

# **Study of Block Scheduling Galesburg High School 2016-17**

**Purpose: Determine the Effectiveness and Efficiency of Block  
Scheduling at GHS**

# Committee Members

- Laurie Aten
- Ben Bredemeier
- Jeff Houston
- Matt Jacobson
- Gloria Osborn
- Stu Schaafsma
- Lori Sundberg
- Peter Flynn (Consultant)

# **Background**

## **Dr. Carol Struck Curriculum Study**

### **1999-2001**

- Broad Range of Curriculum Offerings
- College and Career Readiness
  - 33% more courses
    - From 6 to 8 courses per year
    - From 24 to 32 courses throughout high school

# Struck Curriculum Study Continued

- Block Schedule – 4 Block
  - Schedule eventually part of Contract
- Additional Recommendations from Research
  - Aligned Curriculum
  - Professional Development
  - Variations to 85 – minute block

# J. Allen Queen Research 1997 and 2007

- Maximize Positive Impact
  - Pacing Guides
  - Engaging Instructional Strategies
    - Minimum 3
    - Eventually 8
  - Change Grouping Patterns and Activities
  - Authentic and Alternative Assessment
  - Bell to Bell Instruction
  - Creative and Flexible Activities
  - Monitor Individual Students

# J. Allen Queen Research 1997 and 2007

Positive Impact continued...

- Successful teachers mentor others
- Continuing Staff Development
  - Focused and individualized
- Principals evaluate and develop teachers
  - One to two years prior and ongoing
- Stakeholder Team to Oversee Implementation

# GHS SCHOOL AND STUDENT DATA

- Overall graduation rate last five years from 83.3 % to 88.5%,
  - African American students from 73.8% to 88.1%
  - Hispanic students from 82.1% to 90.7%.
- Dropout rates 6% Block Schedule began to 2.1% in 2016.
- ACT has remained constant at 19 for the past four years

# GHS SCHOOL AND STUDENT DATA

- Post-secondary enrollment has stayed steady from 65% to 66% over the last three years.
- Post secondary remediation
  - Last two years Galesburg Mathematics from 48% to about 42%
    - Other six area schools, five have higher Math remediation percentages
    - Percentages needing remediation in Math, Reading (33%) and Communications (31%) indicates a major lack of alignment



# SURVEY RESULTS – Teachers

## 78 of 88 GHS Teachers Took the Survey

A/SA = Agree/Strongly agree

- 99% A/SA -able to teach and assess the essential skills
- 97% A/SA - vary their strategies and activities
- 90% A/SA - provide individual attention to their students
- 95% A/SA - block schedule is effective for teaching and learning
- 39% disagree/strongly disagree - traditional schedule =effective teaching and learning
  - 24% A/SA traditional schedule = effective for teaching and learning
  - 37% of the faculty indicated that they were neutral on this issue.

# SURVEY DATA - TEACHERS

- Of the 78 faculty members –
  - 60 wrote comments to the question:

“If we were to alter our current block schedule, what changes would you suggest?”

- More than half (33) mentioned variations to block
  - ‘skinnies’ or a
  - hybrid schedule or a
  - Different courses on alternating days.

# SURVEY DATA – Students (654)

- 94% A/SA **learning what they need to learn**
- 89% A/SA **make up missed work** after absences
- 89% A/SA they were **able to schedule the classes** that they wanted to take.
- 82% A/SA their **social and emotional needs** were being met during the block.
- 80% A/SA to at least **start their homework** during the block.

# SURVEY DATA - Students

- 75% A/SA **teachers worked directly with them** during the block.
- 69% A/SA **able to focus** during the block,
- 31% A/SA with the idea of **trying shorter class periods**

## School Start Time

- On a related matter, 57% of the students either disagreed or strongly disagreed with the statement that they liked the current **start time**.
  - That is, more than half the students do not like the current start time

# SURVEY DATA – Parents (252)

- 77% A/SA children report being able **start their homework** (80)
- 72% A/SA children seem to be able to **make up their work** (89)
- 60% A/SA children were able to **have their academic needs met** (94)

# SURVEY DATA – Parents (252)

- 58% A/SA, that **teachers worked directly** with their children (75) (Students)
- 61% A/SA their students were able to **schedule the classes** (89)
- 45% A/SA the idea of trying **shorter class periods** (31)
- 68% A/SA liking the start time (43%)

# RECOMMENDATIONS

## BLOCK SCHEDULE RE-START

- **Establish clear goals and outcomes for the high school**
- **Align the curriculum Pre-K – 14**
- **Professional development with follow-up coaching**
  - **Late Arrival for Students**
  - **PLCs**
  - **Individualized**
  - **Using research proven engaging practices**

