

BLOCK SCHEDULING considerations 4/12/2021 Board of Ed Mtg
Prepared by Principal Janeen LaBorde

Stratford Modified 4x4 Block Schedule Overview
(by Dean of Students Travis Grubbs)

Why?

Stratford High School is a rural public school where teachers are required to teach 2-8 different courses over the school year. A shift to a 4x4 block allows teachers to focus on half of those classes at a time. This will lead to a more rigorous and congruent curriculum, while the additional class time will allow for greater differentiation of instruction in order to meet all students' learning styles. Along with this, the increased daily class time will allow for more types of activities for students and exploratory learning that a shorter 45 minute period would not allow for. While there are cons to a block schedule, Stratford High School believes that we can be intentional in scheduling to minimize those concerns and that a shift to the block will ultimately increase student achievement in the long term.

How?

The schedule will consist of four 90 minute block periods and an advisory period. Most classes take place during a full 90-minute block, but some intentional classes will be offered during a skinny (splitting a block into two 45 minute periods). This means a student may take between 4-6 classes each semester. Students will be able to have study halls during both semesters if they choose and these may be for a skinny or full block period. Specific attention in the schedule was also given to essential math classes to allow them to be taught over the course of the entire year, with built-in resource time for students. This block schedule has also been meshed with our middle school traditional schedule to allow teachers to teach classes in both schools and to allow our high achieving math students to take high school math classes as needed.

RESOURCES for consideration:

Ford, Yancy J., "A Test Score Comparison between Block and Traditional Scheduling" (2015). Electronic Theses and Dissertations. 1291. <https://digitalcommons.georgiasouthern.edu/etd/1291>

Gallegos, Georgina. "The Dilemma Over Block Scheduling Due to Covid-19." *Yeseep*, www.yeseep.org/blog/the-dilemma-over-alternative-scheduling-also-known-as-block-scheduling-due-to-covid-19.

Irmsher, Karen. *Block Scheduling*. *ERIC Digest*, ERIC Clearinghouse on Educational Management Eugene OR., 29 Feb. 1996, www.ericdigests.org/1996-4/block.htm.

Rettig, M., 2021. AASA | *American Association Of School Administrators*. [online] Aasa.org. Available at: <<https://www.aasa.org/schooladministratorarticle.aspx?id=14852#>> [Accessed 19 January 2021].

Traditional vs. Block/modified Scheduling. (n.d.). Retrieved from <https://www.theprincipalsplaybook.com/instructional-leadership/scheduling/traditional-vs-blockmodified-scheduling>

Williams, Charles. "THE IMPACT OF BLOCK SCHEDULING ON STUDENT ACHIEVEMENT, ATTENDANCE, AND DISCIPLINE AT THE HIGH SCHOOL LEVEL." *Argosy University*, 2011.

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PARENT 1 QUESTIONS/CONCERNS

Parent concerns/comments in black

Principal response in red

- **Study halls** are not part of Pittsville or Edgar block schedules. Many students at Stratford High school indicated on the survey that they wanted a study hall.

Stratford students were allowed to request a study hall. Mrs. Cepress is starting to meet with students 1-1 about their schedules to get further input on their desires and needs. We are currently brainstorming opportunities for students to have a study hall without occupying a 90 minute block. An example would be a digital course.

- 8th grade students in Pittsville and Edgar cannot **accelerate into Algebra** due to their block structure. This is important for our Stratford Middle School students.

In developing the high school schedule, priority was given to algebra classes to enable our 8th grade students to accelerate. As an example, a student would have algebra the last block of the day when their cohort has math and Tiger Time.

- Forming **skinny blocks** adds more classes to a students day (could total up to 6). This is not beneficial since one stated benefit of the block is having less classes. Edgar has grade 9/10 ELA and math back to back as skinnies.

