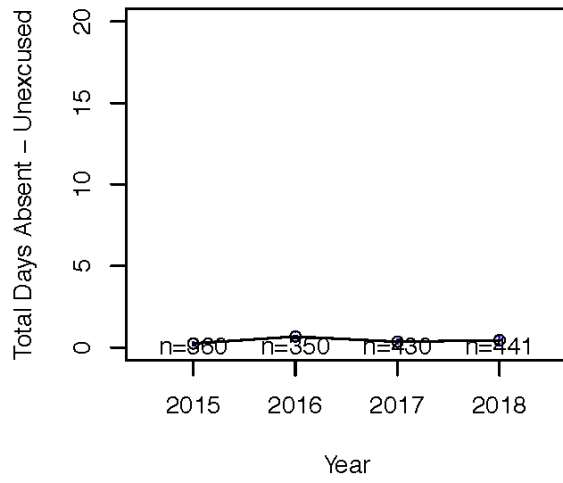
School 52 for grade 7



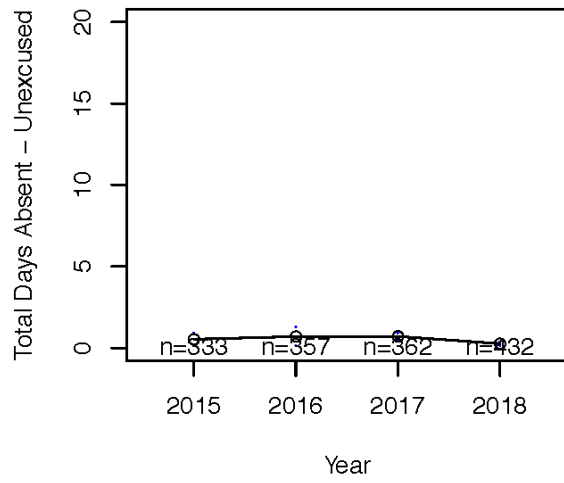
School 53 for grade 6



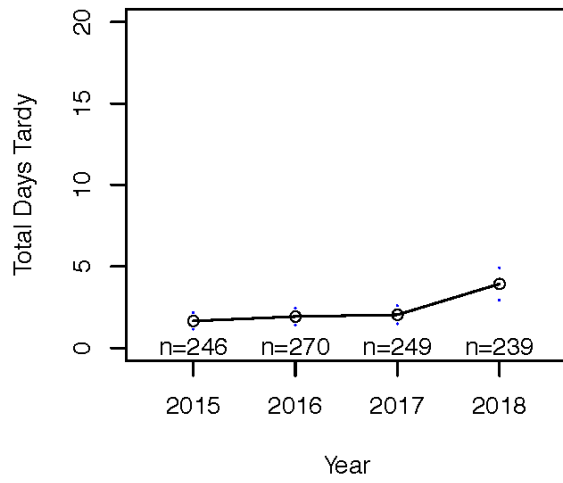
School 53 for grade 7



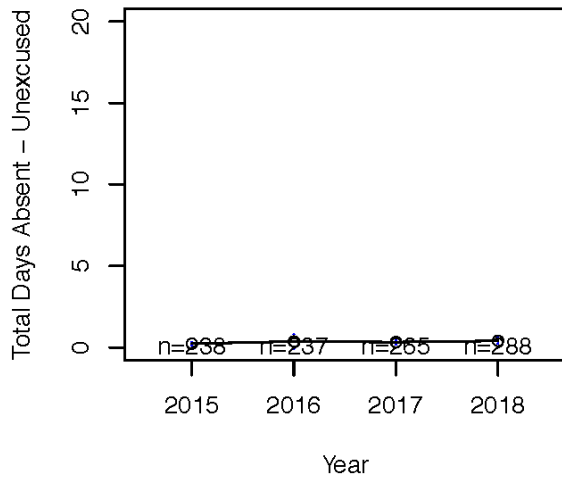
School 53 for grade 8



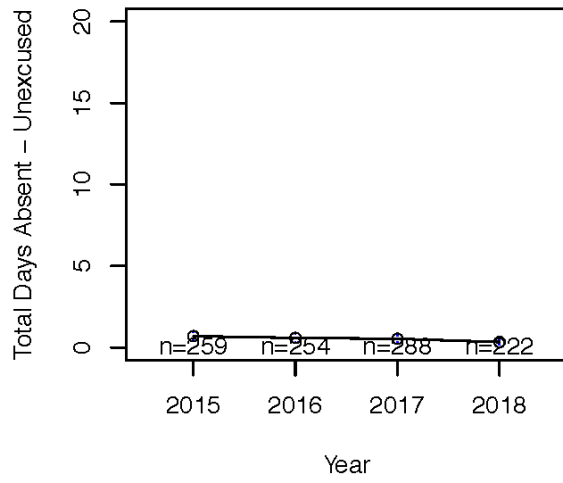
School 51 for grade 6



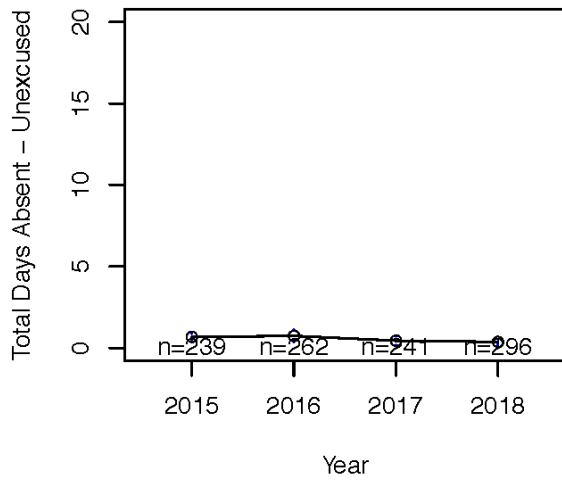
School 51 for grade 8



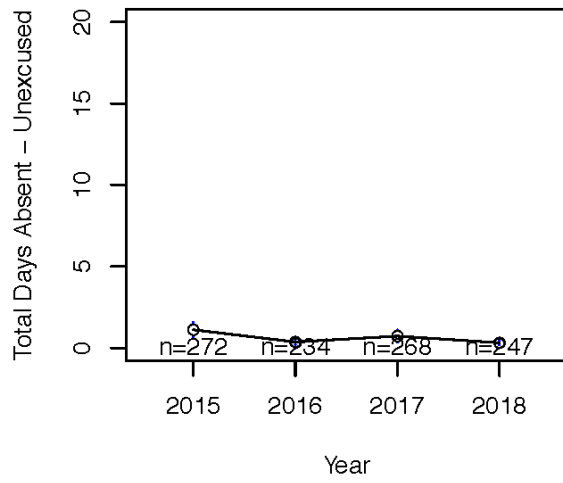
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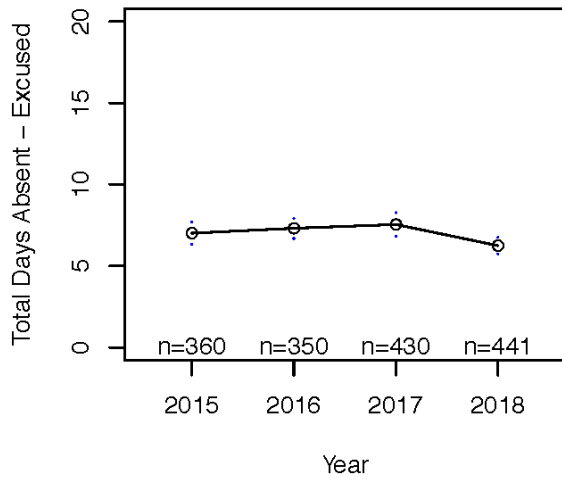
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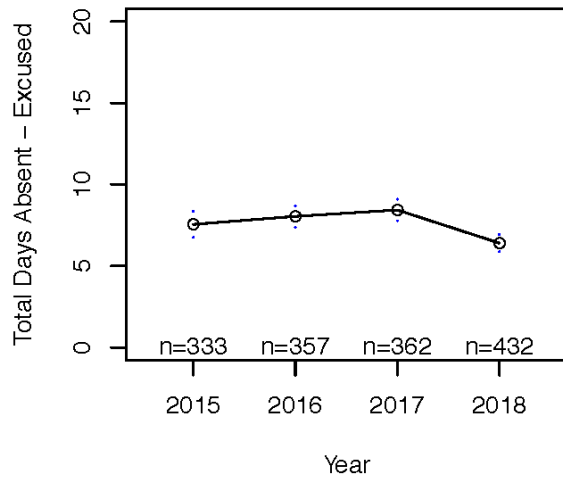
School 52 for grade 8



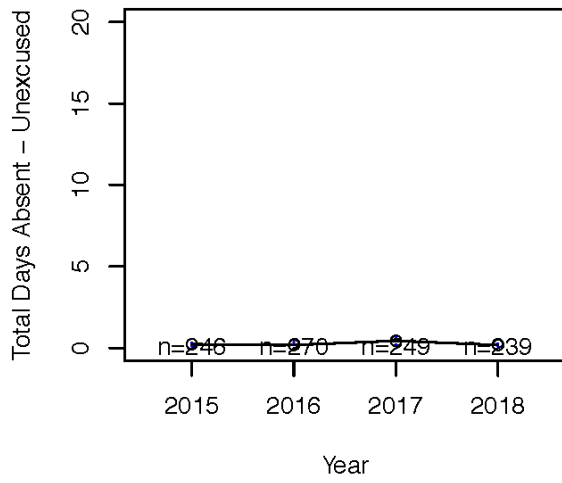
School 53 for grade 7



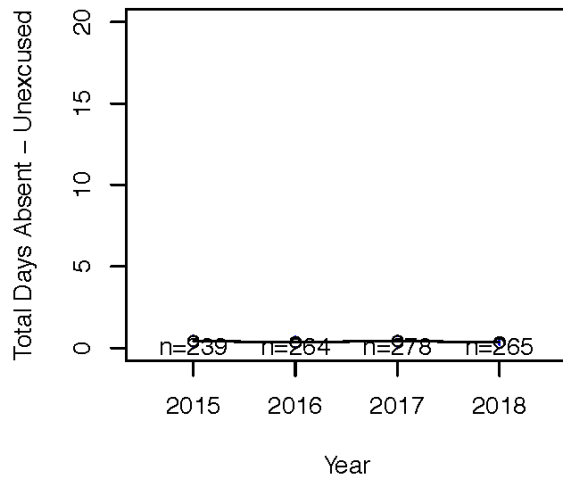
School 53 for grade 8



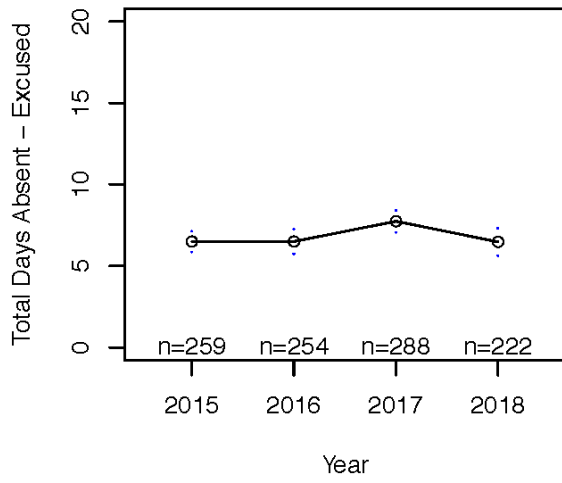
School 51 for grade 6



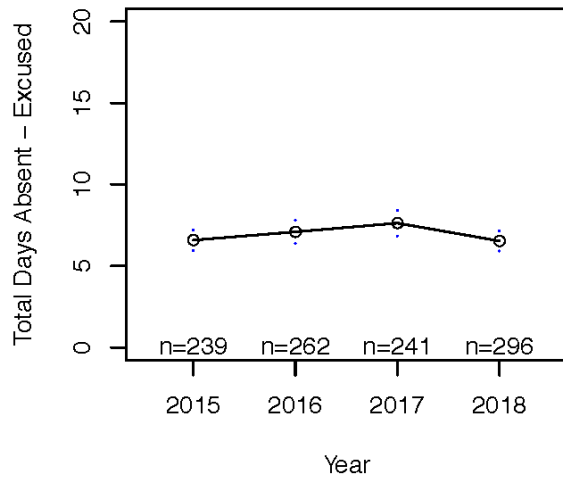
School 51 for grade 7



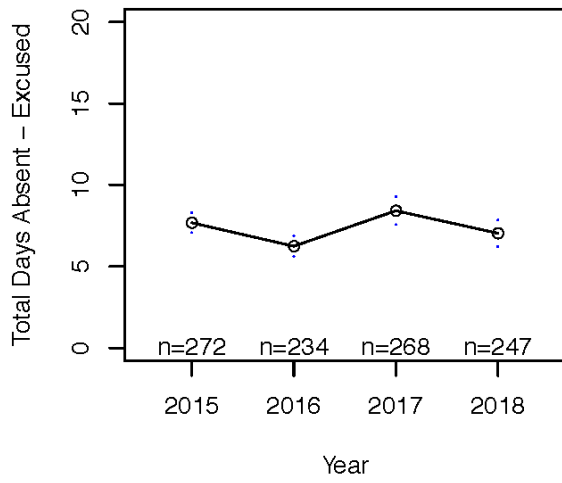
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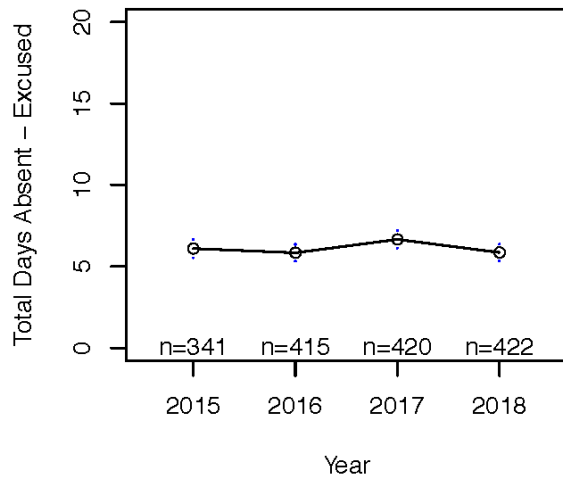
School 52 for grade 7



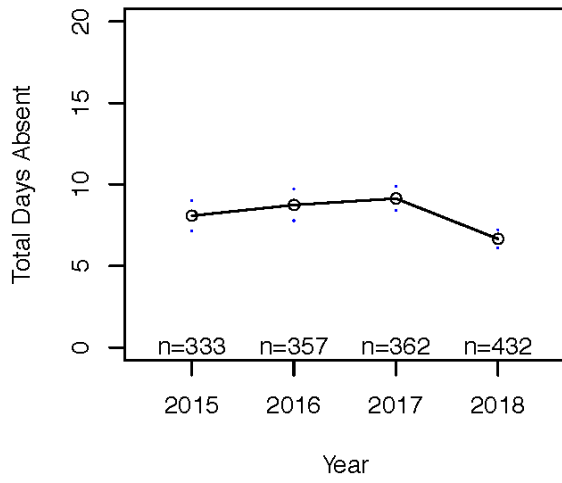
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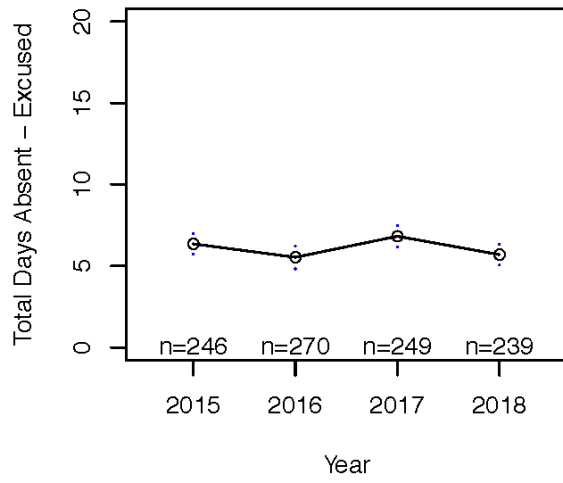
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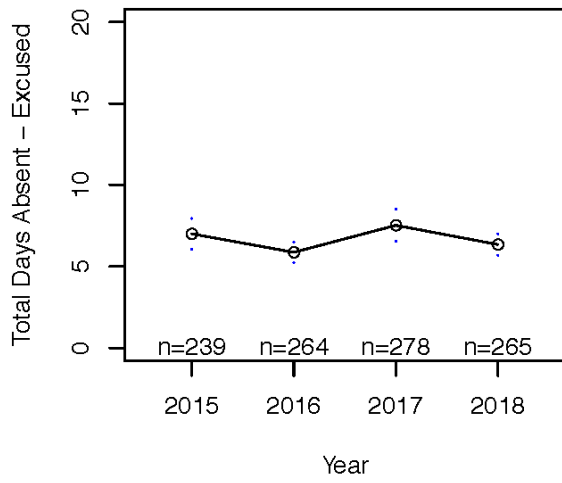
School 53 for grade 8



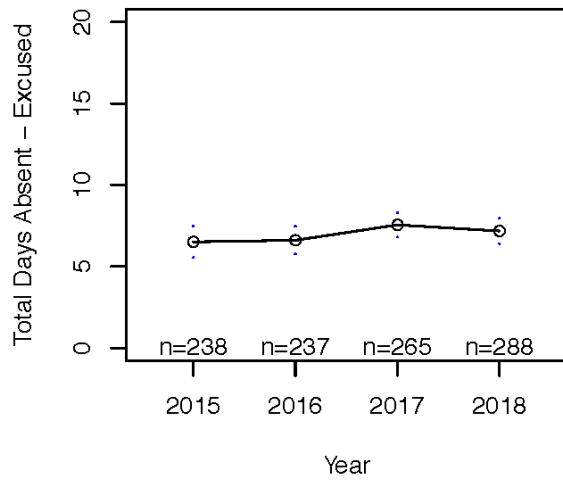
School 51 for grade 6



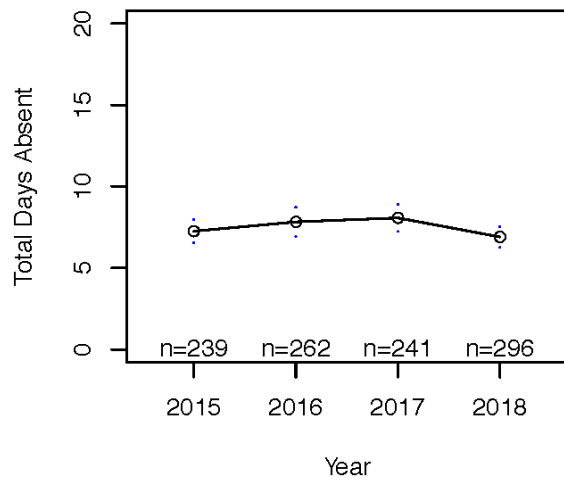
School 51 for grade 7



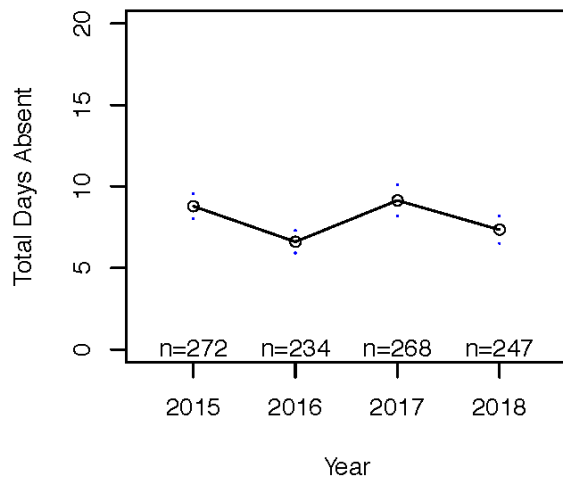
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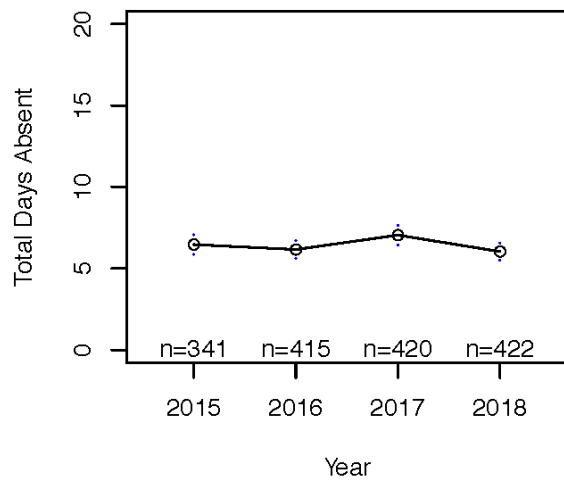
School 52 for grade 7



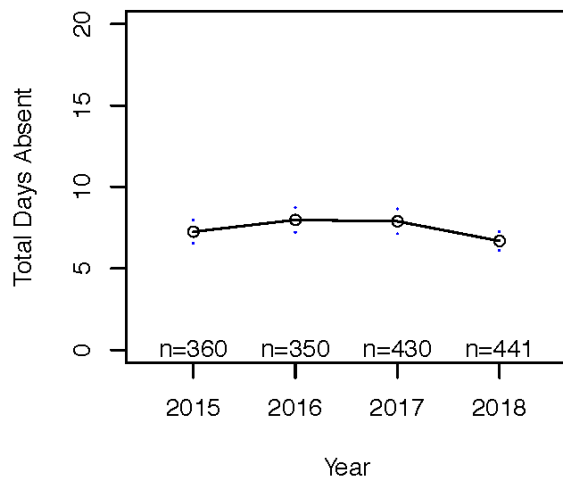
School 52 for grade 8



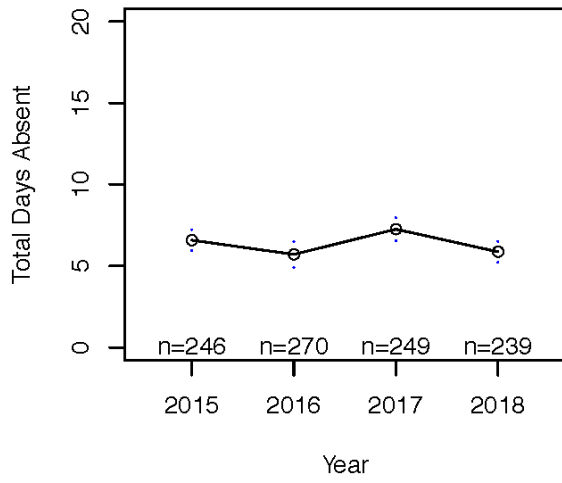
School 53 for grade 6



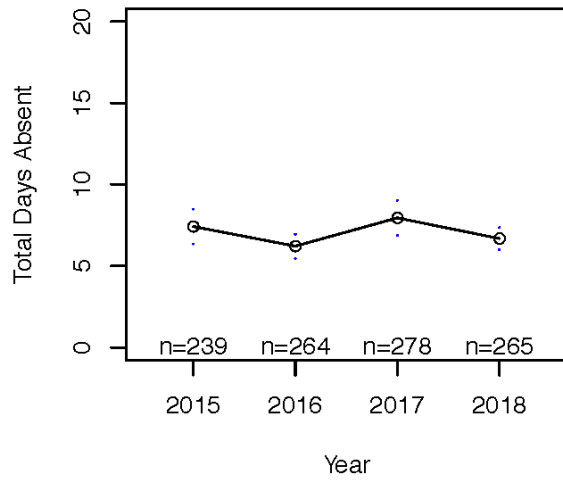
School 53 for grade 7



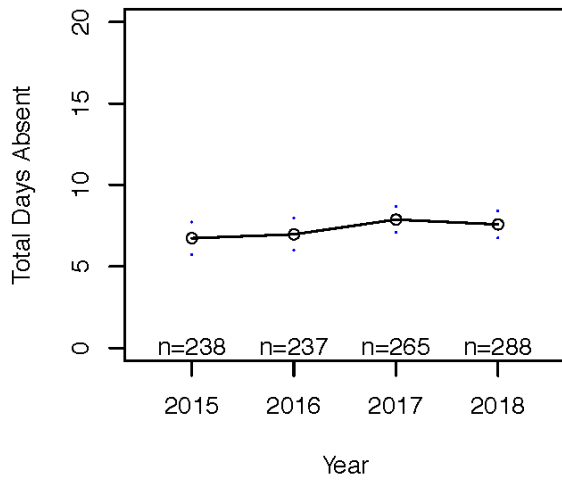
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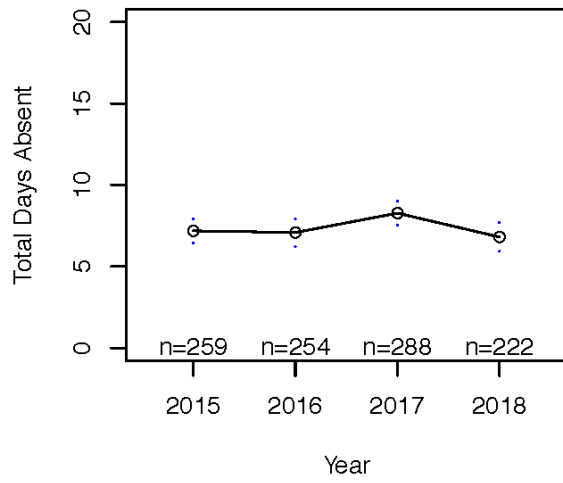
School 51 for grade 7



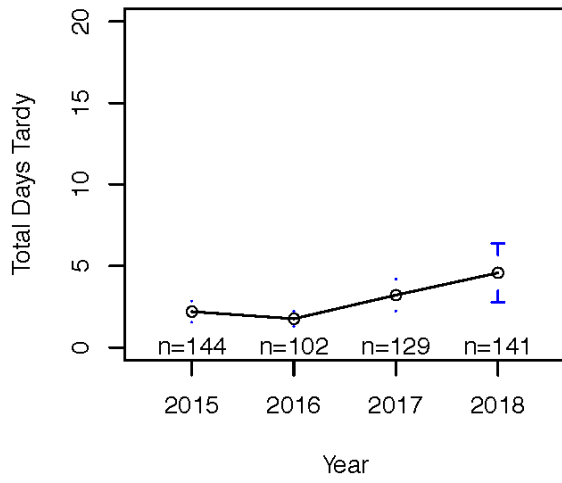
School 51 for grade 8



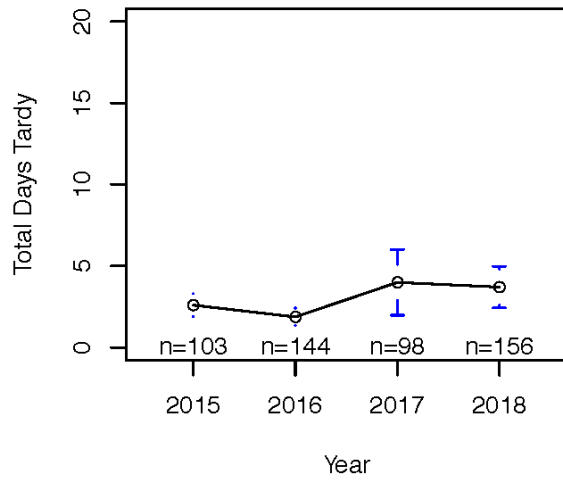
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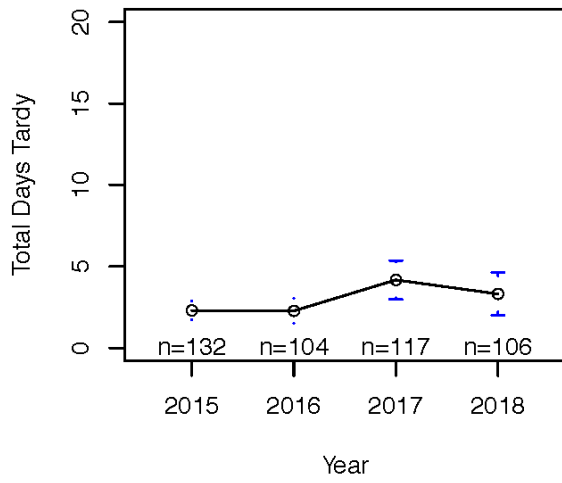
School 812 for grade 2



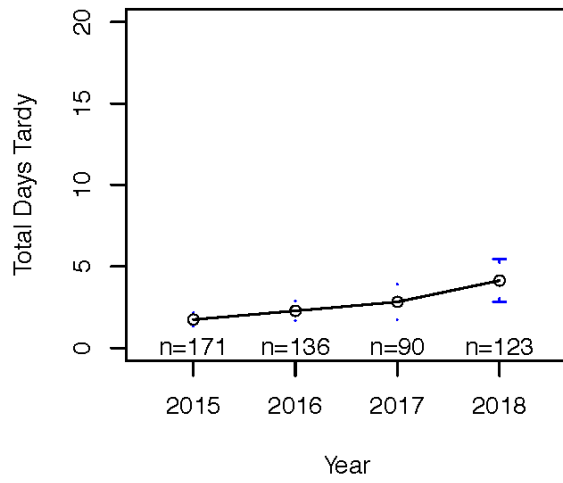
School 812 for grade 3



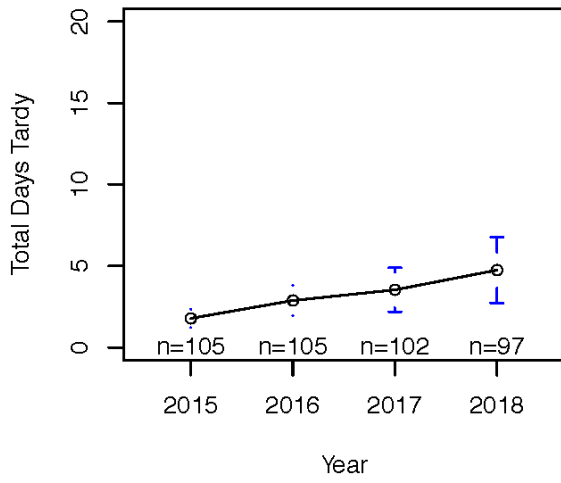
School 812 for grade 4



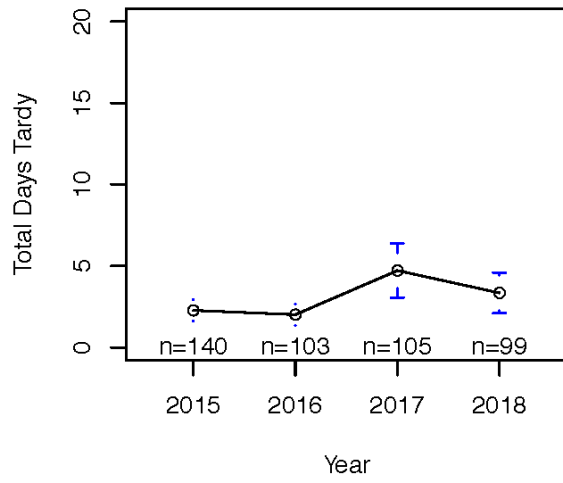
School 812 for grade 5



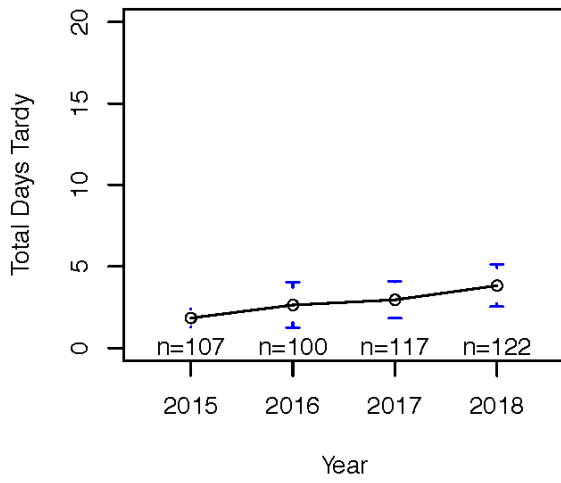
School 811 for grade 4



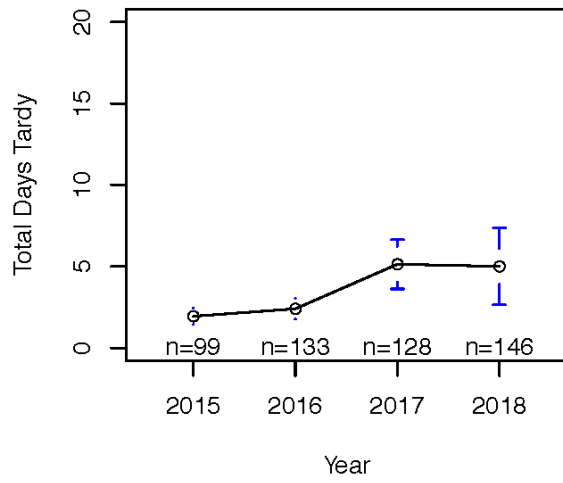
School 811 for grade 5



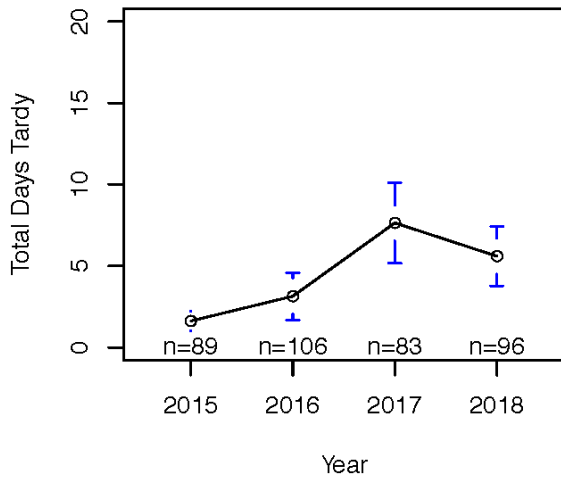
School 812 for grade 0



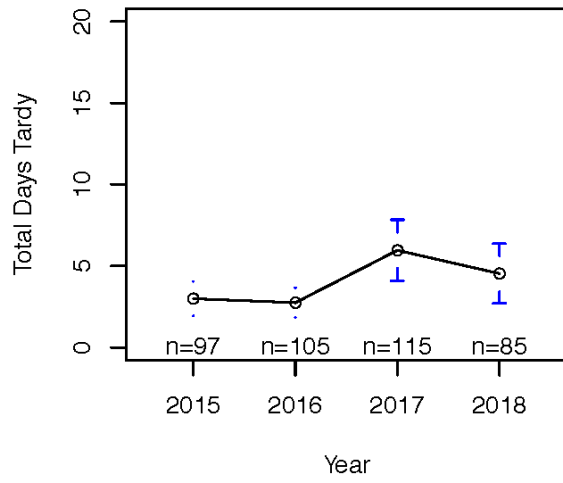
School 812 for grade 1



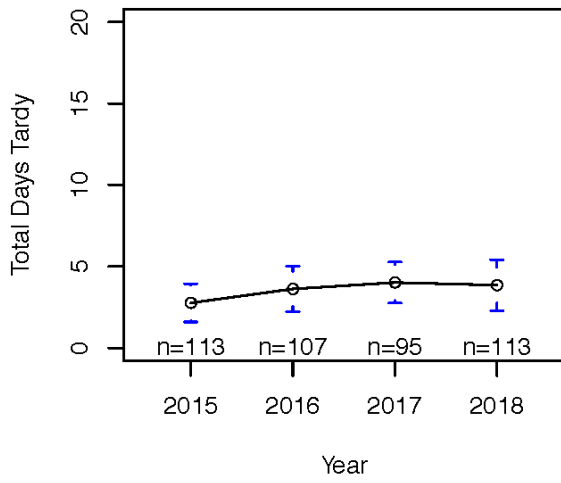
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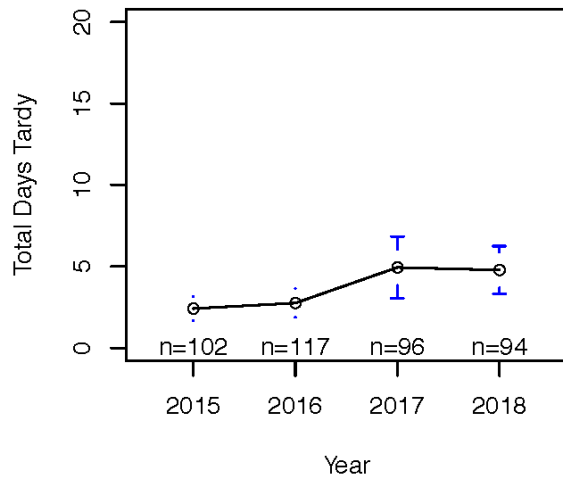
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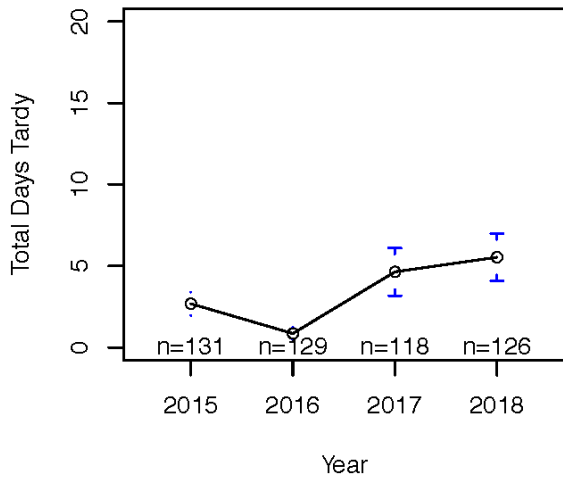
School 811 for grade 2



