

A hand holding a pen is writing on a calendar. The calendar is open, showing a grid of days. The background is a light blue and white color scheme. The text is overlaid on the calendar.

SCHEDULE PROPOSAL

2009-2010 School Year •

MODIFIED BLOCK

<i><u>Monday</u></i>	<i><u>Tuesday</u></i>	<i><u>Wednesday</u></i>	<i><u>Thursday</u></i>	<i><u>Friday</u></i>
1 7:25-8:10	1 7:25-8:30	2 7:25-8:30	1 7:25-8:30	1 7:25-8:10
HR 8:15-8:25	HR 8:35-8:45	HR 8:35-8:45	HR 8:35-8:45	HR 8:15-8:25
2 8:30-9:15	2 8:50-9:55	ADV 8:50-9:22 FLEX 9:23- 9:55	3 8:50-9:55	2 8:30-9:15
3 9:20-10:05	4 10:00-11:05	3 10:00-11:05	4 10:00-11:05	3 9:20-10:05
4 10:10-10:55	L/A 11:10-11:50	L/A 11:10-11:50	L/A 11:10-11:50	4 10:10-10:55
LA 11:00- 11:40	5 11:55-1:00	6 11:55-1:00	5 11:55-1:00	LA 11:00- 11:40
5 11:45-12:30	6 1:05-2:10	7 1:05-2:10	7 1:05-2:10	5 11:45-12:30
6 12:35-1:20				6 12:35-1:20
7 1:25-2:10				7 1:25-2:10

MODIFIED BLOCK vs. 4 x 4

Issue	Modified	4 x 4
Length of day in minutes	405	405
Periods per day	7 (2 days) 5 (2 days) 4 (1 day)	4
Avg. passing minutes per day	34	36
Student class min. per day/week	308/1540	319/1595
Length of periods	M & F 45 T-W-T 65	80-80-80-79
Advisory period	Yes	No
Student credit available per year	7	8
Credits for graduation	24	28

MODIFIED BLOCK vs. 4 x 4

Issue	Modified	4 x 4
Credits taught per year	5	6
Classes taught per day	2, 3, 4, or 5	3
Prep minutes per day	53	79.25
Time for study/pull outs/ Developmental Guidance	32 minutes/Wed	None
LA in minutes per day	40 daily(200wk)	45 (225wk)
Instructional minutes per course	8008	7257

Minutes per course gained vs. block 751 or (10.3% more time)

PROPOSAL DETAILS

- ✓ Schedule focuses on number of instructional minutes per course rather than number of courses taken (more titles vs. time learning content per course)
- ✓ Full and ½ credit courses available
- ✓ Class of 2010- 27 credits to graduate
- ✓ Class of 2011- 26 credits to graduate
- ✓ Class of 2012- 25 credits to graduate
- ✓ Class of 2013- 24 credits to graduate

- ✓ ***CSDE 2002-2006 analysis of 131 school districts and minimum number of credits to graduate: 20-25 (84%), 26-29 (9%), 40-48 (2%), other (5%)***

Details continued

✓ ADVISORY TIME

- ✓ A 32 minute advisory period would take place every Wednesday from 8:50-9:22 (Advisory is referenced by NEASC as part of Leadership & Organizational strand to personalize educational experience for each child)
- ✓ Advisory in senior year would be devoted to development of a senior exhibition (part of commissioner McQuillan's High school reform Plan)
- ✓ 32 minute Flex period following Advisory period for structured study/media center access/developmental guidance/career planning/computer lab/pull outs such as speech and language/study access by administration/outside presentations, etc.

Why a Fixed Schedule?

- ✓ Provides greater opportunity for students and school:
 - ✓ Job shadowing
 - ✓ Internship programs
 - ✓ Makes it easier for high achieving middle schoolers to take a high school program
 - ✓ Outside educational experiences (Wesleyan, Middlesex, magnet school programs)
 - ✓ Facilitates servicing of our special education population
 - ✓ Easier to attract high caliber candidates to part time teaching positions
 - ✓ Creates ability to share staff with the middle school

Teaching assignment

- ✓ Teachers would teach 5 of the 7 periods
- ✓ Teachers would have a prep period
- ✓ Teachers would have a duty period
- ✓ Teachers would serve as advisors