It is accurate that skinnies add to the overall number of classes a student will have over the original 4 classes of a block. In the current version of the 2021-2022 schedule the following courses are slated to be skinnies: NTC Alg 3 (yr), NTC Applied Math (sem), NTC Pre-Calc (yr), Calc, Prob & Stats (yr), Band (yr), Guitar (sem), Choir (yr), NTC Oral/Written Comm (sem), NTC Sociology (sem), Ind Living (sem), Desktop Pub (sem), Comp Apps 2 (sem), Exploring Tech (sem), Electricity (sem), Health (sem), Lifetime PE (sem), Spanish C/D (sem), Creative Writing (sem).

- **ACT prep** becomes challenging when students do not have math or ELA in the spring. Edgar has ACT prep built into their 45 minute advisory period. Pittsville pays for a practice ACT prior to the one in March in order to give the students a better idea of what to study. When I talked with one of the school board members, she suggested the students take the test over at their expense if not happy with the score.

Rachel Bargender works ACT prep into English 3. Students do a full ACT practice test and then Ms. Bargender works more extensively with them to review key grammar skills. Teachers of HS English, math and science are given ACT practice problems to incorporate into their lessons. Additionally, assessment Coordinator Missy Schmidt has a strong desire to build ACT prep into the advisory/intervention model for upcoming years. ACT prep questions with answers are put into the announcements and resources/tips on taking the ACT were emailed to the junior class.

- **Graduation** in Edgar and Pittsville is later in the school year due to tradition. They have it on the last day of school or the Friday before the last day. Stratford's tradition is to have it earlier in May. This year seniors will graduate on May 22nd but the last day of school is June 4th. Not counting the half day on June 4th, that means in a traditional schedule the seniors would miss 9 days worth of classes. With block that doubles to 18 missed classes.

Mrs. Cepress tried to balance core senior classes with electives so that most core classes do not occur in the 4th quarter. Administration has had preliminary conversations about changes to the date of graduation. Once we finish 2020-2021, staff will have a better feel for how their curriculum aligned with the quarter 4 being cut short for seniors, and administration will continue this conversation. Many NTC courses will require students to come to school after graduation.

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PARENT 2 QUESTIONS/CONCERNS

Parent concerns/comments in black

Principal response in red

- Will **Study halls** be scheduled for 90 minutes one quarter and 0 minutes the next quarter?
Mrs. Cepress is starting to meet with students 1-1 about their schedules to get further input on their desires and needs. We are currently brainstorming opportunities for students to have a study hall without occupying a 90 minute block. An example would be a digital course. Students need to take 6.5 credits per year. This means that some semesters, a student may have 2 study halls.
- How will **schedules be balanced**? As an example this happened this year, giving a student a quarter of "core subjects"--math, english, social studies (without a study hall), and then the next quarter they have the study hall with their "non core" classes like phy ed, band, etc.
Mrs. Cepress is starting to meet with students 1-1 about their schedules to get further input on their desires and needs. She will be looking at the balance of courses each quarter.
- **Engaging students** in meaningful activities besides just a longer lecture with a class "work time". Longer class periods can lead themselves to more time for engaging activities and higher level thinking activities to occur. But the block system could have teachers that just had more lecture time and more in class "work time." Overall, block in Elk Mound High School has allowed students to attend college courses on college campuses. Goal to increase student engagement and monitor for this?
We will be continuing professional development on best practices for teaching on the block. We had initial PD in August 2020 related to this topic and will continue to plan accordingly. Teachers are part of a 3 year cycle of teacher evaluations. Teachers in their third year (and all probationary teachers) have a comprehensive evaluation which includes all 6 teacher standards. Student engagement is one part of the standards.
- If seniors **graduate** 2 weeks early- they actually miss a month
Mrs. Cepress tried to balance core senior classes with electives so that most core classes do not occur in the 4th quarter. Administration has had preliminary conversations about changes to the date of graduation. Once we finish 2020-2021, staff will have a better feel for how their curriculum aligned with the quarter 4 being cut short for seniors, and administration will continue this conversation. Many NTC courses will require students to come to school after graduation.
- Will **algebra** be offered for 8th grade?
In developing the high school schedule, priority was given to algebra classes to enable our 8th grade students to accelerate. As an example, a student would have algebra the last block of the day when their cohort has math and Tiger Time.
- What is the **"indicator"** that **block is working** besides Covid reasons?
During the last two months of the school year and then again in August, the PLC Leadership team will develop the metrics to evaluate the block schedule. We will use these metrics each quarter to prepare for the school board evaluation of block scheduling during this trial year. We are open to ideas.