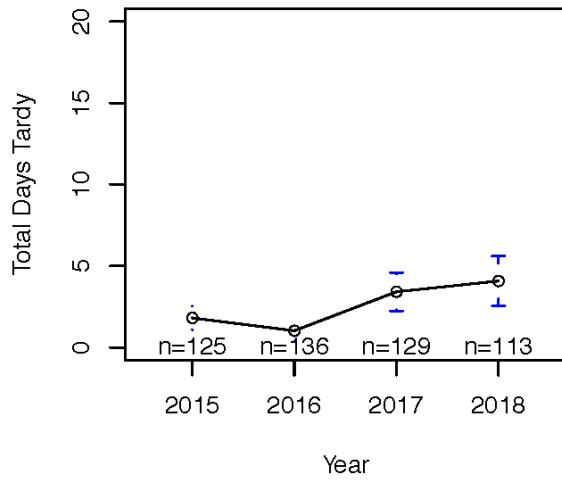
School 811 for grade 3



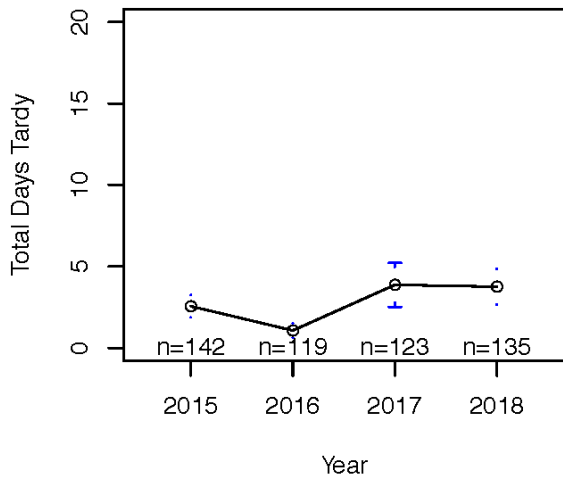
School 810 for grade 2



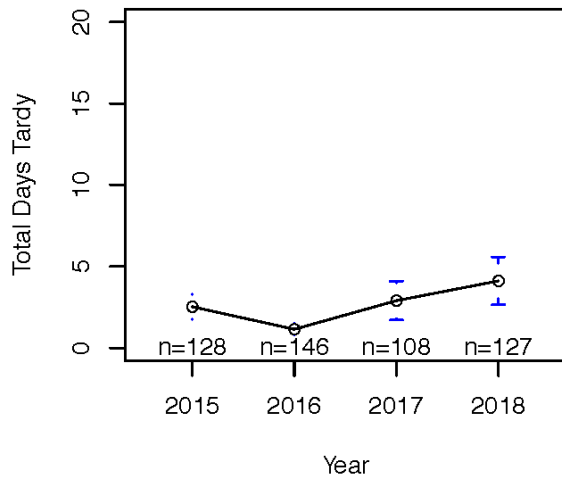
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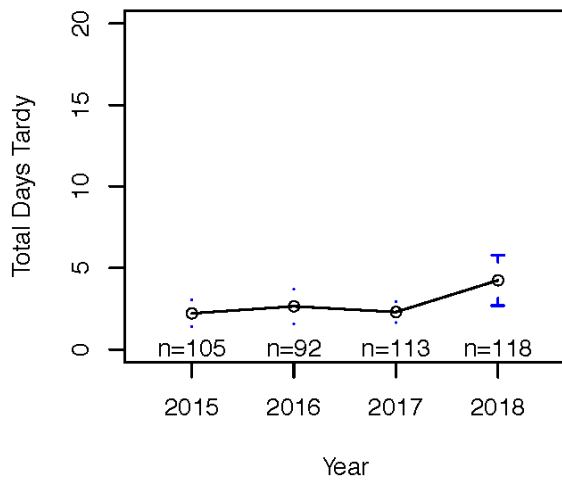
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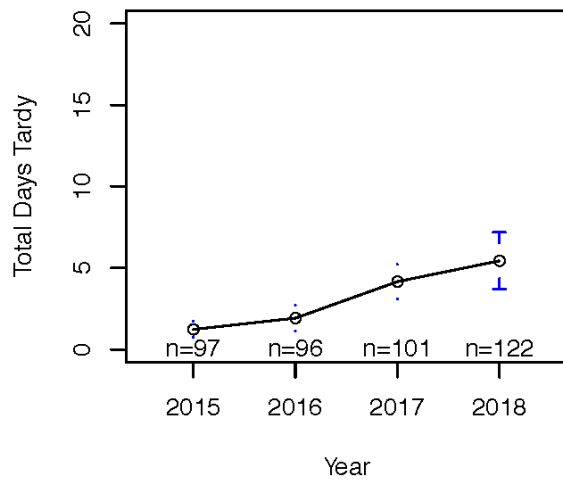
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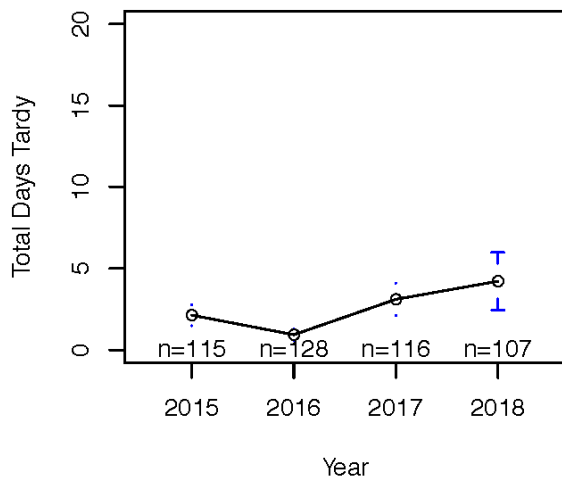
School 808 for grade 4



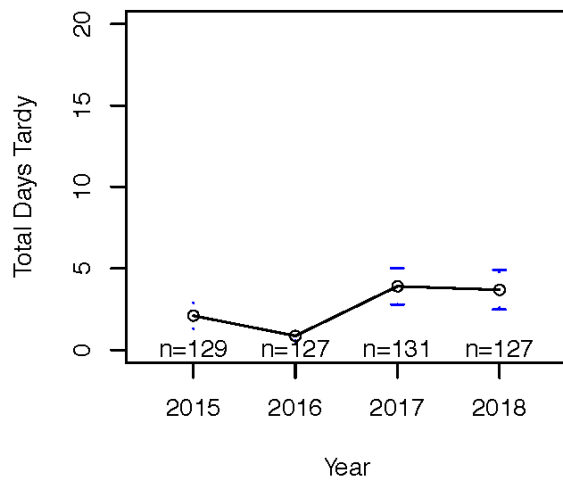
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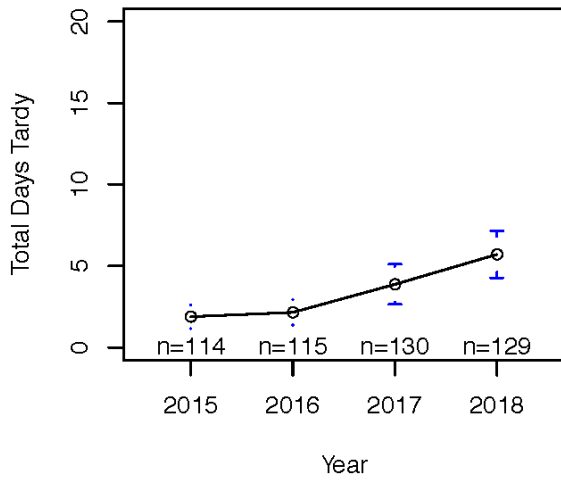
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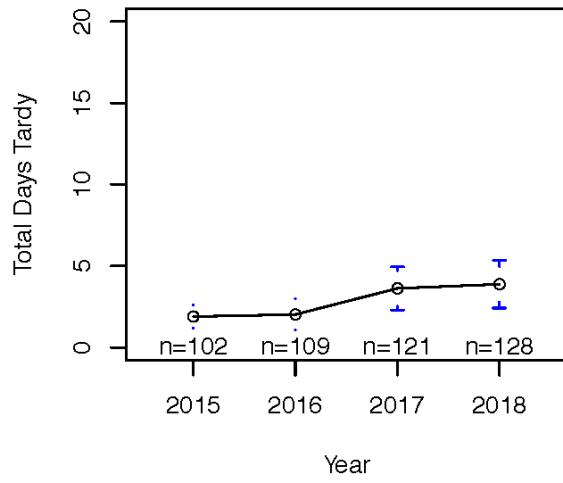
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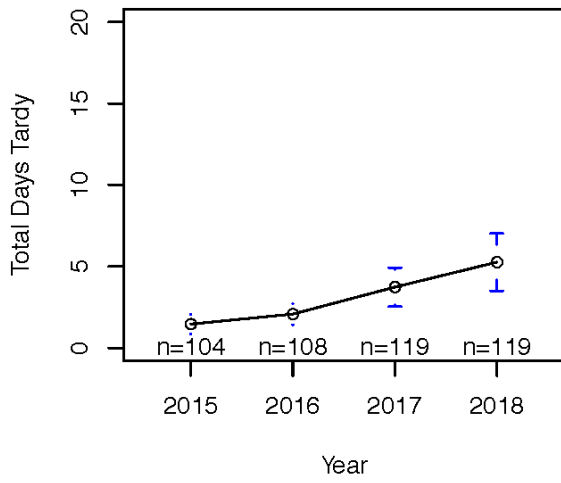
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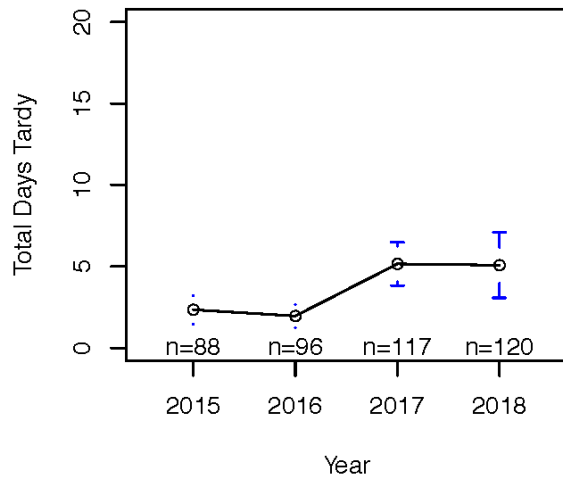
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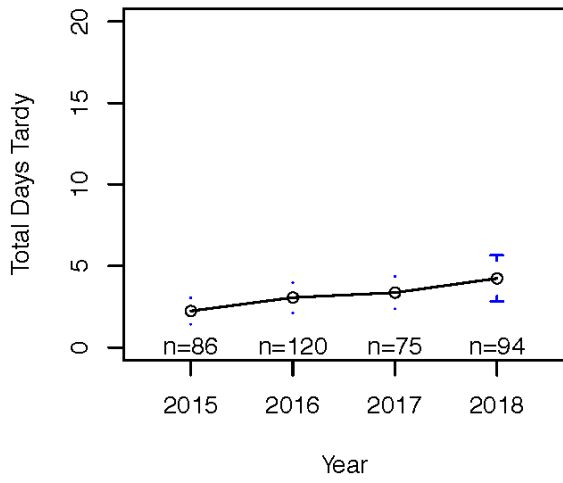
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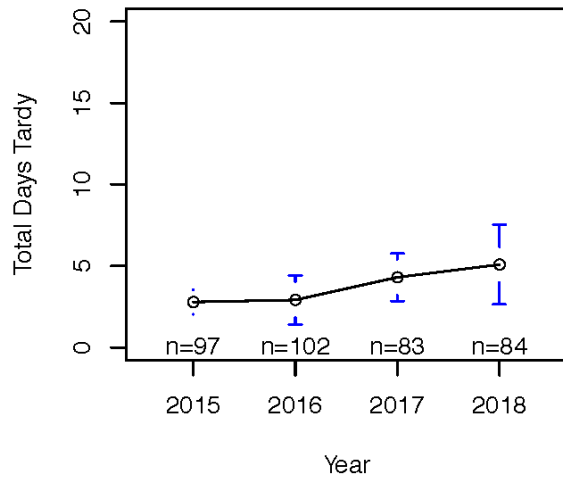
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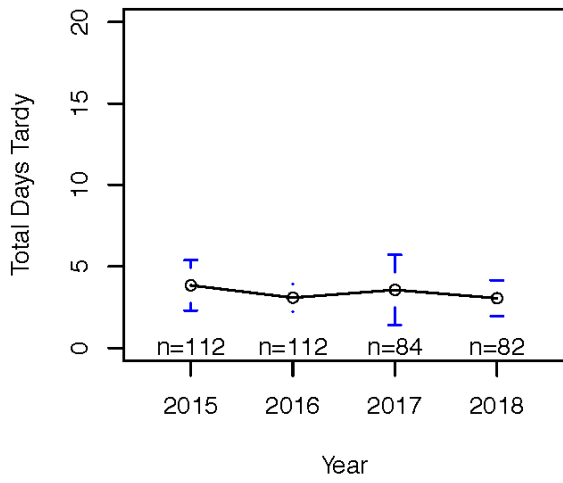
School 807 for grade 2



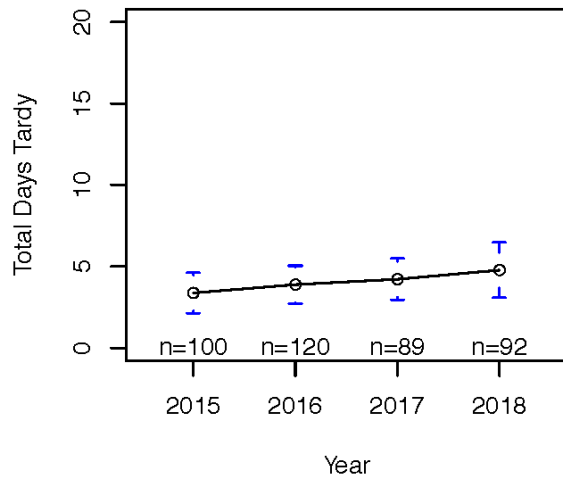
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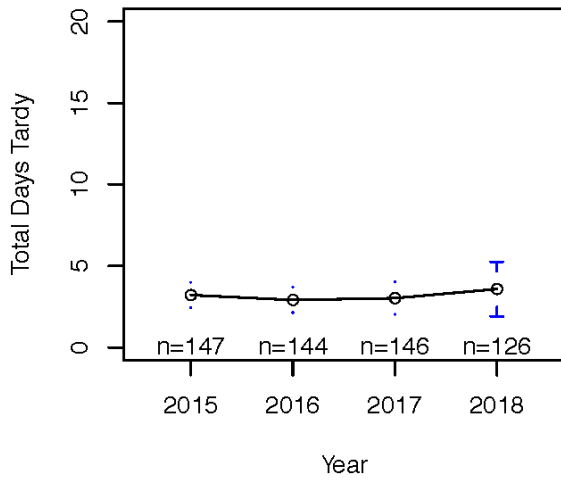
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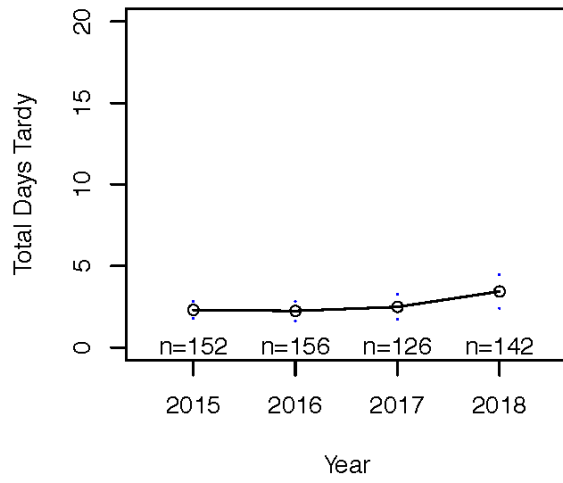
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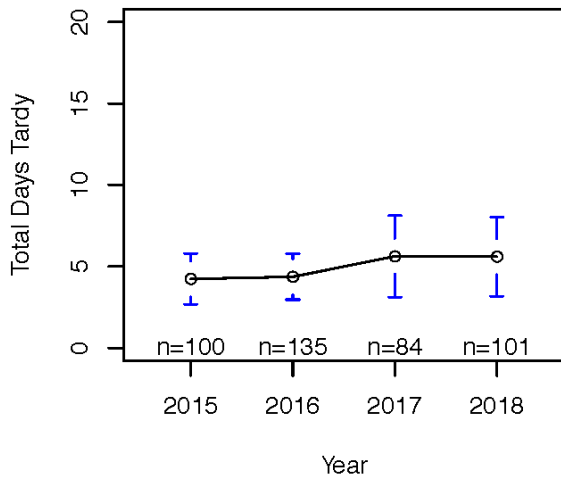
School 806 for grade 4



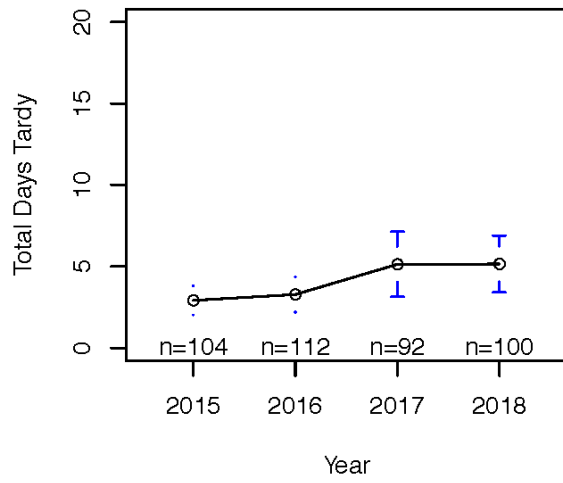
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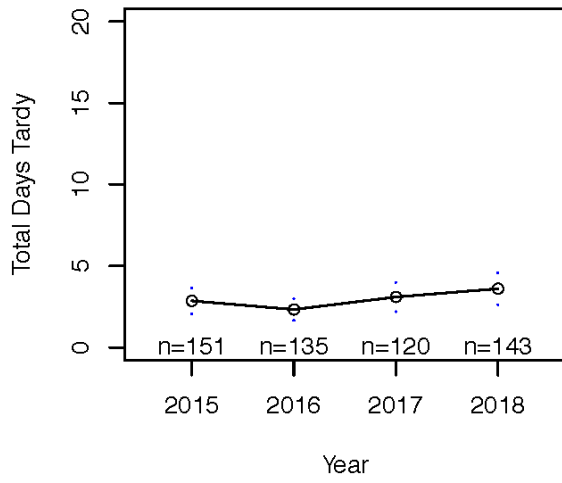
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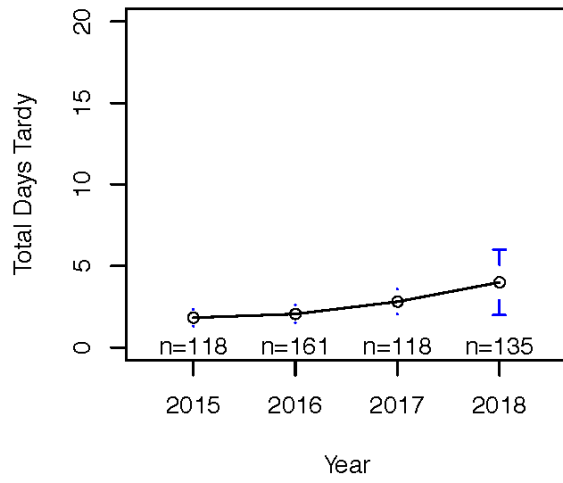
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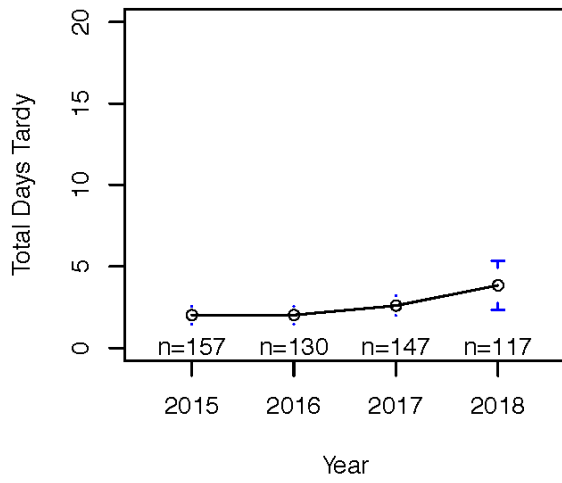
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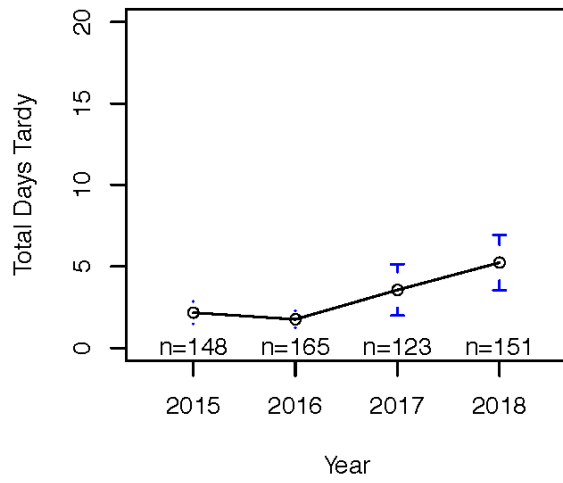
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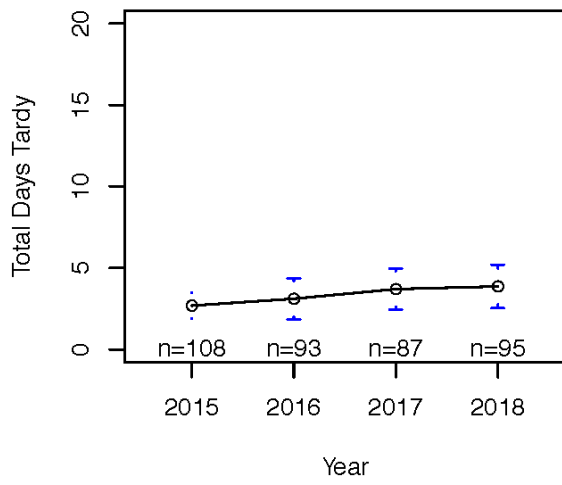
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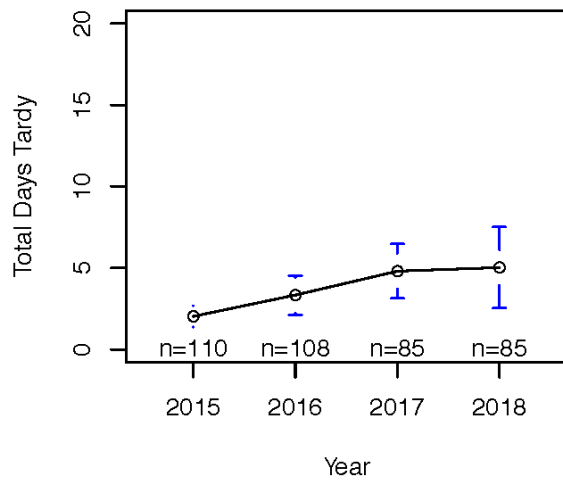
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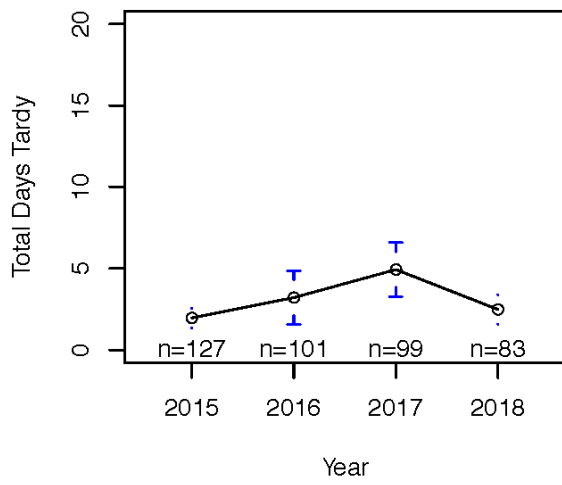
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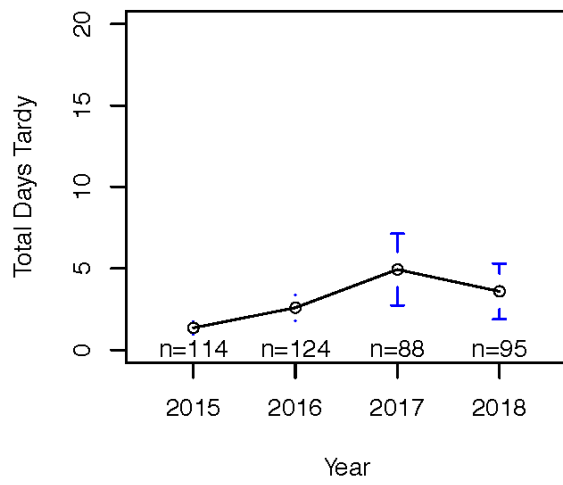
School 804 for grade 3



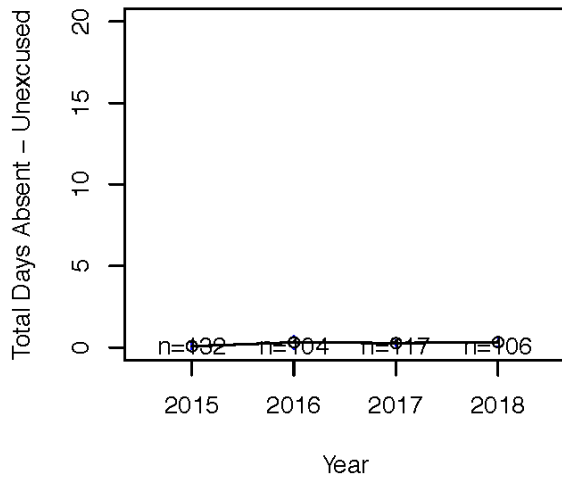
School 804 for grade 4



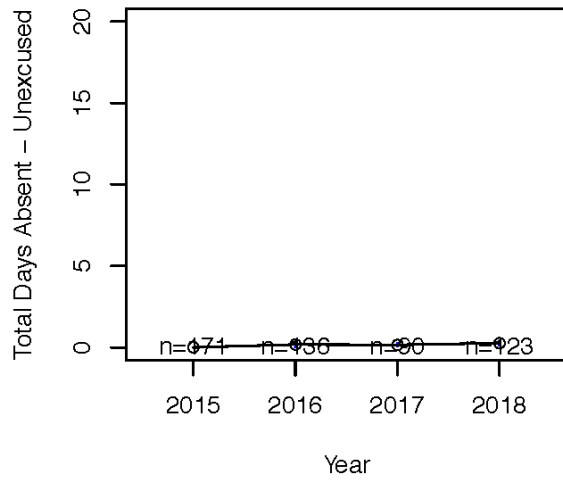
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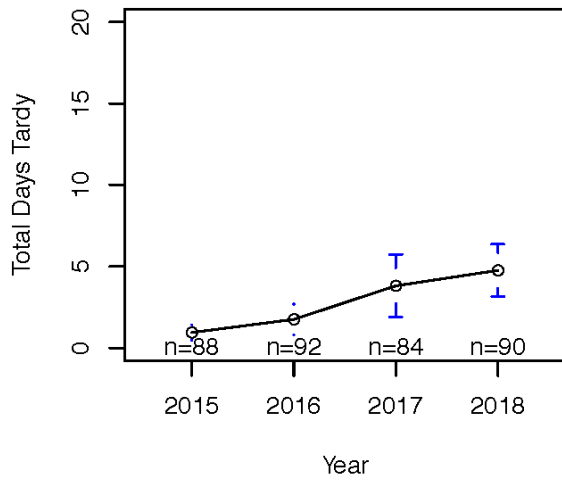
School 812 for grade 4



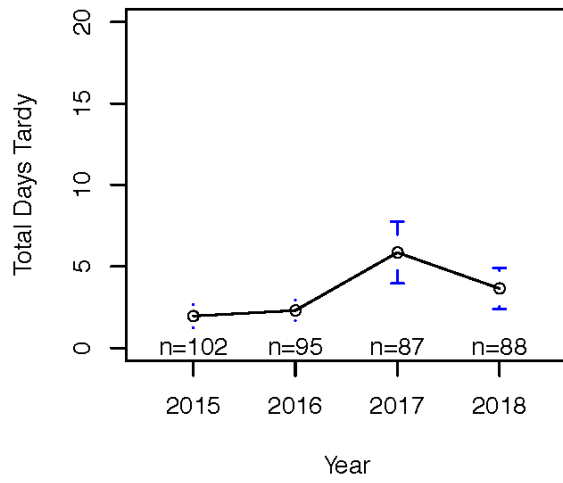
School 812 for grade 5



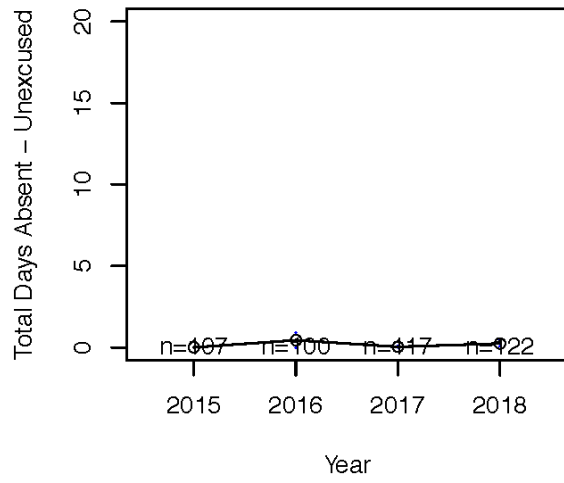
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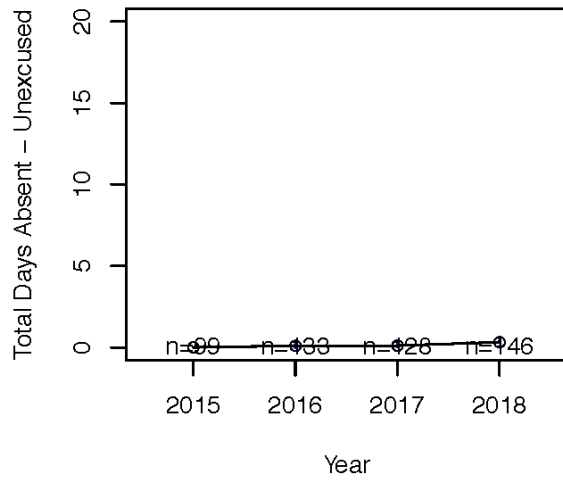
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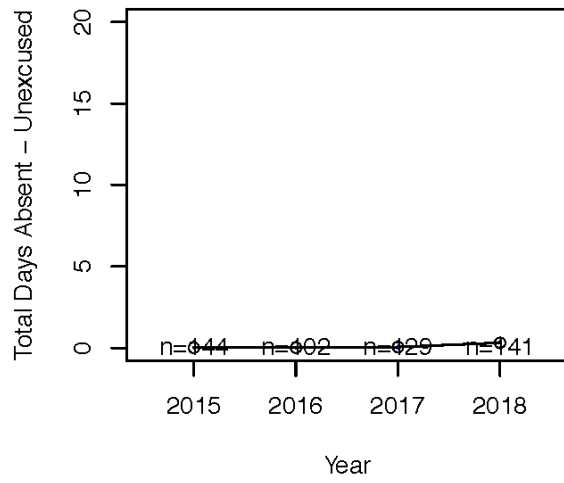
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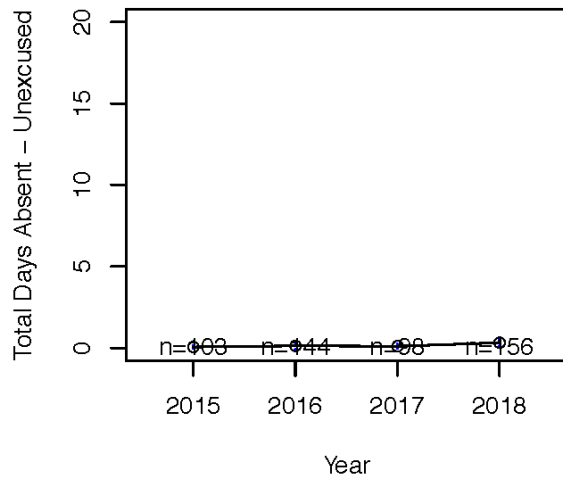
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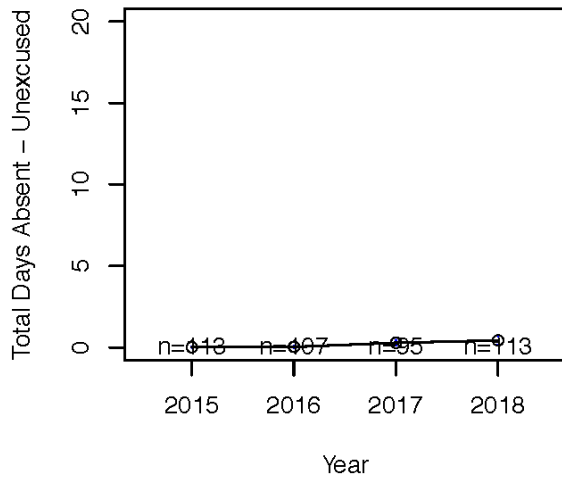
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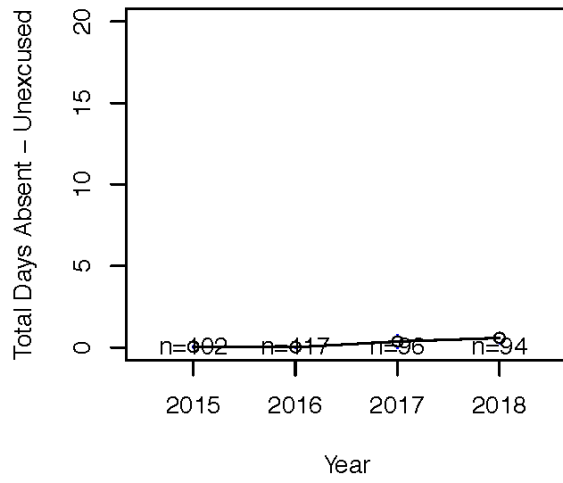
School 812 for grade 3



