

Agenda for WHS Reflection Study Debrief June 22, 2018

Methodology

General organization of the report

Teacher Narrative Analysis

Student Summary

Parent Summary

Salient points for teacher, student, and parent input

Mitigating Factors

-What are the factors that influence students' success?

-What interventions need to be in place to control the influence of mitigating factors?

Overall Factors to Consider When Making Decisions

Questions and Answers

Key Points that Emerged from the WHS Reflection Study

The following ideas and themes emerged from the teacher and student focus groups and surveys distributed to teachers, students and parents.

1. More than ½ of the students regardless of GPA level, felt that 4 periods/day was ideal.
2. GPA was correlated to the ability to catch up in semester classes.
3. Lower GPA and higher absences are not a good mix for the semester schedule.
4. Students had preferences for whether classes should be A/B, semester or every day for semester or year. Sometimes their preferences were different from teachers' preferences.
5. The loss of instructional minutes does not equate to the loss of essential content knowledge across all content areas.
6. AP courses work better with an A/B schedule not for a semester.
7. Teachers need help with using instructional strategies for block scheduling.
8. Parents support and trust the school administration and educators to make decisions for the students' education.
9. Parents expressed disappointment with the WHS leadership/concern about the process to determine the schedule.
10. Parents were dismayed about a small but vocal group of affluent parents overtaking the process.
11. Parents expressed concern about the school board's professionalism and focus.
12. Parents shared their concern that teachers have not been equipped to be successful in the new schedule.
13. The collaborative culture of the school needs to be restored to move ahead.
14. Emphasize an iterative design process mindset: it will not be perfect the first time.
15. Work to reach a consensus between teachers, parents, etc. and establish performance measures to use to guide decisions about the schedule.
16. Meet monthly to discuss schedule implementation issues and concerns and work together across departments for solutions.
17. Provide administrative support; similar to project manager.
18. Work to establish two-way communication with parents through multiple modalities to seek input regarding schedule decisions.

Wenatchee High School 2017-2018 Reflection of the New Schedule



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III. Findings

The findings are organized into three sections: 1) narrative summary, 2) student summary and 3) parent summary. The following narrative summary is the result of a cross analysis of quantitative and qualitative data across teacher and parent groups describing their perceptions of the historical and current landscape. The second section, student summary, includes the student survey results, focus group data, and results of a correlation analysis. Lastly, the parent summary synthesizes the parent survey and focus group data.

III. A. Findings - Part One - Narrative Summary

The purpose of this section is to ground the study in rich context including the history of the bell schedule, school and teacher culture, and student population. Themes that emerged from the analysis are organized in chronological order beginning with conceptualization, followed by the pre-implementation/preparation phase and concluding with the implementation phase.

Conceptualization Phase

The idea to address Washington State's defined 24-credit diploma through a different schedule originated in 2015 by Principal Celebrezze. That year the Wenatchee School District created the structure for the CORE 24 Bell Schedule Committee. The committee met for the first time in late 2015. The committee began researching various schedules that would meet the following criteria:

- Provide system for intervention and extension
- Define the school day in a different way than days and minutes
- Provide many alternative learning opportunities for students
- Connected relationships between students and adults
- Explore different start and end times to meet student needs
- Create an environment accessible for project/problem-based teaching
- Interacting with real world problems

From late 2015 until June of 2016, the committee researched schedule options including a 4-period block, a 5-period block and a 7-period block with a heavy emphasis on the 4-period block. The committee involved the high school teachers in the initial surveys and research for the new schedule options. The committee presented the schedule proposal to the community in June 2016. After that, the school district held meetings with parents to discuss concerns parents raised.

Most parents felt that they did not have a real opportunity to provide input and did not receive any or sufficient notification about the change in schedule. Most parents felt that the decision had already been made by the time they were able to address the change, "*I would have to say...*

that parents had zero input in the beginning phases of it and that we heard about it, at least I heard about it, pretty much after the decision was kind of made.” Several parents shared that they did not receive any information: “I don't think there was anything that I received. I usually get emails and texts and I hadn't received anything about being informed of the change.”

Another parent said he “went to a meeting [and] they talked about that.”

Pre-Implementation/Preparation Phase

Shared Understanding

Teachers, parents, and students shared an understanding of the reasons for the new block schedule: 1) to accommodate the increase to 24 credit hours for graduation, 2) to facilitate on time graduation by providing opportunity to retake a class and 3) to provide students with the ability to take additional class electives based on their interests.

Although there was a shared understanding about the reasons to go to the new schedule, parents had expressed concern prior to implementation: “[The teacher committee] seemed pretty fine with when we would raise questions. They seemed pretty fine with the idea of, well we'll kind of figure it out as we go. And, as parents, we were really not fine with that. We felt like they were willing to kind of experiment on our kids and so we thought that some of this can be known ahead of time.”

Teachers mentioned it was anticipated that the new schedule would provide affordances for students who need academic support to succeed in school by reducing their daily course load and giving teachers more time for interventions. As one teacher shared,

Kids would, rather than having six periods every day, or in our old schedule, six classes they were balancing all the time, they would have four periods every day most of the time. The idea would be that kids could kind of decide how many courses they wanted to take ... that would help cut down on everything they're juggling. And I know that there were also hopes that, even with an AB schedule, the kids would have every other day in their courses, which would give them an extra day to get things completed.

Further, teachers anticipated that the new schedule would allow for student-center learning including a wider variety of teaching strategies as well as deepen student-teacher relationships.

Teacher Professional Development

Prior to this year's modified block schedule, most of the teachers indicated that they received some professional development: effective teaching strategies for block scheduling (80%), read books about teaching in the block schedule (3%), and received training roughly 3 – 5 years ago (3%). Finally, 14% of the teachers indicated that they did not receive any training in preparation and planning for the new block schedule.

What professional development have you received to prepare and plan for the new schedule?	Number of responses
Effective teaching strategies for block schedules	80%
Books about teaching in the block schedule.	3%
Staff received some block schedule training 3 -5 years ago.	3%
None	14%
Total	57

In order to accommodate the proposed new course schedule, departments were tasked to make recommendations about which courses to offer as an A/B schedule, semester schedule, or to be removed from course listings. The English language arts (ELA) and foreign language teachers in the focus group shared their planning experiences.