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- Stratford's student and parent surveys about block for next year were done before any class had met for the 2nd quarter. Classes that met 1st quarter had not even started for 3rd quarter before we were asking if it worked. Did anyone even know what the **retention** was from the first quarter?

The parent survey was completed the last week of the semester (quarter 2). The second half of yearlong classes had not met yet. We would not retain any students based on semester failures but we can analyze the failure rate. The failure rate for HS courses first semester 2020: 16 and 2021: 27 (4 were virtual courses). It is difficult to discern if this was related to CoVid or the block.

- I can see how some classes might be better to engage in longer sessions-- hands on, tech classes, classes that focus on higher level understanding, but I don't think it is a match for all classes. Classes that require sequence of learning and retaining concepts that build on each other will be harder to remember in a block schedule. Goal for mastery or long term **retention** and monitor for this?

The research I read found that short term retention of content was evident but when content retention is studied after a couple years, students on a traditional schedule did not have any better retention of content than students that learned in a block. This creates the importance for teachers to build a concentrated review period into the beginning of each course that builds from a prior course.

- The summer loss in **retention** is not a new concept. Students forget things over the summer and teachers spend some of September reviewing. Students that read over the summer will make bigger gains during the school year.. etc. So I have a hard time figuring that students have more long term retention spending 4 months out of the year working on Algebra 2 and Spanish 2 verses working on it for 9 months out of the year. Those long term habits and retention happen over the course of more months, not longer sessions and shorter months.

Please see the answer above on the research. There will be some benefits and some disadvantages with either schedule. Hopefully with metrics in place, we will be able to determine if the block schedule is worth pursuing after the trial year.

- What is the goal to **continue block** besides Covid?

I am not quite sure what is meant by this question. I will share staff comments on why they favor the block format (bulleted below).

- Stress levels seem better with less testing on a given day/time.
- The students don't have to spread themselves thin in one area. They can have a deeper focus in just those 4 classes.
- Students taking advanced classes (dual credit and college courses) can spend more time on writing and studying for these high level courses.
- I think they are less stressed especially when it comes to assessments.
- They have time to enjoy, dig into the material, make more connections, and find the purpose in learning.
- Less missing homework and late work.
- It allows for more one on one help needed for the struggling students.
- 90 minutes is long but I feel like our staff will continue to get better at using the time with students especially as COVID restrictions are lifted and you can do more hands on activities, moving around the room with less worries.
- I've found that my students understood more, had deeper thoughts, and grew more comfortable speaking up in class with the longer class periods.

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- I've also felt that I got to know the kids more and felt less like I was running on an assembly line from class to class.
- The block schedule allows me to focus on less students as only five classes vs eight in a day.
- I feel that I have been able to go farther with some of my courses and get through so much more even though it is a shorter time.
- I very rarely get to have a class that repeats. That means that sometimes I had 7 different classes a semester. This would sometimes make me feel that I was overwhelmed and stressed out.
- I could prep for half as many classes each day as opposed to every thing every day.

Less stress = better teaching, better teaching = more learning

- Way less stressful than organizing 7 different classes per day. In my case, there were times I was planning up to 9 classes per day, due to combination periods.
- I like the block scheduling because it allows for my students with disabilities to get their tests done the same day versus having to do it for a couple of days.
- I feel like the relationships built in a block schedule are stronger, more time getting to know one another
- Having a class period (block) where kids can get content, do an activity, have a discussion, etc. is more beneficial than starting something and having the 44 minutes up already
- 7 classes a day for me in multiple locations is exhausting.
- It allows students more in class work time than a traditional schedule, when set up/clean up can take a significant portion of class time when we only have 45 minutes.
- I have liked how the block schedule eases the load for teachers the way we currently have it divided by quarters--it is a relief to only have to prep for some of the classes I teach and to have fewer kids' work to grade at a time.