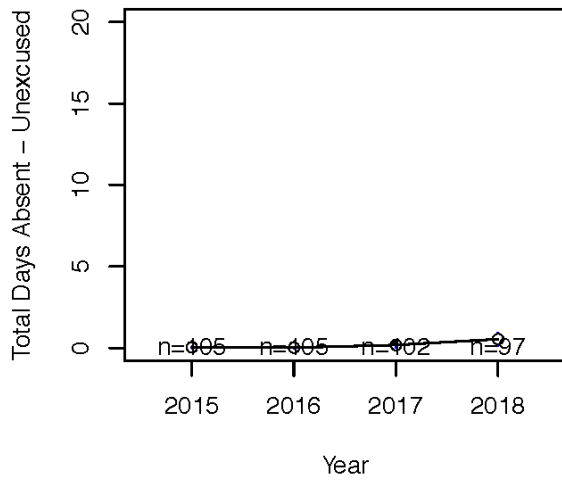
School 811 for grade 2



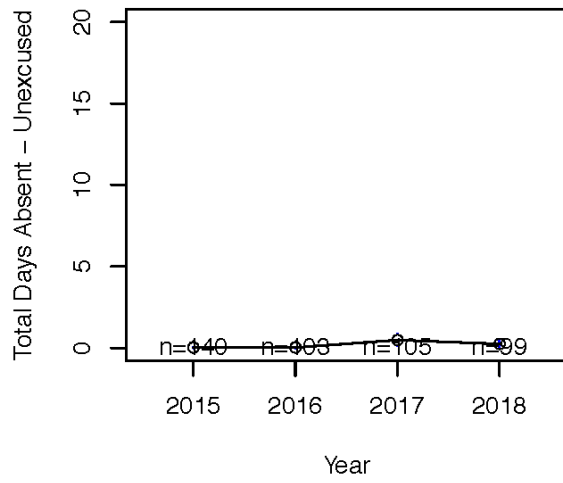
School 811 for grade 3



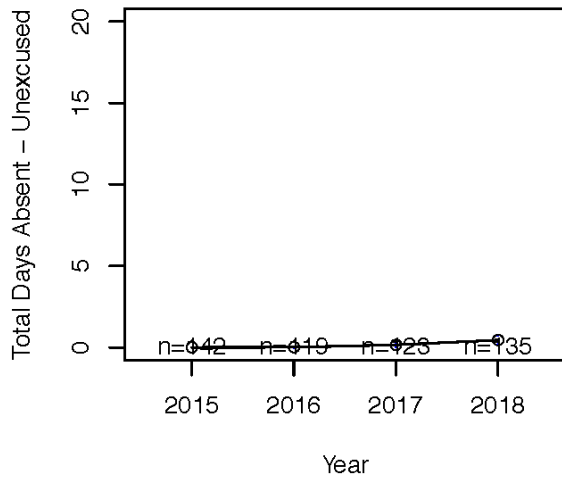
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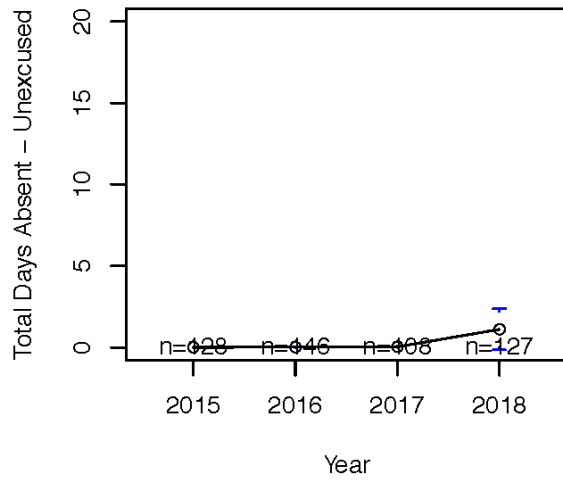
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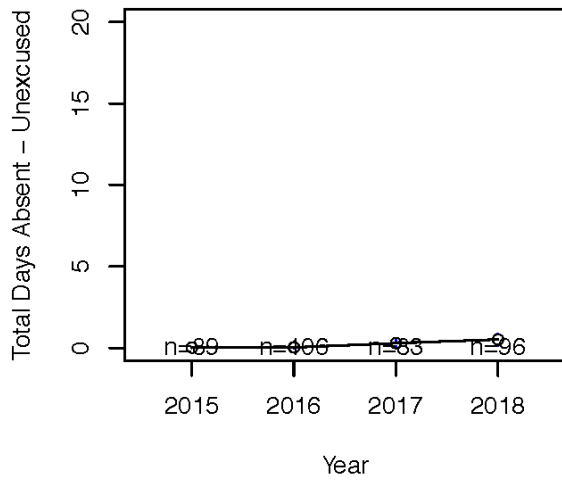
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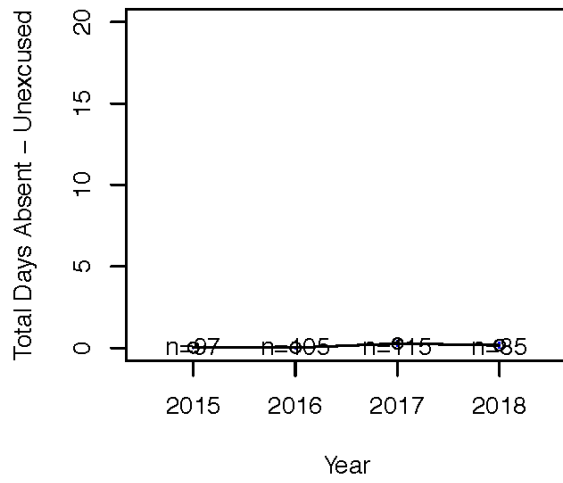
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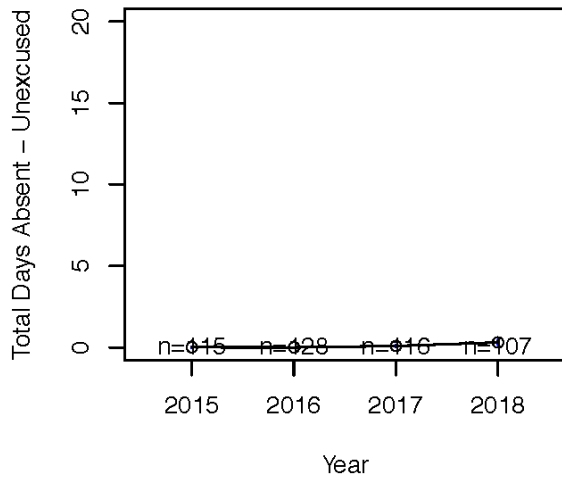
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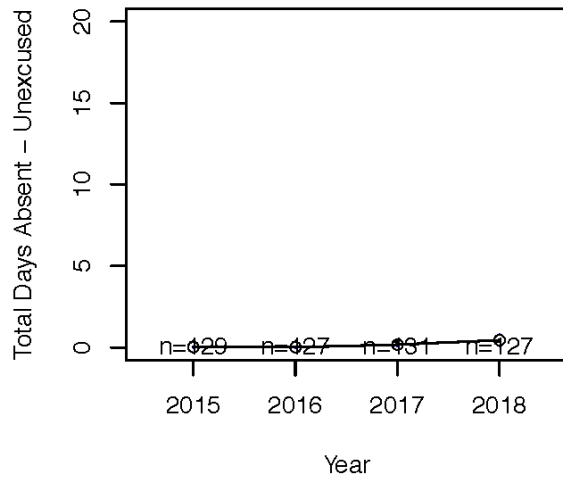
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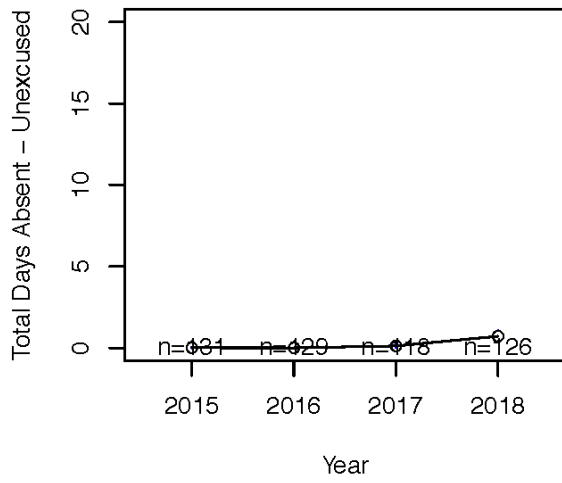
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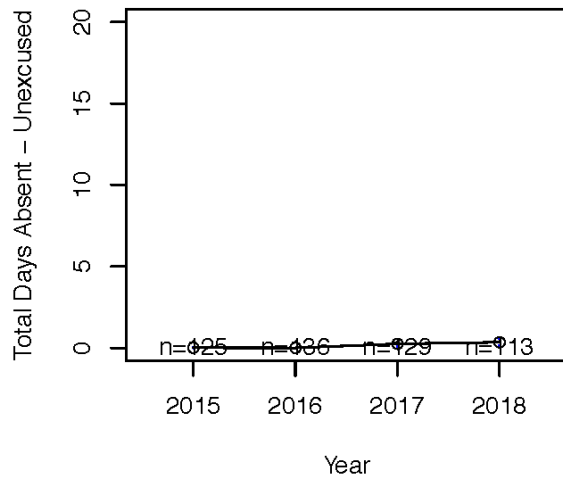
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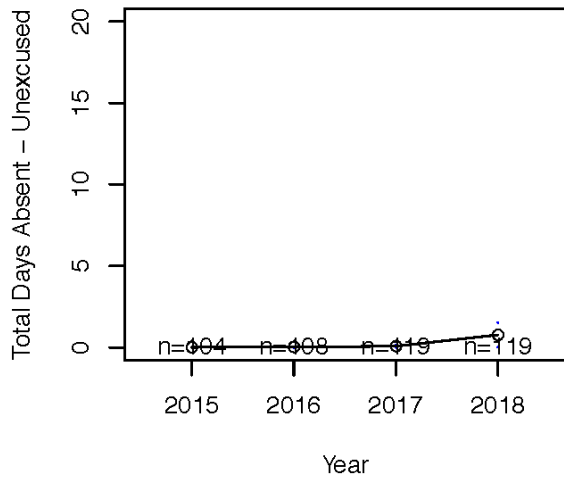
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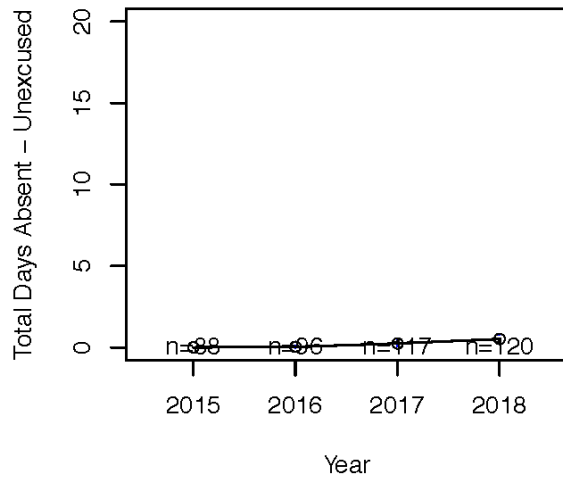
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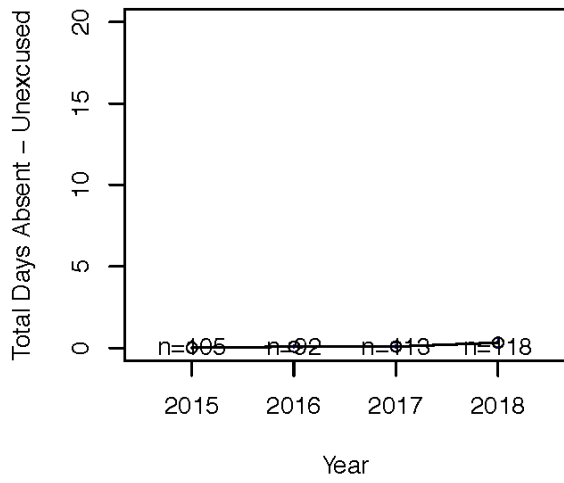
School 808 for grade 2



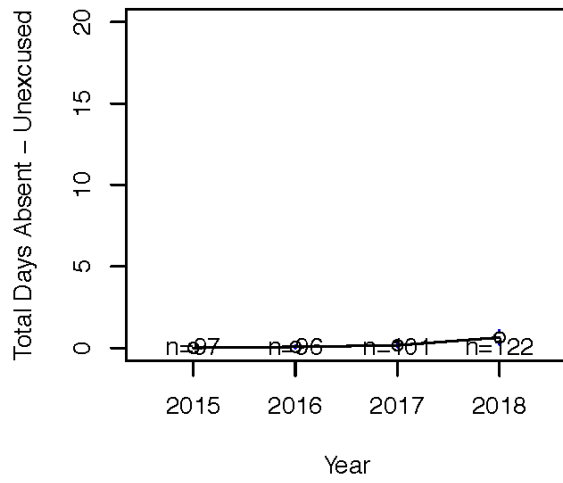
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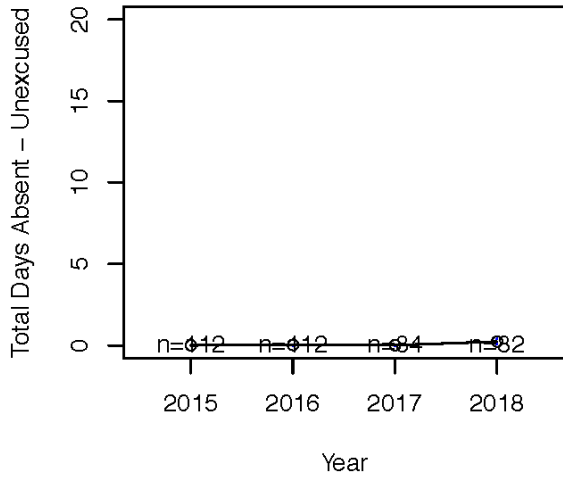
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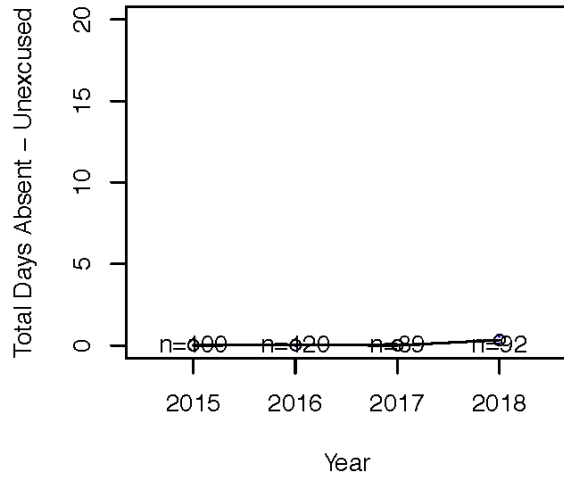
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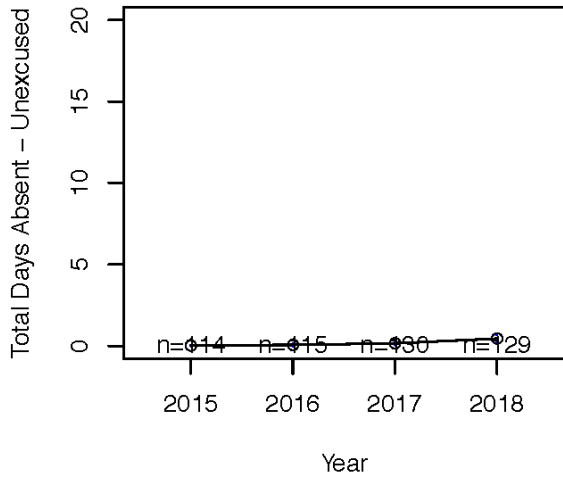
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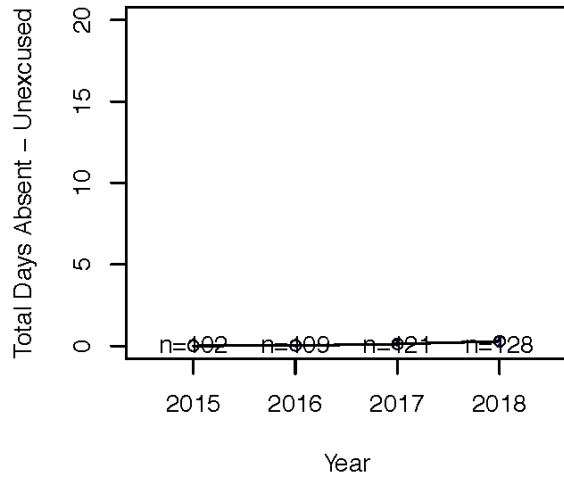
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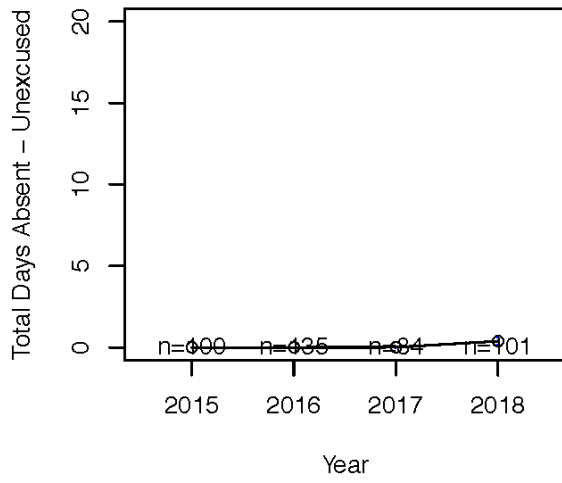
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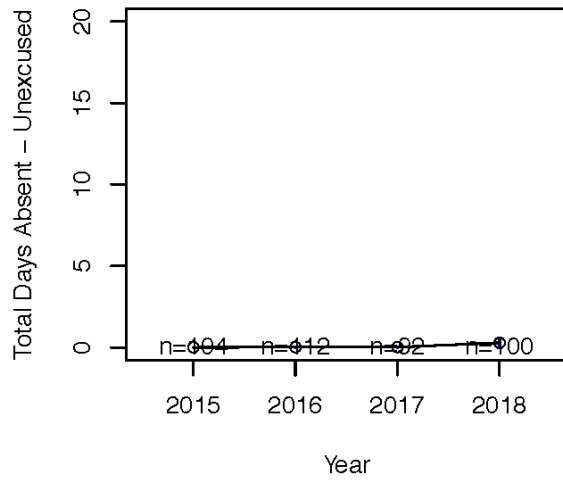
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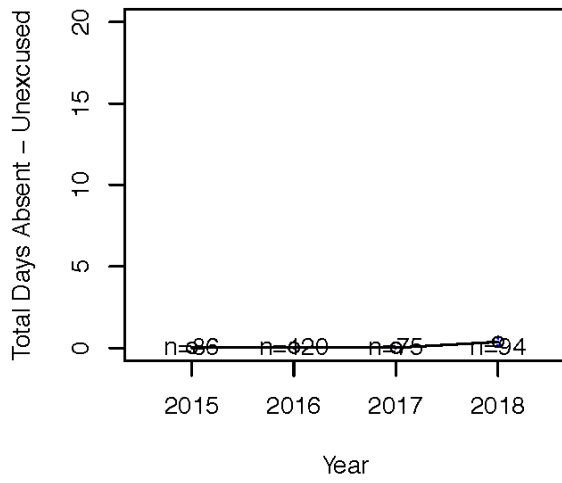
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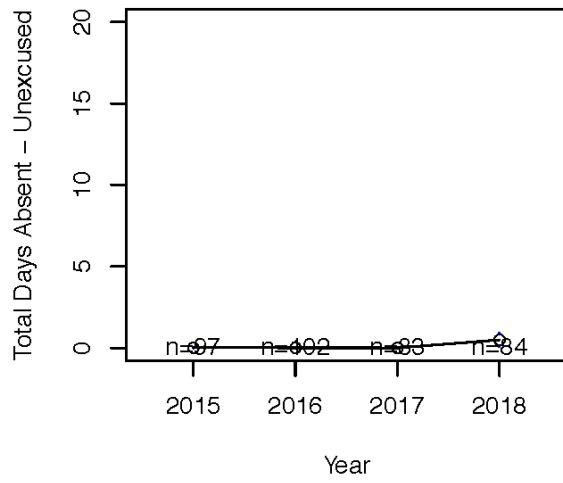
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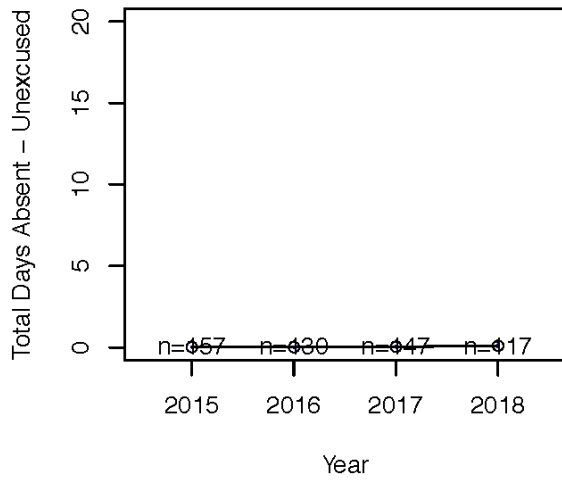
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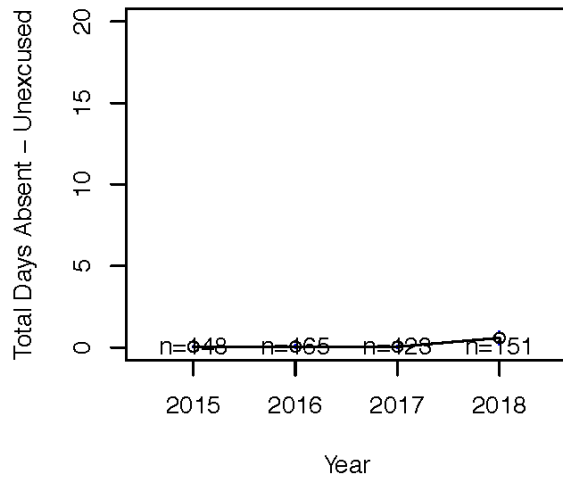
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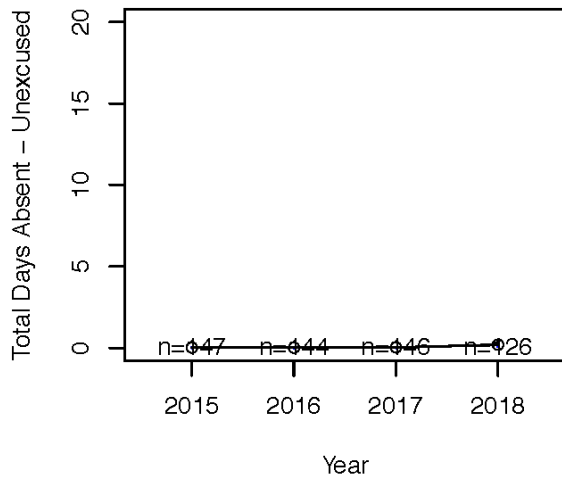
School 806 for grade 2



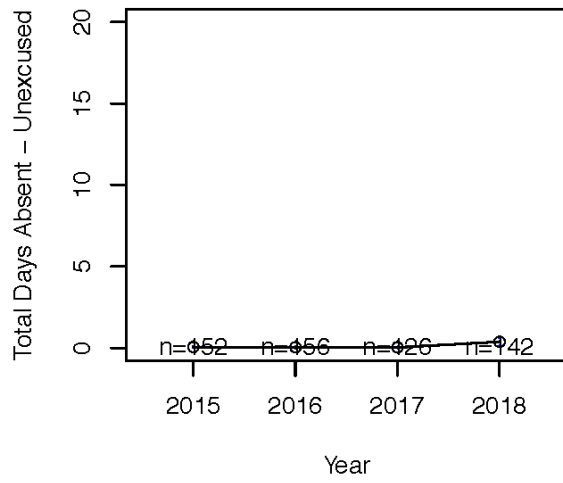
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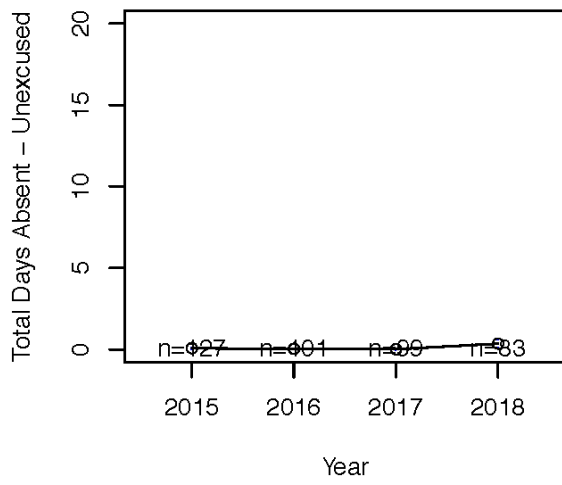
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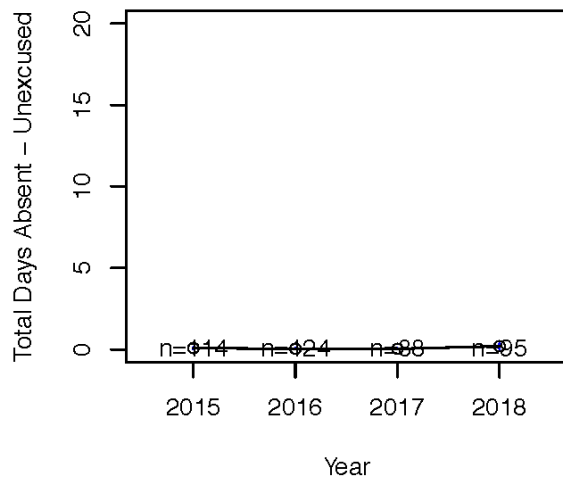
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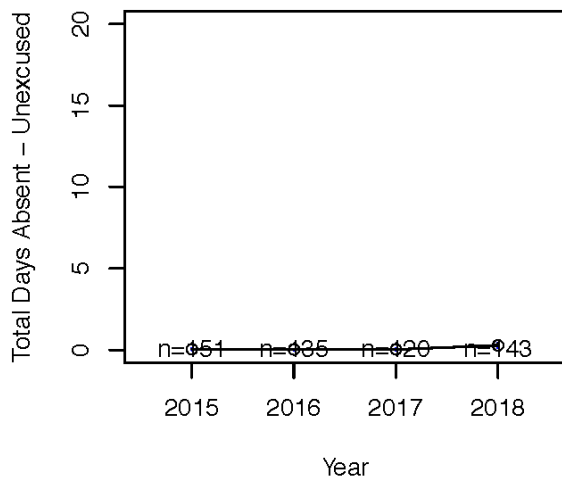
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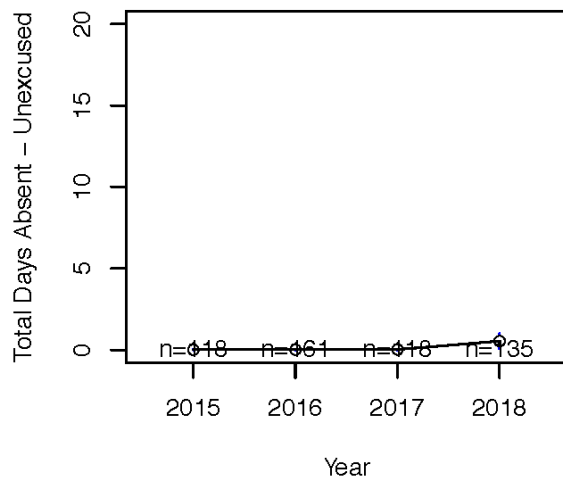
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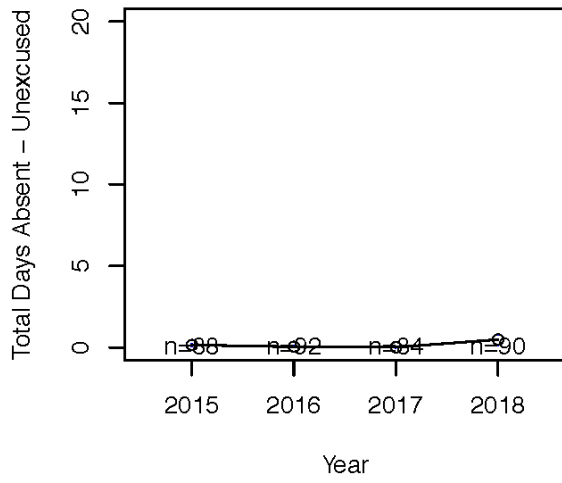
School 806 for grade 0



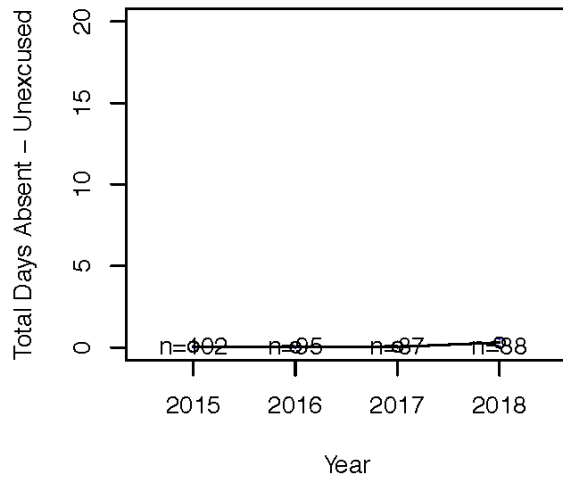
School 806 for grade 1



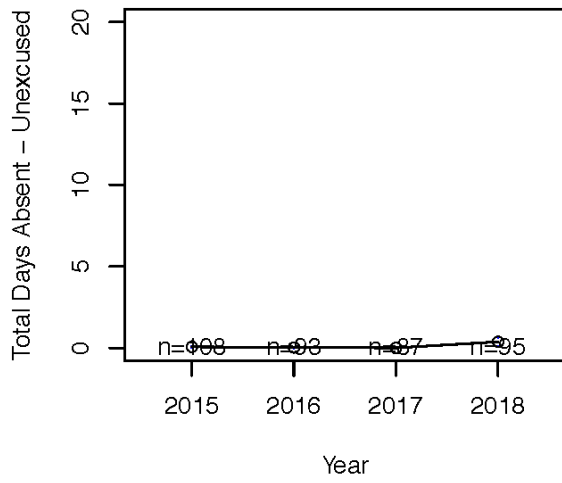
School 804 for grade 0



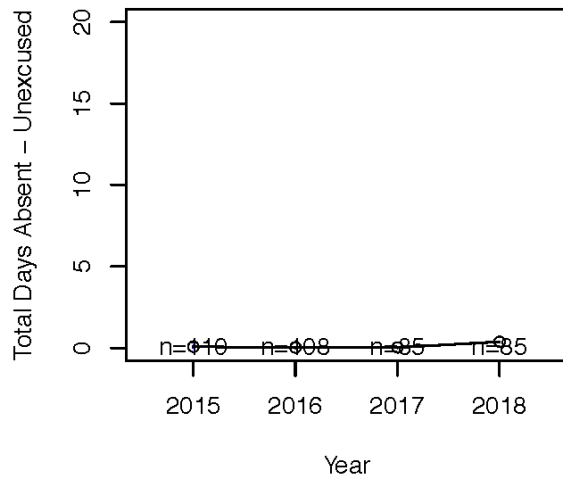
School 804 for grade 1



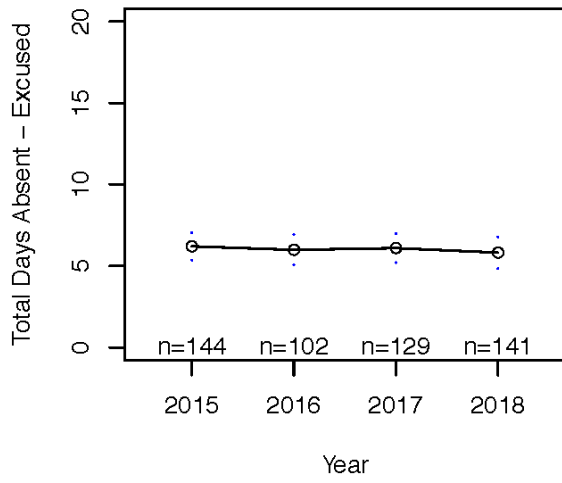
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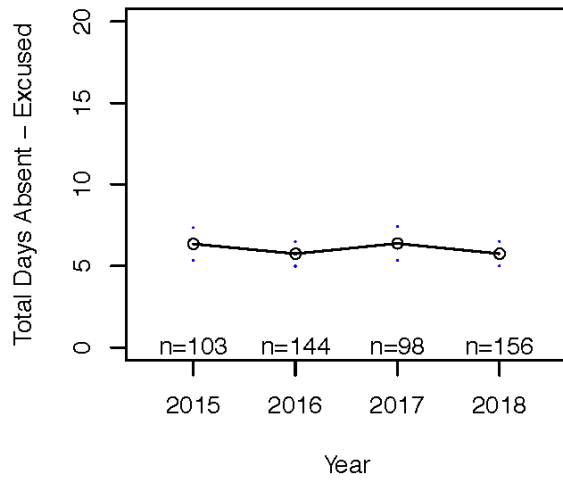
School 804 for grade 3



