Marion County Public Schools
Scheduling and Programming Needs Assessment

Preliminary Findings

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SREB Senior Leadership Coach

Purpose of the assessment

Driving Questions:

1) Does scheduling provide efficient use of time and human capital?

2) Is programming equitably aligned to student needs?

Schools participating in the assessment

- Marion County High School
- Marion County Knight Academy
- Marion County Middle School
- Calvary Elementary

- Glasscock Elementary School
- Lebanon Elementary School
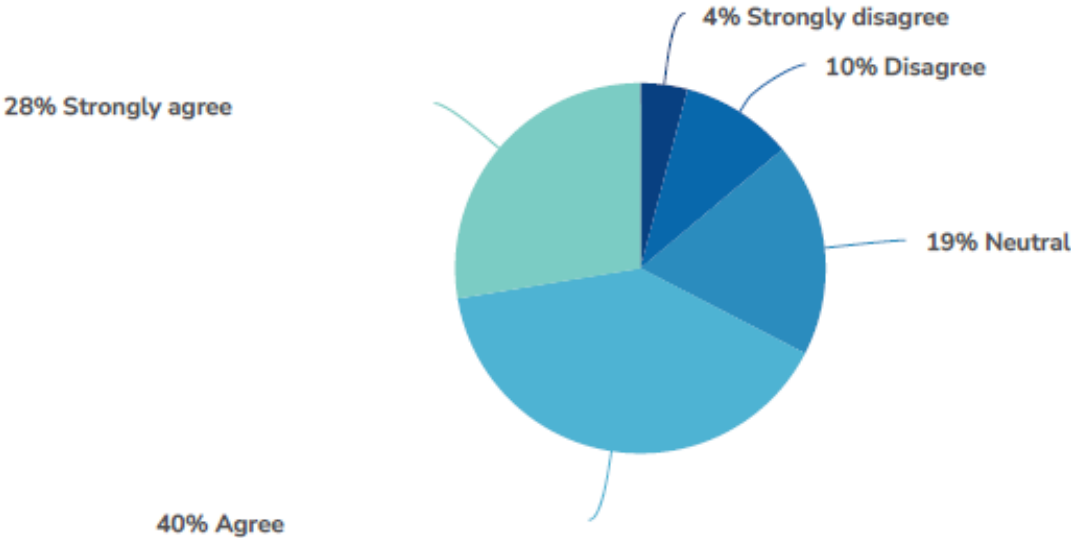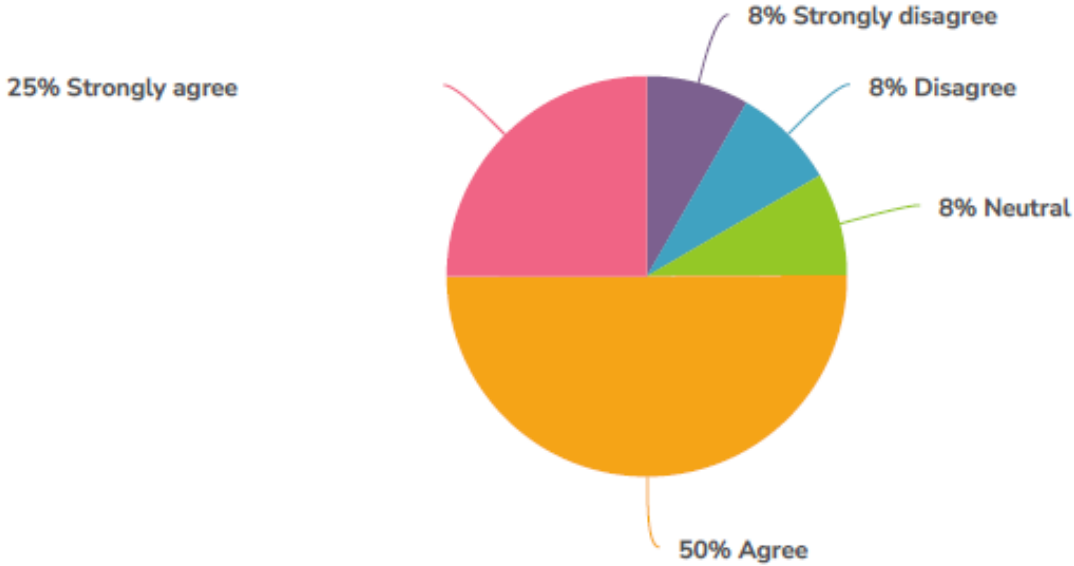- West Marion Elementary School