Department Heads

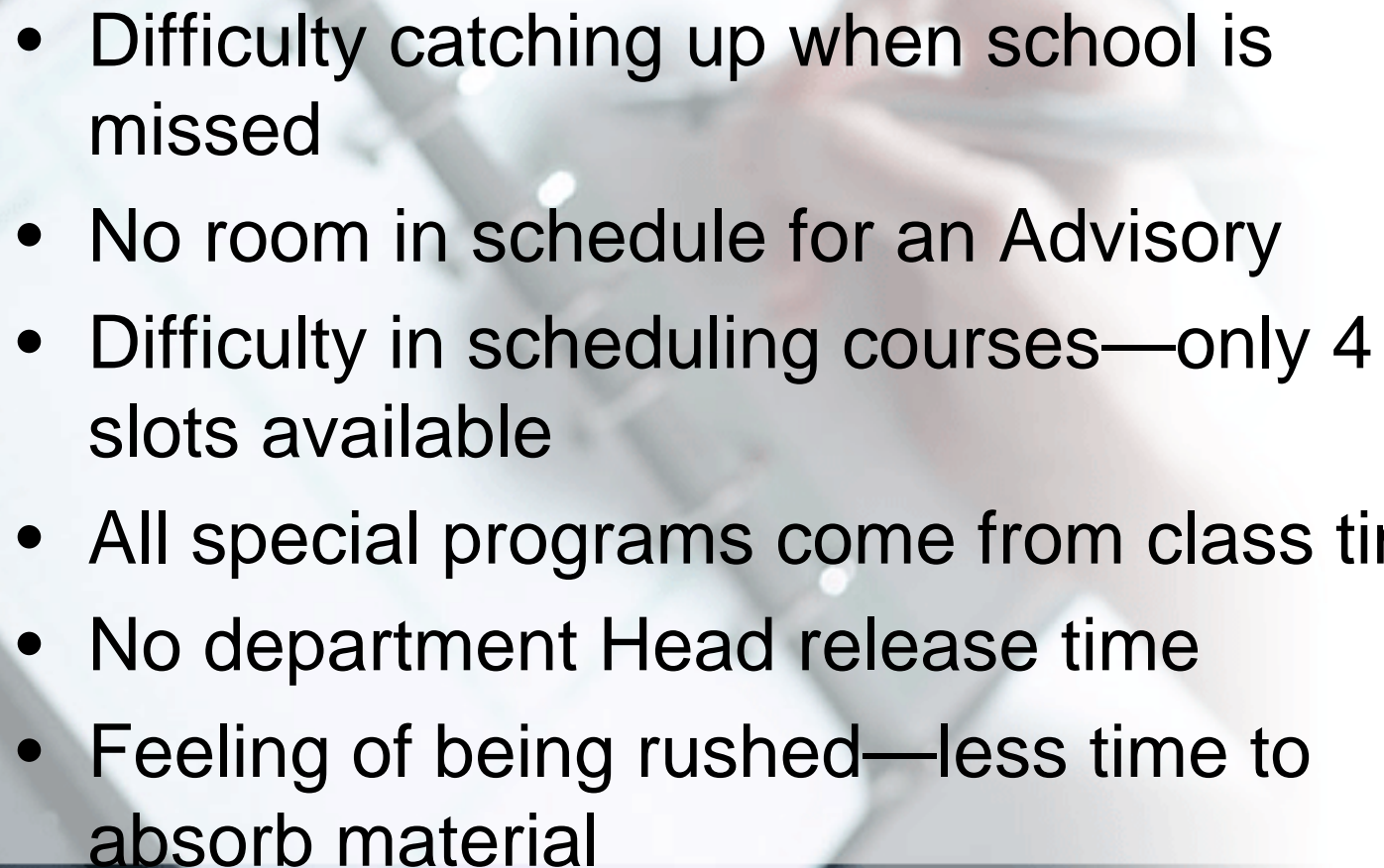
- ✓ Department Heads would teach 4 classes and have 1 release period to:
 - ✓ Coordinate departmental activities including CAPT practice activities
 - ✓ Monitor use and effectiveness of school-wide rubrics as they apply to student work
 - ✓ Observe classroom instruction and provide feedback
 - ✓ Work on curriculum review and revision
 - ✓ Track use of differentiated instructional practices within the department
 - ✓ Coordinate use of common assessments

Preparations Taken

- ✓ Departments have identified courses for full and ½ credit
- ✓ A *draft* Opportunities Book (course selection book) has been created to reflect all course changes
- ✓ Students in grades 8-9-10-11 have been or are being asked to complete a course selection survey to assess needs.

Reasons for Change

- Course sequencing-especially in math and World Languages- can create retention problems
- Attention spans- particularly students with disabilities
- Amount of material actually being covered
- Many students take tests (CAPT, ACT, SAT, etc) in spring when they are not taking content or only partially through content.
- Difficult transition for students transferring in

- 
- Difficulty catching up when school is missed
 - No room in schedule for an Advisory
 - Difficulty in scheduling courses—only 4 slots available
 - All special programs come from class time
 - No department Head release time
 - Feeling of being rushed—less time to absorb material

Schedule Types

- Traditional 6 or 7 period day
- 7 drop 1 or 8 drop 2
- 4 x 4 block
- Alternating block (A/B)
- Modified block or hybrid