# RECOMMENDATIONS

- Administrators Prepared
  - Proven Practices
  - Observe and Validate
  - Provide staff development
- Enhance Block Schedule
  - Waiver to Teachers Contract with GCUSD
  - Skinnies and/or Hybrid by December 2017



# RECOMMENDATIONS

- Monitoring Team and Systematic Implementation
- GHS School Improvement Committee

# RATIONALE

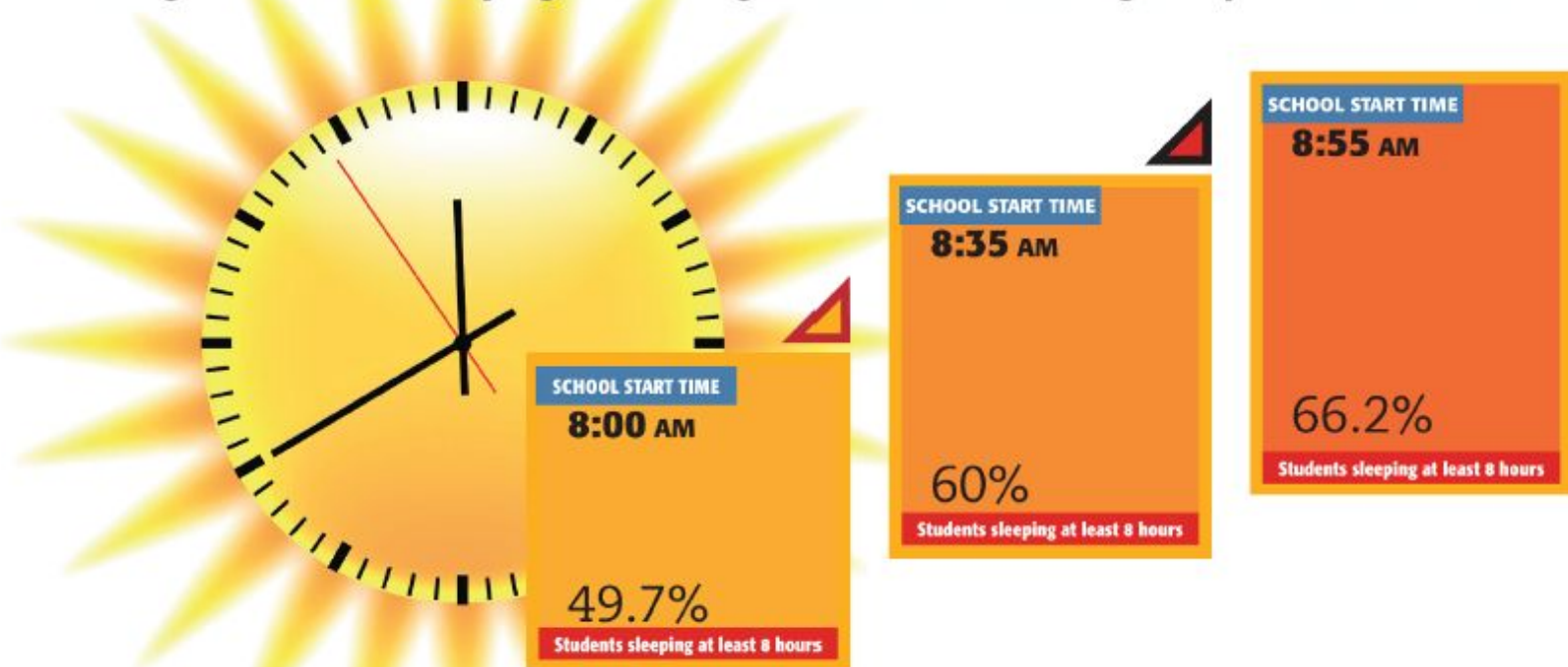
<b>GHS School Year</b>	<b>Students</b>	<b>Teachers</b>
2001-02	1,438	109
2016-17	1,322	88

<b>Schedule</b>	<b>Classes Per Year</b>	<b>Classes in 4 Years</b>
4 Block	8	32
6 Period	6	24

Block Schedule is affording students a broader curriculum and with our recommendations is more likely to prepare them for college and career readiness.

# START TIME RECOMMENDATION

Percentage of students sleeping at least eight hours on school nights by school start time



**Source:** Wahlstrom, K., Dretzke, B., Gordon, M., Peterson, K., Edwards, K., & Gdula, J. (2014). *Examining the impact of later school start times on the health and academic performance of high school students: A multisite study*. St Paul, MN: University of Minnesota, Center for Applied Research and Educational Improvement. <http://conservancy.umn.edu/handle/11299/162769>

# START TIME RECOMMENDATION

**RESEARCH ON CHANGE OF START TIME SHOWS:**

- **HIGHER ACHIEVEMENT**
- **HEALTHIER STUDENTS**
- **SAFER STUDENTS**

# QUESTIONS AND ANSWERS

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