ELA teachers described their process to determine which courses would be assigned an A/B, semester, or removed from the class schedule. ELA teachers shared how they convened as a Professional Learning Community (PLC) and worked in conjunction with an instructional coach through this process. ELA teachers perceived the course schedule design as an iterative process that as more data is gathered, it will be used to make more informed decisions by the ELA teachers.

With the help of an instructional coach, we know we're going to cut but see what you can get in, and re-order what you're going to do, and then after you've been through it a year. After a year, then reevaluate what worked well and didn't work. So, there was a lot of talk at the time of comparing our practices and seeing what things we needed to align.

They were optimistic and confident prior to implementation as many of them were already familiar with teaching in the block and had received professional development over several years prior.

The foreign language teachers approached the task of selecting which courses to offer as an A/B, semester or not offered at all with trepidation. Foreign language department faculty perceived the task as untenable because the current foreign language course offerings were already lean. Any further reduction in foreign language courses or content would result ill-prepared students, particularly for students who planned to take the AP foreign language exam in the late spring.

If we don't teach it in the first year, we can't teach it. Then we'd have to teach it in the second year, and it kind of compounds every year, so by the time we get to the fourth year [the student is far behind].

Foreign language teachers did not feel they had enough prior knowledge about the realities of teaching in the A/B schedule to make an informed decision about course offerings. The teachers voiced the need for empirical evidence and suggested that they make an informed decision about how to cut courses and/or content after analyzing student data upon the completion of a course.

By August 2017, decisions had been made on which classes to change from year-long to a semester format. Appendix B lists classes that met Monday through Friday in 55-minute sessions in 2016-17 that changed to a semester schedule meeting Monday for 65 minutes and Tuesday through Friday for 85 minutes. Appendix C lists classes that met Monday through Friday in 55-minute sessions in 2016-17 that changed to an A/B schedule in 2017-18. The A/B schedule rotates through a two-week cycle and meets on Monday, Wednesday and Friday (Week 1) and Tuesday and Thursday (Week 2); Monday classes are 65 minutes and Tuesday-Friday classes are 85 minutes in length.

Implementation Phase

The new schedule was implemented in September 2017 on the first day of class. Teachers shared that they did not have an implementation plan or build-in time to come together to debrief, share experiences and support and learn from each other. Also absent was administration support through the change process: “...I'm trying to think when the first time the conversation [about schedule evaluation] came...maybe December. And that was a little frustrating because it felt almost as if it we never had an intentional, thoughtful, we are going to move forward and we're going to succeed at this.” Multiple teachers shared that no milestones were defined: “...as far as any sort of implementation plan or process, or even an idea of we're going to be taking a pause at some certain benchmarks to say how's it going, how's it not going, that did not exist, at least I did not know of it existing.”

Based on the focus group responses, the “blame game” amongst teachers quickly emerged which demonstrated a lack of trust and raises the question of the organizational climate before the proposed schedule change. Details about departmental politics and teacher/administration relations before implementation are not known; however, cross-department collegiality appeared absent and the new schedule only heightened strained relations.

Period of Disorganization:

Depending on which department, teachers either embraced the new block schedule with enthusiasm or struggled with the implementation of the new schedule, feeling unsupported by administration and peers from other departments. Teachers described how the new block schedule created a chasm between school staff mainly divided by departments. Some staff would associate

difficulty in the new schedule with negative opinions about a teacher's ability: *"I'm struggling in my classroom and I'm hearing down the hall that somebody's not, but don't know for sure because we're not actually talking to each other, and so you start to hear things."*

Lack of teamwork and collaboration

The interviews and surveys revealed that teachers across the school do not share support and empathy with each other with the primary goal of how to best serve and support students to succeed: *"Some people are thinking hey this is working awesomely and others are feeling like it's the end of the world and so without that implementation and having to make some of these cuts and feeling constantly unsure about what we do ... It has just been really, really tough, I think."* Noticeably absent, was any discussion of how school administration addressed staff tensions and the need for teachers who needed additional scaffolding.

Post-Implementation/Reflection Phase

Teachers were provided the opportunity to reflect on the past year through an online survey. Their responses are organized below by content area. Benefits and drawbacks of the new schedule, effects on curriculum and students, and perceived stress level are indicated.

Mathematics

Math teachers in the A/B and semester schedule responded that less content is being taught this year and that there is not sufficient time to prep for the AP Exams. Yet, regarding student academics, 67% felt that the new schedule has not affected students academically and *"it's about the same"* while 33% felt students *"struggle not seeing the content every day."* One instructor explained, *"Math is a subject area where students need to have some mastery of skills in order to build on them. Teaching multiple objectives in one lesson is a challenge because they are introduced to new information and asked to take that same information to a deeper level."*

For students with special needs, two teachers expressed concern that paras are difficult to schedule and *"students with IEPs are not getting the attention in class like in the past."* All of the teachers replied that this year is less stressful compared to last year.

Benefits of the new schedule include longer prep periods as well as these aspects:

I can use different engaging strategies for teaching with the 85-minute block.

Students can practice new skills in class which helps underserved students.

Students are in class 5 days a week instead of 3.5 so student-teacher relationships are established more quickly.

Science

All of the science teachers responded that there are less instructional minutes going from a full year to a semester; however, over 50% commented that their curriculum taught is “*unchanged*” although “*momentum suffers*” for some. Most teachers felt that student performance “*has gone up*” and there are “*less failing freshmen*” compared to last year. One teacher explained that it has been easier for students with special needs to keep up. One-half of the teachers felt that this year is less stressful while the remaining 50% felt it is about the same. Benefits of the new schedule included more consistency and opportunities for intervention “*to catch kids dropping behind.*” Teachers shared:

The consistency of meeting every day, for 85 minutes every day but Monday, is an enormous benefit to my students.

There are 2 fewer transitions each day which makes all of us less distracted.

The schedule allows me to make better connections with my students and know them better.

English Language Arts

Approximately 75% of the ELA teachers responded they cut curriculum and felt that the A/B schedule does not provide enough time to teach the breadth and depth of content compared to last year including fewer writing opportunities, fewer projects and less exposure to literary pieces. One teacher explained additional drawbacks, “*I teach 6 classes per semester, my prep period is different each day, and my kids have less time to get the same material. Our time has decreased, but the AP Exam and college requirements don't change. Our upper level students are getting short-changed, so many of them that would normally stay here are going to head to Running Start. The kids in A/B classes often have trouble remembering where we left off.*”

Regarding academics, approximately 50% felt that their students are not doing as well and 50% responded their students are doing better compared to last year. Several teachers commented about students with special needs: “*All of the students on IEPs passed my classes 1st semester. This is a stark contrast to previous years*” and “*There is much less stress around class and work to be completed due to the time allotted.*” Another teacher mentioned that “*it is more difficult to catch up on missed work, as it is for all students.*” One-half (50%) of the teachers felt this year is more stressful and 50% felt it is less stressful.

