School Day

Review of Proposed Changes to Student Day for 2016-17

ENGAGE. EMPOWER. EDUCATE.
How did we create the current schedule?

STUDENT DAY
Prior to 2011-12

- **Elementary**—9:00 am – 3:15 pm
  - Student Day: 6:15
    - IDOE Calculation: 5:25 (Minimum 5:00)

- **Secondary**—8:00 am – 2:30 pm
  - Student Day: 6:30
    - IDOE Calculation: 6:00 (Minimum 6:00)
Referendum and Teacher Day

• Opportunity to improve the instructional day
• Opportunity to add additional instructional time
• Thanks to our teachers’ continued dedication, they supported an agreement which defined the teacher day.
2010 Changing the Student Day Considerations

1. Increase the instructional time for students
2. Support a school structure which would provide intervention and enrichment time
3. Support teacher PLC collaboration time and professional development
4. Consider the overall impact on the community
5. Maintain the bus schedule time between routes as much as possible
6. Put the new schedule in place in fall of 2011
2011/12-2015/16 School Day

Secondary (Middle and High Schools)
- 7:40 a.m.
- 2:55 p.m.

Elementary
- 8:35 a.m.
- 3:50 p.m.

M/T/R/F - 7:15 Student Day
W - 6:30 Student Day

M/T/R/F - 7:15 Student Day
W - 6:15 Student Day
Student Day Increase 2011

- Secondary Students = 3 hours per week
- Elementary Students = 4 hours per week
Intended Use of Additional Time in Schools

- Added time to the Elementary School reading block for a total of 90 minutes (required component of new 2011 state law defining the Indiana Reading Framework)
- Increased instructional time
- Added learning time for intervention and enrichment
Use of Additional Time in Schools

• The additional student instructional time was the key component for our vision that all students will learn at high levels.
Kelly School of Business Study
Fall of 2011 Indiana University Graduate Students

• Measuring the effectiveness of the Longer School Day
  – Purpose: To measure and analyze the effectiveness of the extended school day with a specific focus on the Professional Learning Community and Enrichment/Intervention time.
Methodology

• Community Questionnaire
• Observations
  – Professional Learning Community
  – Enrichment/Intervention Time
• Faculty Survey
• Student Focus Group
• Research on Measuring Effective Education
• Comparable Districts Research
• Data Trends
Kelley School of Business Student Project

Considerations

• Keep the extended school day and all other initiatives
• Create a website communicating the changes made and ongoing initiatives
• Share instructional methods
• Look at alternative PLC schedules

Next Steps

• Continually analyze data
  – Attendance
  – Graduation Rates
  – ISTEP
• Administer a formal parent survey
• Continuously seek feedback from faculty
• Search for methods to resolve transportation issues
2012 MCCSC STUDENT DAY
STUDY COMMITTEE
During the first year of the implementation of the current schedule, a committee conducted a study which included:

- surveys of teachers
- students
- administrators
- parents

The surveys were administered and analyzed by Center for Evaluation & Education Policy.
Recommendations of Student Day Committee

1. Keep length of day the same for both elementary and secondary levels

   Considerations:
   • Address fatigue concerns within student day
   • Examine ways to assure efficient use of school time
   • Consider transition plans for kindergarten students

2. Keep current start and end times

   Considerations:
   • Review bus routes to find more efficiency
   • Consider a long term exploration of changing elementary to earlier and secondary to later start times
Recommendations….continued

• 3. Keep teacher collaboration time as is

Considerations:

• Investigate childcare options for the elementary schools for the late start on Wednesdays

With slight modifications, the current student day has been in place for almost 4 ½ years.
ACCOMPLISHMENTS SINCE CHANGING STUDENT DAY
Four Year Cohort - Graduate Trend Rate

- MCCSC
- STATE
Nearly 65% of our students scored a 3+ or better on each AP/Advanced Placement Test…
Increased Dual Credit Courses
4,021 Dual Credits Earned


Ivy Tech
Indiana University
ACT 2015

- English (36): 24.2
- Mathematics (36): 24.1
- Reading (36): 25.2
- Science (36): 24.4
- Composite (36): 24.6

- MCCSC
- INDIANA
- NATION
Five Year Trends- Average ACT Scores

MCCSC Composite

STATE
<table>
<thead>
<tr>
<th>Monroe County Community School Corporation</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Grade</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Overall Grade</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>
IDENTIFYING AREAS RELATED TO THE CURRENT DAY

2015-16 Evaluation of Current School Day
Identifying Areas Related to the School Day

1. Length of Elementary Day
2. Wednesday Late Start
3. Secondary Start Times
Length of Elementary Day

- **Time**
  - Increase of 4 hours/week in 2011

- **Dismissal**
  - Last bus drop-off scheduled at 5:25 p.m.