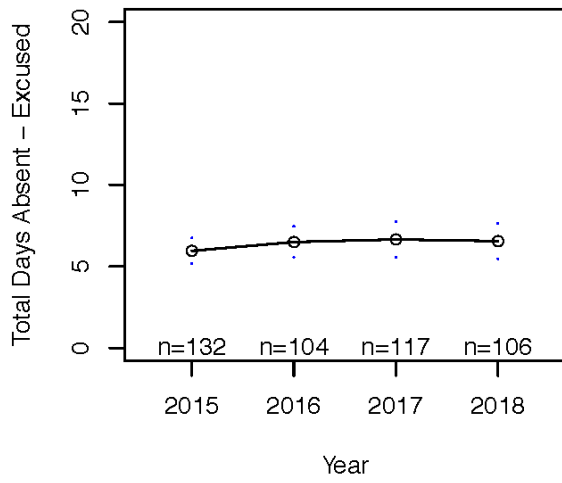
School 812 for grade 2



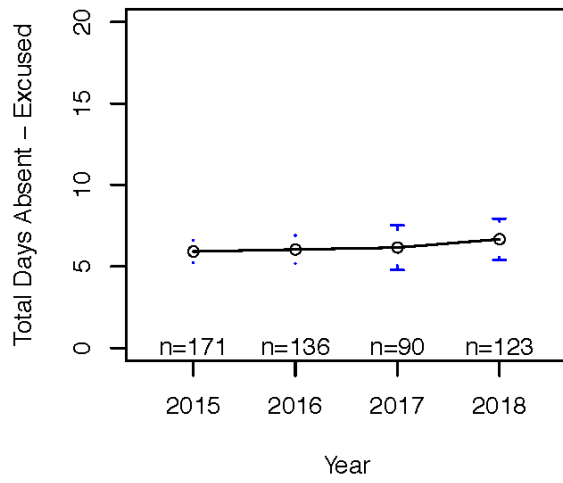
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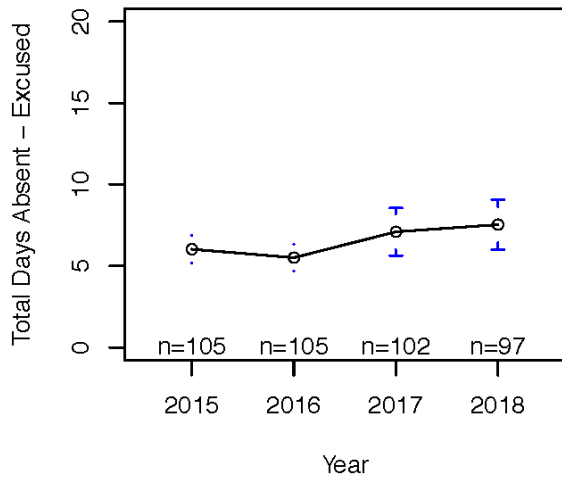
School 812 for grade 4



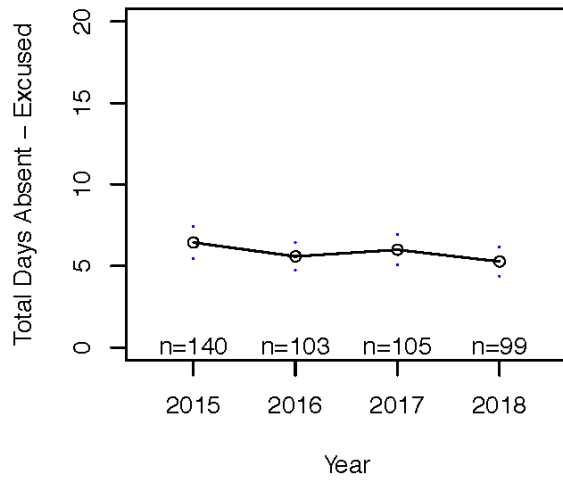
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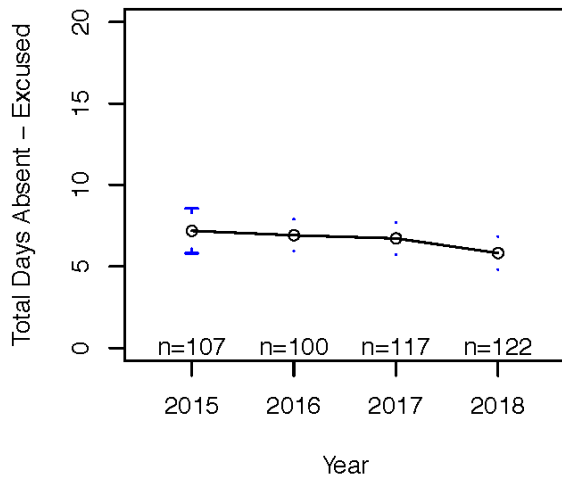
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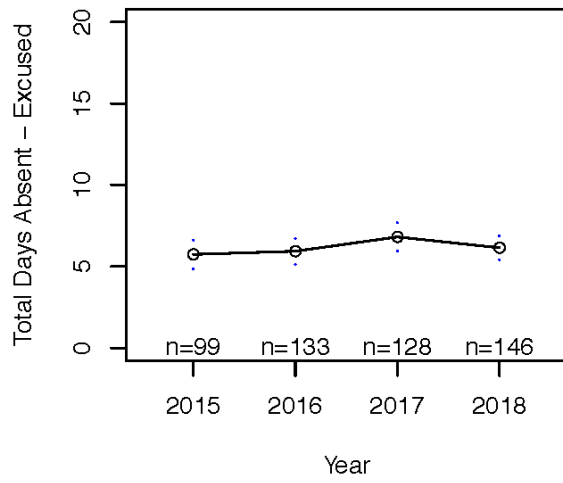
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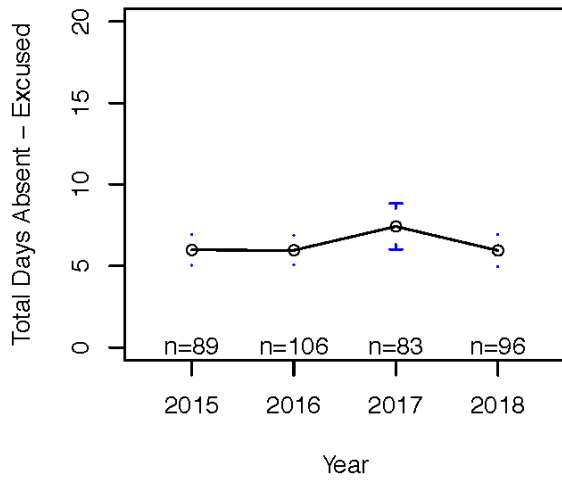
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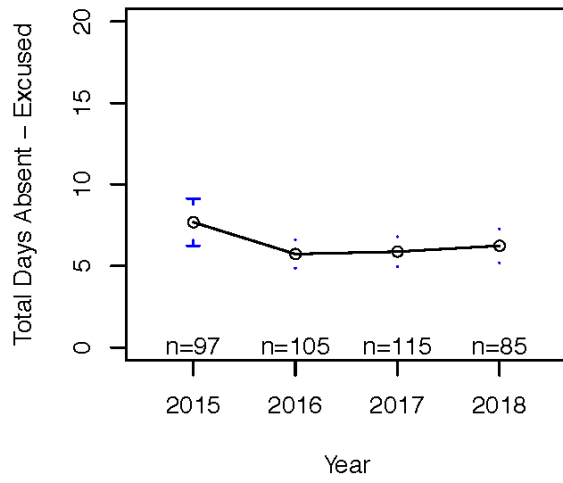
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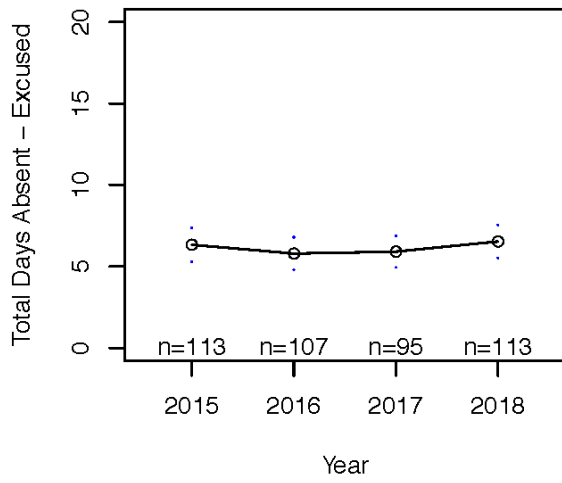
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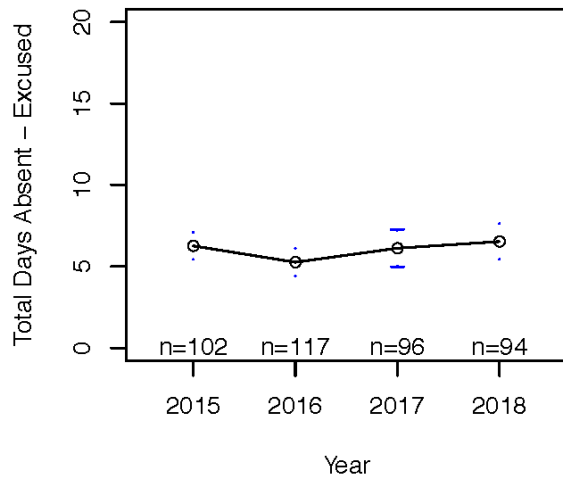
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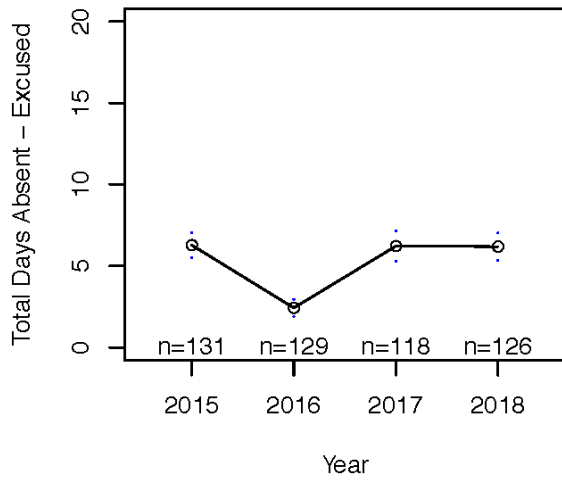
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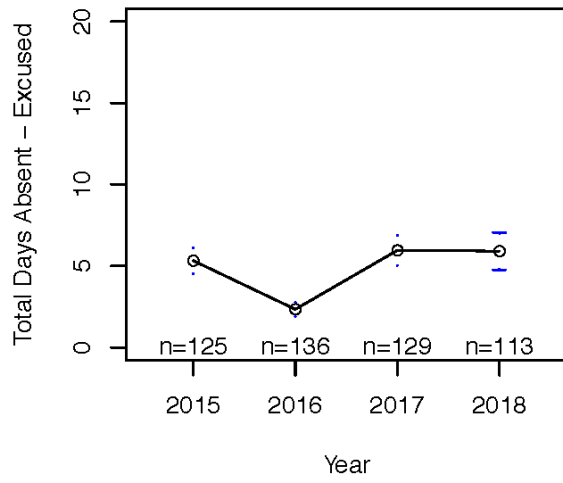
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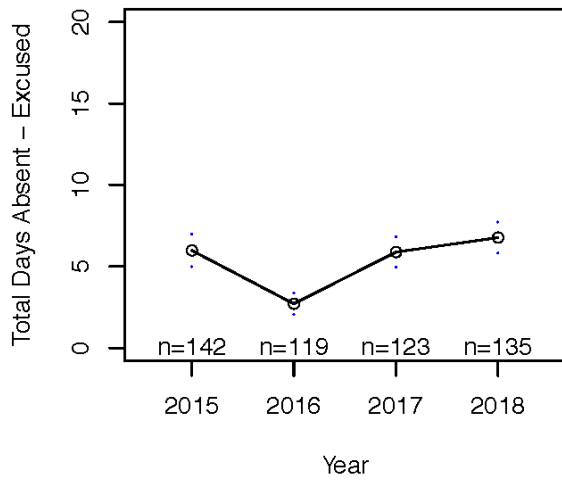
School 810 for grade 2



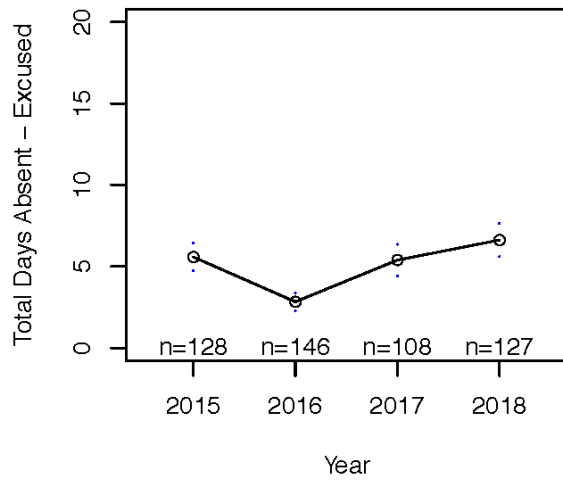
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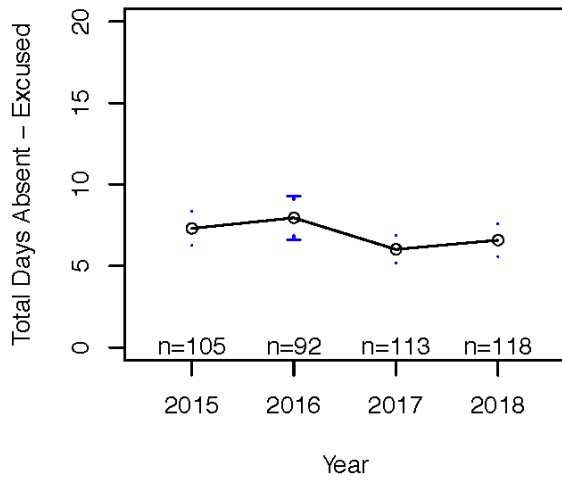
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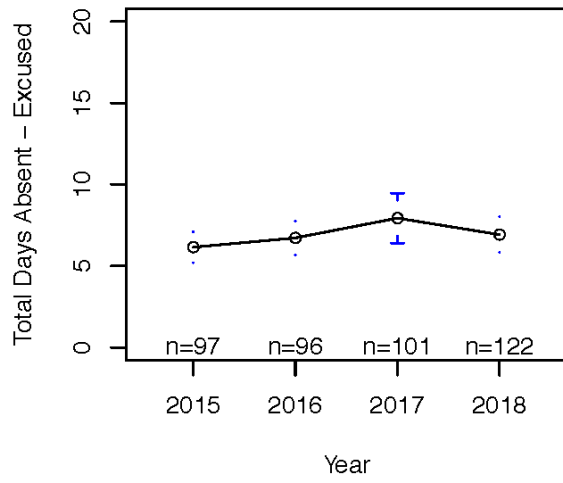
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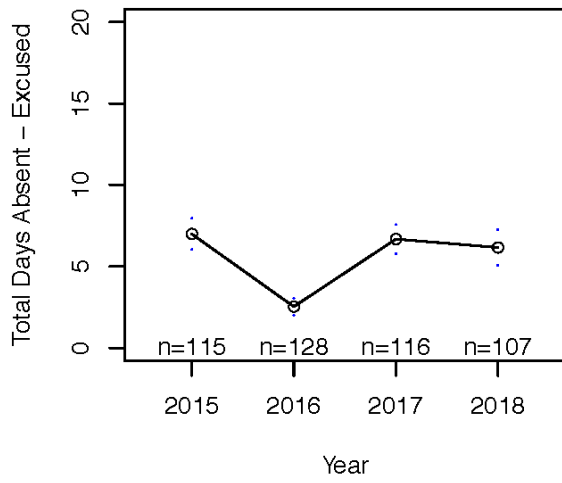
School 808 for grade 4



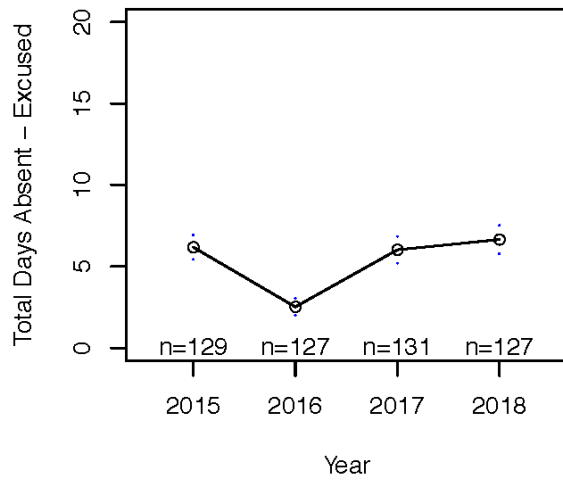
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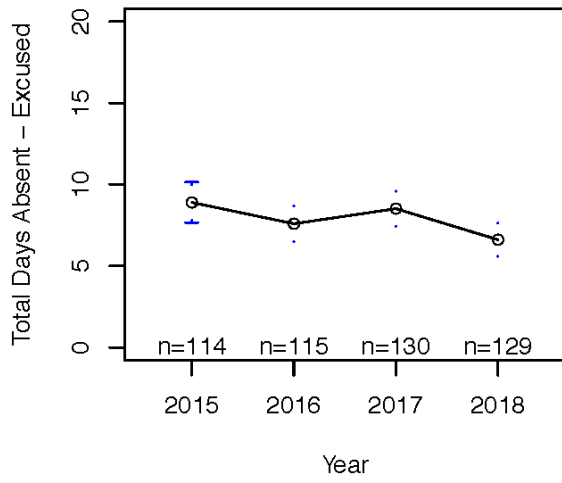
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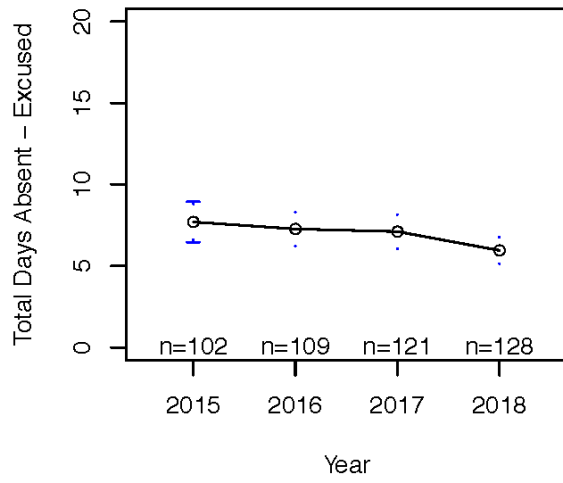
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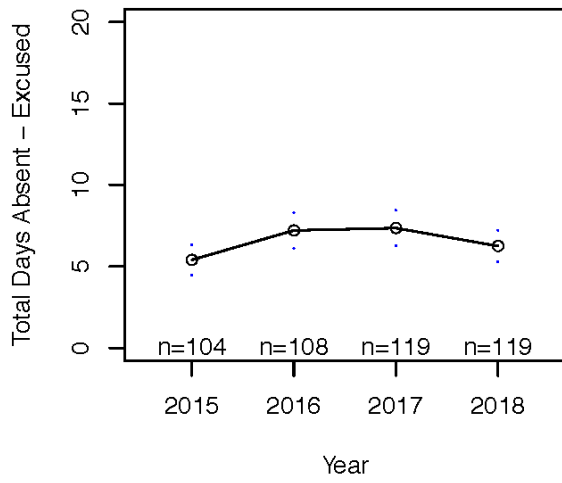
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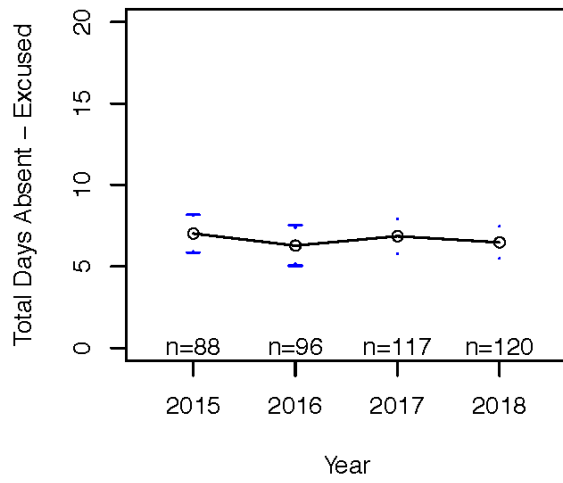
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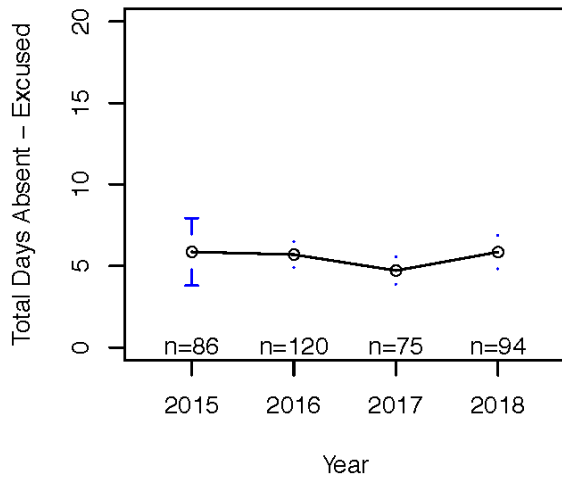
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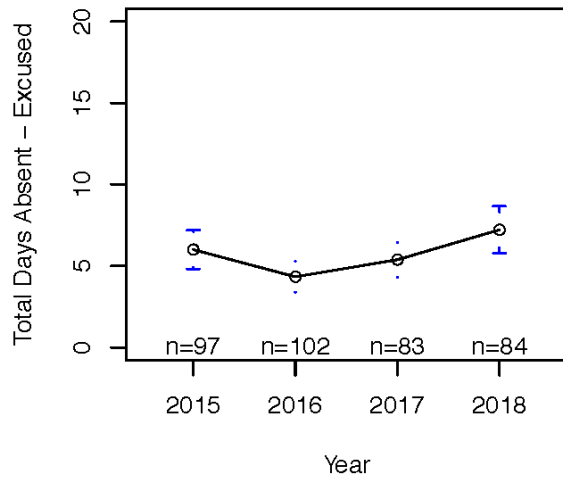
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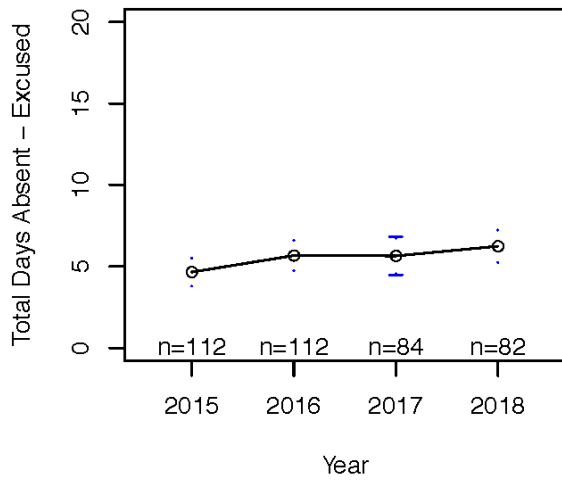
School 807 for grade 2



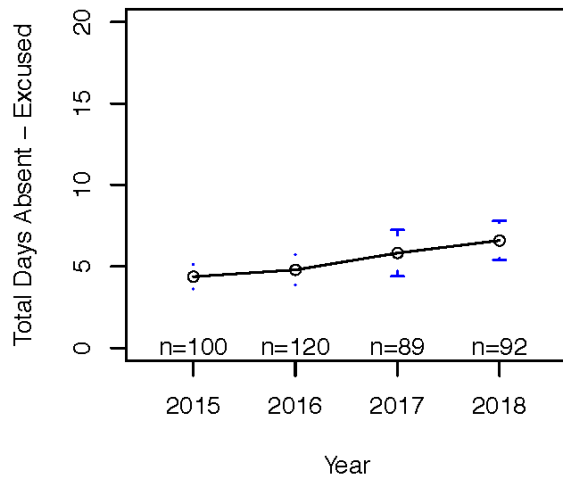
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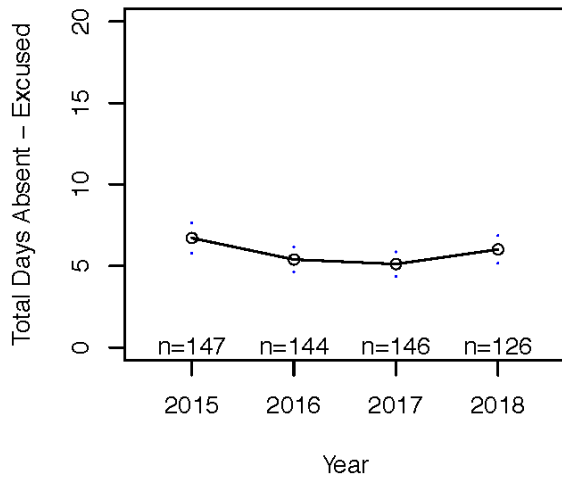
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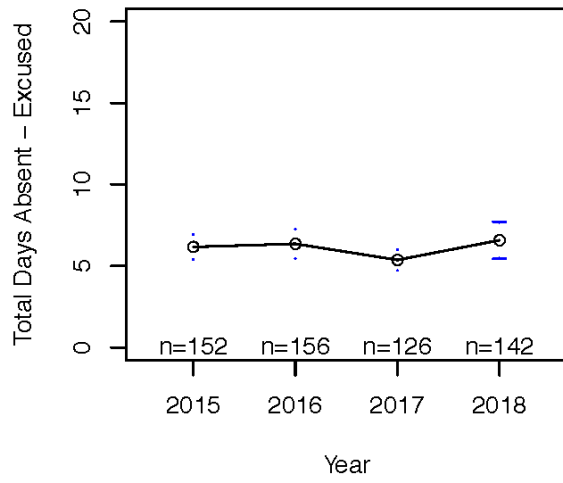
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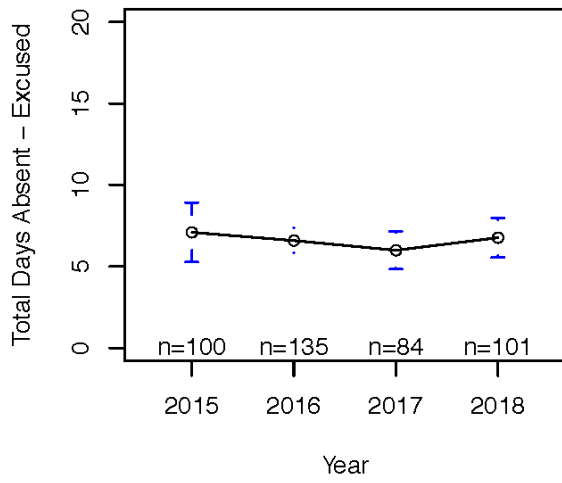
School 806 for grade 4



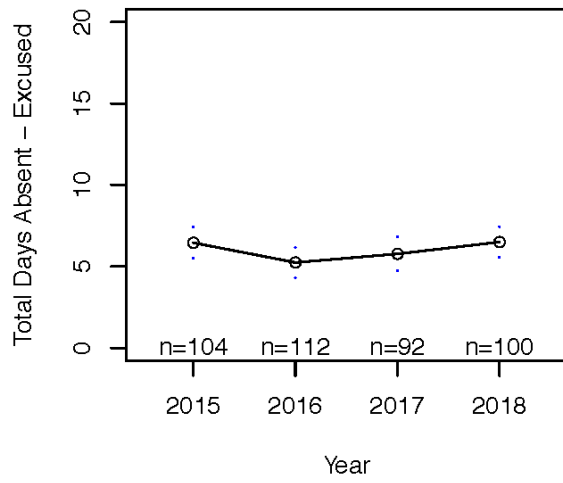
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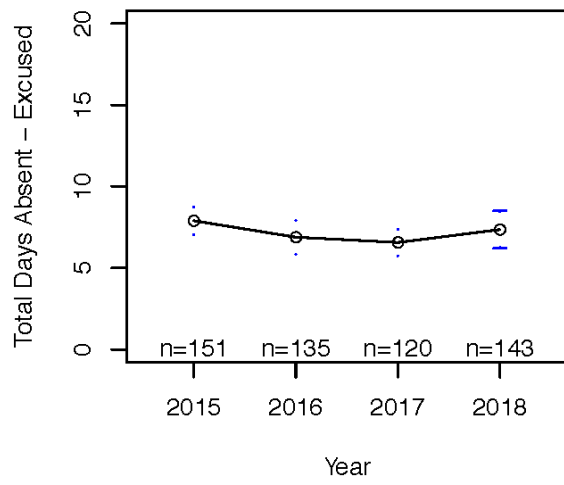
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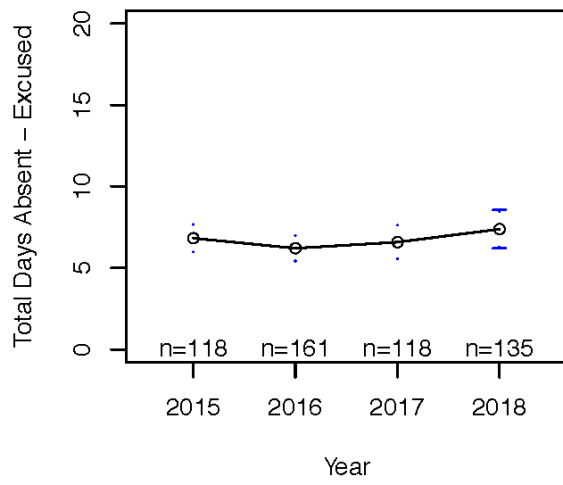
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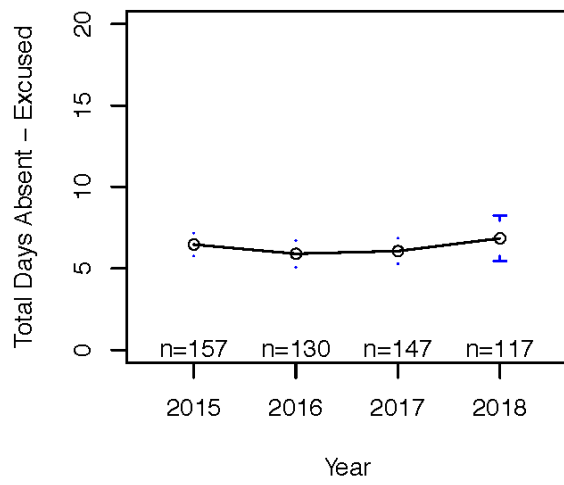
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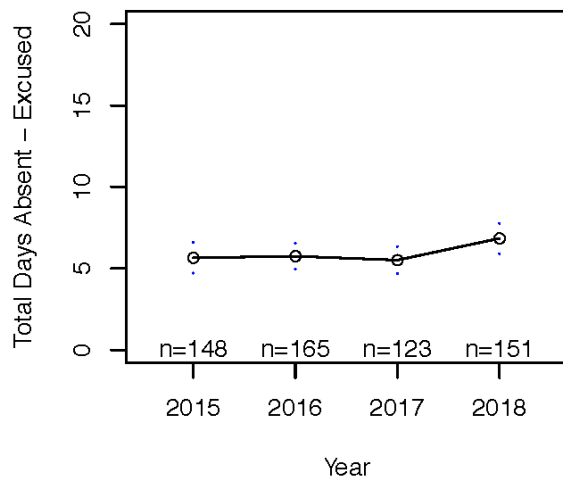
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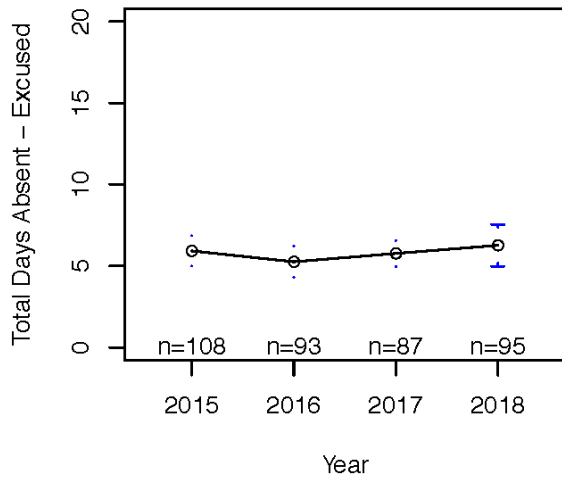
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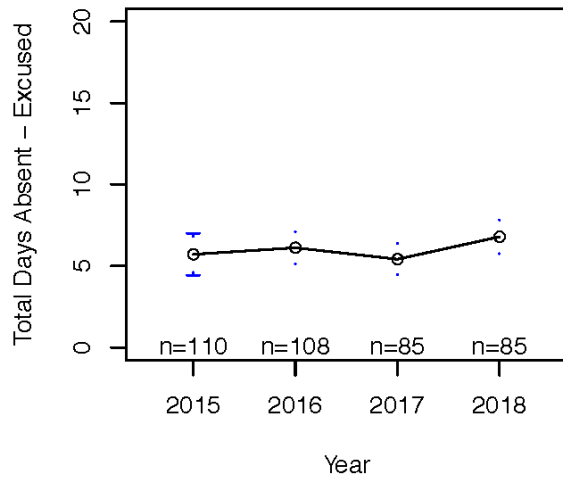
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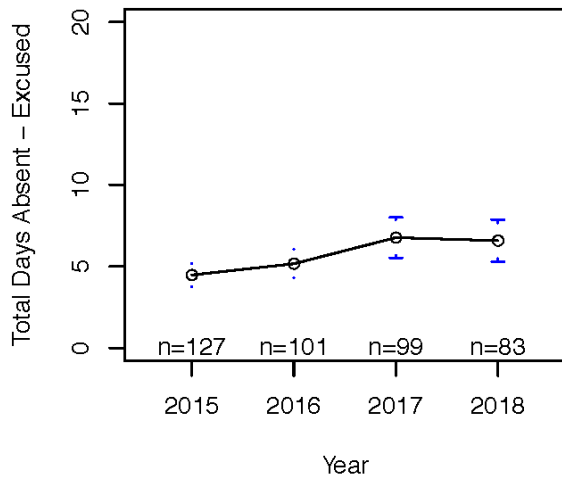
School 804 for grade 2