Benefits of the new schedule include increased opportunity for student interventions. Teachers shared:

I have more opportunities to work with students outside of my normal classroom time.

The new schedule has allowed me to start intervening with student between classes without worry of them being late to their next class.

We have implemented a system to not only reach out to struggling students but help them be successful before they fail a class.

Foreign Language

Foreign language teachers unanimously agreed that the AB schedule has forced a cut in curriculum as high as 50% including concepts, vocabulary and cultural activities. Additionally, the shortened time frame means moving at an accelerated pace which teachers report results in “students who are academically motivated are doing fine” however, “students with lower skills are not mastering the concepts.” Other instructors felt that “at all levels, students have made significantly less progress than in previous years.” Teachers shared that more face-to-face time is needed to achieve the same level of proficiency as last year: “Occasionally 3 or even 4 days go by before we see the students again; a bit of time is needed during each class period to review concepts ... this is bogging down the rate of instruction and how efficiently we can use the time we have.” All but one of the respondents felt it is more stressful this year compared to last year.

Everyone liked the daily prep period, extended time for working on projects, ability to circulate around the classroom more, and fewer classes each day. Additionally, the longer lunch period provides the opportunity for students to receive interventions during lunch.

Career and Technical Education (CTE) & Business

Although the amount of content has decreased, the remaining content “has been richer because of longer conversations and continuous work progress.” Another teacher shared “My pacing guide has not been perfect so far but seldom is. Overall I believe I’ve had to take a fresh look at what I teach and make some choices.”

The new longer class periods are benefiting students with special needs by allowing time for the instructor to check for students’ understanding: “I have observed some special needs kids doing really well in this schedule.” Regarding stress, all but one teacher felt it is less stressful this year; the remaining teacher felt it is the same.

Teachers shared the benefits of the new schedule:

My advanced class numbers have increased because students have more opportunities to take elective classes.

*Seeing my students every day! Having enough time to start and finish projects.
Consistency.*

Several teachers shared a drawback of the new schedule stating that “*sometimes students get restless in such a long period but I have worked harder to chunk my lessons, add in more activity, and provide brain breaks.*” Additionally, CTE teachers on an A/B schedule expressed their dislike for not seeing their students on a daily basis.

Fitness & Health

On the A/B schedule there is a decrease in classroom minutes; however, the larger issue mentioned is the reduced frequency of opportunity to train. “*Athletes are not making the gains at the same rate as last year and those that need or want to train more than 2 or 3 days a week do not have the opportunity when in an A/B class.*” Another instructor shared that the “*lack of daily contact, means more re-teaching [students with special needs.]*”

Regarding stress level, several teachers mentioned that it is less stressful compared to last year. Another benefit of the new schedule is that there is a longer time to engage in cooperative learning and group projects.

AVID

Drawbacks in the new schedule included less time for skill development, projects and college visits: “*Because a certain amount of time must be dedicated to tutorials and binder checks according to AVID standards, I am left with only one day every two weeks that is completely open for skill development, projects, research etc. We spend the majority of the time working on the basics and lack time for the more in-depth skills and college readiness activities.*”

Benefits of the new schedule included the longer class periods because they “*are more collegial. I feel that the longer periods are much better for project based learning/discovery learning activities.*” Additionally, there are more times for interventions: “*I have more time for interventions. 25% of the day is allocated to prep time allowing me more time to communicate with counselors, deans, other teachers etc.*” Several teachers’ observations of student academics included higher grades this year compared to the last one or two years as one teacher explained, “*my students are doing so much better. In fact, 15% more freshmen passed the class this year than last year.*”

Music

Music teachers indicated that up to 50% less curriculum taught and that students are not attaining the same level of difficulty as last year due to less repetition meeting only twice and sometimes three times per week. A teacher shared concerns, *“Not being able to meet every day for retention, relationship building and repetition [reduces the] level of difficulty my students are used to attaining. [Also] attendance if someone gets sick is three times as awful when we're in the A/B schedule.”* Another teacher echoed concern: *“It's very difficult, because I don't see them every day in order to get them more help. In 3 quarters I've seen kids once a week 3 times; twice a week 18 times; and three times a week 9 times. The two times a week is a killer for my subject area to maintain the level of excellence!”* Benefits mentioned included the ability to do longer projects.

Social Studies

The majority of the social studies teachers that responded teach AP courses. Of the teachers that responded, 75% indicated there is a decrease in minutes and 25% indicated no effect on minutes. Approximately one-half of the teachers felt there was no effect on the amount of content taught but did have to adapt their pedagogical approach. They shared, *“It has forced me to be more concise and to clarify essential understandings. We still cover the same content, but there is less time to do so.”* Another teacher shared, *“It's forced me to focus on main ideas and cut a few activities.”* Several teachers expressed concern that less time in the A/B schedule may negatively impact scores on the AP assessment due to less time, *“I have had to be more focused and cut back on specific curriculum due to going from a year-long to an A/B schedule. I teach multiple AP courses that all have the AP exam in early May. I have to provide my entire curriculum BEFORE the May exams.”*

Academically, the majority agreed that students are showing more growth compared to last year: *“Thus far, my kids this year have outperformed last year's kids.”* One teacher felt the grades are about the same. Teachers unanimously agreed that students are less stressed this year. When asked how the new schedule has impacted students with special needs, responses varied across positive impact, no impact, and negative impact. Several teachers in the semester schedule mentioned the benefit of more prep time, more intervention time and seeing their students every day which has equated to better feedback and support for students. Other benefits include:

The ability to have a day between classes has allowed me to do more engaging learning activities as the kids do their required reading at home. I think it's actually made the learning environment better.

I have really enjoyed the new schedule. I like the pacing and consistency compared to last year.

More meaningful lessons and the opportunity to have a block every day allows me to go much deeper in individual classes than before.