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Components of the assessment

- **Surveys** of school leaders, counselors, and teachers.
- **Interviews** with principals and counselors
- School & Classroom **observations**
  - Total of 37 observations in 7 schools
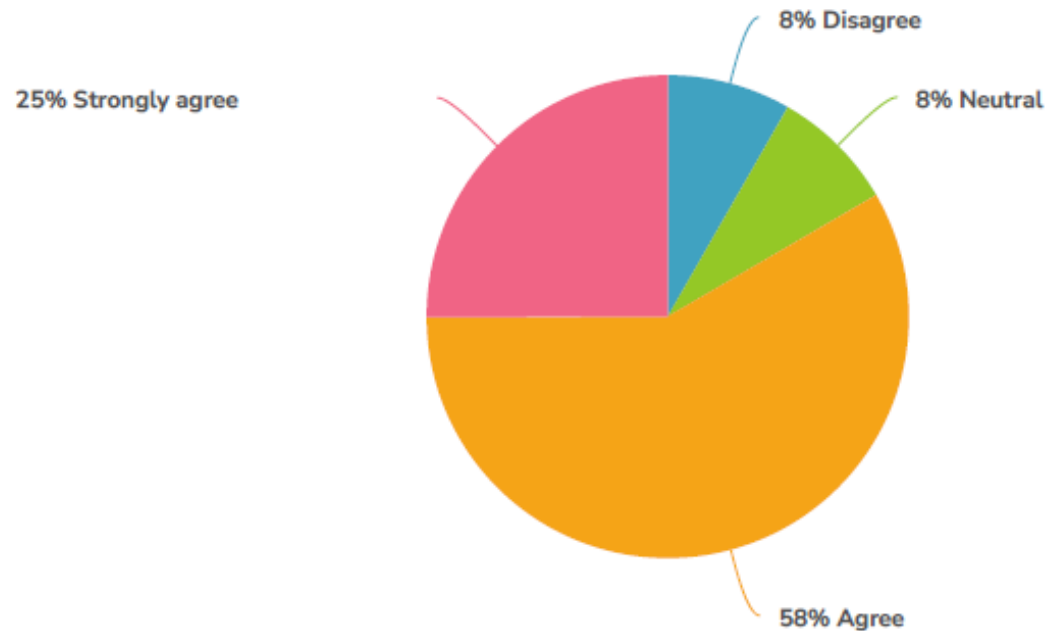
Survey – Maximizing Instructional Time

Leader's responses:

- 8% Strongly disagree
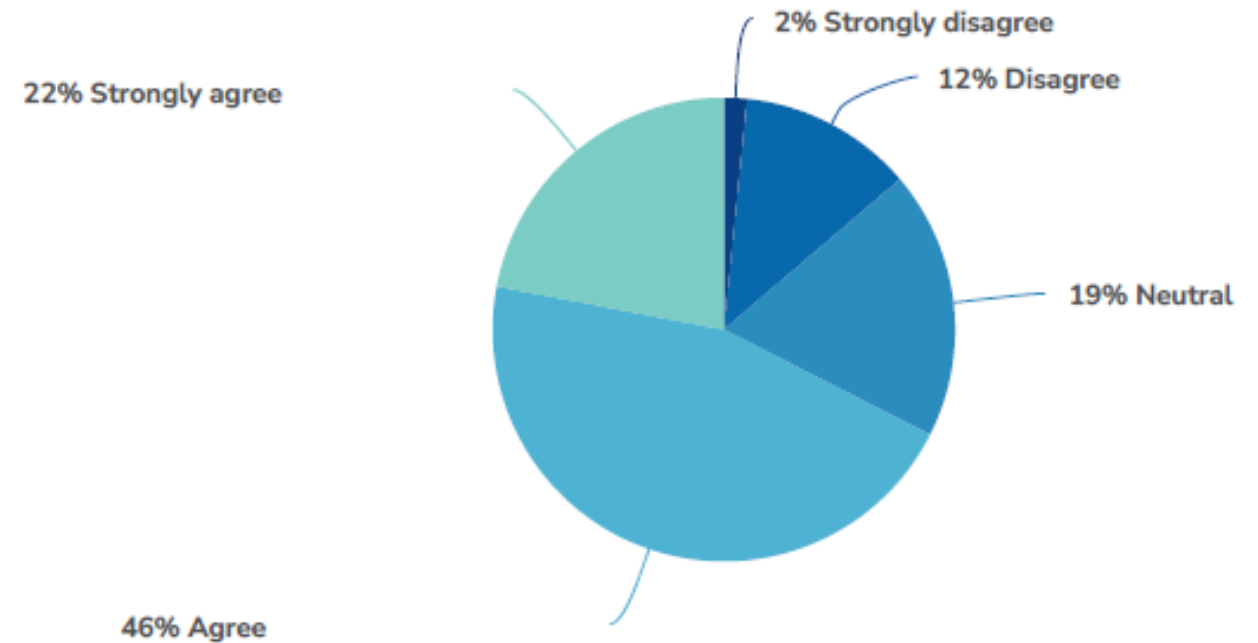- 8% Disagree
- 8% Neutral
- 50% Agree
- 25% Strongly agree

Teacher and counselor responses:

- 4% Strongly disagree
- 10% Disagree
- 19% Neutral
- 40% Agree
- 28% Strongly agree

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Survey – Program Equity

Leader's responses:

8% Disagree

8% Neutral

25% Strongly agree

58% Agree

Teacher and counselor responses:

2% Strongly disagree

12% Disagree

22% Strongly agree

19% Neutral

46% Agree

Survey – Equitable Class Size

Leader's responses:

8% Strongly disagree
8% Disagree
8% Neutra
37% Agree
58% Agree
17% Strongly agree

Teacher and counselor responses:

14% Strongly agree
6% Strongly disagree
32% Disagree
11% Neutral
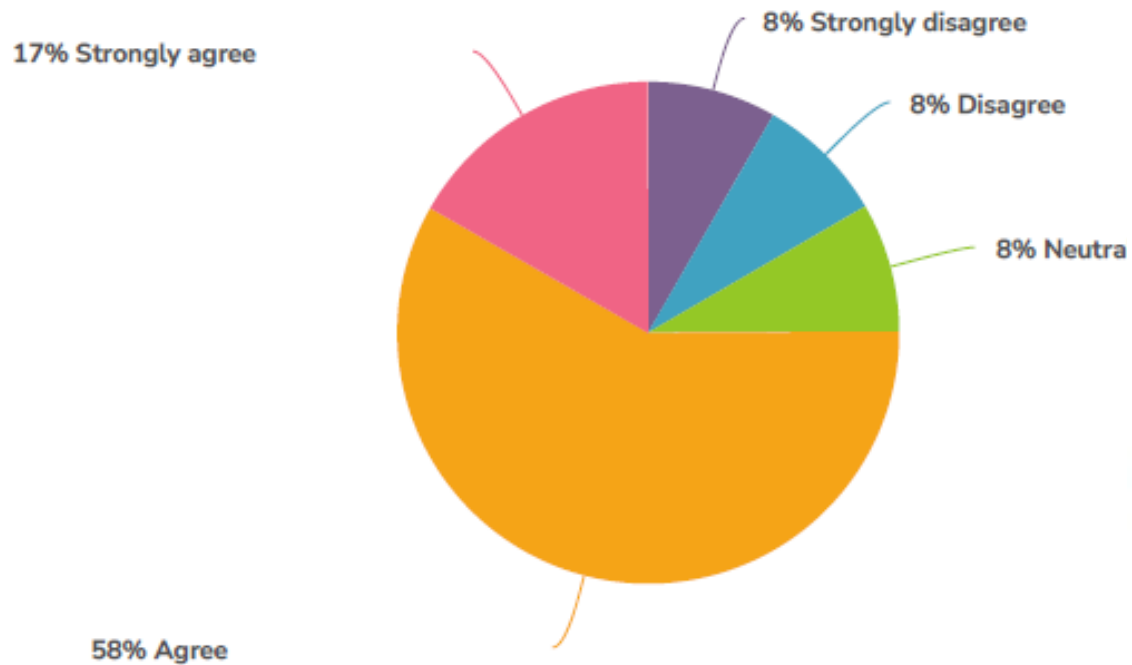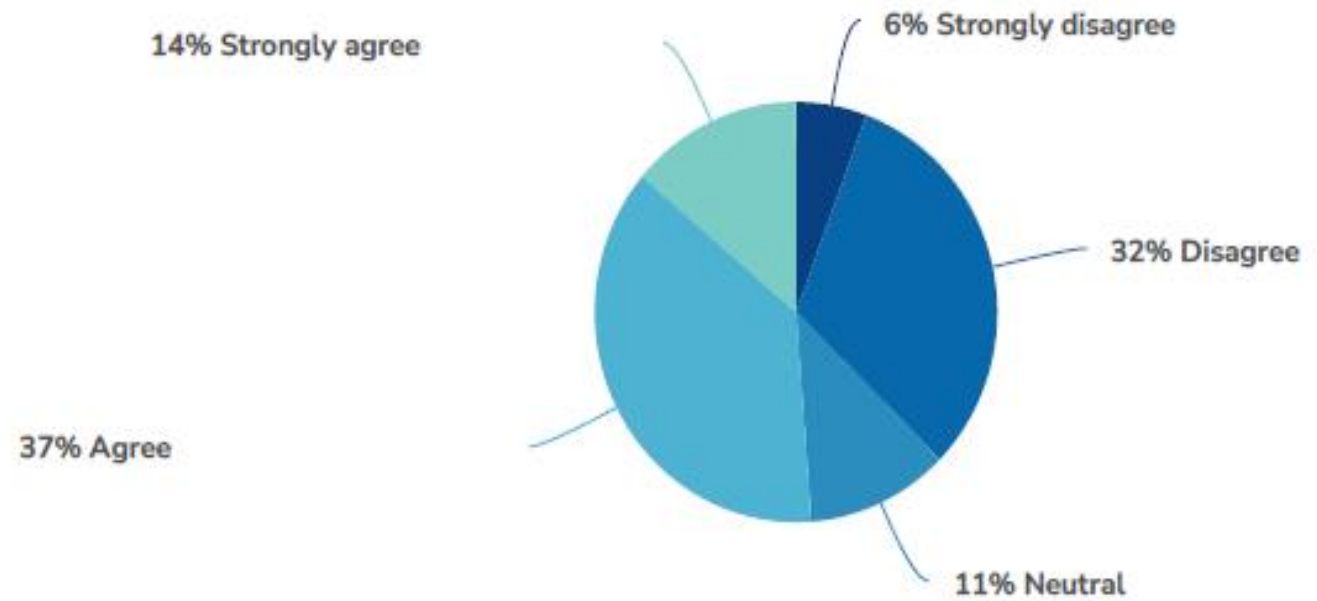
Principal & Counselor Interview Responses

- Nearly all respondents indicated that there was a priority of building a schedule that allowed students enough time to master core content while also providing for other needs, particularly the need for interventions.