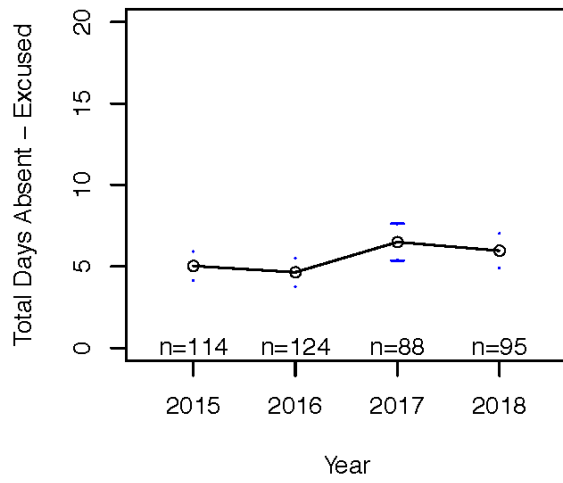
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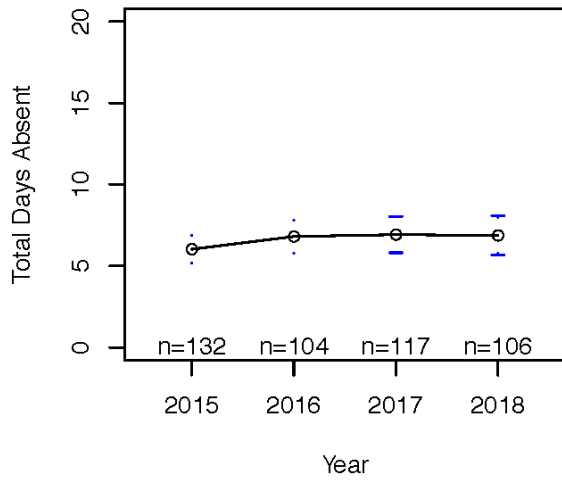
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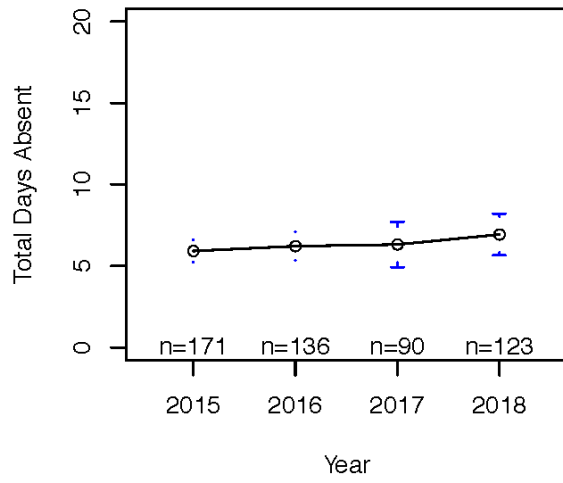
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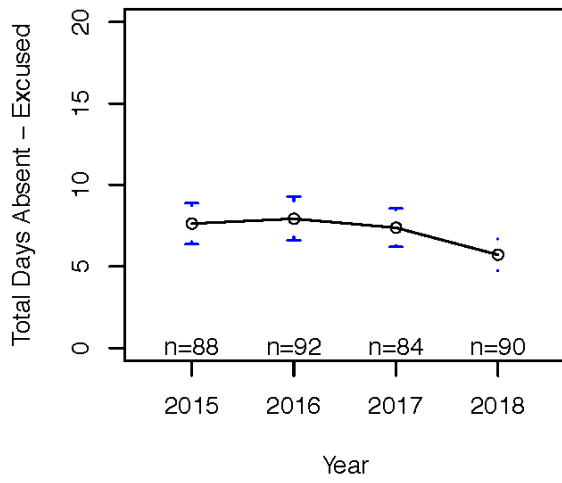
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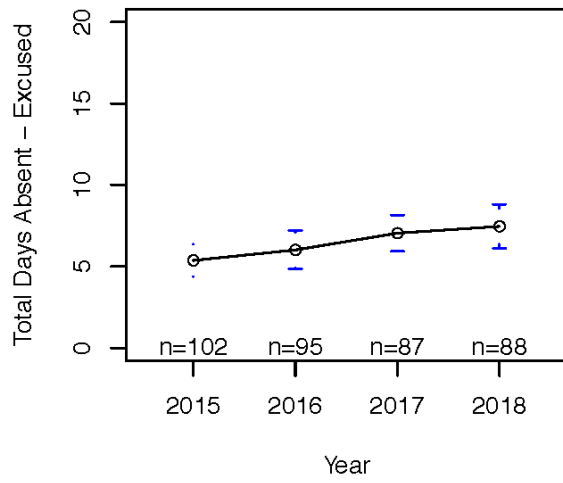
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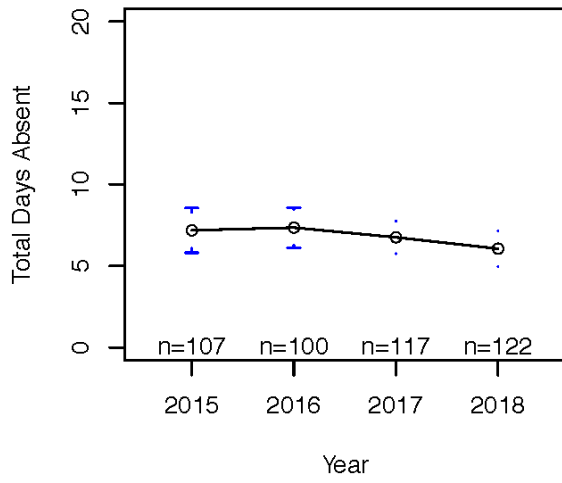
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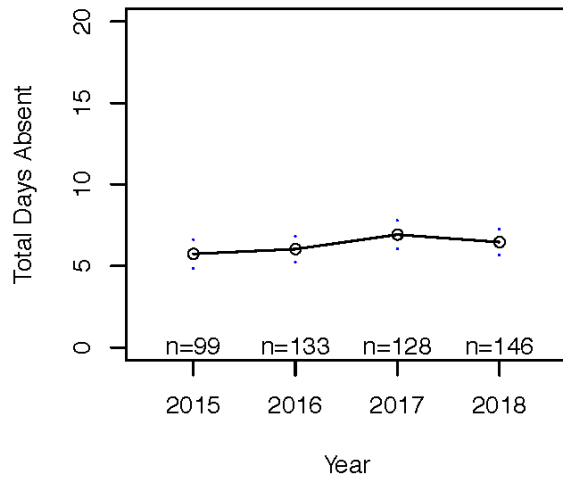
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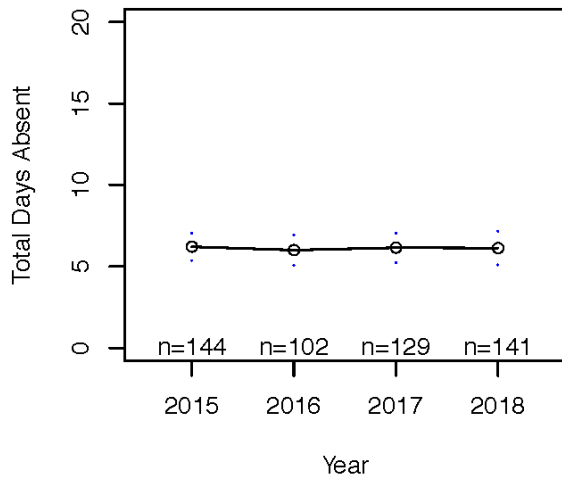
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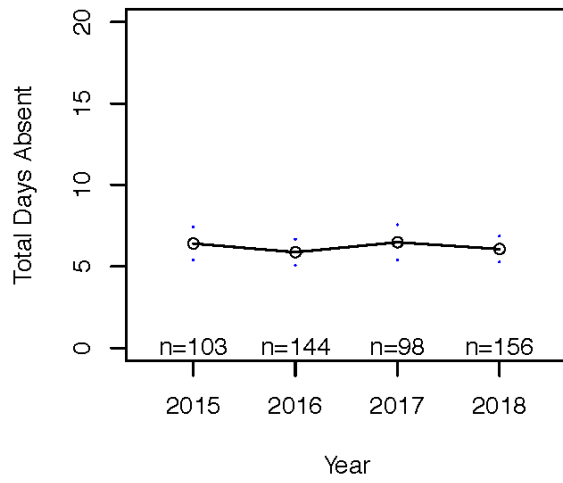
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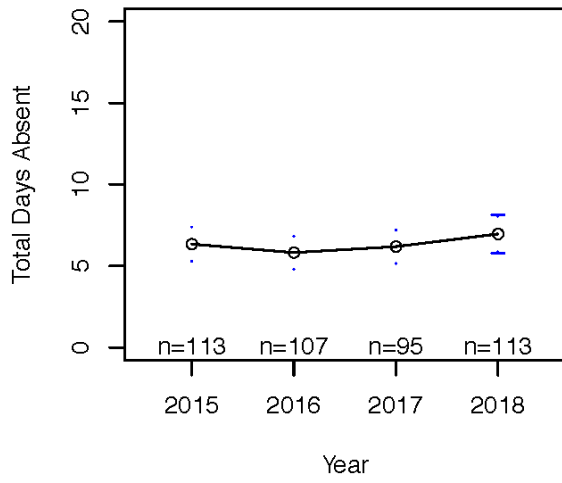
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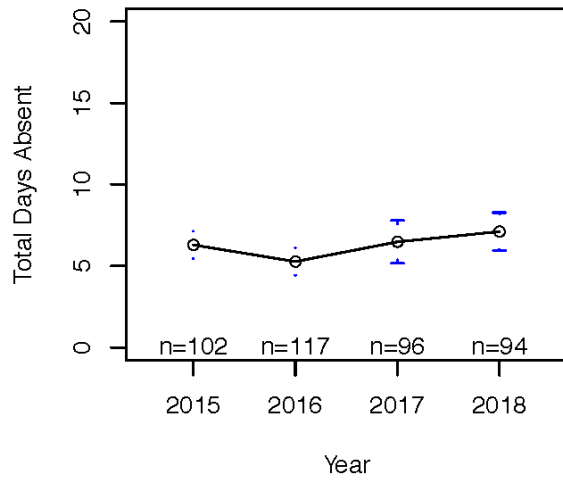
School 812 for grade 3



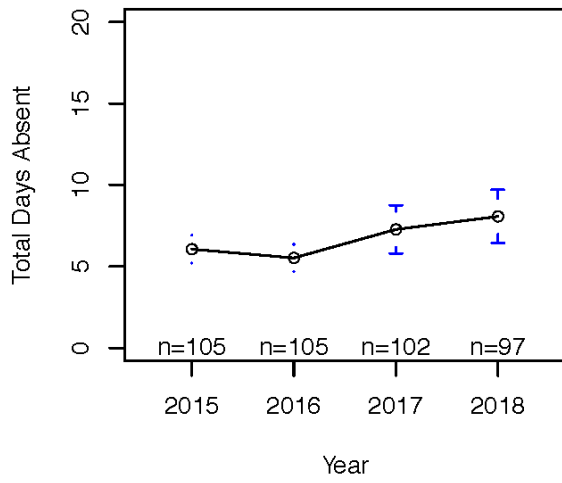
School 811 for grade 2



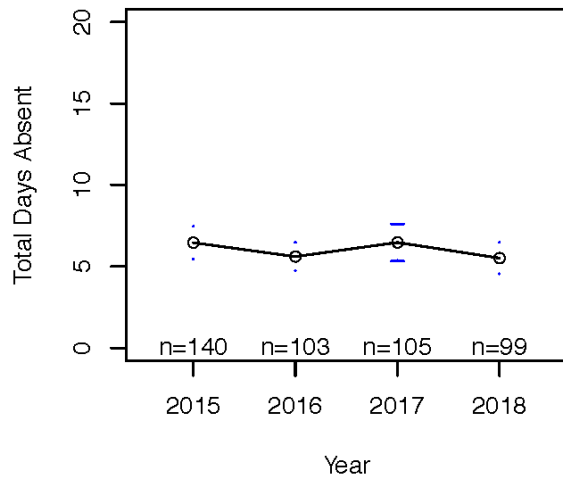
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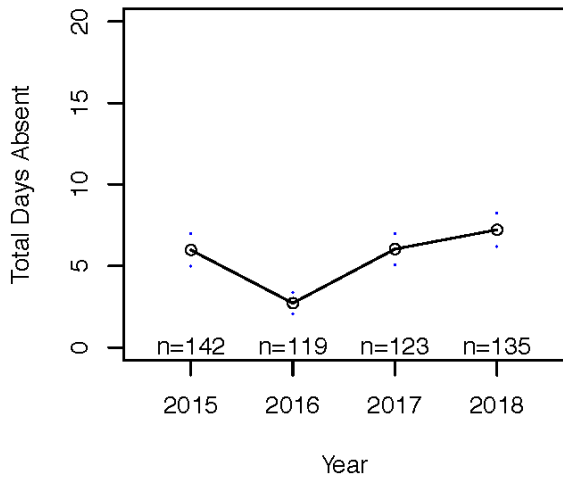
School 811 for grade 4



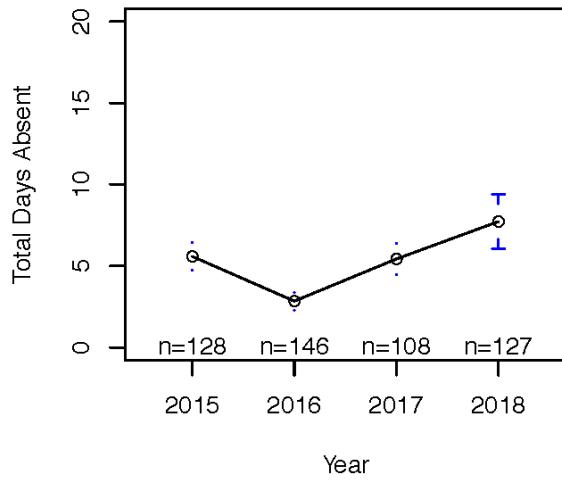
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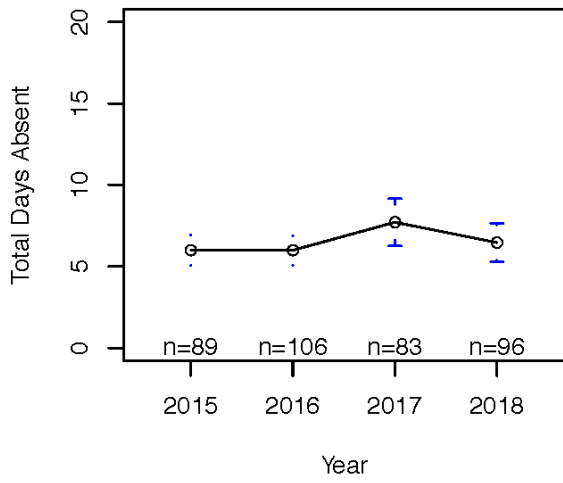
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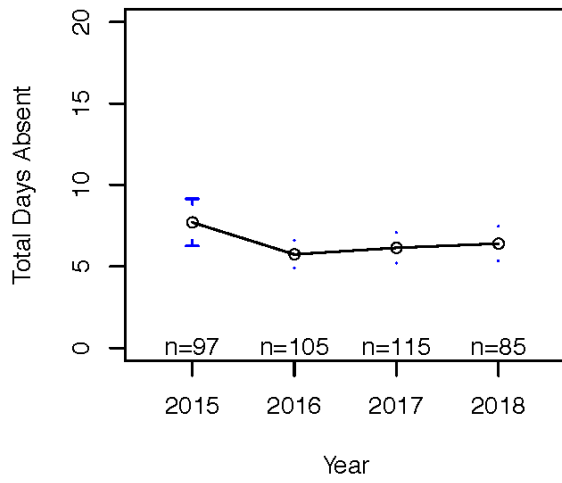
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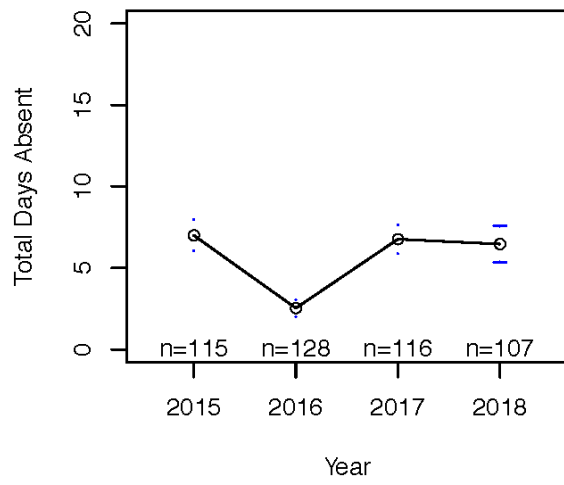
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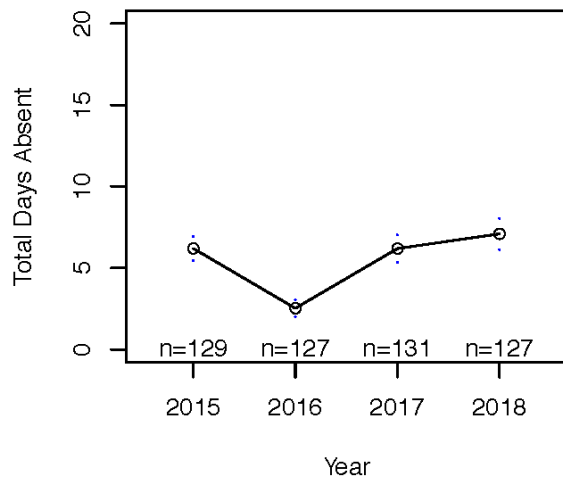
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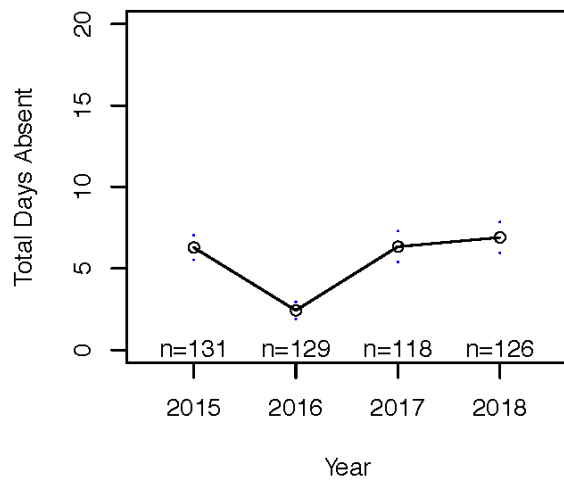
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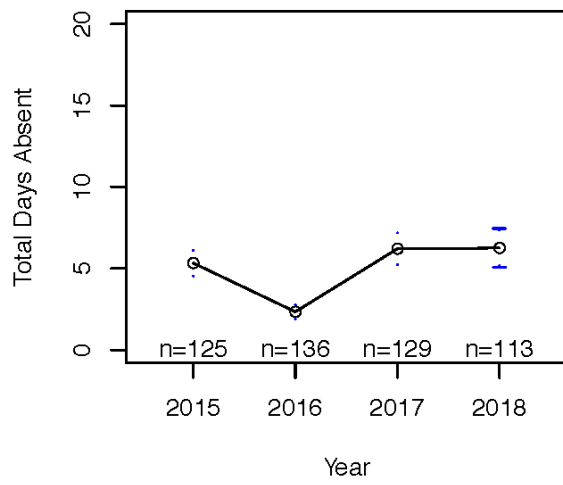
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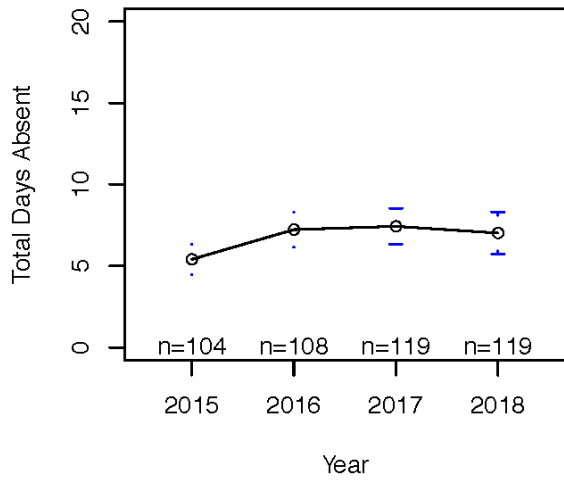
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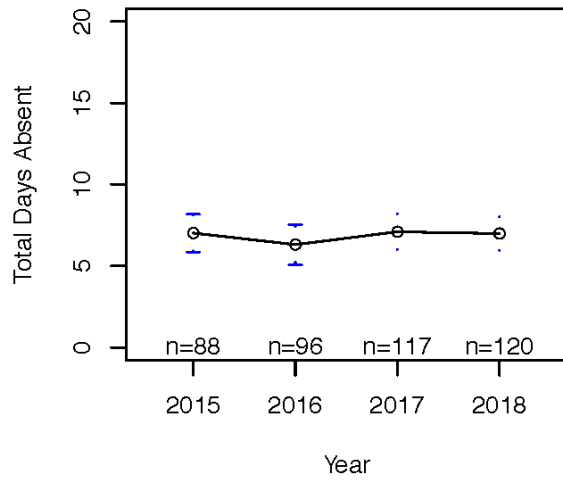
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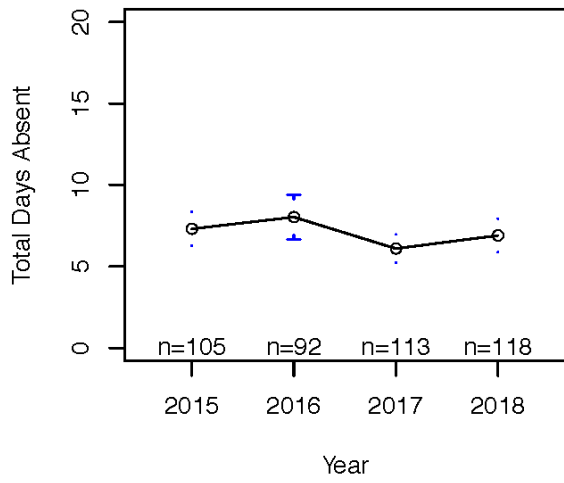
School 808 for grade 2



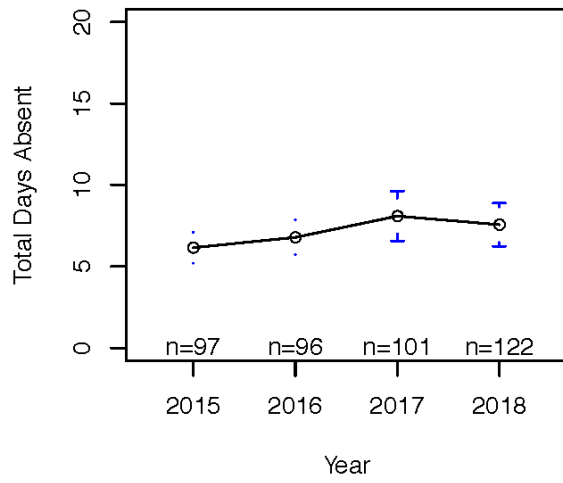
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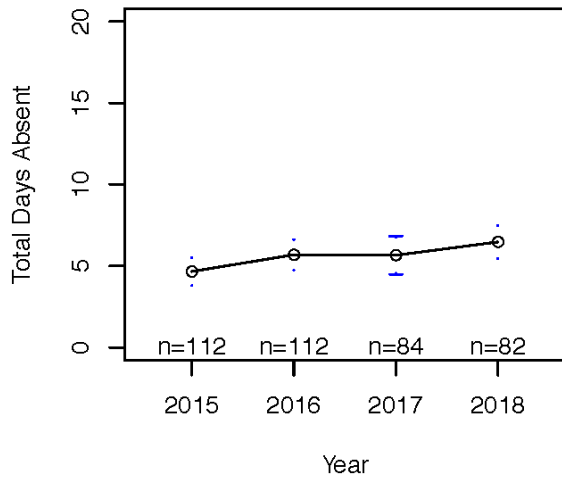
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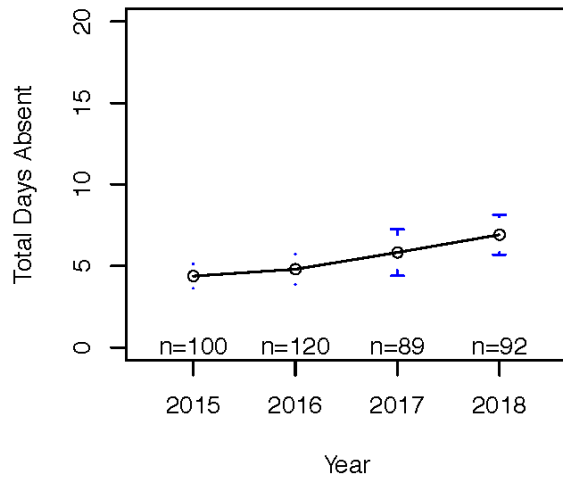
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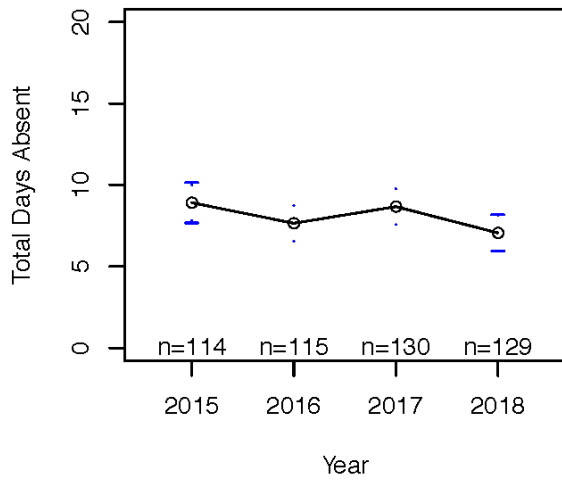
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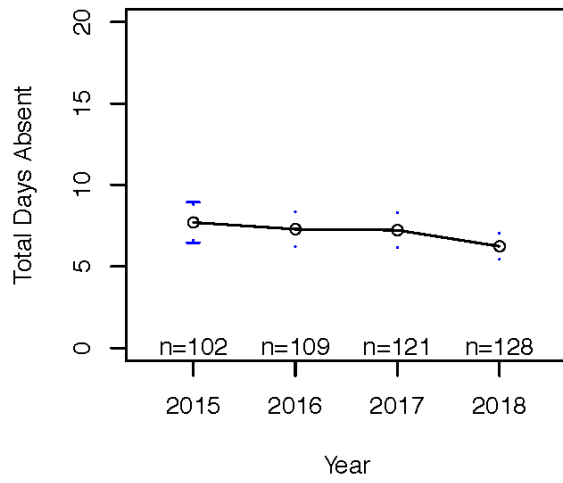
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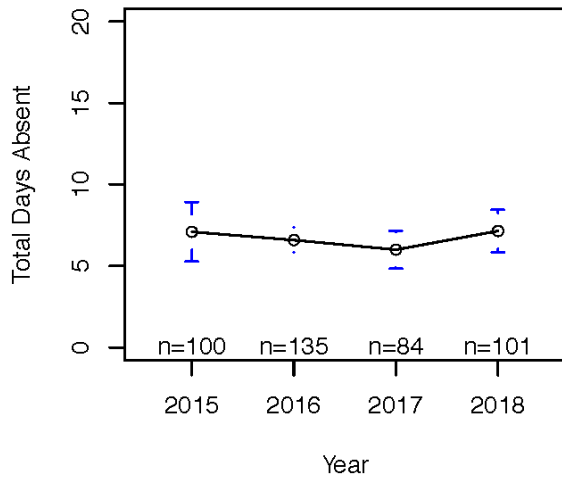
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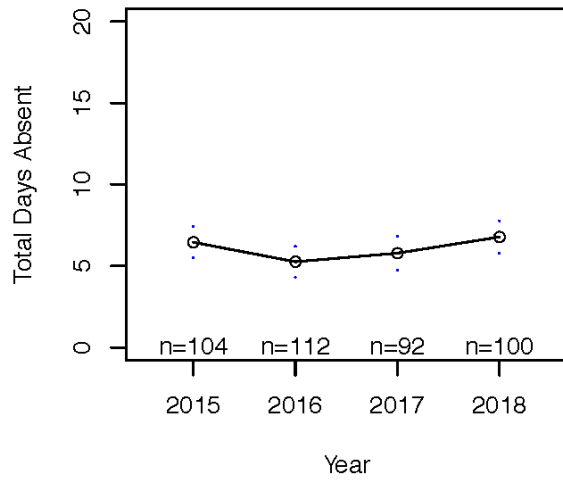
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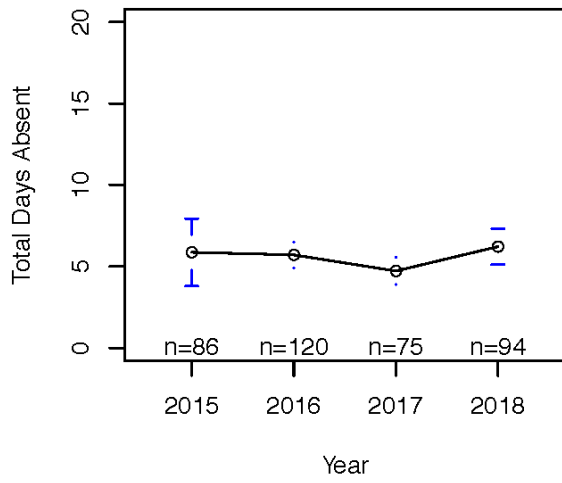
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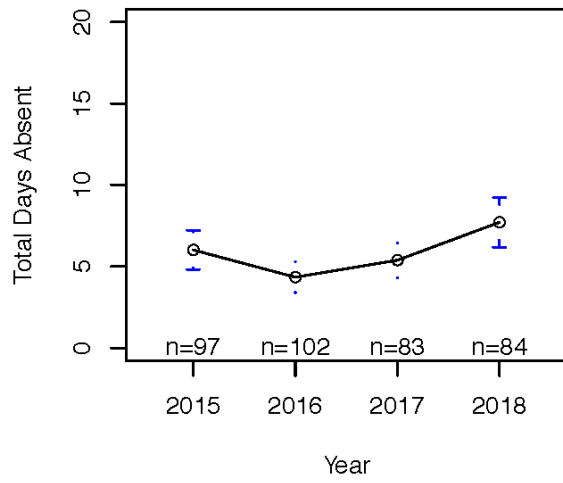
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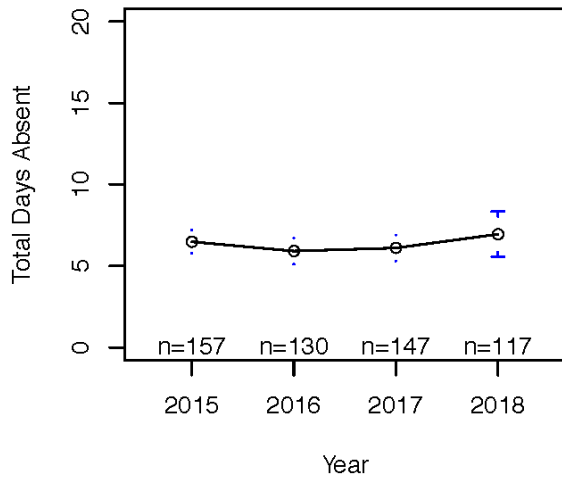
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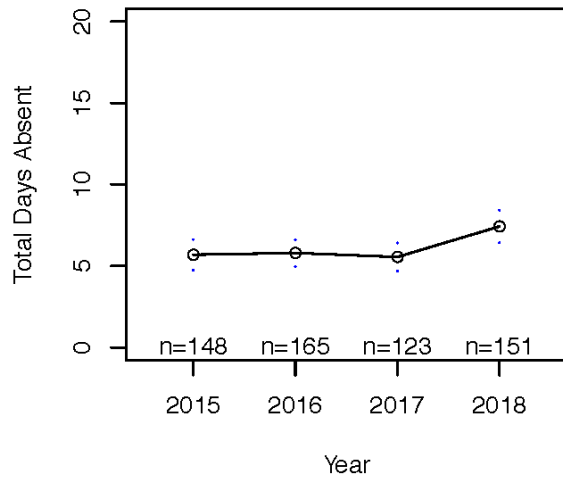
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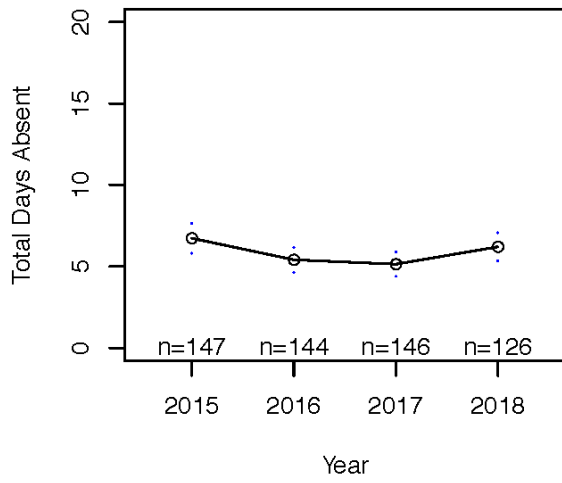
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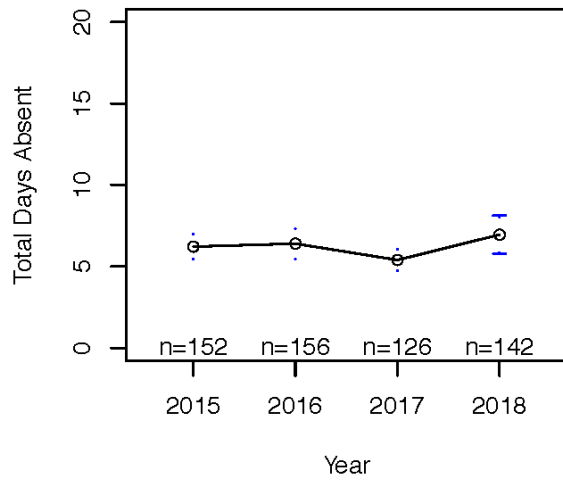
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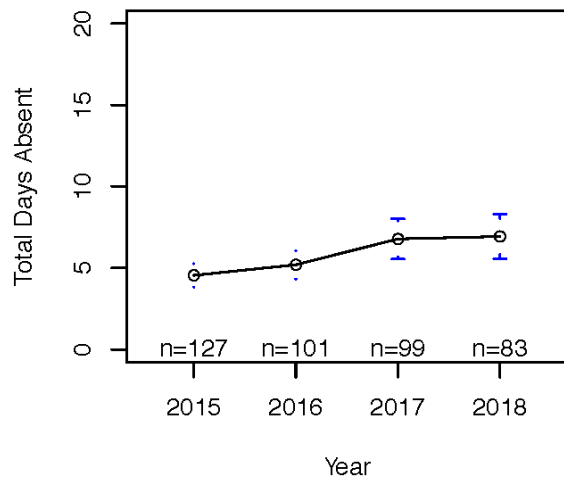
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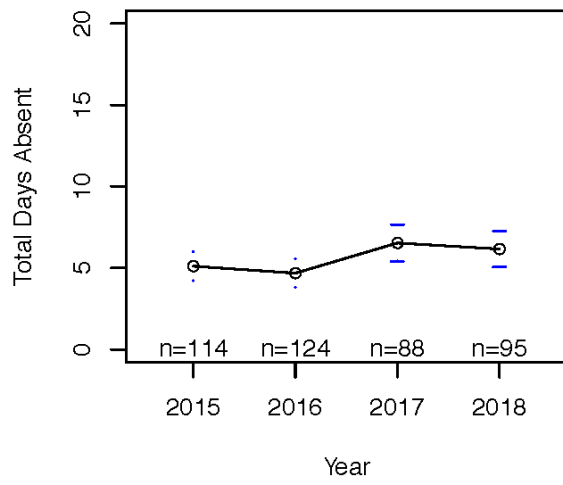
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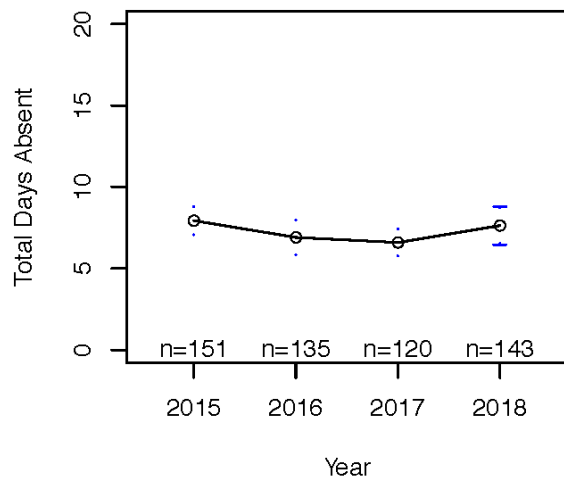
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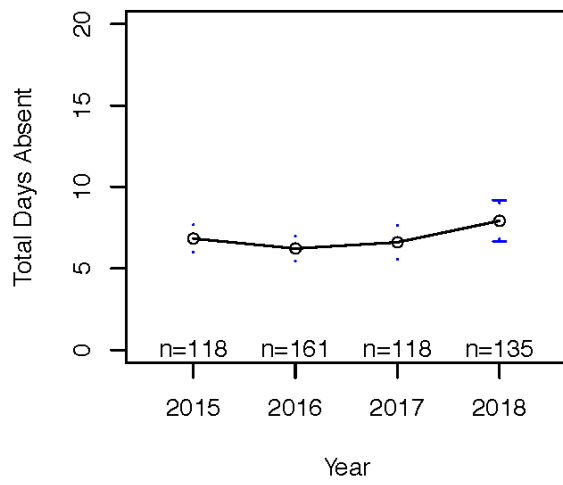
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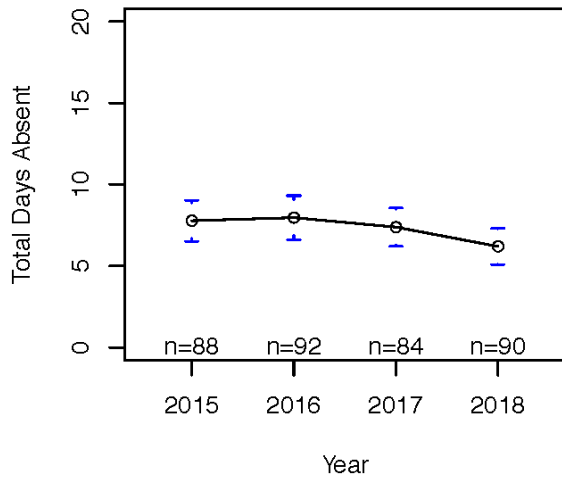
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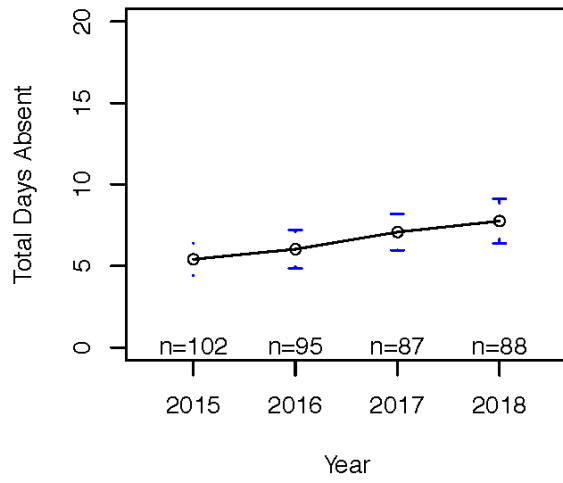
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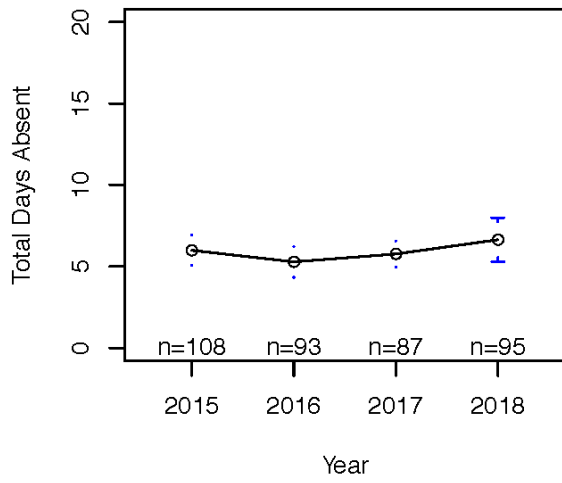
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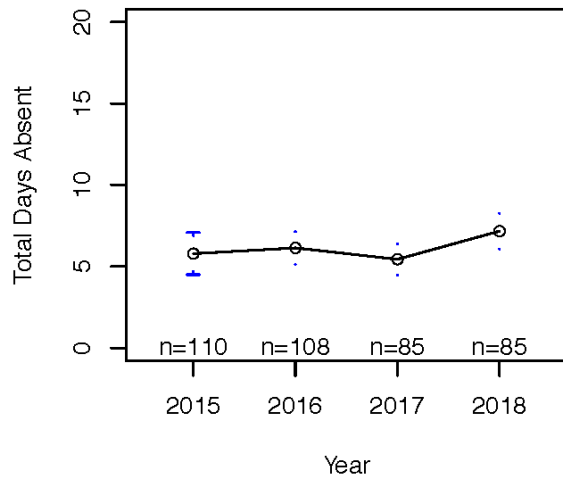
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School 804 for grade 2