Students with Special Needs

Classes for students with special needs are in an A/B or semester schedule. Teachers shared their curriculum has not been impacted and students in the A/B schedule “do not appear to be affected.” Students with semester courses “have an increased passing rate.” As one teacher shared, “My students are having more time to complete assignments for their other classes. They have more time to receive support. They are also building stronger relationships with me and their other teachers.” Additionally, “students are able to diversify during class (spending more time on a math unit rather than taking extra time for writing, etc...). This allows the curriculum to be more individualized to the students' academic needs.”

Drawbacks and challenges mentioned included that it takes “more planning to fill the longer periods with appropriate learning” and “block schedules require a different mode of teaching that can take a little time to learn.”

Overall, 56% of the teachers indicated this year's schedule was less stressful than last year. 22% of the teachers indicated that this year's schedule is more stressful than last year's schedule. The final 22% of teachers shared that this year's schedule is about the same stress level as last year's schedule.

Out of 36 responses, 50% of the teachers indicated that in the A/B schedule, their students were able to get more homework done compared to last year's schedule. The remaining 50% indicated that students were not able to get more homework done.

Teacher Recommendations for the Schedule

The following recommendations occur in order of frequency and are taken from the teacher survey:

- *Get rid of A/B and put all classes on the semester system (6 periods/day).*
- *Go to a 5 period Trimester schedule with about 70 minute periods. This would allow teachers to see students every day. Some AP classes could be all three trimesters or the first two and then A/B third semester with another AP class for review for the AP Exam.*
- *Schedule classes depending on content needs:*
 - *Classes with heavy content loads and other year-long needs can be offered as a full year with the opportunity to earn two credits (some AP courses, music, etc.).*

- *Allow more rigorous A.P. classes to run all year every day and get two credits. Allow certain classes with larger required curriculum to be offered in a block all year (i.e. AP Chemistry could be called AP Chemistry (1st Semester) and AP Chemistry Lab (2nd Semester)*
- *For A/B courses, schedule at least one "skinny" block day per week so that students go to each class at least 3 times per week.*
- *Status Quo. Provide paid collaborative time to all get better at what we do with what we have.*
- *Consider running some classes for 3 quarters and others (electives) for 1 quarter. This would allow many subjects that are struggling with less class time and also allow kids to take some of our great elective options.*
- *Have a straight block and/or have a hybrid block of 1.0 credit classes and .5 credit classes per semester.*
- *Consider adding a day (Friday) where students in A/B rotations have all of their classes. This would add another in-class day for them while not really affecting the other semester-length classes.*

Other complementary recommendations:

- *Limit the number of A/B classes students can take to no more than two.*
- *Have more options for students to have class more than just twice a week sometimes.*
- *Reduce the amount of A/B classes offered.*
- *Add in a longer break so that I can meet with students outside of class. There is very little time to offer extra help or conference with students.*
- *Ask for students' input. I know for some of my students have felt that some A/B classes were moving very fast. To offset this, I offer "Homework Fridays" where students can work and get help exclusively on general ed. classes.*

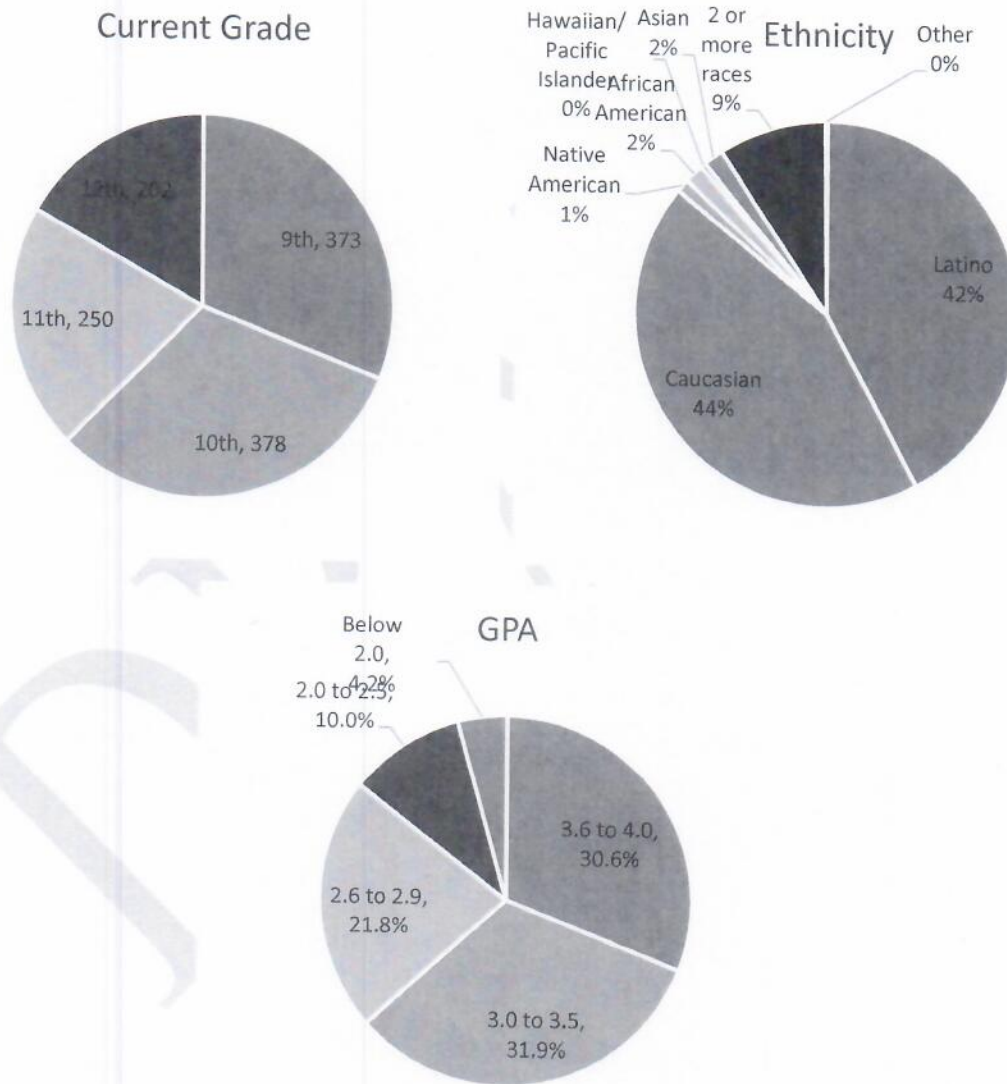
Teacher Recommendations for Professional Development

Teachers were asked what specific professional development (PD) they would like to have that would benefit them in adapting to the new schedule. Most of the teachers (60%) indicated that curriculum design models for block scheduling would be the best PD for them. While 13% of the teachers specified that effective teaching strategies would help them with adjusting to the new schedule. 6% of the teachers shared that more time for collaboration with their respective departments and professional learning community (PLC) teams on best teaching strategies for block scheduling would benefit them. Lastly, 15% of the teachers stated that they did not need any professional development.