- **Instruction**
  - Quantity and Quality Discussion
Wednesday Late Start

- Maintain PLC
- Consistent Start
- Child Care
Secondary Start Times and Research

American Association of Pediatrics

- **Recommendation:**
  - 8:30 a.m. or later
  - Middle and High School

*Academic Journal* *Sleep* (Feb. 2016)

- Studied :45 min. delayed start
- “Lasting Improvements” only in areas of
  - Tardiness
  - Disciplinary violations
Transportation Study

Fall 2015 Transportation Consultant

- October 2015
- Initial Goals
  - Earlier elementary dismissal
  - Identify efficiency measures for transportation system

- Presented findings at December 8, 2015 work session
- Initial “mega-spreadsheet”
<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>103</th>
<th>12</th>
<th>3406</th>
<th>Bell Times</th>
<th>Instructional Time Per Day M, T, R, F</th>
<th>Instructional Time Per Day Wednesday</th>
<th>Instructional Time Per Week</th>
<th>Extra Miles</th>
<th>Instructional Time Per Year</th>
<th>Instructional Time Lost Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS 7:40 am - 2:55 pm</td>
<td>ESS 8:35 am - 3:50 pm</td>
<td>6hrs 45min</td>
<td>6hrs 25mins</td>
<td>30hrs 0mins</td>
<td>31hrs 5mins</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES 8:45 min - 10min</td>
<td>HS 9:10min</td>
<td>7hrs 10min</td>
<td>29hrs 50mins</td>
<td>-1625</td>
<td>1,188hrs</td>
<td>1,119hrs</td>
</tr>
<tr>
<td>Scenario 2</td>
<td>112</td>
<td>21</td>
<td>3406</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Per Day Wednesday</td>
<td>Instructional Time Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS 7:55 am - 2:55 pm</td>
<td>ESS 8:35 am - 3:35 pm</td>
<td>6hrs 30min</td>
<td>6hrs 10min</td>
<td>31hrs 45mins</td>
<td>29hrs 50mins</td>
<td>-1625</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES 8:05 min</td>
<td>HS 9:10min</td>
<td>7hrs 10min</td>
<td>29hrs 50mins</td>
<td>-1625</td>
<td>1,143hrs</td>
<td>-41hrs</td>
</tr>
<tr>
<td>Scenario 3</td>
<td>116</td>
<td>25</td>
<td>3406</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Per Day Wednesday</td>
<td>Instructional Time Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS 7:50 am - 3:00 pm</td>
<td>ESS 8:30 am - 3:30 pm</td>
<td>6hrs 40min</td>
<td>6hrs 10min</td>
<td>32hrs 35 mins</td>
<td>29hrs 50mins</td>
<td>-1625</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES 8:05 min</td>
<td>HS 9:10min</td>
<td>7hrs 10min</td>
<td>29hrs 50mins</td>
<td>-1625</td>
<td>1,173hrs</td>
<td>-41hrs</td>
</tr>
<tr>
<td>Modifying PLC Time</td>
<td>Number of Buses</td>
<td>Addtl Buses</td>
<td>Miles Required</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td>Scenario 4</td>
<td>84</td>
<td>-7</td>
<td>3406</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS 7:40 am - 2:40 pm</td>
<td>ESS 8:35 am - 3:35 pm</td>
<td>6hrs 30min</td>
<td>6hrs 10min</td>
<td>32hrs 30mins</td>
<td>30hrs 50mins</td>
<td>-1625</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES 8:05 min</td>
<td>HS 9:10min</td>
<td>7hrs 10min</td>
<td>29hrs 50mins</td>
<td>-1625</td>
<td>1,170hrs</td>
<td>-41hrs</td>
</tr>
<tr>
<td>Scenario 5</td>
<td>90</td>
<td>-1</td>
<td>3406</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS 7:55 am - 2:40 pm</td>
<td>ESS 8:35 am - 3:35 pm</td>
<td>6hrs 15min</td>
<td>6hrs 10min</td>
<td>31hrs 15mins</td>
<td>30hrs 50mins</td>
<td>-1625</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES 8:05 min</td>
<td>HS 9:10min</td>
<td>7hrs 10min</td>
<td>29hrs 50mins</td>
<td>-1625</td>
<td>1,125hrs</td>
<td>-41hrs</td>
</tr>
<tr>
<td>Modifying PLC Time</td>
<td>Number of Buses</td>
<td>Addtl Buses</td>
<td>Miles Required</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td>Scenario 5A</td>
<td>90</td>
<td>-1</td>
<td>3406</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS 8:00 am - 2:45 pm</td>
<td>ESS 8:40 am - 3:30 pm</td>
<td>6hrs 15mins</td>