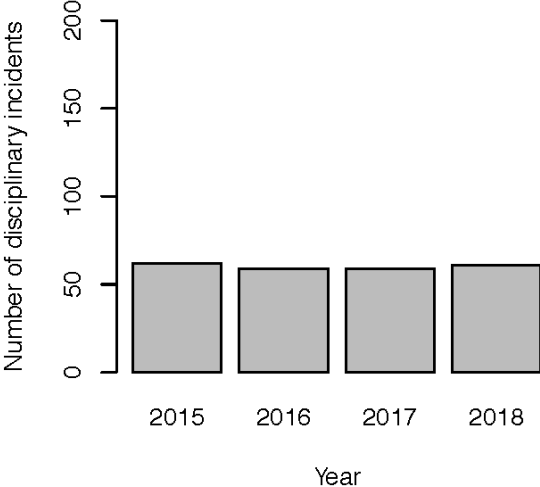


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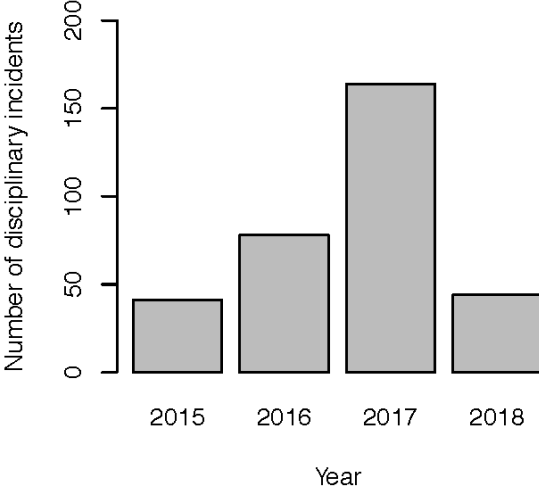


Appendix G: Wayzata Disciplinary Rates Over Time by Grade and School

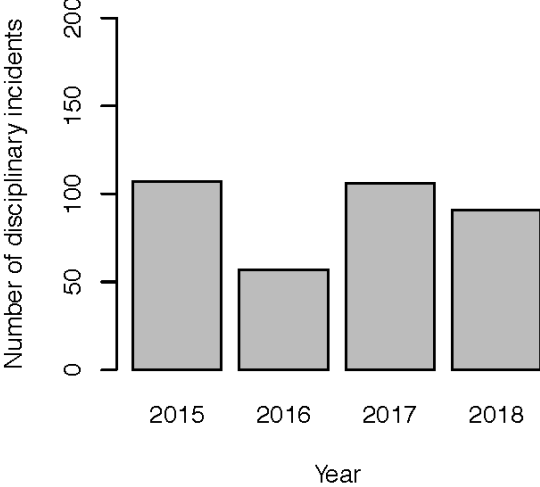
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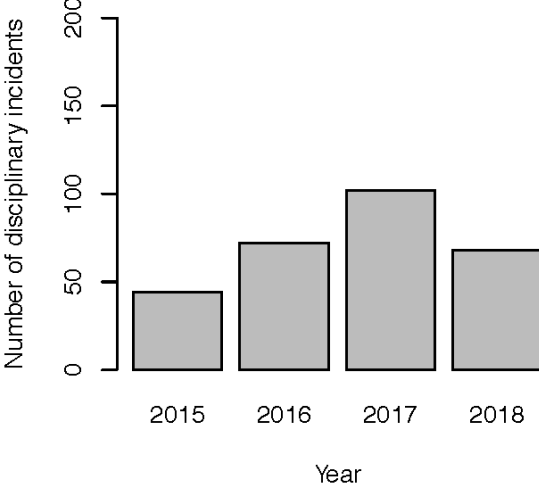
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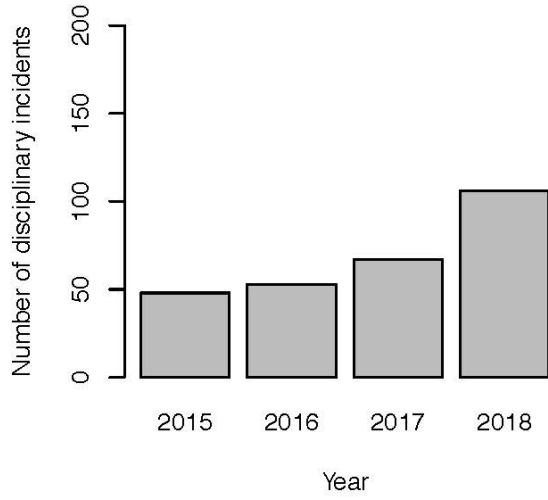
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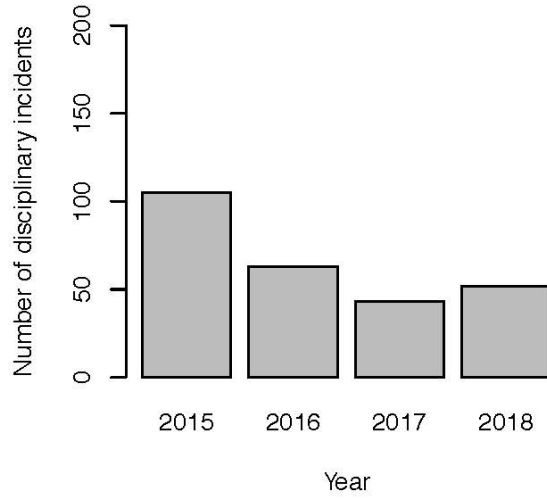
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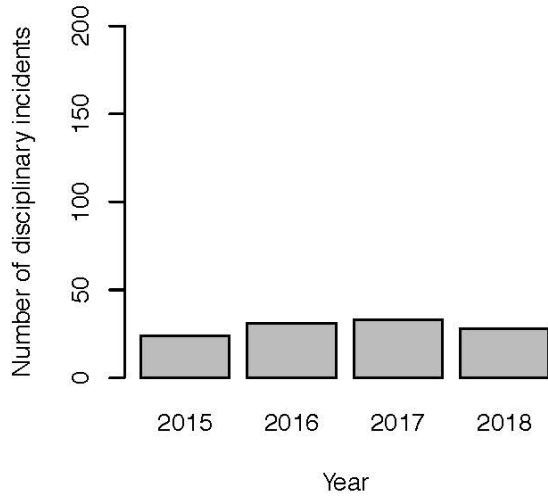
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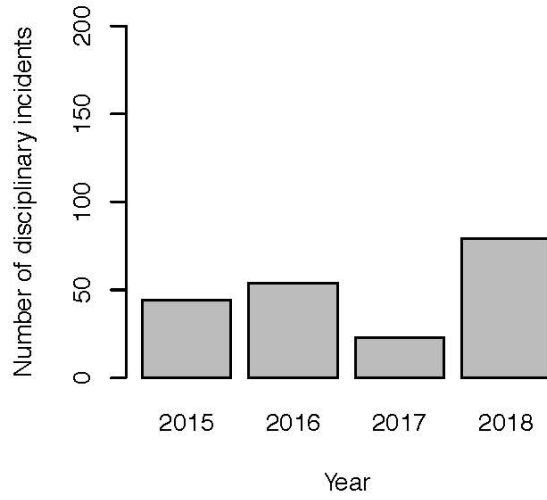
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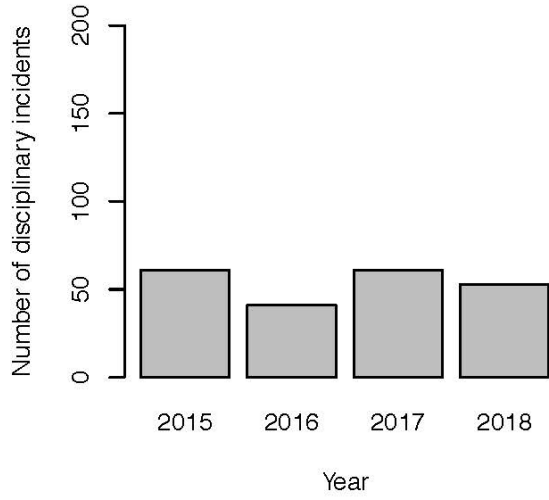
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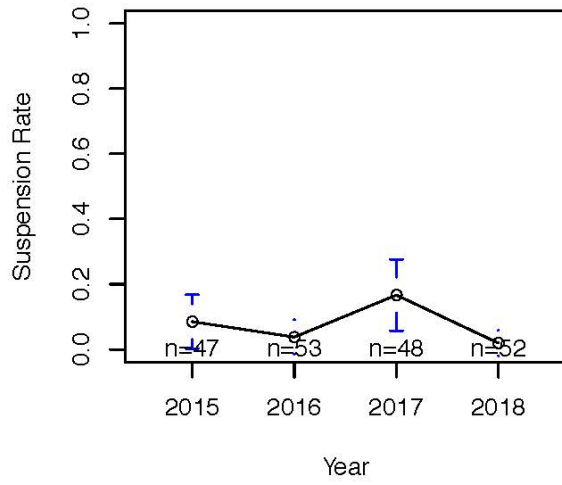
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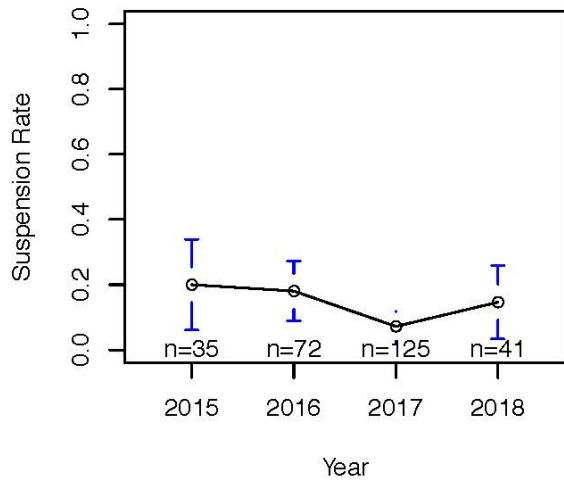
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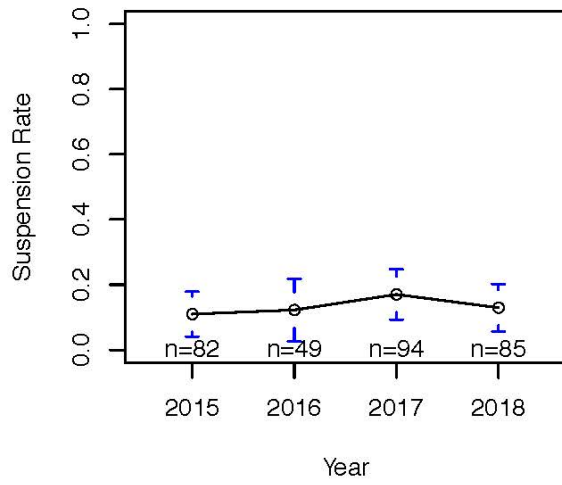
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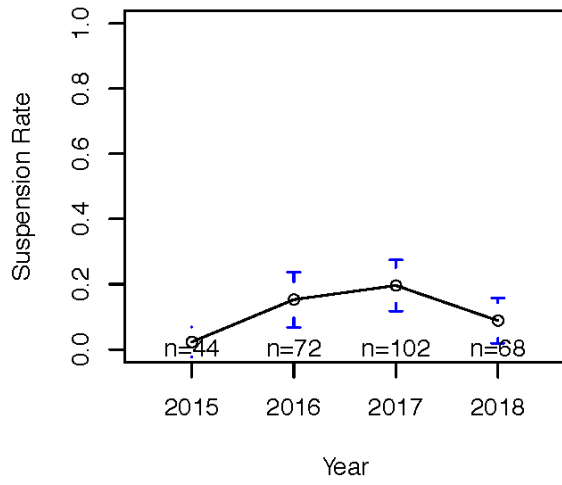
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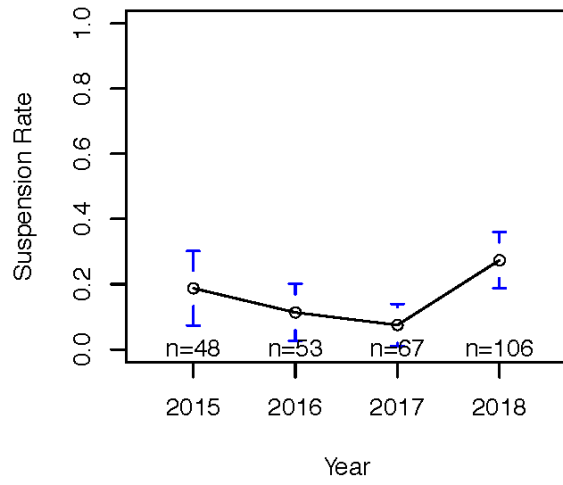
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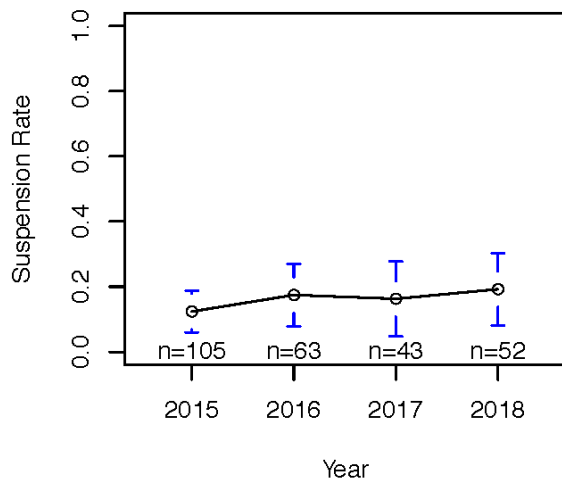
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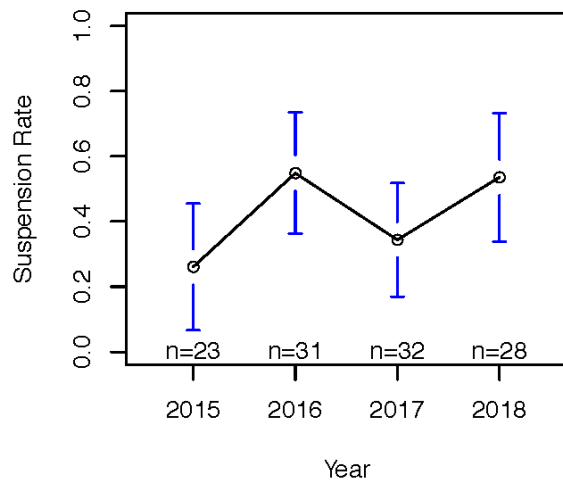
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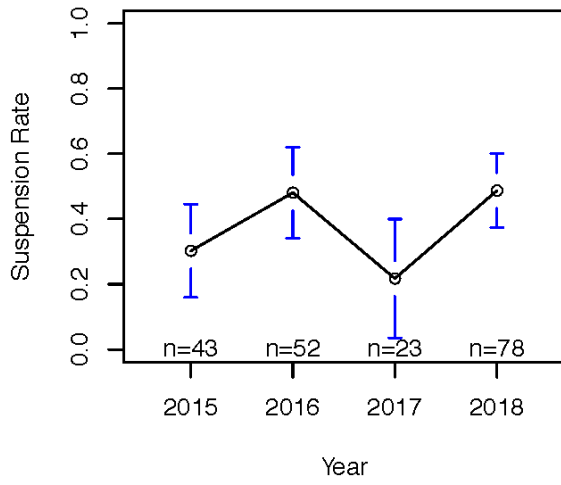
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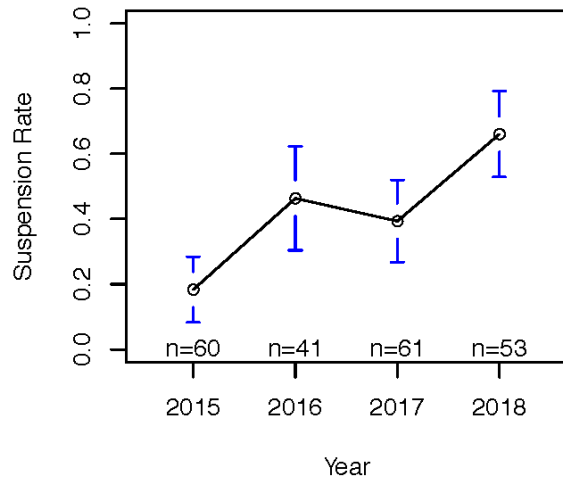
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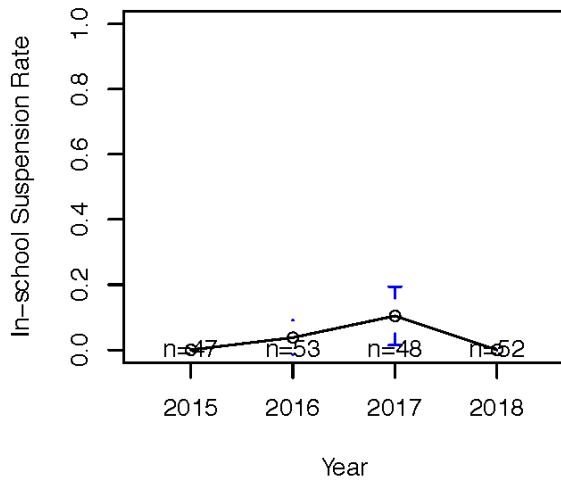
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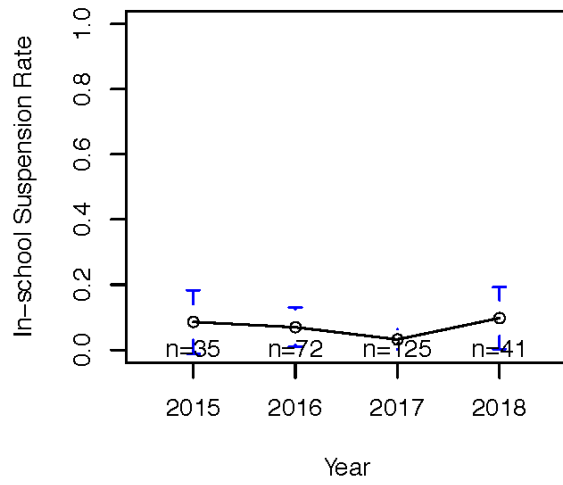
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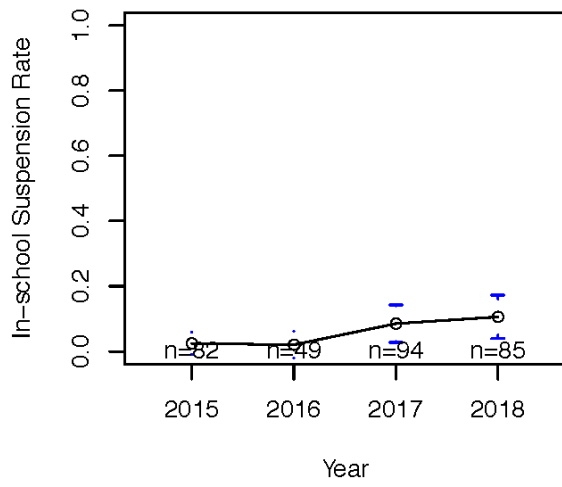
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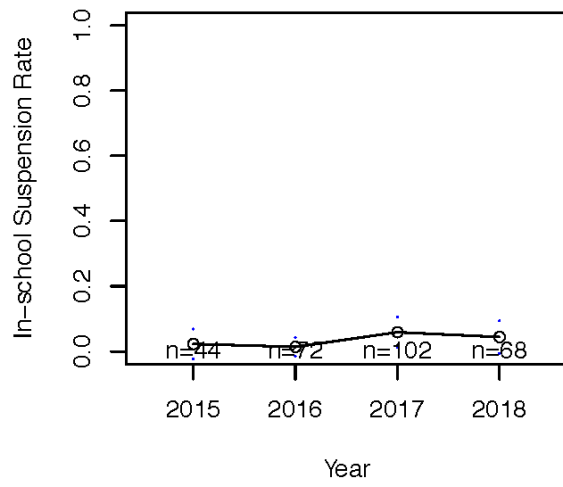
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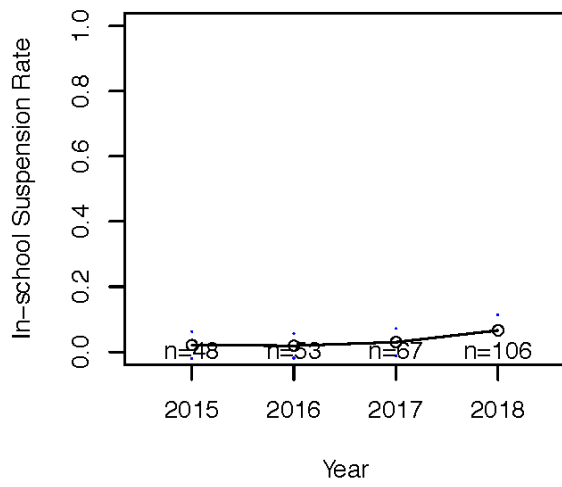
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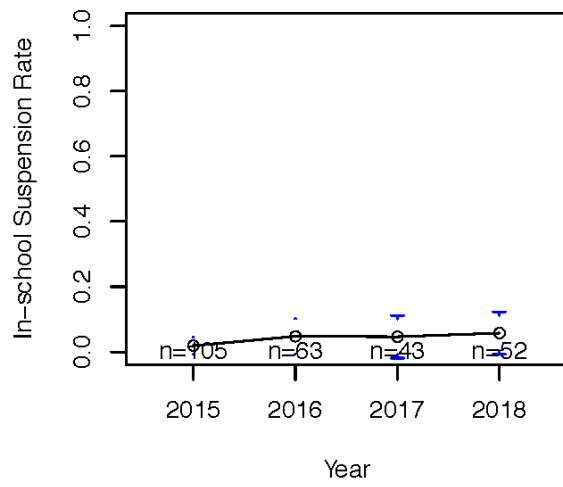
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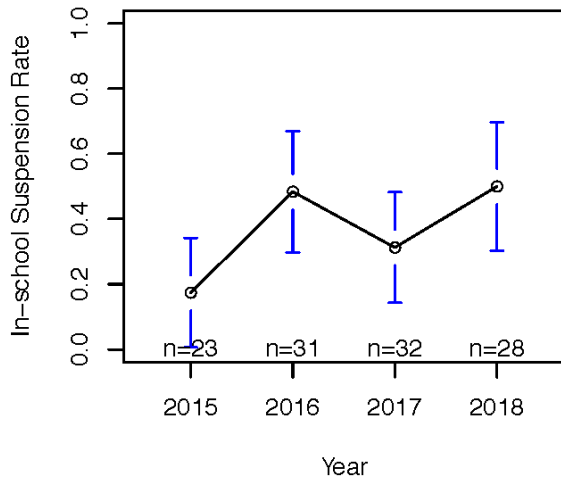
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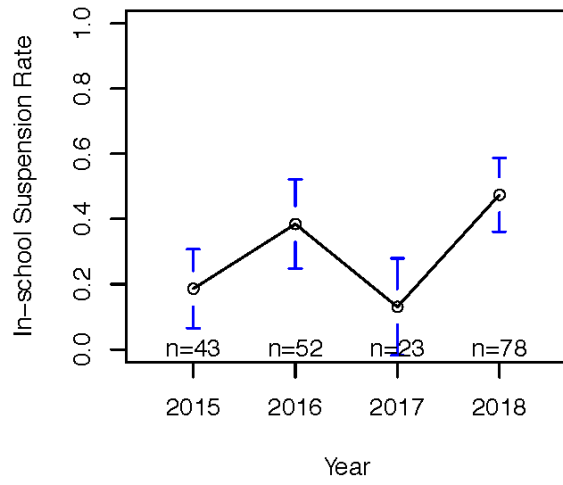
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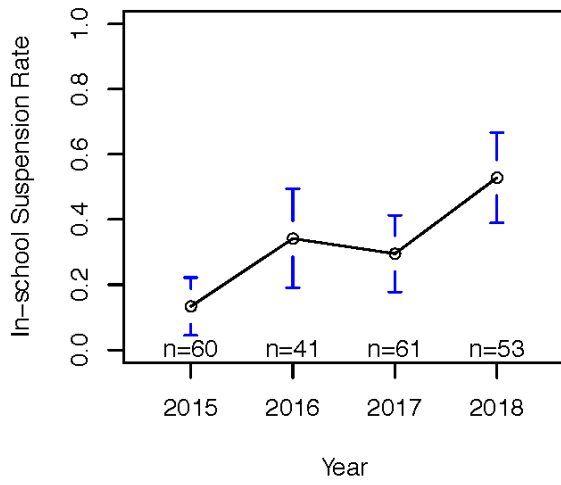
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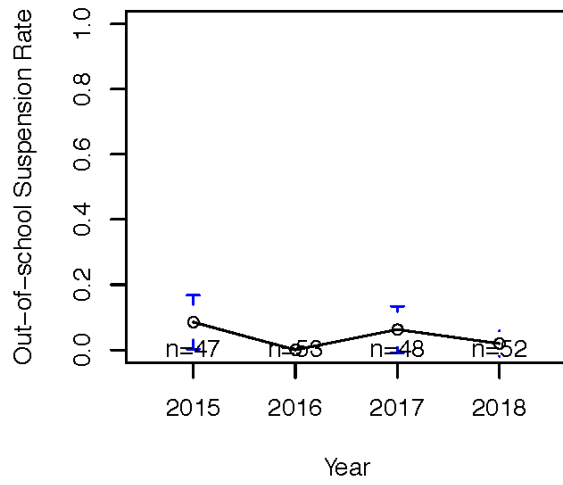
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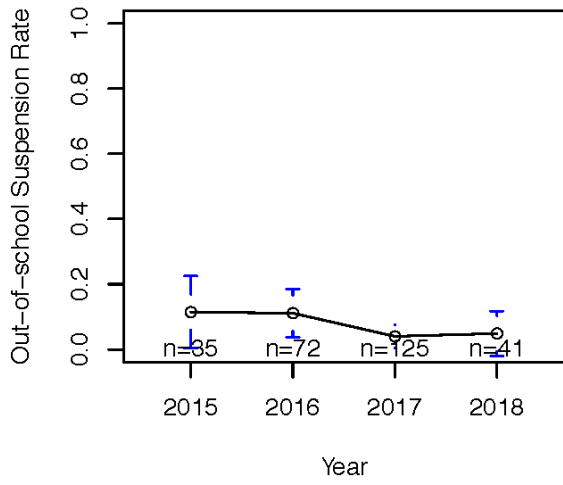
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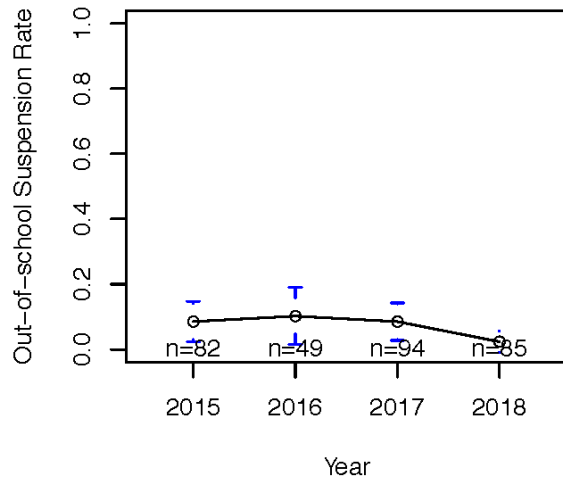
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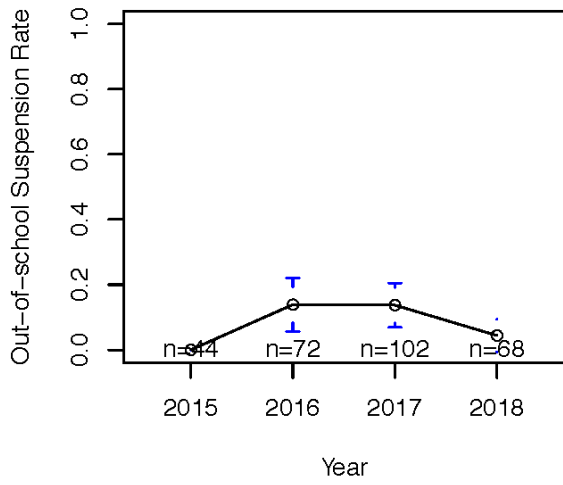
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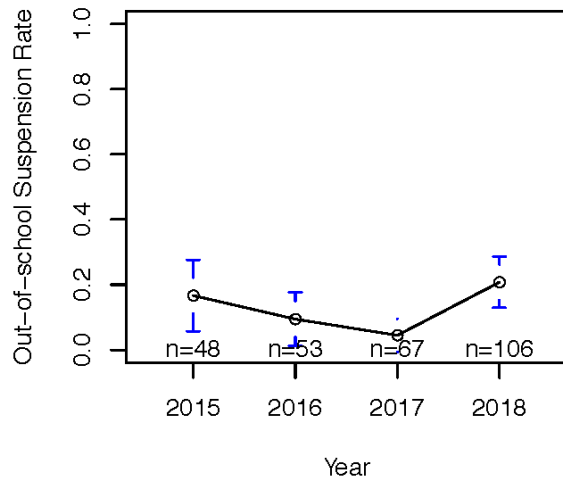
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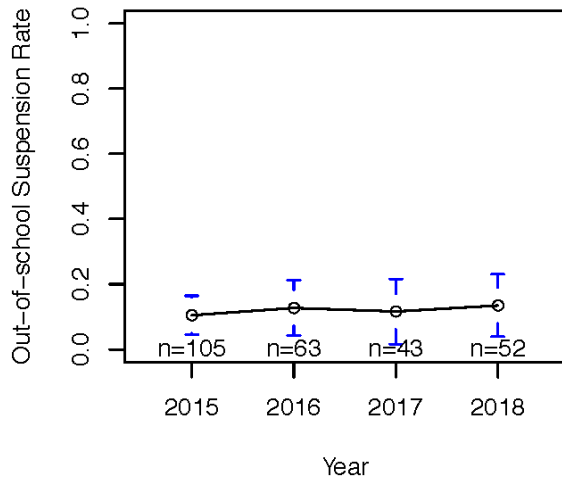
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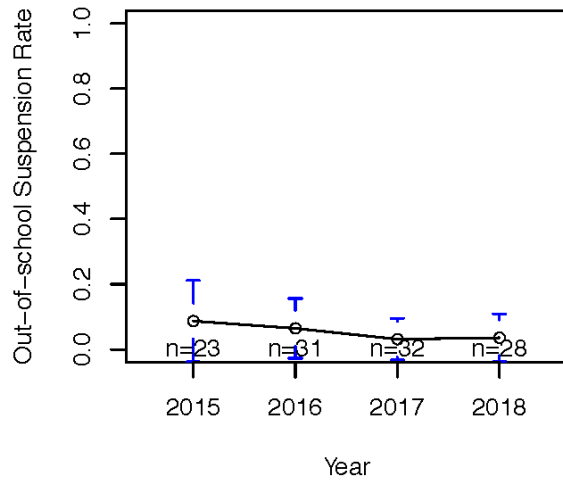
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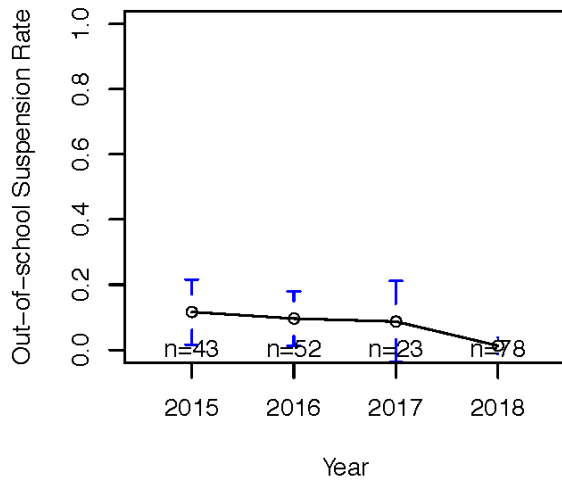
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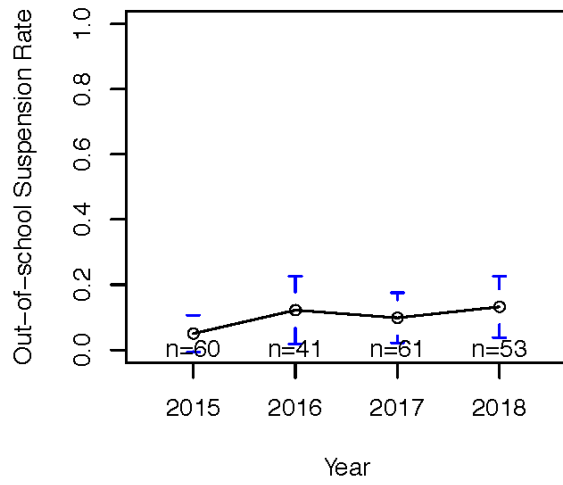
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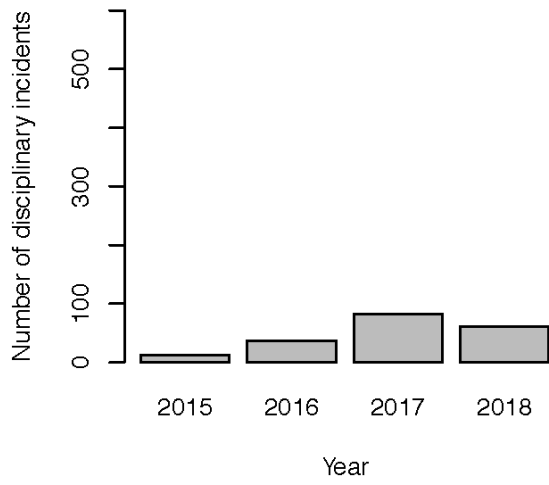
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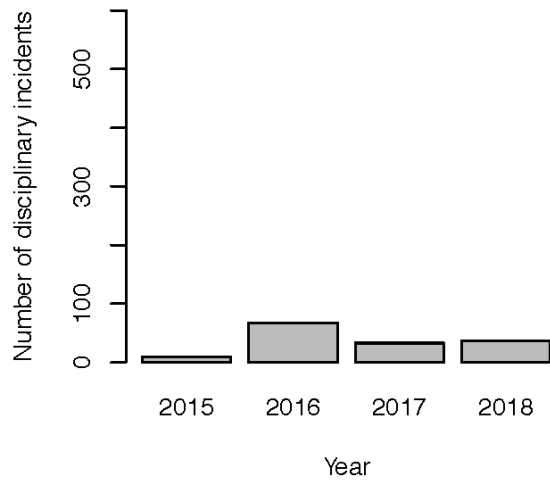
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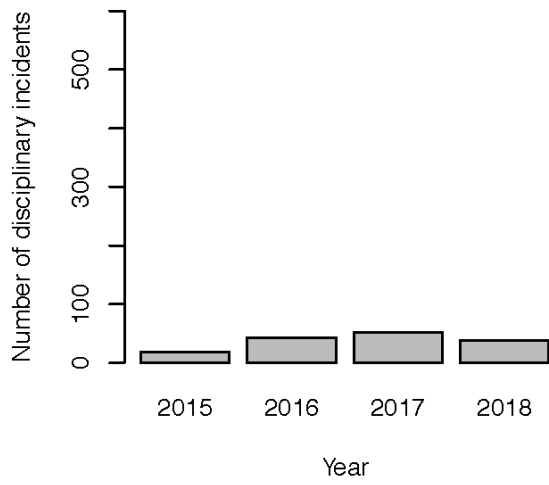
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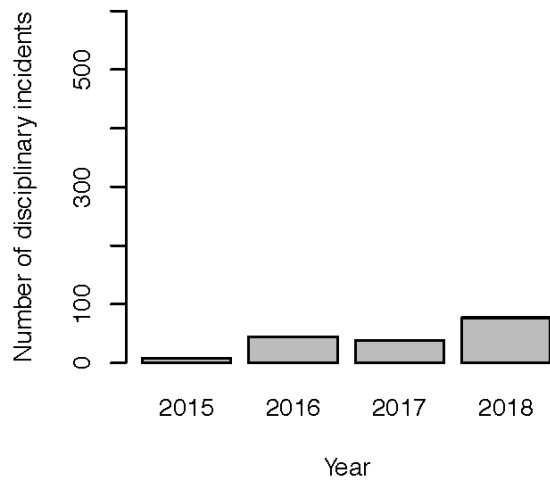
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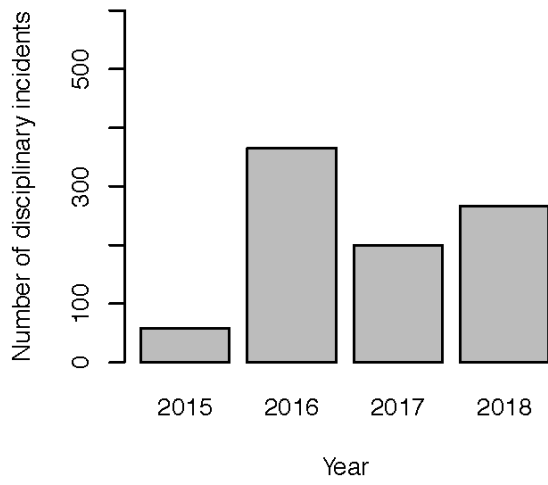
School 49 for grade 11