What specific professional development would you like to have to help adapt to the new schedule?	Number of responses N=47
Curriculum design models for successful block schedules	28
None	7
Effective teaching strategies for block schedules	6
More time with Department and PLC teams to collaborate on best teaching strategies for block scheduling	3
Education strategies based on brain research	1
How to break/chunk a 90-minute block most effectively.	1
Meet with other music directors in my schedule situation.	1
Total	47

III. B. Findings - Part Two - Student Summary

This section summarizes the student survey results, focus group data, and results of the correlation analysis. Graphs and charts provide information about the distribution of students that completed the survey. Also included in this section are categories of the positive and negative aspects of the schedule, frequency data, and student quotes. Additionally, students' suggestions and recommendations are grouped and summarized.



The survey reached over two hundred respondents from each grade level with a larger number polled in the underclassmen. The ethnic backgrounds of respondents were as follows (from

highest to lowest percentage): Caucasian (44%), Latino (42%), two or more races (9%), African American (2%), Asian (2%), Native American (< 1%) and Hawaiian/Pacific Islander (< 1%). The students have a range of GPAs including 30.6% with a 3.6 to 4.0, 31.9% with a 3.0 to 3.5, 21.8% with a 2.6 to 2.9, 10% with a 2.0 to 2.5, and 4.2% with a GPA below 2.0.

Approximately 81% of the students were taking semester classes, 76% were taking A/B classes, and 5% indicated other classes that included Running Start, Tech Center, zero hour class, online classes, and directed study. Regarding homework, most students (44.1%) said that they have more time to complete homework and 34.6% felt it was about the same as compared to last year. One out of five (21.3%) felt they had less time to complete homework.

How has the new schedule impacted the amount of time you have to complete your homework (reading, studying, writing, etc.)?

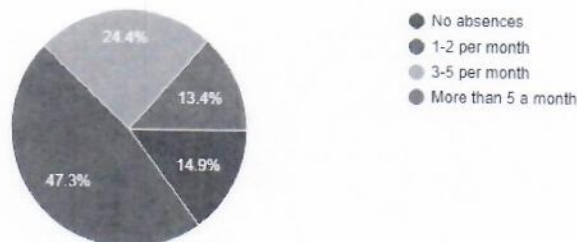
1,190 responses



Approximately 14.9% of the students responded that they do not typically have absences in any given month. Most students (47.3%) reported being absent 1-2 times per month and 24.4% reported missing class 3-5 times a month. A smaller number of students (13.4%) said they are absent more than 5 times a month.

How many excused absences do you typically have in one month (sports, sickness, travel, etc.)

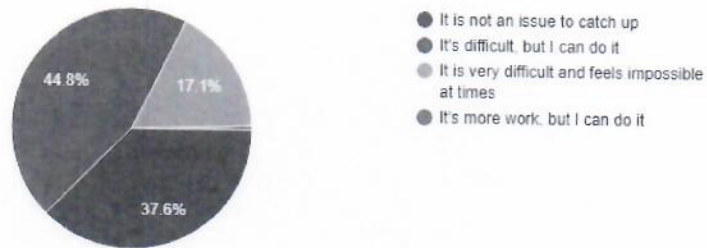
1,198 responses



If the class was an A/B class, the majority of students (44.8%) felt that making up the work is difficult but they are capable to do so. Slightly less (37.6%) of the students answered that it is not an issue to catch up missed work while a minority of students (17.1%) felt it was very difficult and can feel impossible.

When you are absent in your A/B classes, how much of an issue is it to catch up?

1,176 responses



If the class was an semester class, the majority of students (46.1%) felt that making up the work is more work but they can do it. Slightly less (40.8%) answered that it is not an issue to catch up missed work while a minority of students (13.1%) felt it was very difficult and can feel impossible.

When you are absent in your semester classes, how much of an issue is it to catch up?

1,180 responses



Compared to last year, what is your stress level in the new schedule?

1,195 responses

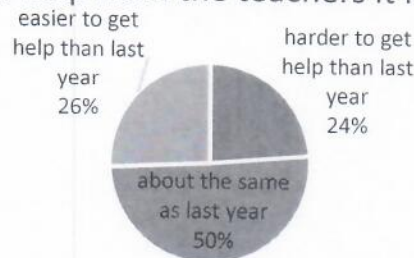


Approximately one-third of the students across all grade levels felt that this year was about the same stress level as last year. Slightly more (43%) of the 11th graders felt it was the same stress. Approximately one out of five students across all grade levels indicated that this year was less stressful. Lastly, between 40% and 47% of the students in each grade level indicated that this year was more stressful than last year.

Change in Amount of Stress by Grade Level

Grade Level	Same stress	Less stress	More stress	Total
9	36%	23%	40%	100%
10	35%	18%	47%	100%
11	43%	17%	40%	100%
12	33%	22%	45%	100%

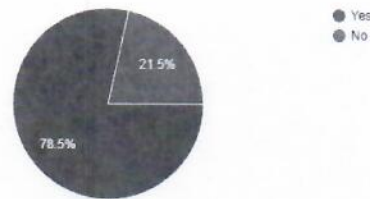
In the new schedule, when I have questions and need help from the teachers it has been:



One-half (50%) of students said that getting help from a teacher in the new schedule about the same as last year. About another quarter said that getting help is easier this year and the remaining quarter said that getting help is more difficult this year.

Please tell us about the new lunch time schedule. Do you like lunch being the same time for all students?

1,197 responses



Nearly 80% of the students enjoy the 45-minute lunch period that occurs at the same time for all students. The most frequent reason cited was because they had the opportunity to eat lunch together surrounded by all of their friends. Students also were happy that they could use the time to go to their teacher’s classroom and meet for extra help or do sports during lunch. The remaining 20% shared that the hallways are crowded and the lunch lines are long.