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MS Locked In				IN PROGRESS-DRAFT						IN PROGRESS-DRAFT						IN PROGRESS-DRAFT						IN PROGRESS-DRAFT					
HS Locked In				G1				G2				G3				G4											
		9:34-10:00am breakfast low 9:31-9:40am		BLOCK 1: 8:00-9:31am 1) 8:00-8:44am 2) 8:47-9:31am		BLOCK 2: 10:03-11:34am 3) 10:03-10:47am 4) 10:50-11:34am		BLOCK 3: HS Lunch 11:34-12:04pm HS Class 12:10-12:54-1:41pm 5) MS Class 11:37-12:21pm MS Lunch 12:24-12:54pm 6) MS Class 12:57-1:41pm		BLOCK 4: 1:44-3:15pm 7) 1:44-2:28pm 8) 2:31-3:15pm		BLOCK 1: 8:00-9:31am 1) 8:00-8:44am 2) 8:47-9:31am		BLOCK 2: 10:03-11:34am 3) 10:03-10:47am 4) 10:50-11:34am		BLOCK 3: HS Lunch 11:34-12:04pm HS Class 12:10-12:54-1:41pm 5) MS Class 11:37-12:21pm MS Lunch 12:24-12:54pm 6) MS Class 12:57-1:41pm		BLOCK 4: 1:44-3:15pm 7) 1:44-2:28pm 8) 2:31-3:15pm		BLOCK 1: 8:00-9:31am 1) 8:00-8:44am 2) 8:47-9:31am		BLOCK 2: 10:03-11:34am 3) 10:03-10:47am 4) 10:50-11:34am		BLOCK 3: HS Lunch 11:34-12:04pm HS Class 12:10-12:54-1:41pm 5) MS Class 11:37-12:21pm MS Lunch 12:24-12:54pm 6) MS Class 12:57-1:41pm		BLOCK 4: 1:44-3:15pm 7) 1:44-2:28pm 8) 2:31-3:15pm	
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BARBER, KACHEL	254		RVA	English 3-2	English 3-1	PREP	RVA	English 3-2	English 3-1	PREP	RVA	DUTY	English 3-3	DUTY	RVA	DUTY	English 3-3	DUTY									
		Written Comm-1			Written Comm-2	Written Comm-1			Written Comm-2	Oral Comm-1	PREP		Oral Comm-2	Oral Comm-1	PREP		Oral Comm-2										
TRD MATH	251		NTC Calculus I	Prep		NTC Calculus I	Prep			NTC Calculus I	Prep			NTC Calculus I	Prep												
		Algebra II NTC College Alg	NTC PreCalculus		Algebra II NTC College Alg	NTC PreCalculus			Algebra II NTC College Alg	NTC PreCalculus			Algebra II NTC College Alg	NTC PreCalculus													
BELTOR, SHED	153		Geometry Essentials w/ resource (all yr)	Geometry-1	Geometry-2	Prob & Stats I	Geometry Essentials w/ resource (all yr)	Geometry-1	Geometry-2	Prob & Stats I	Geometry Essentials w/ resource (all yr)	Consumer Math-1	Consumer Math-2	Prob & Stats II	Geometry Essentials w/ resource (all yr)	Consumer Math-1	Consumer Math-2	Prob & Stats II									
					Prep				Prep					Prep													
CHRISTOPHER, KATH	202		NTC Psychology-2	US History-1	NTC Psychology-1	Prep	Financial Literacy-1	US History-1	Financial Literacy-2	Prep	US History-2	US History-3	NTC Sociology	Prep	US History-2	US History-3	NTC Sociology	Financial Literacy-3									
					Duty			Duty					Financial Literacy-3	Duty			Financial Literacy-3										
COOPER, BILL	155		Physics	Prep	Astronomy-1	Advanced Chemistry	Physics	Prep	General Science-1 Pt 1 Krussel	Advanced Chemistry	Chemistry-1	Prep	Chemistry-2	Astronomy-2	Chemistry-1	Prep	Chemistry-2	General Science-2 Pt 1 Krussel									