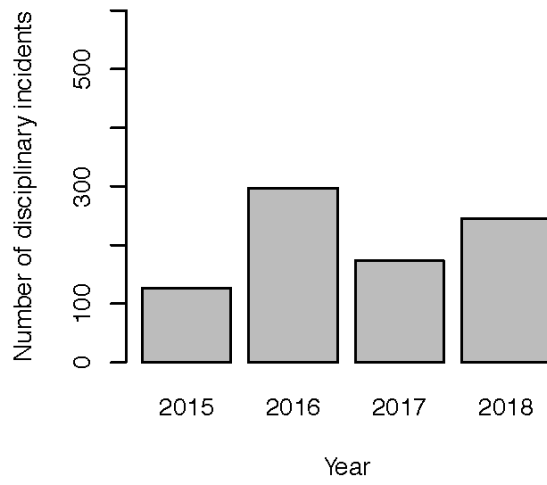
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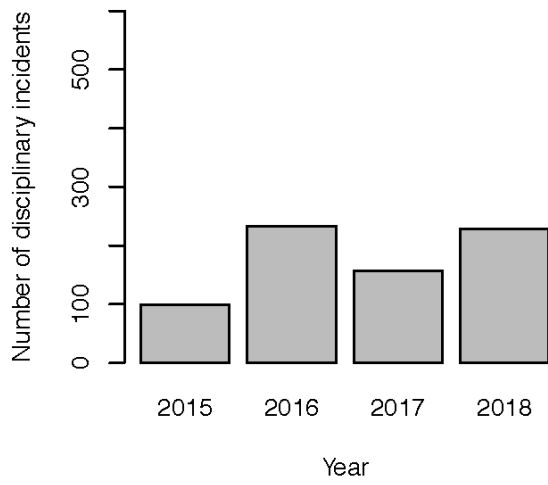
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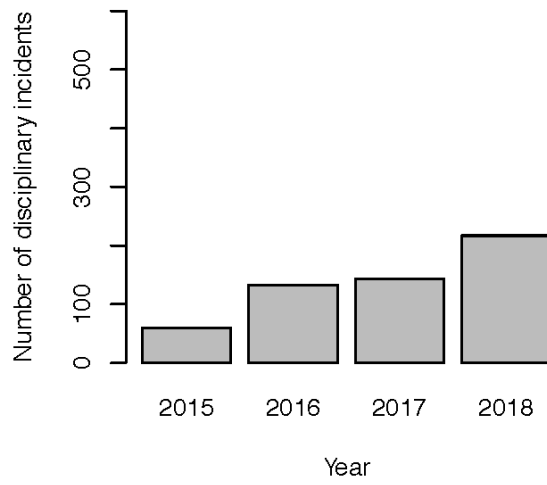
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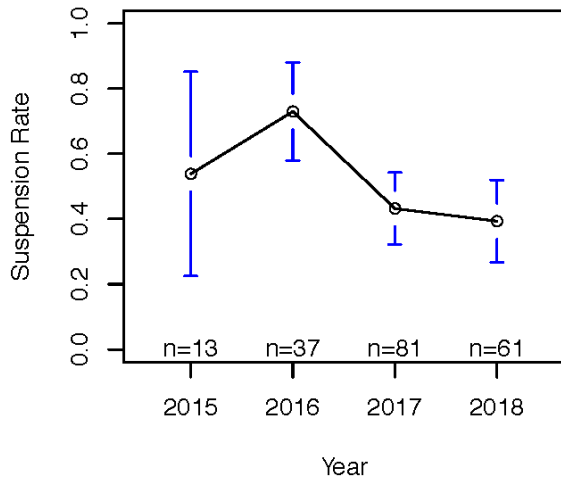
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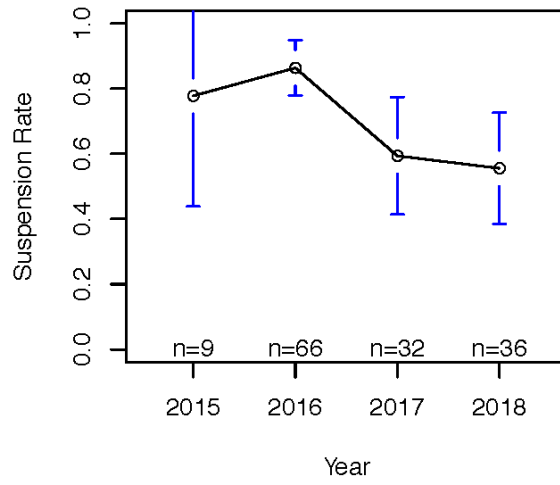
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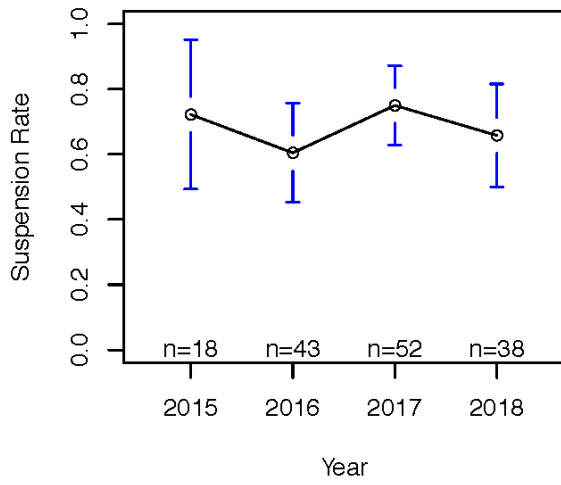
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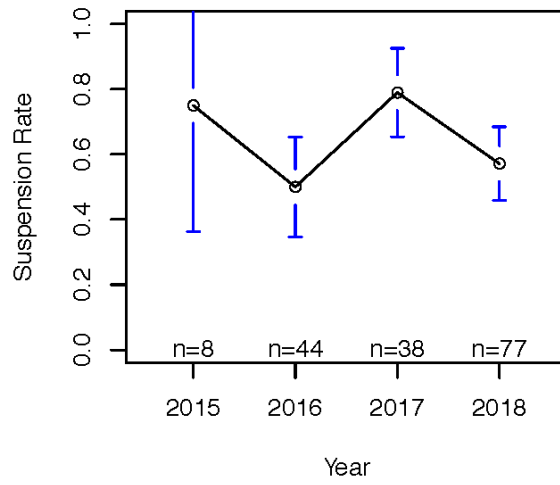
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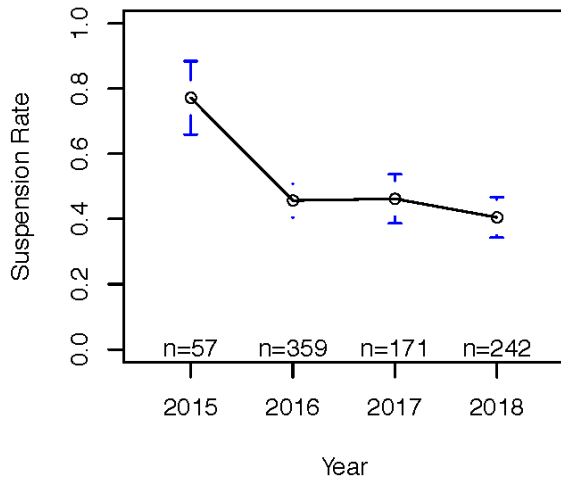
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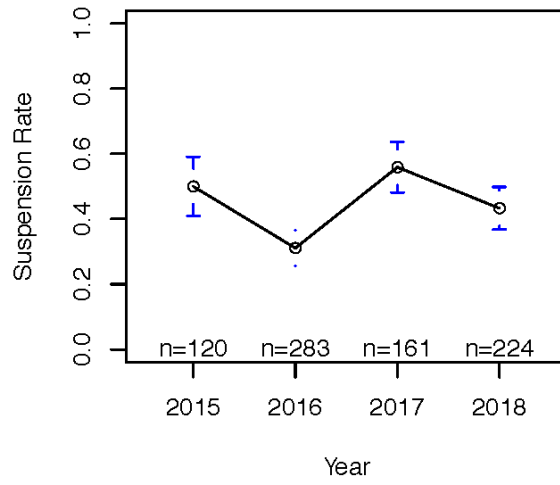
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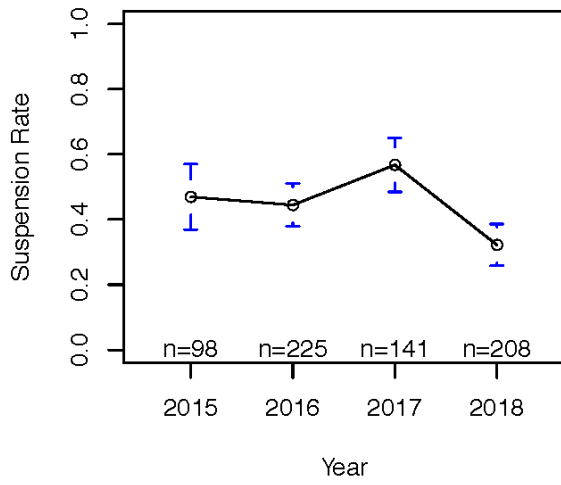
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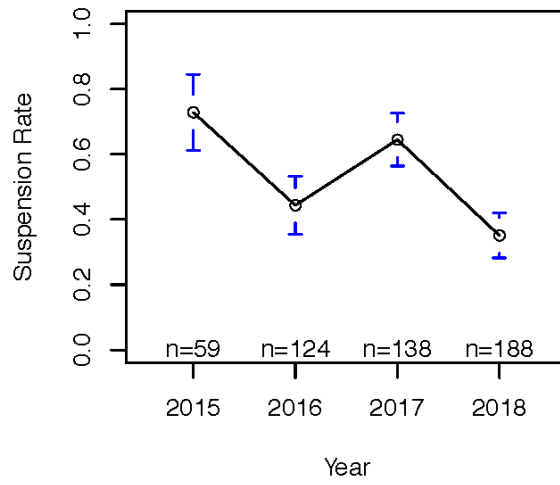
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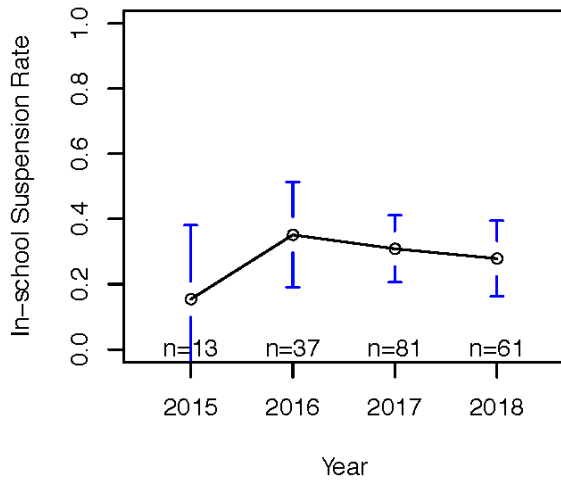
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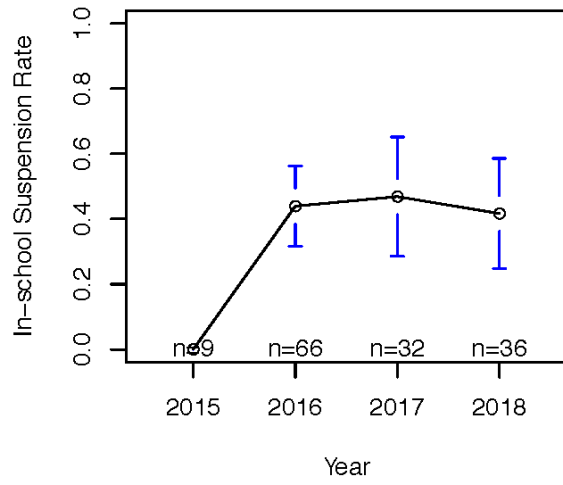
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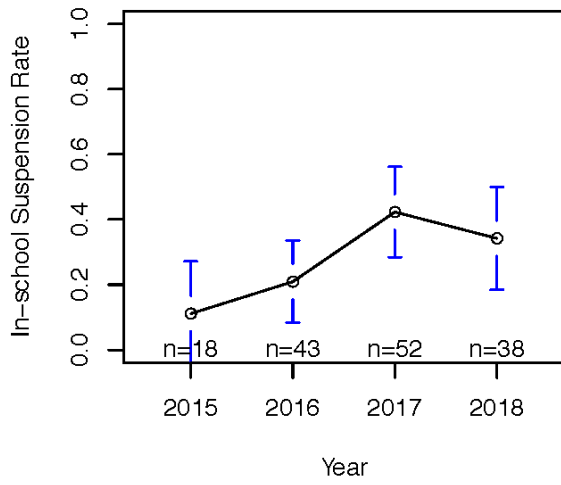
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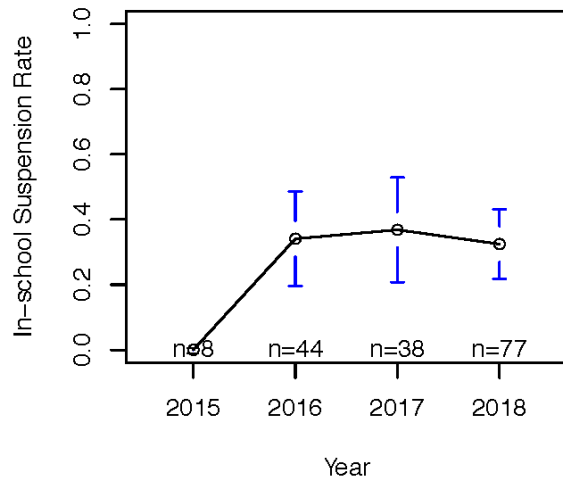
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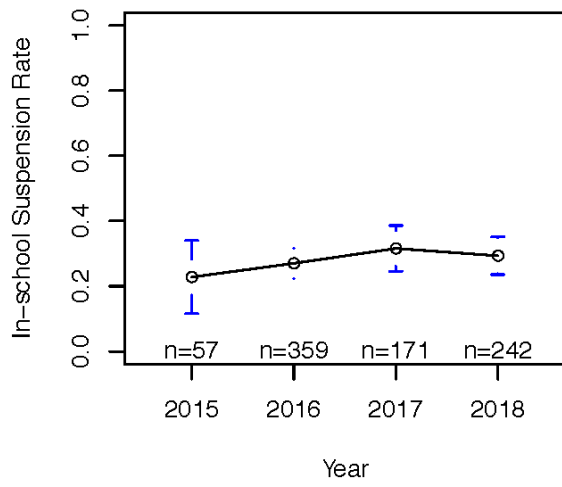
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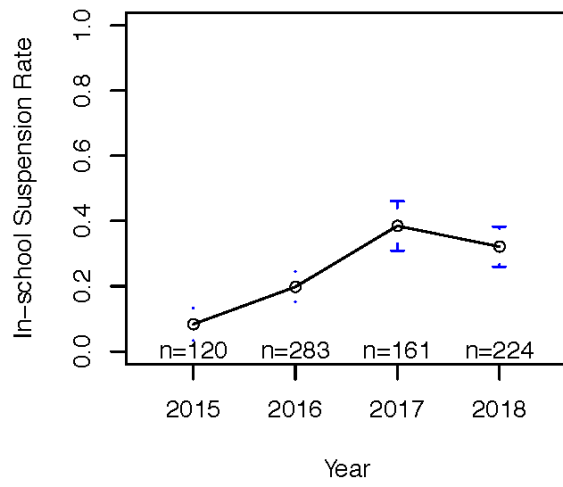
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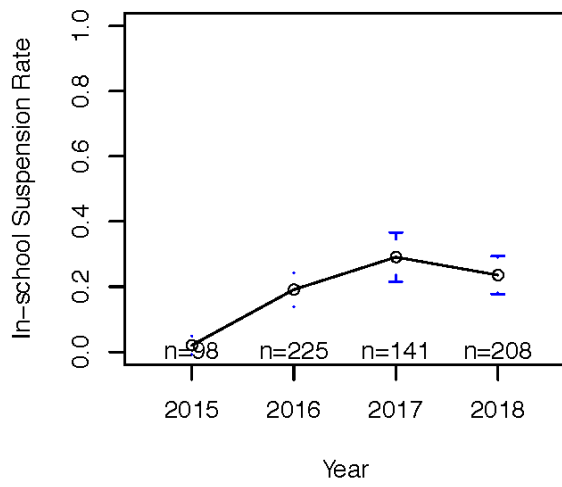
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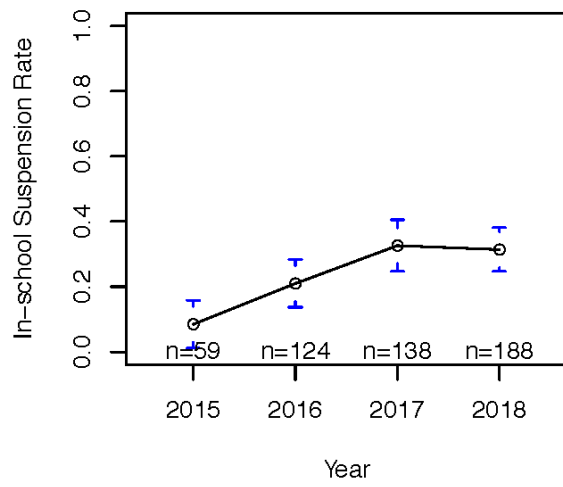
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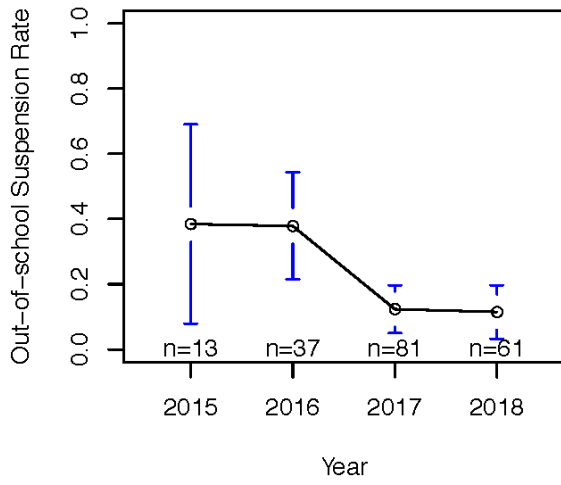
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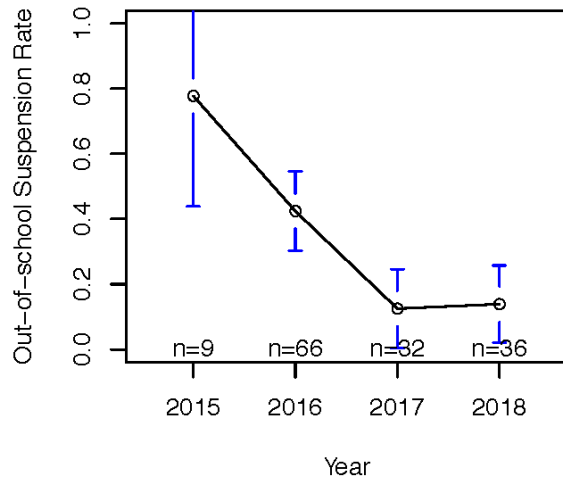
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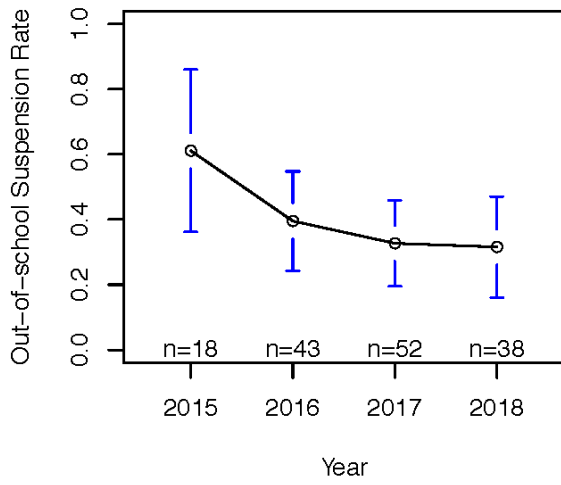
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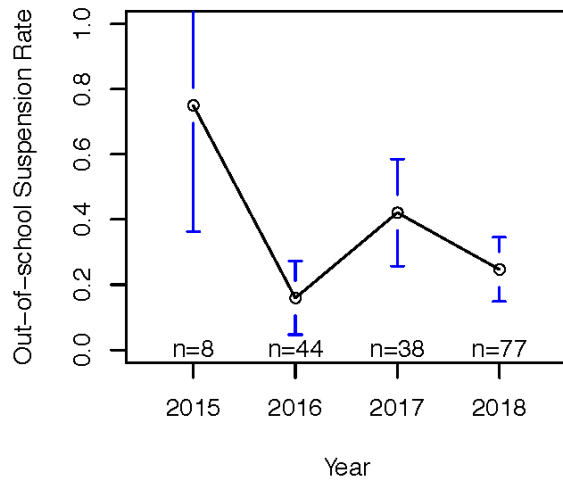
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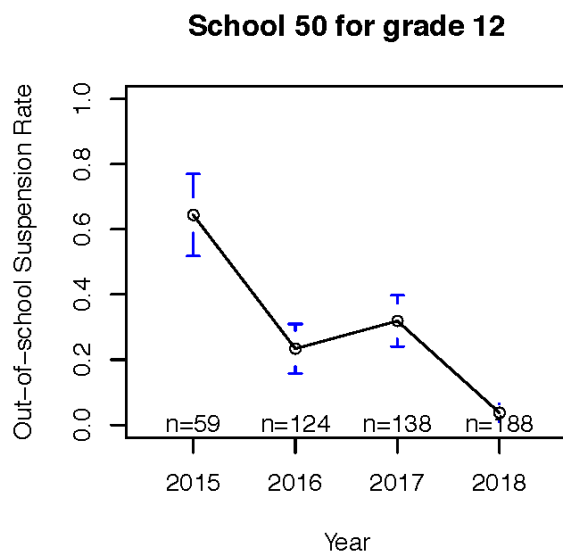
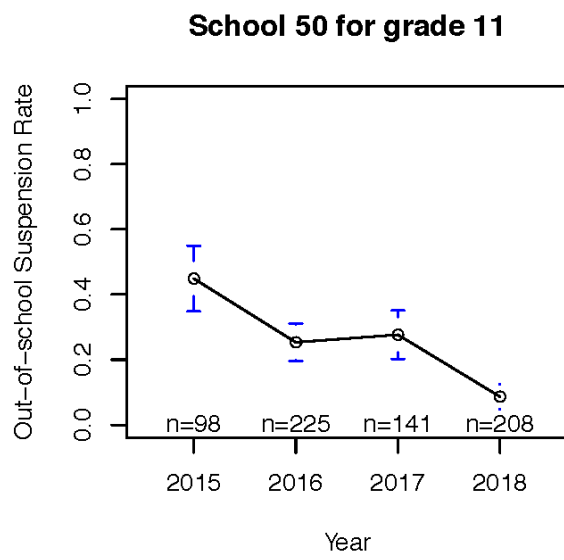
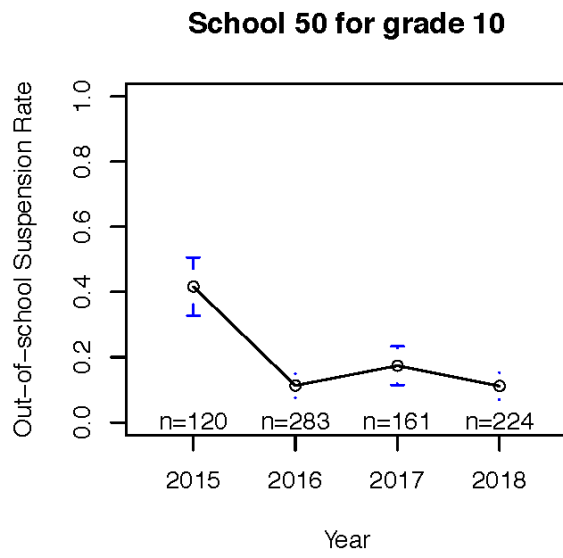
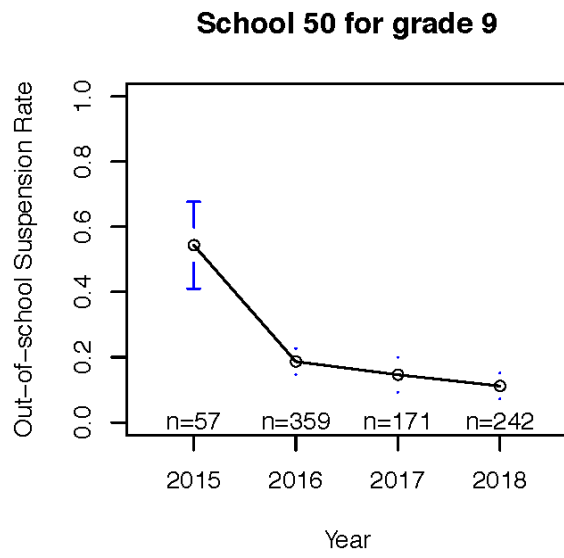


School 49 for grade 11



School 49 for grade 12





Appendix H: Wayzata Elementary School Teacher Focus Group Questions

1. Introductions. School. Start time.

2. How does your school's START time work for students? Benefits? Challenges?

3. How does your school's END time work for students? Benefits? Challenges?

4. If your school experienced a change in start times, what impact if any have you seen?

5. What have you heard from families related to the school day schedule?

6. How does your school's schedule work for you as a teacher?

Appendix I: Wayzata Elementary School Parent Focus Group Questions

1. How has the school start time change impacted your child's academic experience?

2. How has the school start time change impacted your child's social emotional experience?

3. How has the school start time change impacted your child's schedule? Extracurricular activities?

4. Has the amount of sleep your child gets on an average night changes since the start time change? How?

5. How has the start time change impacted your family?

Appendix J: Wayzata Middle School Teacher Focus Group Questions

1. How does your school's START time work for students? Benefits? Challenges?
2. How does your school's END time work for students? Benefits? Challenges?
3. If your school experienced a change in start times, what impact if any have you seen?
4. What have you heard from families related to the school day schedule?
5. How does your school's schedule work for you as a teacher?

Appendix L: Wayzata High School Teacher Focus Group Questions

1. How does your school's START time work for students? Benefits? Challenges?
2. How does your school's END time work for students? Benefits? Challenges?
3. If your school experienced a change in start times, what impact if any have you seen?
4. What have you heard from families related to the school day schedule?
5. How does your school's schedule work for you as a teacher?

Appendix M: Wayzata High School Parent Focus Group Questions

1. How has the school start time change impacted your child's high school academic experience?
2. How has the school start time change impacted your child's social emotional experience?
3. How has the school start time change impacted your child's schedule? Extracurricular activities?
4. Has the amount of sleep your child gets on an average night changes since the start time change? How?
5. How has the start time change impacted your family?



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UNIVERSITY OF MINNESOTA

Center for Applied Research and Educational Improvement, University of
Minnesota, 1954 Buford Ave. Ste 425, St. Paul MN 55108 •
Phone: 612-624-0300 • carei@umn.edu

Start Time Evaluation Summary

Stacey Lackner, PhD
Director of Research and Evaluation
June 24, 2019

Overview

The Start Times Evaluation was conducted by Center for Applied Research and Educational Improvement (CAREI)

- Kristin Peterson, MA – focus groups and survey analysis
- Danielle Dupuis, PhD – quantitative data analysis

Evaluation was to examine the impact of the school start time changes that occurred in the 2016-17 school year.

- High School – previous time 7:30, new time 8:20
- Middle School – previous time 8:20, new time 9:10
- Elementary
 - 3 schools previous time 9:10, new time 8:30
 - 2 schools previous time 9:10, new time 7:45
 - 2 schools no change, 7:45

Data Sources

Surveys – January 2018

- Parent, teacher and students grades 11 and 12

Focus Groups – Spring 2018

- Parent and teacher

Student Data – Four Years, 2015 - 2018

- Achievement
- Attendance
- Discipline

Topic areas

What is the effect of the school start time change on...

...student's academic achievement?

...student attendance and tardiness?

...student's behavior and subsequent disciplinary actions?