- All schools have a portion of time set aside for interventions and/or time allotted for non-academic instruction.

Interview Responses (continued)

- 4x4 block arrangement allows more classes for students over the course of their high school career; 32 classes are available with 27/28 required to graduate.

- Four classes per day per semester leads to fewer to focus on for students. The length of each class lends itself to a greater depth of study.

- With most classes only offered "per semester", there is the possibility of students going up to a year without core instruction.

Interview Responses (continued)

- Elementary schools have autonomy in the scheduling of coursework during the day.

- Co-teaching is used extensively in elementary schools to reduce functional class sizes and allow for greater differentiation to meet specific student needs.

- Extra units have been allotted to elementary schools to address learning gaps using ESSER funds.

- Professional learning may be needed to maximize the co-teaching efforts.

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Observation – Number of students per class

67.7%

25.8%

- 🔵 10 or less
- 🔴 11-19
- 🟠 20-25
- 🟢 26 or more
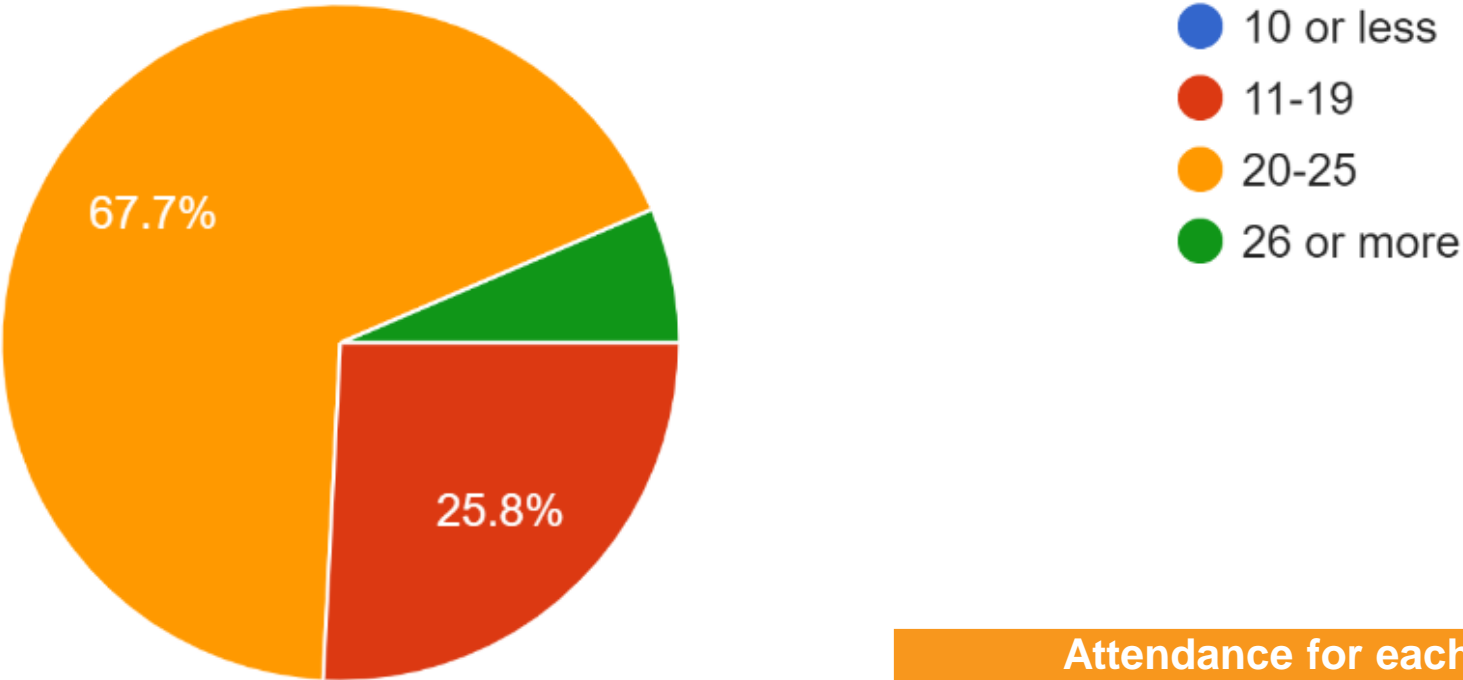
Attendance for each school on the day of the visit							
	MCHS	MCKA	CES	MCMS	LES	WMES	GES
Nov.3	88.4	86.97	89.15				
Nov. 4				87.94	85.81	91.6	
Nov. 11							89.7