Positive Aspects of New Schedule

One open-ended item on the survey asked students what the positive aspects of the new schedule are. Responses were grouped according to theme. Below are the categories and percentage of students that indicated the response. Following the table are excerpts from the focus groups or surveys that further describes students’ perspectives about the positive aspects of the new schedule.

Positive Aspects of New Schedule and Percentage of Student Respondents

Positive Aspects of New Schedule	Percentage of Student Respondents	Further Explanation from Students
More time to get homework done	27%	<p><i>Gives more time to complete homework for classes like English and Math.</i></p> <p><i>More time for homework.</i></p> <p><i>More time to manage homework and more elective opportunities. The AP support option is nice as well</i></p>

Positive Aspects of New Schedule	Percentage of Student Respondents	Further Explanation from Students
		<i>A/B classes provide more time to study and do homework and there are less classes to take on at one time.</i>
Can take more classes (e.g. electives)	25%	<p><i>I have the ability to take more classes which I really, really like, and the A/B pattern is helpful for completing homework and balancing out classwork.</i></p> <p><i>I really enjoy being able to take more classes that interest me and although I understand that it does create more homework the ability to take these extra classes has been great.</i></p> <p><i>Offers more classes and opportunity to try new things.</i></p> <p><i>I can take more electives and switching A/B block keeps the classes fast paced and interesting.</i></p>
Longer classes	17%	<p><i>The benefits for me is that the classes are longer so the teachers have, they can put more content in the class than they could before. And I feel like teachers aren't being so, they're not rushing through the course as much as they did last time. Because of the shorter amount of time last time.</i></p> <p><i>Longer classes to get work done</i></p>
Less classes to focus on	8%	<p><i>You have less classes to worry about and not have 6 of them.</i></p> <p><i>Less classes in a day, can have more elective classes this year.</i></p> <p><i>I don't have many classes to worry about at a time. less classes per day gives me less stress.</i></p> <p><i>Less classes means less homework and more time to do it.</i></p>
More lunch time	7%	<i>I can see all my friends at lunch and I got more choices on the classes I take.</i>

Positive Aspects of New Schedule	Percentage of Student Respondents	Further Explanation from Students
		<p><i>The advantages are that we have 10-minute breaks between classes and that lunch is longer.</i></p> <p><i>You have a longer lunch and longer passing periods and you also have more time to get things do in your classroom than last year.</i></p>
Longer passing period	6%	<p><i>You get more time to do homework and you also have a longer passing period.</i></p>
More one on one time with teachers	5%	<p><i>The teachers have more time to teach and to explain more and also answer any questions but not rush because they have time. We can also start and even finish homework in class if we have time which a lot of the time we do.</i></p> <p><i>More time to learn more one on one with teachers learn better.</i></p>
More credits	4%	<p><i>Sometimes I get more time to do homework, I have an easy B day, I can take more classes that I want.</i></p> <p><i>More classes, more homework time...</i></p> <p><i>This year I can take more classes which is really nice. The A/B schedule gives me more homework but also more time to complete it.</i></p>
Finishing classes faster	1%	<p><i>Finish classes faster.</i></p> <p><i>That you are able to take up to 8 classes a year and that you are able to finish your classes faster I guess in the way that it will let you take more. Also, you have more time to do work in class.</i></p>

Exploration of More Classes.

Almost one-half (45.9%) of the students believe that they have more ability to explore classes while 25.1% felt they have less ability to explore. Roughly one-third of the students felt that their ability to explore classes is the same as last year.

Negative Aspects of New Schedule

One open-ended item on the survey asked students what the negative aspects of the new schedule are. Responses were grouped according to theme. Below are the categories and percentage of students that indicated the response. Following the table are excerpts from the focus groups or surveys that further describes students' perspectives about the negative aspects of the new schedule.

Negative Aspects of New Schedule and Percentage of Student Respondents

Negative Aspects of the New Schedule	Percentage of Student Respondents	Further Explanation from Students
Too much seat time; lecture; wasted time; boring	32%	<p><i>“The teachers have to spend much more time lecturing, it's harder to find the will to want to go to class when your day is full of 90-minute sessions of lectures and teachers just talking at you, little to no interactive, or other ways to learn subjects.</i></p> <p><i>“Awkward time between classes and teacher don't know how to use their time well.”</i></p> <p><i>“Classes are way too freaking long and we get ANTSY! How would you feel if you had to sit for an hour and a half lecture basically every day?</i></p> <p><i>SOOOOOOOOOOOOOOO BORING to be in a classroom for that long.</i></p> <p><i>Classes are either not able to teach all of the lessons in the year or there is way too much wasted time in class. I'm either doing nothing all day or I'm not getting enough taught to me.</i></p>
Semester course work is crammed and too rushed	14%	<p><i>The classes are very crammed and it's a lot harder to catch up when you're absent.</i></p> <p><i>Full year classes are crammed into one semester and gets frantic at the end with higher level classes becoming a stress overload and a fight to stay on top and passing because the teacher has had to skip parts of the lessons.</i></p>

Negative Aspects of the New Schedule	Percentage of Student Respondents	Further Explanation from Students
		<p><i>If you miss a day it can be difficult to catch up. more crammed into class due to semester classes.</i></p> <p><i>In math, because of how fast the class is going, I need so much help that I spend almost every lunch and Monday morning with him. It's frustrating because I feel like math is something that shouldn't be so rushed and/or crammed into such a little amount of time.</i></p>
Less time to learn	14%	<p><i>The less time that we have to get the context of what it is we are learning but that depends of the teacher.</i></p> <p><i>We have less time to learn a subject so we have to adjust to a faster pace that we're comfortable with. It makes studying for tests and homework and any overall work difficult to manage.</i></p> <p><i>I know first hand the high contrast between having a language class five days a week versus 2-3. It has very negatively affected language learning. After a year in French I have only retained a fraction of what I retained after my first year in Spanish.</i></p> <p><i>I'm a section leader in the band and I've had major issues during sectional time to actually fix things and have those issues remain fixed because the gap between classes is too long (a whole day).</i></p>
Difficult to catch up when absent	10%	<p><i>It is hard for me to catch up on learning and such because we try to move rather fast in most of my classes.</i></p> <p><i>If you miss a good amount of time of school could be hard to catch up with the A/B rotation.</i></p> <p><i>Hard to catch up on work when you have a semester schedule the whole year.</i></p>
Teacher, student confusion; lose track of what has	10%	<p><i>"Sometimes my teachers have a hard time teaching us things in time due to only seeing us every other day, or they forget what class learned what. Other than that, the</i></p>