<td>6hrs</td>
<td>21hrs 15mins</td>
<td>30hrs</td>
<td>-1625</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES (-1hrs. 10 mins)</td>
<td>HS (+1hrs.)</td>
<td>(-42hrs.)</td>
<td>(-63hrs.)</td>
<td>(-39hrs.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modifying PLC Time</td>
<td>Number of Buses</td>
<td>Addtl Buses</td>
<td>Miles Required</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td>Scenario 5B</td>
<td>90</td>
<td>-1</td>
<td>3406</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS 8:00 am - 3:30 pm</td>
<td>ESS 8:40 am - 2:45 pm</td>
<td>7hrs</td>
<td>5hrs. 15mins</td>
<td>35hrs</td>
<td>26hrs 15mins</td>
<td>-1625</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES (+1hrs.)</td>
<td>HS (-1hrs. 10 mins)</td>
<td>(+2hrs.)</td>
<td>(-4hrs. 50mins)</td>
<td>(-72hrs.)</td>
<td>(-174hrs.)</td>
<td></td>
</tr>
<tr>
<td>Modifying PLC Time</td>
<td>Number of Buses</td>
<td>Addtl Buses</td>
<td>Miles Required</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td>Scenario 5C</td>
<td>90</td>
<td>-1</td>
<td>3406</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Lost Per Day Wednesday</td>
<td>Instructional Time Lost Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES 8:00 am - 2:50 pm</td>
<td>SS 8:45 am - 3:50 pm</td>
<td>6hrs. 0mins</td>
<td>6hrs. 35mins</td>
<td>30hrs. 0mins</td>
<td>32hrs. 55mins</td>
<td>-1625</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS (+30mins.)</td>
<td>ES (-30mins.)</td>
<td>(-31hrs.)</td>
<td>(-45hrs.)</td>
<td>(-63hrs.)</td>
<td>(-39hrs.)</td>
<td></td>
</tr>
<tr>
<td>Three Tier Modifying PLC Time</td>
<td>Number of Buses</td>
<td>Addtl Buses</td>
<td>Miles Required</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Per Day Wednesday</td>
<td>Instructional Time Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td>Scenario 6</td>
<td>74</td>
<td>-17</td>
<td>4334</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Per Day Wednesday</td>
<td>Instructional Time Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MS 7:35 am - 2:35 pm</td>
<td>ES 8:40 pm</td>
<td>6hrs 30min</td>
<td>6hrs 20 min</td>
<td>32hrs 30mins</td>
<td>31hrs 40 min</td>
<td>-697</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES 9:05 am - 4:20 pm</td>
<td>HS 10:20</td>
<td>7hrs 0min</td>
<td>29hrs 35min</td>
<td>-697</td>
<td>1,143hrs</td>
<td>-22hrs</td>
</tr>
<tr>
<td>Scenario 7</td>
<td>80</td>
<td>-11</td>
<td>3364</td>
<td>Bell Times</td>
<td>Instructional Time Per Day M, T, R, F</td>
<td>Instructional Time Per Day Wednesday</td>
<td>Instructional Time Per Week</td>
<td>Extra Miles</td>
<td>Instructional Time Per Year</td>
<td>Instructional Time Lost Per Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS 7:35 am - 2:35 pm</td>
<td>ES 8:30 am - 3:40 pm</td>
<td>7hrs 0min</td>
<td>6hrs 20 min</td>
<td>35hrs 0min</td>
<td>31hrs 40min</td>
<td>-1667</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ES (-2hrs.)</td>
<td>HS (+3hrs.)</td>
<td>(-31hrs.)</td>
<td>(-45hrs.)</td>
<td>(-2hrs.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All savings scenarios are based on the fleet being fully staffed with bus drivers (No supervisors, maintenance, custodians etc. driving) **All numbers in the additional bus category are based off of the assumption that the MCCSC will Re-Route the Two tier system regardless of which scenario is selected. ***All comparisons given in each scenario for additional miles, buses and costs are directly related to the current system on line 1 but are based on the assumption that a re-route has happened.
Transportation and Cost

Financial Considerations

- Maximum levies
- Circuit-breakers
- Fuel costs
- Frequently subsidized by General Fund
- $110K-$120K per new bus
- Each year we compress routes to effectively use existing funds
Transportation Window

Pick-Up and Drop-Off Times

• First Pick-Up Time in current schedule: 5:45 a.m.