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Observation – Use of instructional time
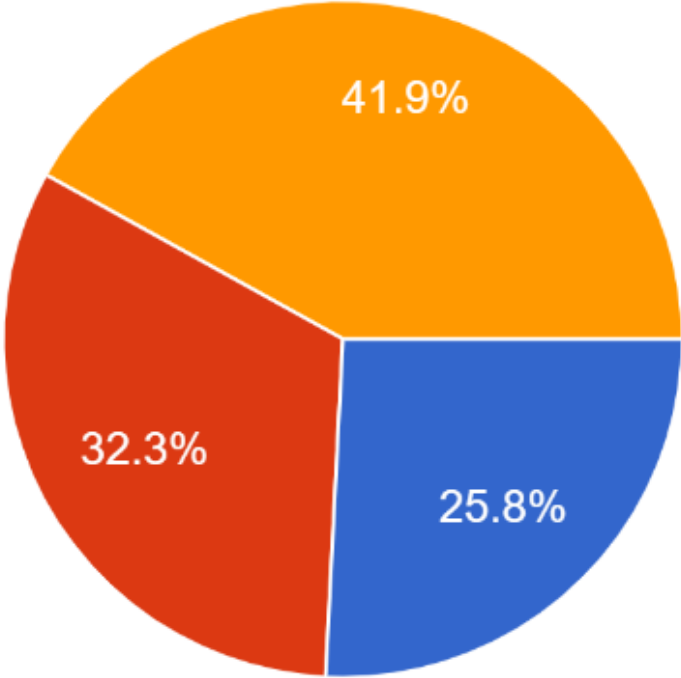
- ● mostly teacher led
- ● mostly student led
- ● 50% student/50% teacher led

41.9%

32.3%

25.8%

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Observation – Student engagement
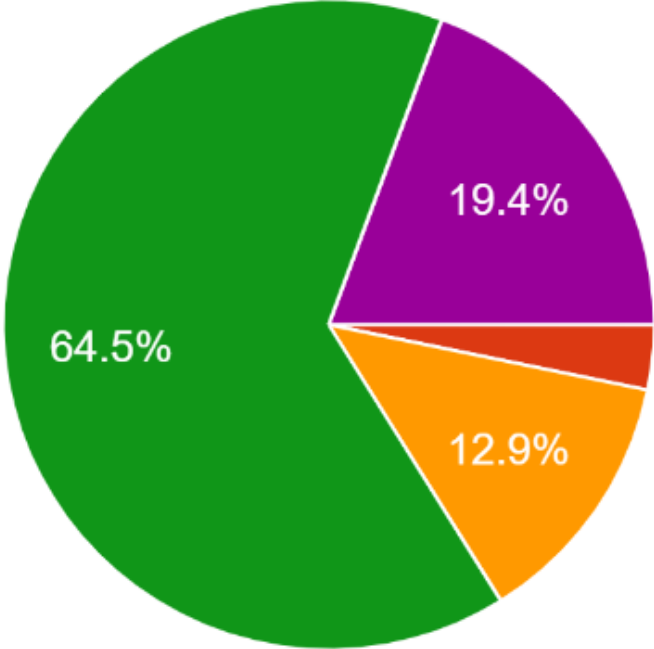
- 🔵 most students off task
- 🔴 some students off task
- 🟠 students are compliant
- 🟢 most students are engaged in learning
- 🟣 evidence of differentiated engagement