			Duty				Duty			Duty		Duty			Duty												
SHAWLEY, ELIZABETH	151		Careers 7	PREP	Guitar 6	Choir 6 (B) Lessons	Careers 7	PREP	Guitar 6	Choir 6 (B) Lessons	Careers 7	PREP	Lessons	Choir 6 (B) Lessons	Careers 7	PREP	Lessons	Choir 6 (B) Lessons									
			Choir 6 (B) Lessons	Verity Choir (A) Show Choir (B)	Choir 7 (A) Lessons	Lessons	Choir 6 (B) Lessons	Verity Choir (A) Show Choir (B)	Choir 7 (A) Lessons	Lessons	Choir 6 (B) Lessons	Verity Choir (A) Show Choir (B)	Choir 7 (A) Lessons	Duoings 7	Choir 6 (B) Lessons	Verity Choir (A) Show Choir (B)	Choir 7 (A) Lessons	Duoings 7									
DAVIDSON, ADAM	205		American Government-1	Prep	World History-1	World History-2	American Government-1	Prep	World History-1	World History-2	World History-3	American Government-2	Prep	American Government-3	World History-3	American Government-2	Prep	American Government-3									
			Duty				Duty					Duty				Duty											
FROMMELT, WHITNEY	157		FCS 7	DUTY			FCS 7	DUTY	NTC Food & Nutrition	Design	FCS 7			Child Development	FCS 7		Health Occupations	Culinary Arts I									
			Prep	Independent Living	Culinary Arts I	Culinary Arts I	Prep	Independent Living			Prep				Prep												
JOHNSON, LYNN	159		DUTY	Desktop Publishing	Computer Apps I - 3	Computer Apps I-1	DUTY	Desktop Publishing	Business Procedures	NTC Intro to Business	Computer Hardware I&II	DUTY	AP Computer Science	Computer Apps 2	Computer Apps I - 2	DUTY	AP Computer Science	Computer Apps 2									
			Prep	Comp 8			Prep	Comp 8				Comp 8		Prep		Comp 8		Prep									
KRUMHOLT, KARE	156		Biology-1	Prep	General Science-1 Pt 2 Coker	Body Structure Function	Biology-1	Prep	NTC Med Term	Body Structure Function	Prep	Biology-2	Biology-3	General Science-2 Pt 2 Coker	Forensic Science	Biology-2	Biology-3	Prep									
			Duty				Duty			Duty								Duty									
LAFFE, JO	203		English I-2	Prep	English 4	English I-1	English I-2	Prep	English 4	English I-1	English I-3	Ensuring my Employability-1	English I-1	Prep	English I-3	Prep	English I-1	Ensuring my Employability-2									
			Duty				Duty							Duty													
LEHMAN, BLAKE	175 (Shop 8 173/174-Mech 175-Weeks)		Woods I&II-1	PREP	Woods I-1	CADD I & CADD Arch	Woods I&II-1	PREP	Graphics	CADD I & CADD Mech	Woods I-2	Woods I&II-2	IT 8	Woods I&II-3	Construction	Woods I&II-2	IT 8	Woods I&II-3									
			Exploring Tech				Exploring Tech						PREP				PREP										
LEHMAN, MARSHALL	172 (Shop 8 173/174-Mech 175-Weeks)		IT 7	PREP	Metals 2	Metals I-1	IT 7	PREP	Metals 2	Basic Auto	IT 7	Metals 3	Graphics 2	YA/CTE Coordinator	IT 7	Metals 3	Metals I-2	Small Engines									
			YA/CTE	Electricity			YA/CTE	Electricity			PREP			PREP													