• Last Drop-Off Time in current schedule: 5:25 p.m.

• Routes are often many miles from a school
Two-Tier Requirements

• Elementary/Secondary
• Currently :55 minutes
  – Morning
  – Afternoon
• :50 min. is target
• :45 min. attainable in morning if elementary runs first
Brown County

Greene County

Lawrence County
Transportation Considerations: Ride Time

• Ride Times (current)
  – Arrival times at schools ~ 20 minutes before first bell

<table>
<thead>
<tr>
<th>Ride Time</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;30 minutes</td>
<td>7,000 students</td>
</tr>
<tr>
<td>≥30 minutes</td>
<td>2,199 students</td>
</tr>
<tr>
<td>≥45 minutes</td>
<td>702 students</td>
</tr>
<tr>
<td>≥60 minutes</td>
<td>153 students</td>
</tr>
<tr>
<td>≥75 minutes</td>
<td>38 students</td>
</tr>
</tbody>
</table>

• Total Routed Riders: 9,200 students
• ~9,000 Total miles/day
Transportation Considerations: Shuttles and Special Circumstances

Non-Direct Routing

• Transfer Shuttles
  – ALPs
  – Hoosier Hills Career Center
  – The Academy of Science and Entrepreneurship
  – Bloomington Graduation School

Special Education

– Non-districted schools
– Preschools
– Altered schedules

Special Circumstances

• McKinney-Vento (75+)
• Indiana School for the Deaf
• Indiana School for the Blind
• Damar-Indianapolis
COMMUNITY AND EDUCATOR INPUT
Community and Educator Input

Community Feedback

- Online Feedback Form
  - 12/8/15-2/1/16
  - Linked in Friday parent update emails
  - Publicized in HT, social media, website
- Board meetings
  - 12/15/15
  - 1/26/16
  - Public comment

Educator Input

- 3 Tier Questionnaire
- MCEA and MCCSC Administration built questions
- Teachers and Building Administrators received each tier
Website Community Form

FEEDBACK FORM
Feedback Form

• **589 Total Responses between 12/8/15-2/1/16**

<table>
<thead>
<tr>
<th>FREQUENCY OF THEMES/TOPICS</th>
<th>occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td># Total Comments</td>
<td>589</td>
</tr>
<tr>
<td>5C (Switching Elementary/Secondary Start Order)</td>
<td>211</td>
</tr>
<tr>
<td>&quot;Too Long&quot; or &quot;length&quot; mentioned in reference to school day</td>
<td>139</td>
</tr>
<tr>
<td>Wednesday mentioned</td>
<td>63</td>
</tr>
<tr>
<td>“Believe”</td>
<td>53</td>
</tr>
<tr>
<td>Athletics, practice, or specific sports mentioned</td>
<td>65</td>
</tr>
<tr>
<td>&quot;teacher&quot; mentioned</td>
<td>102</td>
</tr>
</tbody>
</table>
Feedback Form-Conclusions

• Varied responses
• Often invoked personal family situations
• Elementary length and switching the start order were most common themes
• Opposing statements throughout
“Starting late in the middle of the week is not conducive to a routine.”

“None of the scenarios agree with me. It is changing to make younger children go earlier.”

“Our school day length cuts into our time as a family. They have less time to be involved in extra curricular and physical activities.”

“Whichever schedule is selected, please be sure to consider working families and especially those with special needs.”
Feedback Form-Key Statements

“it is way too long...start late or end early”

“I do not think that changing the start time is necessary, it will cause more of a headache for the working parents of elementary students.”

“The school day is too long!”

“I strongly support MCCSC [...]allow[ing] secondary students to sleep longer in the morning [...]”

Full Transcript of Comments Available at www.mccsc.edu/schoolday
Teachers and Building Administrators

EDUCATOR INPUT
• Preview email on process sent on 1/5/16
  – Questions customized for grade level

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>1/5/16-1/7/16</th>
<th>530 Responses (530/839)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>1/11/16-1/14/16</td>
<td>640 Responses (640/839)</td>
</tr>
<tr>
<td>Tier 3</td>
<td>1/26/16-2/1/16</td>
<td>628 Responses (628/839)</td>
</tr>
</tbody>
</table>
Tier 1 – Key Responses

Which of the following statements matches your assessment of the amount of instructional time in the student day for the grade(s) that you teach?