Pie chart values: 64.5%, 19.4%, 12.9%

Observation – Maximizing instructional time
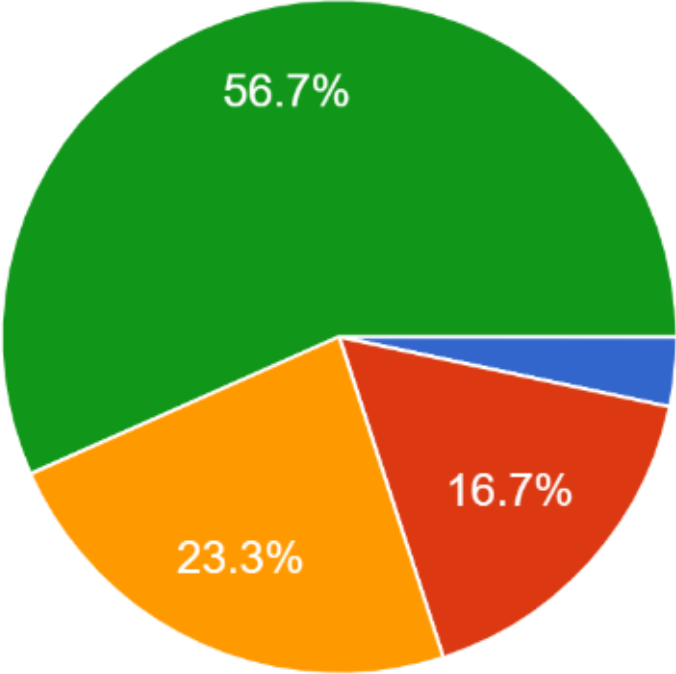
Legend:
- No evidence of established routines
- Some evidence of established routines
- Students are actively participating with some loss of instructional time
- Strong routines or processes are established

Pie chart values: 56.7%, 23.3%, 16.7%

Analysis – Promising Practices

- There is a very creative use of co-teaching which allows for more opportunities for differentiation throughout the school day.

- Several programs are available to assist teachers with delivering and assessing instruction.

Analysis – Promising Practices

- Considerable use of data when scheduling students.

- Implementation of a specific portion of time dedicated to interventions.

- In both observed and reported student-to-teacher ratios were below the state level of 24:1 in most instances.

Analysis – Areas for growth

- Autonomy may lead to inconsistencies across the district.
- Students may not be able to complete high-quality college and career preparatory pathways due to scheduling issues.
- The sharing of units across schools may not be as effective despite efficiency.

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Analysis – Areas for growth

- More descriptive data is needed to determine interventions at all tier levels.

- Professional development is needed to fully optimize the use of longer blocks of instructional time at the secondary level.

- Configuration of secondary schools poses unique challenges.

Recommendations

- **Conduct a Curriculum & Instructional Review (CIR) to more deeply understand the needs of each campus.**

- **Creation of a Focus Team to specifically examine block scheduling and implement the following recommendations:**

  - Design a modified block schedule to offer both 80-minute blocks as well as year-long classes as needed to meet student needs.
  - Determine the type of professional learning needed to maximize block instruction.
  - Ensure scheduling allows pathway completion.

Recommendations

- **Examine ways to minimize the sharing of units across campuses.**

- **Readdress the configuration of grade levels within the district's building plan and available resources.**

- **Determine a process and metrics to evaluate programming and ensure all programs are efficient and effective then create a sustainability plan for those that the district determines worthy of continuation.**

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The final report will be available in January 2023.

We look forward to continuing to work with you in this process.

Bob Stokes, Ed.S.

Senior Leadership Coach

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