Negative Aspects of the New Schedule	Percentage of Student Respondents	Further Explanation from Students
been taught in A/B		<p><i>whole thing is great! It's difficult for the teachers sometimes, but very beneficial for the students."</i></p> <p><i>Not enough time to get to classes on Mondays and on days we have assemblies, it is also annoying if we have no school one day because the A/B schedule changes weirdly.</i></p>
Too much homework	8%	<p><i>Less time to complete homework compared to last year</i></p> <p><i>Less time to study for tests or finish homework</i></p>
AP students impacted	6%	<p><i>Next year I can't take French, bad for kids that miss school, too much time in each class, we usually sit around doing nothing. The class periods are way too long. AP testing was harder because I only see my teachers every other day. I hate this schedule please change it. it makes me depressed.</i></p> <p><i>Less class time to cover course material. Having to take an AP class in 1st semester, and still be prepared for the AP test.</i></p> <p><i>I dislike the little amount of time that I spend with my teachers, which translates into less learning instruction time. We have to review material multiple times for it to stick because we see each other on different days which makes it very difficult for AP students and students taking advanced level courses.</i></p> <p><i>For AP students, it either takes away a significant amount of class time or makes it so that there is a 4-month gap between the end of class and the AP exam.</i></p>
Schedule more stressful	6%	<p><i>Having eight classes this years has been a struggle. Even when there is more time for homework having eight classes and an online class is very stressful.</i></p> <p><i>Way less class time, a sense of being rushed, less time to prepare for competitions, performances, and AP tests. I am more stressed and it is harder to keep dates straight.</i></p>

Results of Statistical Analysis

A correlation analysis was conducted to explore and provide insights into factors that influence each other. Often times, understanding the relationship between factors helps guide discussions and informs potential interventions that could be developed for mitigation.

Factor	Correlations
Ability to catch up in semester courses	GPA (Higher GPAs=Easier to catch up) Absences (Higher absences=Harder to catch up) Stress (Harder it is to catch up=Higher stress)
Ability to catch up in A/B courses	Absences (Higher absences=Harder to catch up) Stress (Harder it is to catch up=Higher stress)
Stress level	Absences (No absences vs 6+ absences/month) Ability to catch up in semester courses Ability to catch up in AB courses
Ideal number of periods per day	No correlations to any factors

The ability to catch up in semester courses was correlated to GPA, the number of absences and stress. The ability to catch up in A/B courses was correlated to the number of absences and stress; however, it was not correlated to GPA.

GPA was not correlated to the ideal number of periods per day. Over one-half (55%) of the students responded that the ideal number of periods per day was four (4) periods per day across all GPA groups. Approximately 1 out of 5 (20%) of the students indicated that 5 or 6 periods per day was ideal.

Percentage of students by ideal number of periods per day by GPA

Ideal # periods per day	Below 2.0	2.1-2.5	2.6-2.9	3.0-3.5	3.6-4.0	Total
4	52%	54%	58%	57%	51%	55%
5	15%	21%	20%	18%	17%	18%
6	21%	18%	16%	17%	27%	20%
7	2%	3%	4%	4%	3%	4%

Ideal # periods per day	Below 2.0	2.1-2.5	2.6-2.9	3.0-3.5	3.6-4.0	Total
8	10%	3%	2%	3%	2%	3%

The level of stress was correlated to the number of absences (no absences vs 6+ absences per month) and ability to catch up in semester and A/B courses. For students who had no absences, 70% indicated that the stress level was the same or less and 31% indicated that it was more stressful. In contrast, students who had more than 5 absences per month, approximately one-half (46%) indicated that the stress level was about the same or less than last year and one-half (54%) indicated it was more stressful. There were no differences between students with 1 to 5 absences per month: nearly 60% of the students indicated that this year was the same or less stress compared to last year and the remaining students indicated more stress.

Percentage of students by stress level by absences

Stress Level	1-2 per month	3-5 per month	6 or more absences month	No absences
Same stress	36%	38%	31%	44%
Less stress	20%	19%	15%	26%
More stress	44%	43%	54%	31%
Total	100%	100%	100%	100%

Student Recommendations

Students were asked to select which courses worked best in A/B schedules, semester schedules, or schedules that meet every day for a semester or year long. Students were able to select multiple classes for each schedule and also had the option to select a type of class in more than one schedule. The number of students that selected each choice is listed below.

Schedule Preference for Courses

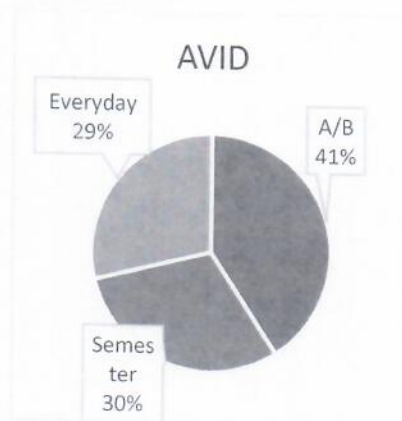
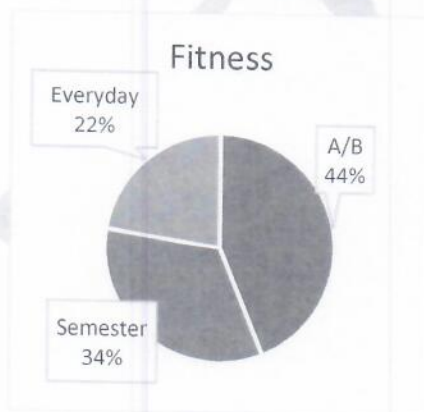
Course	A/B	Semester	Every Day
International languages	435	308	390
English language arts	433	403	353
Mathematics	478	544	582
Science	378	546	404
AP courses	364	271	401