<table>
<thead>
<tr>
<th></th>
<th>Not Enough</th>
<th>Too Much</th>
<th>Adequate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4: Elementary School</td>
<td>2.93%</td>
<td>71.06%</td>
<td>26.01%</td>
<td>52.50%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>194</td>
<td>71</td>
<td>273</td>
</tr>
<tr>
<td>Q4: Middle School</td>
<td>2.50%</td>
<td>30.00%</td>
<td>67.50%</td>
<td>15.38%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>24</td>
<td>54</td>
<td>80</td>
</tr>
<tr>
<td>Q4: High School</td>
<td>4.19%</td>
<td>35.33%</td>
<td>60.48%</td>
<td>32.12%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>59</td>
<td>101</td>
<td>167</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>17</td>
<td>277</td>
<td>226</td>
<td>520</td>
</tr>
</tbody>
</table>
Q2: On a scale of "Strongly Agree" to "Strongly Disagree," please rate the following statements about Wednesday morning PLC as it relates to the student day. These statements are based on feedback provided through our community input form on the school day.

### PLC should be built into the student day

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4: Elementary School</td>
<td>14.12%</td>
<td>16.08%</td>
<td>32.55%</td>
<td>21.96%</td>
<td>15.29%</td>
<td>48.76%</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>41</td>
<td>83</td>
<td>56</td>
<td>39</td>
<td>255</td>
</tr>
<tr>
<td>Q4: Middle School</td>
<td>11.69%</td>
<td>7.79%</td>
<td>31.17%</td>
<td>23.38%</td>
<td>25.97%</td>
<td>14.72%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>6</td>
<td>24</td>
<td>18</td>
<td>20</td>
<td>77</td>
</tr>
<tr>
<td>Q4: High School</td>
<td>11.18%</td>
<td>14.91%</td>
<td>31.68%</td>
<td>23.60%</td>
<td>18.63%</td>
<td>30.78%</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>24</td>
<td>51</td>
<td>38</td>
<td>30</td>
<td>161</td>
</tr>
</tbody>
</table>

### PLC would be successful before or after school if still in the teacher day

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4: Elementary School</td>
<td>7.89%</td>
<td>10.15%</td>
<td>17.67%</td>
<td>42.48%</td>
<td>21.80%</td>
<td>50.86%</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>27</td>
<td>47</td>
<td>113</td>
<td>58</td>
<td>266</td>
</tr>
<tr>
<td>Q4: Middle School</td>
<td>10.39%</td>
<td>12.99%</td>
<td>19.48%</td>
<td>33.77%</td>
<td>23.38%</td>
<td>14.72%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>26</td>
<td>18</td>
<td>77</td>
</tr>
<tr>
<td>Q4: High School</td>
<td>13.21%</td>
<td>15.72%</td>
<td>22.64%</td>
<td>35.22%</td>
<td>13.21%</td>
<td>30.40%</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>25</td>
<td>36</td>
<td>56</td>
<td>21</td>
<td>159</td>
</tr>
</tbody>
</table>

### Additional Comments

<table>
<thead>
<tr>
<th></th>
<th>Q4: Elementary School</th>
<th>Q4: Middle School</th>
<th>Q4: High School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Comments</td>
<td>61</td>
<td>21</td>
<td>44</td>
<td>126</td>
</tr>
</tbody>
</table>
Q3: The current school day evaluation is looking at a number of factors that may be adjusted in a new proposal. Please rank those factors from 1 as "Most Important" to 3 as "Least Important"
Tier 2 – Key Responses

(Secondary) Q3: A large majority of middle school and high school respondents cited starting later than the current 7:40 a.m. as the first priority in reconsidering the MCCSC school day times. If starting later, how much later should we start?

<table>
<thead>
<tr>
<th></th>
<th>7:40 a.m.</th>
<th>7:41 - 7:50 a.m.</th>
<th>7:51 - 8:00 a.m.</th>
<th>8:01 - 8:10 a.m.</th>
<th>8:11 - 8:20 a.m.</th>
<th>8:21 - 8:30 a.m.</th>
<th>8:31 a.m.+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2: Elementary</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Q2: Middle</td>
<td>7.22%</td>
<td>0.00%</td>
<td>7.22%</td>
<td>43.30%</td>
<td>10.31%</td>
<td>17.53%</td>
<td>14.43%</td>
<td>31.91%</td>
</tr>
<tr>
<td>School</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>42</td>
<td>10</td>
<td>17</td>
<td>14</td>
<td>97</td>
</tr>
<tr>
<td>Q2: High</td>
<td>10.14%</td>
<td>0.48%</td>
<td>15.46%</td>
<td>26.57%</td>
<td>4.35%</td>
<td>21.74%</td>
<td>21.26%</td>
<td>68.09%</td>
</tr>
<tr>
<td>School</td>
<td>21</td>
<td>1</td>
<td>32</td>
<td>55</td>
<td>9</td>
<td>45</td>
<td>44</td>
<td>207</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>28</td>
<td>1</td>
<td>39</td>
<td>97</td>
<td>19</td>
<td>62</td>
<td>58</td>
<td>304</td>
</tr>
</tbody>
</table>
(Secondary) Q4: Tier I questions showed the majority of middle school and high school respondents agreed that current instructional time was “adequate,” but it was important to consider starting later. Maintaining current instructional time and a later start would push back the dismissal time. What is the latest preferred dismissal time if the current instructional time is maintained?