Relationship Between High School Schedule and Student Academic Achievement

- Washington School Research Center-2006-independent research– represents 91% of high schools (296 of 322)

<i>TYPE OF SCHEDULE</i>	(n)	%
Traditional seven-period day	64	21.6
Traditional six-period day	122	41.2
4 x 4 Block	42	14.2
Alternating Block (A/B)	21	7.1
Modified Block/Hybrid	47	15.9
	<i>Total</i>	<i>296</i>
		<i>100.</i>

Percent of Students Meeting Standard for Math, Reading and Writing

TYPE of SCHEDULE					
SUBJECT	<i>7 Period</i>	<i>6 Period</i>	<i>4 x 4 Block</i>	<i>A/B Block</i>	<i>Modified</i>
Math	46.10	42.10	39.78	39.59	46.55
Reading	68.86	63.28	61.61	61.88	67.00
Writing	68.48	63.36	63.02	67.80	69.57

An Analysis of Research on Block Scheduling

- An analysis of 58 empirical studies (57 at high school level, 1 at MS and HS)
- Review of Educational Research-Spring 2006, Volume 76, No. 1, pp.137-170
- Sally Zepeda- Univ. of Georgia & R Stewart Mayers- Southeastern Oklahoma State Univ.

Study Results

- Study was based on 5 groupings:
 - Teacher's instructional practices and perceptions
 - Change and block scheduling
 - Effects of implementing block scheduling
 - *Effects of block scheduling on student learning*
 - Students' perceptions of block scheduling

1. Teachers' Instructional Practices and Perceptions

- **Inconsistent Findings**

(Bryant and Claxton-1996)

- block provides teachers with more time on instructional objectives and ability to experiment with different strategies.
- Fewer class preparations
- Decreased absenteeism rate

(Staunton and Adams -1997)

- Extended periods enabled teachers to experiment with new strategies
- Teachers feel less stress

(Baker & Bowman 2000; Matthews et al. 1998; Veal 1999)

- Reported teachers learned new teaching strategies

1. Teachers' Instructional Practices and Perceptions

- **Contrasting Conclusions**

(Jenkins et. al 2002)

- NC study revealed little difference between instructional strategies used in block and non-block teachers
- Strategies used depended more on learners in the classroom not the schedule used

(Moore et. Al. 1997)

- Scheduling did not have any real impact on instruction

Test Scores- inconsistent

(Arnold 2002)

- AP test scores lower in block schools.
(Payne & Jordan 1996)
- Block scheduled students scored higher on Georgia H.S. Graduation Tests than traditionally scheduled students

CONTENT AREAS

(Arnold 2002; Cobb et. Al 1999; Wronkovich et. Al. 1997)

- reported lower math achievement for block students
(Spencer and Lowe -1994)
- block scheduled students outperformed traditionally scheduled in English

Test Scores- inconsistent

(Gruber & Onwuegbuzie, 2001; Lawrence & McPerson, 2000)

- Traditionally scheduled students performed better in all 4 core areas than block scheduled students (English, math, science, social studies)

(Nichols, 2000)

- No difference between block and traditional

GPA

- Generalization: student grades and grade point averages increased in the block
- Reasons not clear
- One possible explanation, and there is support for this claim-is because less content was covered and there was less to remember.

We Need to Find Time for These Programs

1. Developmental Guidance Curriculum needs to be implemented.
2. Increase student access to technology, internet, magazine indices and databases.
3. Institute an Advisee/Advisor Program.
4. Develop and Implement a School-to-Career Program

The Above Are Needs Identified in HKHS NEASC Update - March 28, 2000

Survey administered September 2007.

I have sufficient time in my schedule to meet with counselors and plan my future:

	Students
Strongly Disagree	6
Disagree	17
Neutral	24
Agree	33
Strongly Agree	19

I have no problem paying attention during an entire 80 minute class period

	Students
Strongly Disagree	9
Disagree	8
Neutral	13
Agree	23
Strongly Agree	47

I have adequate time during the school day to use the media center if I want to:

	Students
Strongly Disagree	20
Disagree	26
Neutral	24
Agree	20
Strongly Agree	9

I feel that the current schedule allows me to reach my full potential:

	Students
Strongly Disagree	4
Disagree	7
Neutral	15
Agree	28
Strongly Agree	47

I feel that there is at least on adult at the high school I can talk to about things that bother me:

Strongly Disagree	8
Disagree	16
Neutral	24
Agree	37
Strongly Agree	16

In my classes, time is spent using computers:

Strongly Disagree	14
Disagree	30
Neutral	32
Agree	22
Strongly Agree	1



On the average, how many minutes per day during each class do I have to work on homework?

0-5 minutes	22
6-10 minutes	9
11-15 minutes	8
16-20 minutes	15
more than 20 minutes	46