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MS Locked In		G1				G2				G3				G4				
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PARAKATZ, MARCY	186 184 GYM		Health -1	Health 5	IDT	PE 6 (A) PRIDE (B)	Health -1	Health 5	PE 9-1	PE 6 (A) PRIDE (B)	Lifetime PE	Health 5	PE 9-2	PE 6 (A) PRIDE (B)	Lifetime PE	Health 5	Outdoor Team	PE 6 (A) PRIDE (B)
			PE 8 (A) PE 7 (B)	Health -2		Prep	PE 8 (A) PE 7 (B)	Health -2	Prep	PE 8 (A) PE 7 (B)	Health -3	Prep	PE 8 (A) PE 7 (B)	Health -3	Prep	PE 8 (A) PE 7 (B)	Prep	
NAJIB, JAMAL	118		3D Art Foundations-1	2D Art Intermediate	Prep	2D Art Foundations-1	Ceramics-2	Art Studio III	Prep	2D Art Advanced	3D Art Intermediate	Ceramics-1	Prep	3D Art Foundations-2	2D Art Foundations-1	Hobbies and Crafts-1	Prep	Hobbies and Crafts-2
			Lessons	Vandy Band	Band 6 (B) lessons	Lessons	Lessons	Vandy Band	Band 6 (B) lessons	Lessons	Lessons	Vandy Band	Band 6 (B) lessons	Lessons	Lessons	Vandy Band	Band 6 (B) lessons	Lessons
KIDDER, JOHN	BAND ROOM		Band 7 (A) lessons	HS GUITAR	Band 6 (B) lessons	Prep	Band 7 (A) lessons	HS GUITAR	Band 6 (B) lessons	Prep	Band 7 (A) lessons	Prep	Band 6 (B) lessons	Lessons	Band 7 (A) lessons	Prep	Band 6 (B) lessons	Lessons
			Prep	PE 12-1	PE 6 (A) DUTY (B)	Strength Training I	Prep	Competitive PE-2	PE 6 (A) DUTY (B)	Competitive PE-1	Prep	Strength Training II	PE 6 (A) DUTY (B)	Fitness for Life	Prep	PE 12-2	PE 6 (A) DUTY (B)	PE 9-3
SCHWAB, JON	179 and GYM		PE 8 (A) PE 7 (B)		PE 8 (A) PE 7 (B)		PE 8 (A) PE 7 (B)		PE 8 (A) PE 7 (B)		PE 8 (A) PE 7 (B)		PE 8 (A) PE 7 (B)		PE 8 (A) PE 7 (B)		PE 8 (A) PE 7 (B)	
SHERRIN, SARAH	117		Spanish I-1	Adv Spanish C	Spanish I-2	Duty	Spanish I-1	Adv Spanish C	Spanish I-2	Duty	Spanish II-1	Adv Spanish D	Prep	Spanish II-2	Spanish II-1	Adv Spanish D	Prep	Spanish II-2
				Spanish 8		Prep		Spanish 8		Prep		Spanish 8	Duty			Spanish 8	Duty	
WILSON, AMY	160		Reading Foundations 7	Reading Foundations 6	DUTY	English 2-2	Reading Foundations 7	Reading Foundations 6	Prep	English 2-2	Reading Foundations 7	Reading Foundations 6	DUTY	English 2-3	Reading Foundations 7	Reading Foundations 6	DUTY	English 2-3
			Prep	Reading Foundations 8	Creative Writing		DUTY	Reading Foundations 8	Creative Writing		Prep	Reading Foundations 8	Creative Writing		Prep	Reading Foundations 8	Creative Writing	
WOLFE, BECKY	168		Horticulture	Ag 5	Ag 5	Env Sci	Horticulture	Ag 5	Ag 5	NTC Animal Science	Wildlife & Fish	Ag 5	Ag 5	Horticulture	Agriculture Exploratory	Ag 5	Ag 5	Horticulture
				DUTY	Prep			DUTY	Prep		DUTY	Prep			DUTY	Prep		
WOLFE, KATH	166		Prep	Alg Essentials w/ resource (all yr)	Algebra 2-1	Algebra I-1 with 8 MS	Prep	Alg Essentials w/ resource (all yr)	Algebra 2-1	Algebra I-1 with 8 MS	Algebra I-2	Algebra 2-2	Prep	Alg Essentials w/ resource (all yr)	Algebra I-2	Algebra 2-2	Prep	Alg Essentials w/ resource (all yr)
			NTC Applied Math				NTC Applied Math					TBD			TBD			TBD