<table>
<thead>
<tr>
<th></th>
<th>2:55 p.m.</th>
<th>3:15 p.m.</th>
<th>3:30 p.m.</th>
<th>3:45 p.m.</th>
<th>4:00 p.m.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2: Elementary School</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Q2: Middle School</td>
<td>21.65%</td>
<td>39.18%</td>
<td>26.80%</td>
<td>8.25%</td>
<td>4.12%</td>
<td>31.91%</td>
</tr>
<tr>
<td>Q2: High School</td>
<td>27.54%</td>
<td>28.99%</td>
<td>26.57%</td>
<td>9.18%</td>
<td>7.73%</td>
<td>68.09%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>78</td>
<td>98</td>
<td>81</td>
<td>27</td>
<td>20</td>
<td>304</td>
</tr>
</tbody>
</table>
Tier 2 – Key Responses

(Elementary) Q6: Tier I responses showed the vast majority of respondents cited shortening the elementary day as their primary concern. The current student day is 7:15 with instructional time of 6:25 (excludes 30 minute lunch and 20 minute recess as outlined by IDOE calculation). If shortening the day, I think it should get shorter by...

<table>
<thead>
<tr>
<th></th>
<th>0 minutes</th>
<th>Shorten by 1-15 minutes</th>
<th>Shorten by 16-30 minutes</th>
<th>Shorten by 31-45 minutes</th>
<th>Shorten by 45 minutes +</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2: Elementary School</td>
<td>1.50%</td>
<td>1.50%</td>
<td>20.72%</td>
<td>44.44%</td>
<td>31.83%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Q2: Middle School</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Q2: High School</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>5</td>
<td>5</td>
<td>69</td>
<td>148</td>
<td>106</td>
<td>333</td>
</tr>
</tbody>
</table>
(Secondary) Q2: Based on Tier 2 questions responses, a large percentage agreed that you could reduce the instructional day by as much as 30 minutes. Reducing the day by 30 minutes/day results in a loss of 90 hours of school a year. Prioritize the areas of the day in which you would reduce time:

<table>
<thead>
<tr>
<th>Area</th>
<th>1</th>
<th>2</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>all class periods (including prep)</td>
<td>44.60%</td>
<td>55.40%</td>
<td>287</td>
<td>1.45</td>
</tr>
<tr>
<td>intervention and advisory times</td>
<td>55.40%</td>
<td>44.60%</td>
<td>287</td>
<td>1.55</td>
</tr>
</tbody>
</table>
Tier 3 – Key Responses

(Secondary) Q3: Based on Tier 2 questions responses, a large percentage said you want to start at 8:30 or later while a similar percentage say you want to get out by 3:15 or earlier. A late start and an early dismissal would result in a massive reduction in instructional time, however. Which scenario is more supportive of you and your teaching?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early start (before 8:00am) and an early dismissal (3:15 or earlier)</td>
<td>54.01%</td>
</tr>
<tr>
<td>Late start (8:30 or later) and a late dismissal (3:45 or later)</td>
<td>45.99%</td>
</tr>
<tr>
<td>Total</td>
<td>287</td>
</tr>
</tbody>
</table>
(Elementary) Q4: Based on Tier 2 questions responses, a large percentage wanted to reduce the student day by 31-45+ minutes. Reducing the day by 30 minutes/day results in a loss of 90 hours of school a year while a reduction of 45 minutes equates to losing 135 hours? Prioritize the areas of the day in which you would reduce time:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>courses other than math and English/reading</td>
<td>48.68%</td>
<td>26.32%</td>
<td>16.45%</td>
<td>8.55%</td>
<td>304</td>
<td>3.15</td>
</tr>
<tr>
<td></td>
<td>148</td>
<td>80</td>
<td>50</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>specials</td>
<td>10.86%</td>
<td>25.66%</td>
<td>37.17%</td>
<td>26.32%</td>
<td>304</td>
<td>2.21</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>78</td>
<td>113</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prep</td>
<td>12.83%</td>
<td>17.43%</td>
<td>29.93%</td>
<td>39.80%</td>
<td>304</td>
<td>2.03</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>53</td>
<td>91</td>
<td>121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intervention times</td>
<td>27.63%</td>
<td>30.59%</td>
<td>16.45%</td>
<td>25.33%</td>
<td>304</td>
<td>2.61</td>
</tr>
<tr>
<td></td>
<td>84</td>
<td>93</td>
<td>50</td>
<td>77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADDITIONAL CONSIDERATIONS
Considerations and Cost