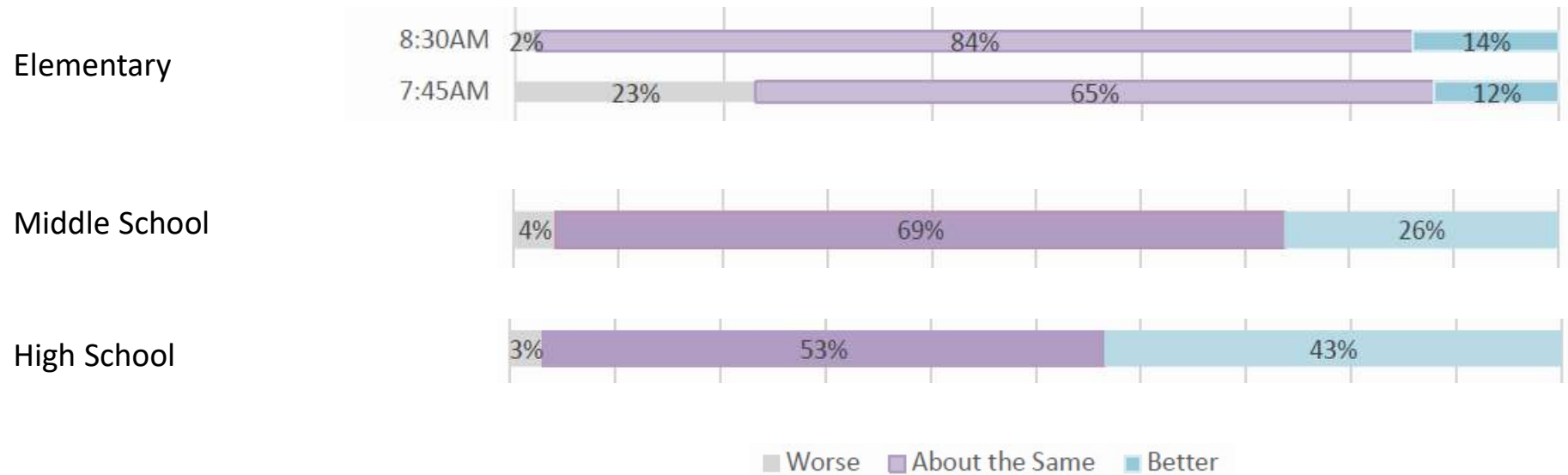
...student's social and emotional well-being?

...work experiences of staff and teachers?

...experiences of parents and families?

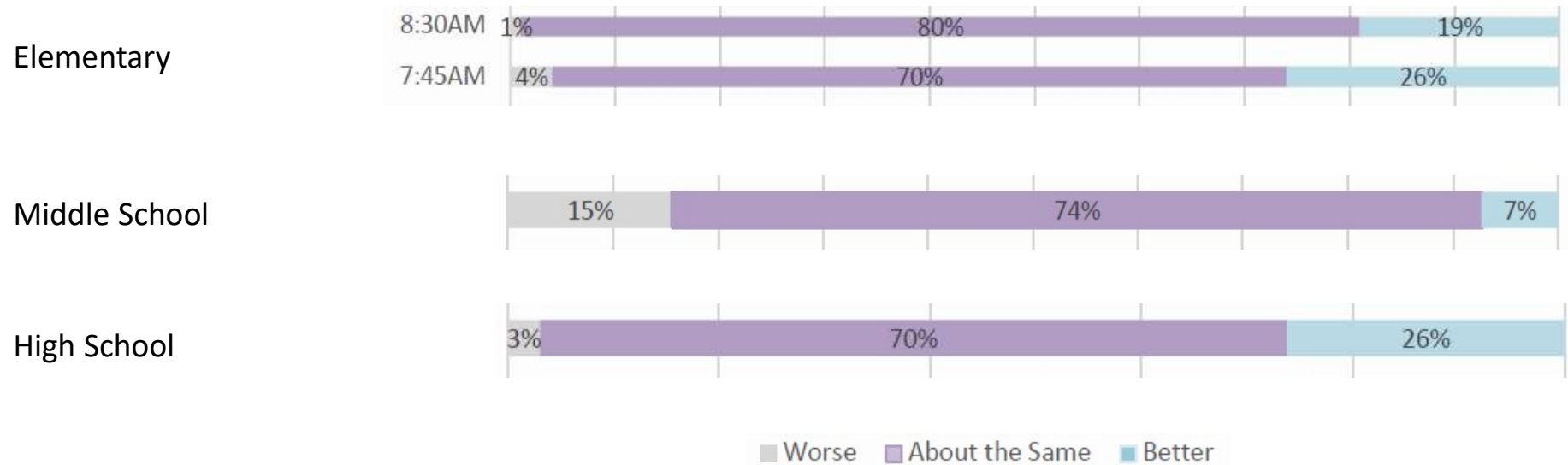
Academic Achievement

Academic Performance - Parents



- Most **parents at all levels** think that academic performance has stayed about the same or gotten better.

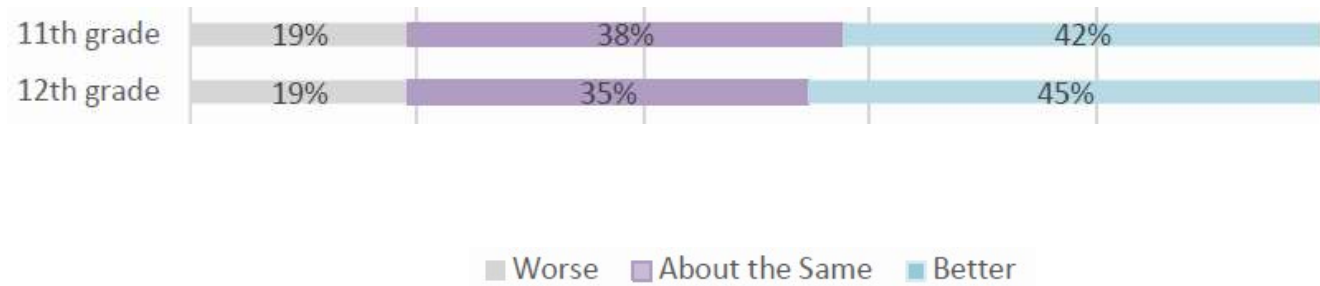
Academic Performance - Teachers



- Most **teachers at all levels** think that academic performance has stayed about the same or gotten better.

Academic Performance - Students

High School



- Most **11th and 12th grade students** responded that their academic performance is about the same or better.

Benefits

- **High School** parents and teachers note students more likely to seek help from teachers before school
- **High School** teachers better attendance in 1st block classes
- **High School** teachers – students are more engaged and fully participating

Concerns

- **Middle School** parents and teachers are concerned about homework completion. Students rush to complete homework later in the evening.
- **Middle School** teachers concerned that the number of afterschool tutoring opportunities has decreased.
- **High School** teachers and parents are concerned that students in 4th block AP classes have to leave early for activities/sports.

MCA Data - Overall

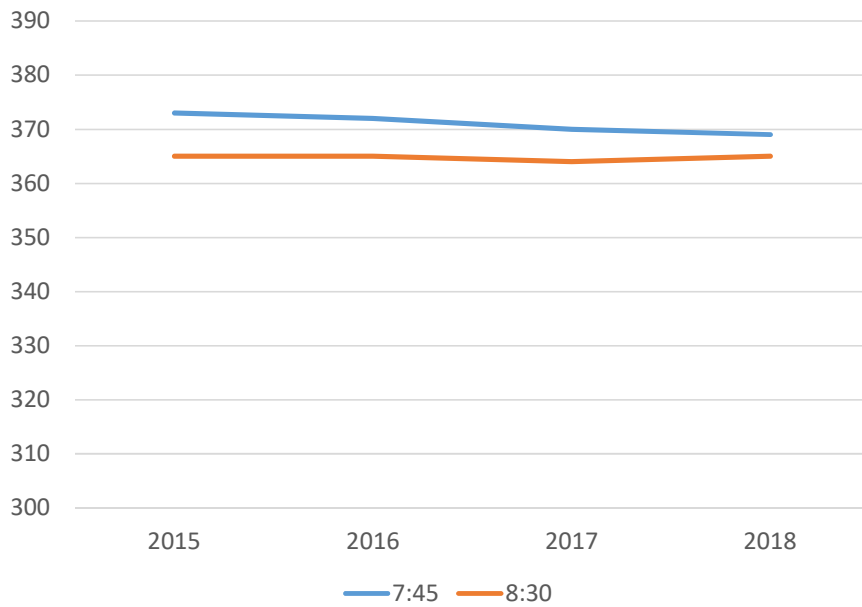
- Four years of data, 2 years before change, 2 years after
- Average Score analysis, change over time
- All differences are very small and likely due to the large sample size and should be interpreted with caution
- Differences are less than the standard error of measurement of the MCA
- Grade 7 reading and math increased
- Grade 3 no changes
- Grade 4 and 5 decrease in math
- Grade 6 math and grade 8 science decreased
- Grade 10 reading decreased

MCA – Elementary Comparison

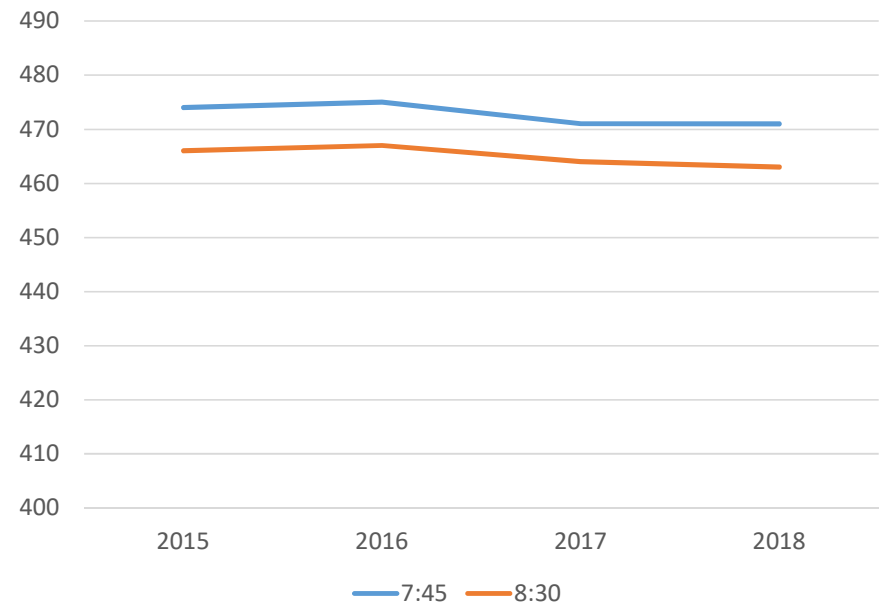
- Analyzed changes between new 7:45 start time and 8:30 start time
- All differences are very small and likely due to the large sample size and should be interpreted with caution
- Differences are less than the standard error of measurement of the MCA
- Schools that moved to 7:45, higher scores than 8:30 schools
- Math: Grades 3 and 4 no change, Grade 5 interaction – increase
- Reading: Grades 4 and 5 no change, Grade 3 interaction - decrease

MCA – Elementary Comparison: Math

Grade 3

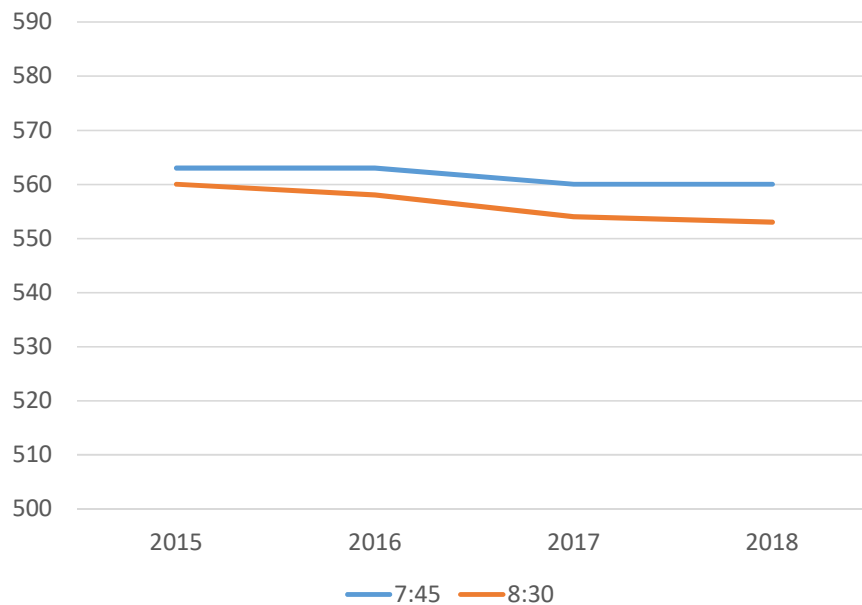


Grade 4



MCA – Elementary Comparison: Math

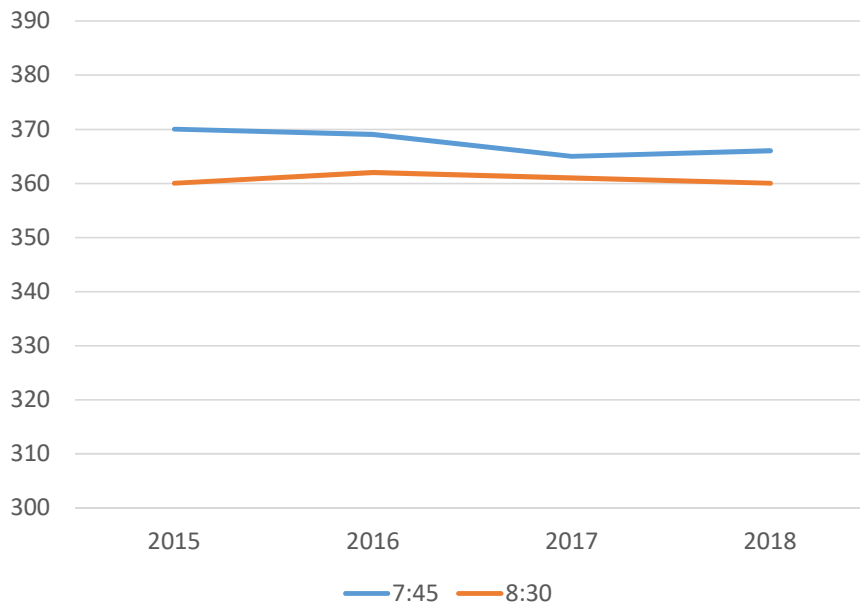
Grade 5



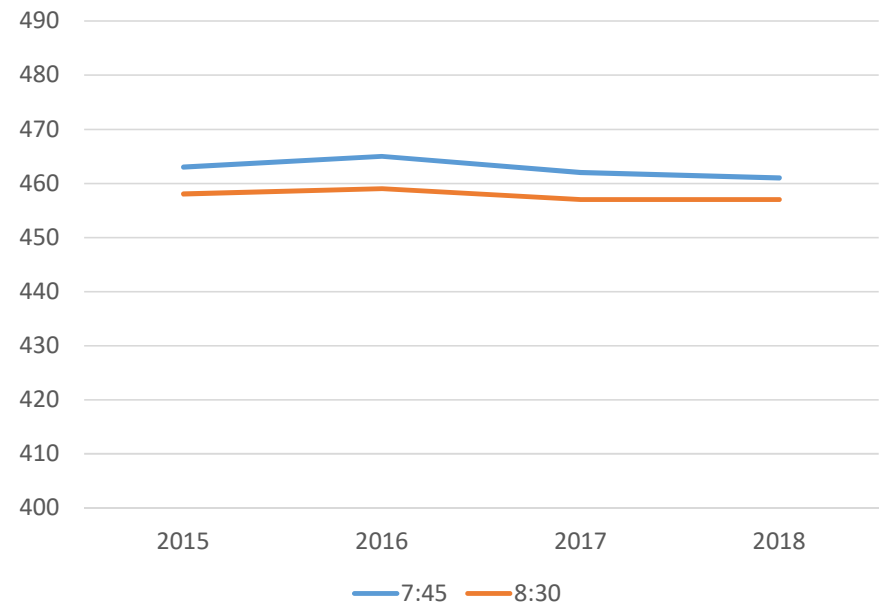
- Grades 3 and 4 no change in the difference over time
- Grade 5 increase in the difference over time
- New curriculum 2017
- All differences are very small and likely due to the large sample size and should be interpreted with caution

MCA – Elementary Comparison: Reading

Grade 3

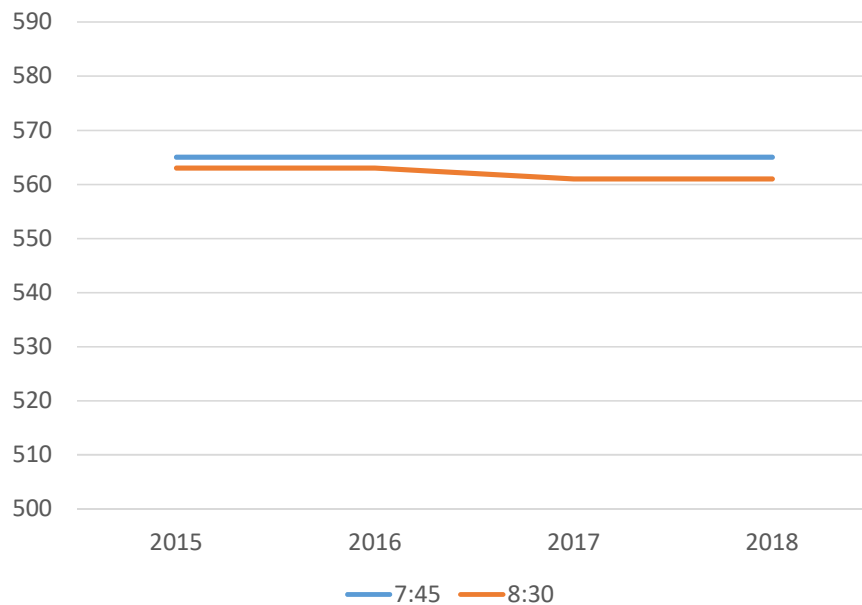


Grade 4



MCA – Elementary Comparison: Reading

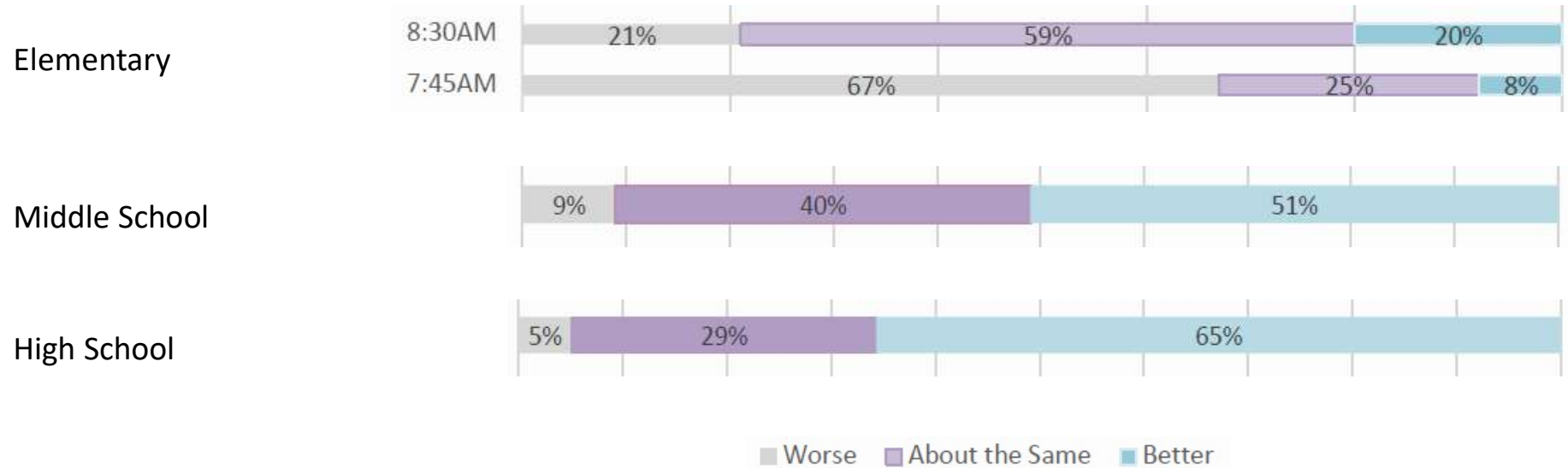
Grade 5



- Grades 4 and 5 no change in the difference over time
- Grade 3 decrease in the difference over time
- All differences are very small and likely due to the large sample size and should be interpreted with caution

Attendance and Tardiness

Getting Up in the Morning - Parents



- Most **high school** parents responded that getting their child up in the morning is better.
- Most parents of students in the **7:45 start elementary** responded that getting their child up in the morning is worse.

Getting up in the morning - Students

High School



- Most **11th and 12th grade students** responded that their ability to get up in the morning has stayed the same. Some responded that it has gotten better.

Attendance/Tardiness - Overall

All differences are very small and likely due to the large sample size and should be interpreted with caution

Absences

- Grade 1-5 and 9-12, increase in number of days absent, <1 day

Tardiness

- Grade K-6, increase in number of days tardy
- Grades 7 and 10-12, decrease in number of days tardy

Attendance/Tardiness - Elementary Comparison

All differences are very small and likely due to the large sample size and should be interpreted with caution

Absences

- Grades K-3 and 5, **7:45 schools** had fewer days absent

Tardiness

- No difference in number of days tardy between 7:45 and 8:30 schools

Behavior and Disciplinary Actions

Middle School and High School - Overall

- Data was only analyzed at the middle and high school levels. There was not enough data available to analyze at the elementary level.
- **In-school suspensions** increased over time
- **Out-of-school suspensions** decreased over time
- Changes in options for in-school suspensions have increase in the past two years
- District initiative to decrease out-of-school suspensions for the past two years

Benefits/Concerns

Benefits

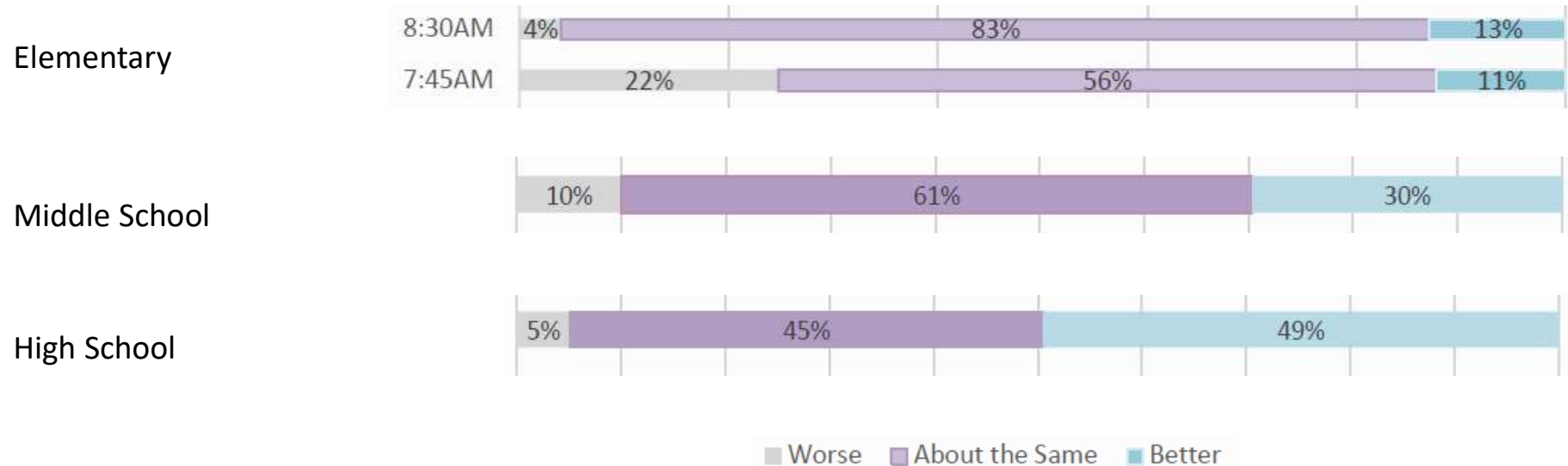
- **Elementary** teachers say students are better able to remain focused and engaged until the end of the day
- **High School** teachers say there is less loitering after school

Concerns

- **Elementary** parents say children are too tired or too rushed to eat breakfast

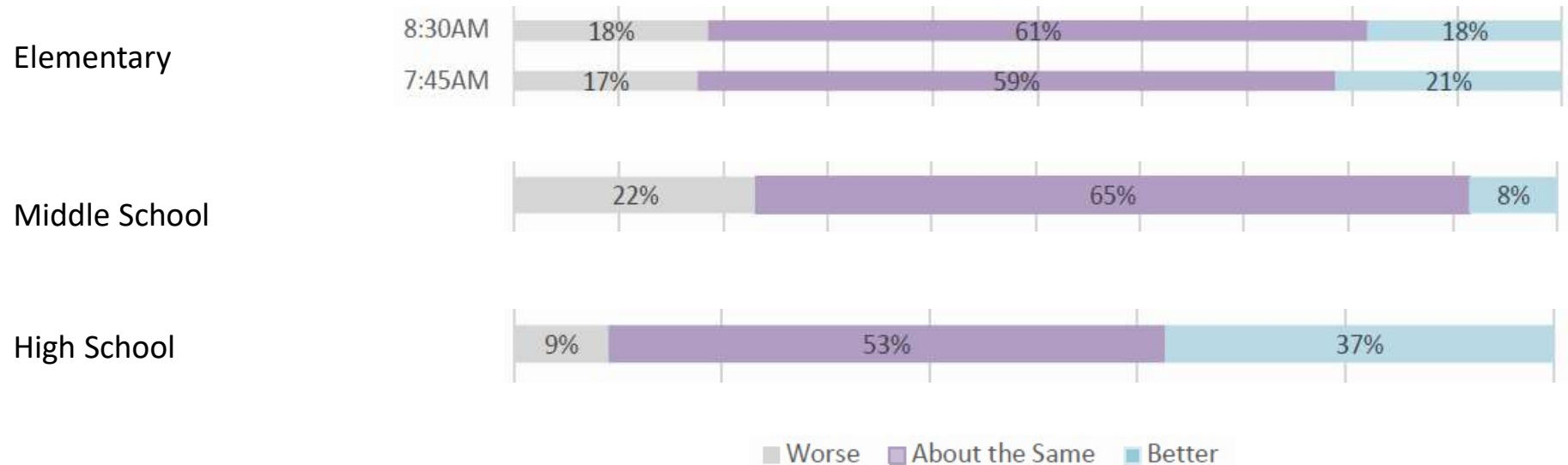
Social-emotional Well-being and Sleep

Social-Emotional Well-Being - Parents



- The majority of **elementary and middle school** parents responded that their child's social-emotional well-being has stayed about the same.
- Almost half of **high school** parents responded that their child's social-emotional well-being has gotten better.

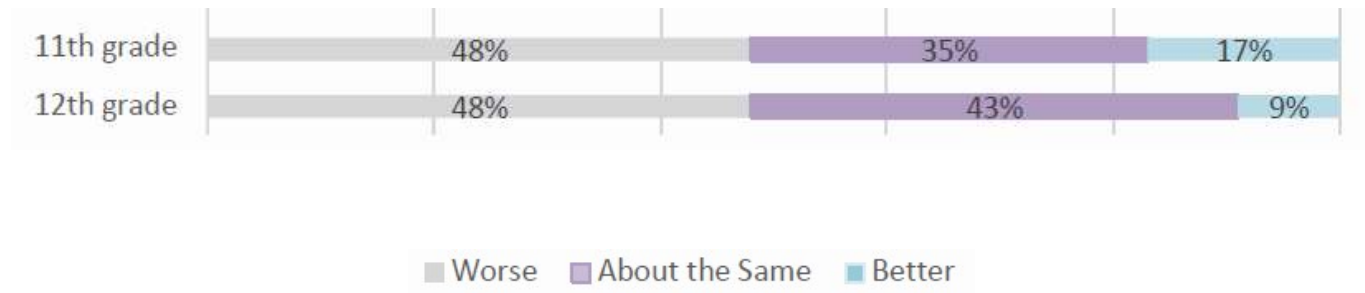
Social-Emotional Well-Being - Teachers



- The majority of **elementary and middle school** teachers responded that social-emotional well-being of students has stayed about the same.
- About one third of **high school** teachers responded that social-emotional well-being of students has gotten better.

Social-Emotional Well-Being - Students

High School



- Almost half of **11th and 12th grade students** responded that their social-emotional well-being has gotten worse.

Benefits

- **High School** students like having more time to sleep.
- **Middle School** parents appreciate that their child can sleep later.
- **High School** parents say getting their child up in the morning is easier and their child is more rested.
- **High School** parents and teachers say students are calmer and less stressed out.
- **High School** parents and teachers say fewer car accidents.

Concerns

- **High School** students say it is a challenge to schedule after school activities and they are stressed to get their homework done.
- **Elementary** parents of students who changed to 7:45 start time say their children are tired in the morning and have difficulty getting off to school.

Work Experiences

Benefits

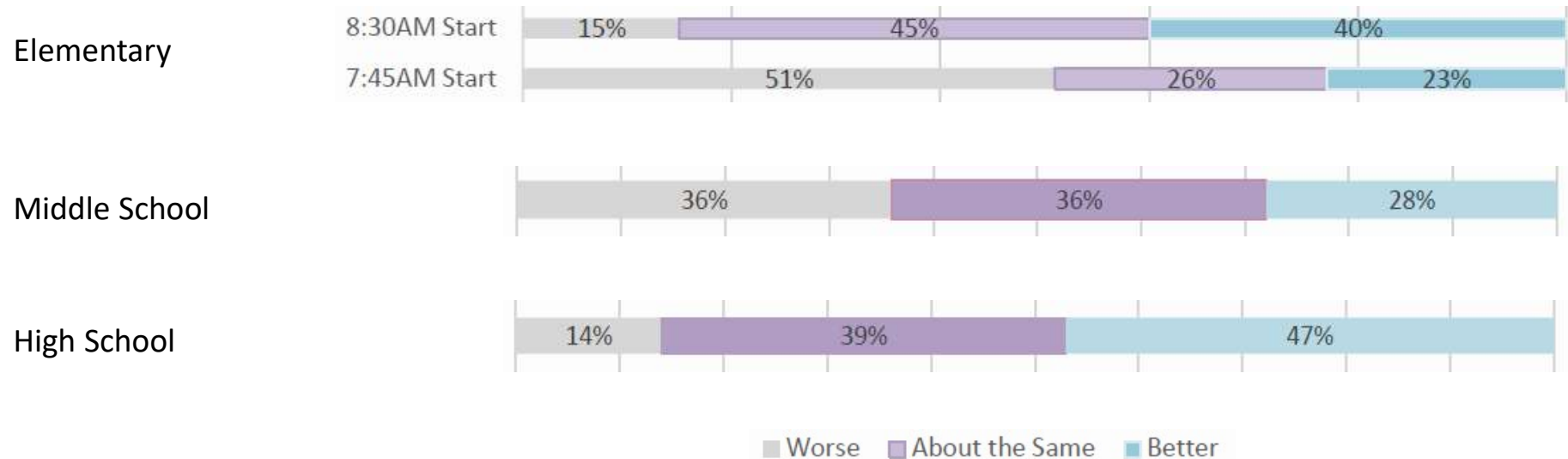
- **Elementary** teachers say the start time change has had a positive impact. They can schedule appointments after school. They are home before their children get home from school.
- **Middle School** teachers say they are better able to manage before and afterschool appointments.
- **High School** teachers say the beginning of the day schedule is better.

Concerns

- **Elementary** teachers expressed concern that the earlier start time makes their day longer. They have to open their classroom early because of early bus drop offs.
- **Middle School** teachers say the later start time has a negative impact on coaching, fewer opportunities, no extra income. District has to pay for subs to cover classes for staff who coach.
- **High School** teachers say the end of the day schedule is worse because of commutes and length of work day.

Family Experiences

Coordinating family schedule - Parents



- Almost half of **high school** parents responded that coordinating family schedule has gotten better.
- More than half of **parents whose start time changed to 7:45** responded that coordinating family schedule has gotten worse

Benefits

- **Elementary** parents say school earlier start time is more convenient for working families, because less need for before school care.
- **Elementary** parents say they like the extra time for afterschool activities

Concerns

- **Elementary** parents say lunch is too early, longer time between meals if child stays after school.
- **Elementary** parents say there is a negative impact for them financially, need to find after school care. Home Base waiting list is too long.
- **Elementary** teachers concerned some students may be going home to empty houses.
- **Middle School** teachers say there are fewer after school activities. Students can only do before school if parents can drive them.
- **Middle School** parents say they have to wait for child to catch bus before leaving for work

Conclusions

- Most of the benefits of the school start time change were at the High School level. Most notable areas of benefit were tardiness, social-emotional well-being and sleep.
- Academic achievement has generally stayed the same.
- Tardiness and number of days absent at the elementary level have increased.
- Elementary and middle school respondents perceive that social-emotional well-being has stayed the same.
- Work experiences of staff are mixed, with benefits and concerns at all three levels.
- Family experiences are mixed. Elementary families whose start time changed to 7:45 expressed the most concerns with the start time change.

- 3. **TEACHING AND LEARNING**
- 4. **HUMAN RESOURCES**
- 5. **BOARD REPORTS**
 - A. Metro ECSU Update *A. Cuene 10 minutes*
 - B. NSBA Reports *A. Cuene and C. Polzin 10 minutes*
- 6. **FINANCE AND BUSINESS**
- 7. **SCHOOL BOARD**
 - A. Strategic Road Map Draft *C. Anderson 10 minutes*

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Wayzata Public Schools Strategic Road Map
“Excellence. For Each and Every Student.”

<p>Mission</p> <p style="text-align: center;">Our Core Purpose</p> <p>The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.</p>	<p>Core Values</p> <p>Achievement: Challenging oneself and others for excellence in all we do</p> <p>Collaboration: Working together to maximize opportunities and eliminate barriers to learning for all</p> <p>Community: Maintaining a sense of belonging to and responsibility for the broader community</p> <p>Equity: Meeting the specific needs of all students</p> <p>Integrity: Doing the right thing in the right way at the right time, even when no one is aware</p> <p>Respect: Valuing others for their diverse talents, backgrounds, cultures and viewpoints</p>	<p style="text-align: center;">Drivers of our Words and Actions</p>
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<p>Vision</p> <p style="text-align: center;">What We Intend to Create and Experience</p> <p style="text-align: center;"><u>By Realizing our Vision, We Achieve Our Mission</u></p> <p>The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:</p> <p>Exceptional Student Learning, Experiences and Relationships:</p> <ul style="list-style-type: none"> • High achievement by each and every student —no exceptions, no excuses; • Content-rich, rigorous and personalized education; • Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make. <p>Community Trust, Confidence and Partnership:</p> <ul style="list-style-type: none"> • Comprehensive learning opportunities meeting diverse learner needs and community aspirations; • Culture of continuous improvement and responsive innovation; • Committed to being the first choice for students and families; • Maintaining the highest levels of satisfaction and pride by staff, parents and community. <p>Operational Excellence:</p> <ul style="list-style-type: none"> • Attraction, development and retention of exemplary, creative and engaged employees; • Accountability by all staff and clarity in all operations to maximize individual and collective performance; • Effective and efficient use of time, and human, financial and physical resources; • Culture of continuous improvement and responsive innovation; • High performing district governance, management and partnerships. 	<p>Strategic Directions</p> <p style="text-align: center;">Focused Allocation of (2019-2022) Resources</p> <p style="text-align: center;"><u>Through Focus on Priorities and Strategy Execution, We Achieve Excellence and Realize Our Vision (Not in any priority order.)</u></p> <ol style="list-style-type: none"> 1. Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics. 2. Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability. 3. Personalization: All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success. 4. Health and Well-Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.
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8. ADJOURN