- Instructional Times from Other Corporations
- Community Partner Considerations
- Daylight/Darkness
- Preschools
- Student Safety
- Student Obligations
- Wednesday Extension
Other Indiana Districts

Fort Wayne CS
• MS: 7:20am – 2:15pm
• INT: 7:55am – 2:35pm
• EL: 8:20am – 2:55pm
• HS: 9:05am – 4:10pm

Center Grove CSC
• MS: 7:30am-2:40pm
• HS: 7:35am-2:30pm
• EL: 9:00am-3:45pm
Other Indiana Districts

MSD of Wayne Township
- EL1: 7:30am – 2:20pm
  - 9 elementary schools
- HS/EL2: 8:30am-3:20pm
  - HS and 2 elementary schools
- MS: 9:15am – 4:10pm

MSD Lawrence Township
- EL: 8:00am-2:35pm
- MS: 8:50am-3:45pm
- HS: 8:50am-3:40pm
Other Indiana Districts

<table>
<thead>
<tr>
<th>Carmel Clay Schools</th>
<th>Westfield Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS: 7:45am – 3:05pm</td>
<td>MS: 7:56am – 2:45pm</td>
</tr>
<tr>
<td>HS: 7:50am – 3:05pm</td>
<td>INT: 7:56am – 2:45pm</td>
</tr>
<tr>
<td>EL: 8:05am – 2:35pm</td>
<td>HS: 7:58am – 2:49pm</td>
</tr>
<tr>
<td></td>
<td>EL: 9:10am – 3:42pm</td>
</tr>
</tbody>
</table>
Other Indiana Districts

Richland Bean Blossom CSC
- JH: 7:30am - 2:20pm
- HS: 7:30am – 2:30pm
- INT & EL: 8:25am – 3:15pm
- Stinesville Elementary: 8:35am – 3:25pm

Brown County CS
- INT: 7:50 a.m. – 2:55 p.m.
- EL 1: 7:50am – 3:25pm
- EL 2: 7:45am -3:25pm
- EL 3: 7:50am – 3:25pm
- HS & JH: 8:20am – 3:00pm
Other Indiana Districts

Evansville Vanderburgh SC
• HS: 7:30am – 2:30pm
• EL: 8:15am – 3:10pm

Warrick County SC
• HS: 7:40am – 2:45pm
• MS: 7:55am – 3:00pm
• EL: 8:00 – 2:55/3:00pm
Considerations:
Community Partners
School Day Change Impacts Youth Program Providers

Girls Incorporated® of Monroe County
CITY OF BLOOMINGTON parks and recreation
BOYS & GIRLS CLUBS OF BLOOMINGTON
RHINOS
Youth Services Bureau
mcpl
the YMCA

ENGAGE. EMPOWER. EDUCATE.
Considerations: Student Safety

• Daylight (Sunrise)
  – Spring/Fall: 6:47-8:19am
  – Winter: 7:01-8:05am
  – EST timezone impacts this factor

  – Source: TimeandDate.com

• Ride Times (current)
  – Arrival times at schools ~ 20 minutes before first bell

<table>
<thead>
<tr>
<th>Time Range</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;30 minutes</td>
<td>7,000 students</td>
</tr>
<tr>
<td>≥30 minutes</td>
<td>2,199 students</td>
</tr>
<tr>
<td>≥45 minutes</td>
<td>702 students</td>
</tr>
<tr>
<td>≥60 minutes</td>
<td>153 students</td>
</tr>
<tr>
<td>≥75 minutes</td>
<td>38 students</td>
</tr>
</tbody>
</table>
Considerations:
Student Safety (cont.)

• Preschool
  – Growth since 2010 from 13 to 19 preschools
  – Transport 128 preschoolers (3-5 years old)
    • Specialized safety seats installed in buses
    • Driver secured seating harness
Considerations:
School Age Care Wednesday Extension

- “Free” weekly hour of programming through School Age Care
  - Began in 2012-13 in response to MCCSC committee study
  - 14 sites from 8:20 a.m. - 9:20 a.m.
  - SAC employees and hourly school employees
- Cost $30,000+/year
Considerations: Wednesday Extension

- Growth each year
- Participation
  - Currently 1,012 total enrollments ~1/5 elementary students
  - Flexes each week
  - Average Participation Range
    - Additional 15-80 students depending on the school in addition to paid students in before school program.
BUILDING PRINCIPALS INPUT
Elementary Principal School Day Review Meeting 1/15/2016

Recommendations:

1. Maintain consistent PLC time/day
2. Fit PLC meeting time within teacher day
3. Elementary age students awaken early
4. Several suggested to shorten student day by 20+ minutes.
5. Must preserve intervention, enrichment, and instructional time.
6. If elementary schools start significantly earlier, we may want to put PLC afterschool.
Elementary Principal School Day
Review Meeting 1/15/2016

Considerations:

1. Establish building supervision during new PLC time.
2. The DOE recommends and may require schools which have a lower school grade to have an extended day. The current 7 hours 15 minute school day was acceptable.
3. Safety and young students before sunrise at bus stops
4. If we have elementary schools start first, older siblings will not be home to supervise them when they arrive home. However parents would be home to put them on the bus in the morning safely.
Secondary Principal School Day Review Meeting 1/14/2016

Recommendations:

1. Maintain consistent PLC time/day
2. We could save time at the beginning of the day if buses were scheduled to arrive closer to the drop off time and shorten the wait time between routes.
3. Elementary students arriving home earlier is the number one priority. Starting the secondary school day at 7:50 am may be the latest we could start without losing too much instructional time.
Considerations:

1. Decrease shuttle time for BGS and ASE

2. Hoosier Hills Career Center serves students from all of our high school and 4 other corporations.
   - HHCC must capture morning/afternoon groups with same amount of time
   - Could impact tuition and enrollment

3. Students with employment during afterschool hours

4. Extra-Curricular Activities:
   - Currently North and South share 1 bus for the earliest ECA trips
   - Difficulty in scheduling with other corporations with later dismissal
   - Late dismissal will push the practices in the gyms to even later 8pm-10 pm or later. Currently many competitions mean students arrive home at 11-11:30 pm which would become even later.
   - Some non-MCCSC athletic facilities are provided to us from 3-5 pm and may not be available to our teams if practice or competitions can’t start until after 4:30 or later.

5. If secondary schools end later than elementary, older siblings will not be there when elementary students arrive home.

6. Afterschool PLC would be difficult for ECA sponsors or directors
WORKABLE SCENARIOS FOR CONSIDERATION
Scenarios

1. **Secondary**
   - 7:40 a.m.
   - 2:55 p.m.

   **Elementary**
   - 8:35 a.m.
   - 3:50 p.m.

   *Note: No Change*

2. **Secondary**
   - 8:45 a.m.
   - 3:45 p.m.

   **Elementary**
   - 8:00 a.m.
   - 2:55 p.m.

3. **Secondary**
   - 7:50 a.m.
   - 2:45 p.m.

   **Elementary**
   - 8:50 a.m.
   - 3:35 p.m.
Scenario #1 (No Change)

Secondary 7:40 a.m. - 2:55 p.m.
• No change from current

Elementary 8:35 a.m. - 3:50 p.m.
• No change from current
Scenario #2

Secondary 8:45 a.m. - 3:45 p.m.
• Less :15/day*; switches start/end order

Elementary 8:00 a.m. - 2:55 p.m.
• Less :20/day*; switches start/end order

*M/T/R/F
Scenario #3

Secondary 7:50 a.m. - 2:45 p.m.
• Less :20/day*

Elementary 8:50 a.m. - 3:35 p.m.
• Less :30/day*
Considerations Addressed

Scenario #2
- Addressed
  - Later High School Start
  - Shorter Elementary Day
  - Wednesday Late Start Eliminated
- Additional Considerations
  - Daylight and a.m. bus stops
  - Switching order
  - Changes to ECA schedules
  - Significant change to dismissal times

Scenario #3
- Addressed
  - Shorter Elementary Day
  - Wednesday Late Start Eliminated
  - Later High School Start
- Additional Considerations
  - Instructional Time
  - No significant change in secondary start time
Additional Questions

MCCSC Public Relations and Information Officer
tpritche@mccsc.edu

Presentation and Input Transcripts will be linked at www.mccsc.edu/schoolday