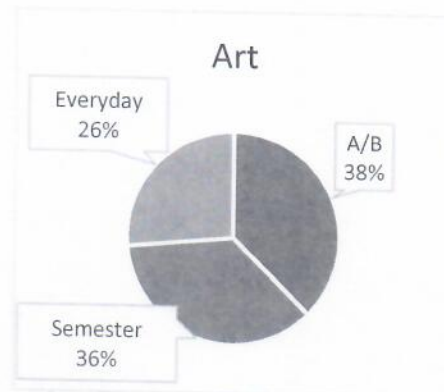
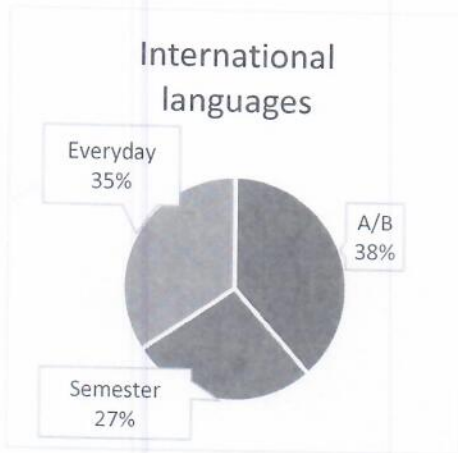
Fitness	572	441	292
Music	344	283	324
Art	725	699	512
AVID	270	201	191
Leadership	282	306	169
Social Studies	334	397	281
English language development	133	228	190
CTE	245	304	151
Business	241	282	137

Students most frequently selected international languages, English language arts, fitness, music, art, and AVID as the best fit for the A/B schedule. Of these courses, international languages, fitness, art, and AVID were preferred in the A/B schedule over the semester and on an every day schedule with a 38% or greater selection rate.

When speaking about German class on an A/B schedule, a student said, *“I’m taking German, and in the language class, it’s really nice. My teacher does a really good job because you could work on different things. You could work on [one type of study] and then you can work on asking questions. It’s kind of like a subject change every 20 minutes.”*

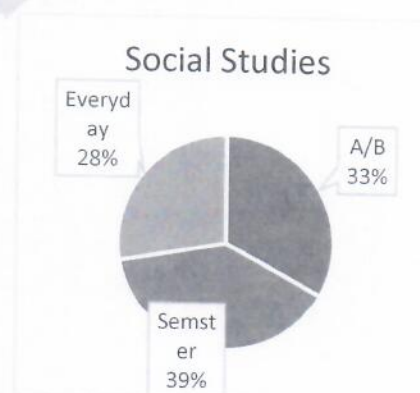
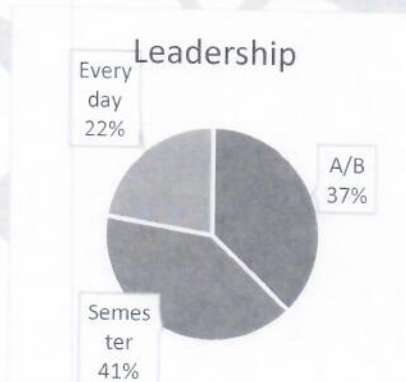
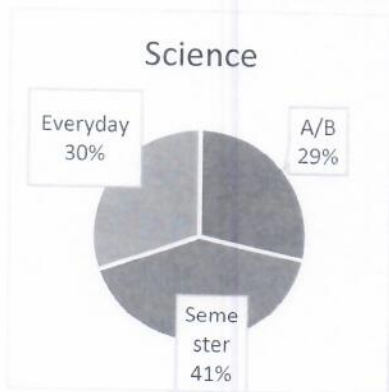
Students Desired A/B Schedule Courses

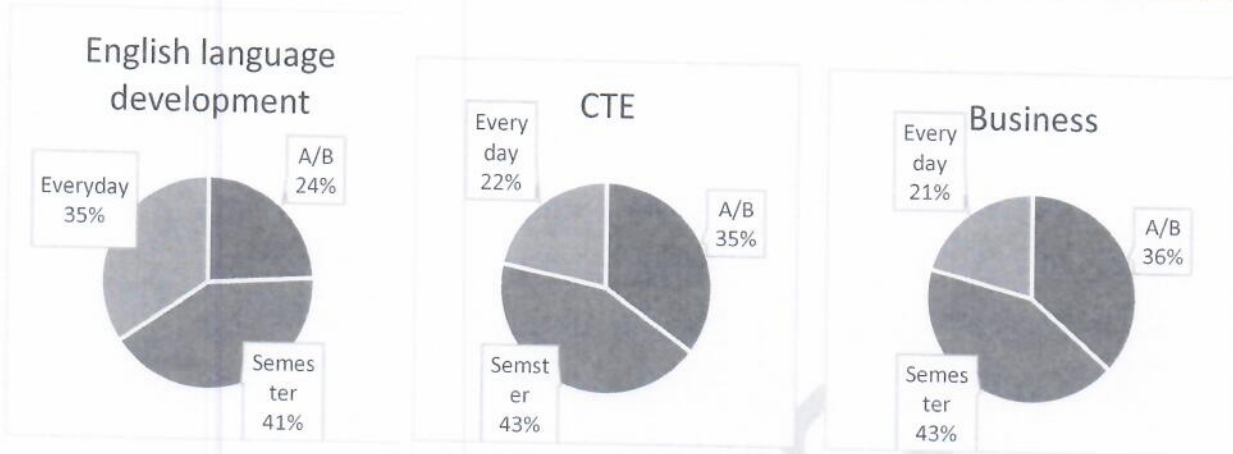




In the semester schedule, science, leadership, social studies, English language development, CTE, and business were all preferred in the semester schedule over the other two schedules with 38% or greater selection rate. One student added that *“I like physics because it's an all semester thing and you see them every single day because ... it's just the semester, but since I see him every single day for 80 minutes, I learn a lot.”* Another student agreed that having science every day was beneficial and shared, *“...in physics... we did get to a lot of good things seeing each other every day, and we didn't need to do as much review.”*

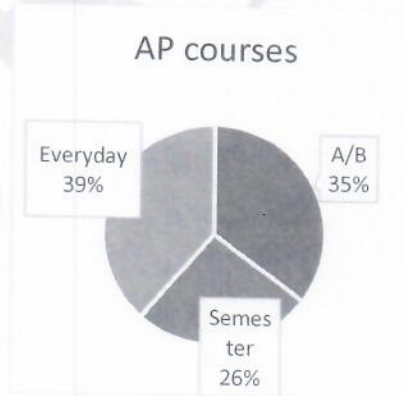
Students Desired Semester Schedule Courses





Math and AP courses were the only two selected most frequently for an everyday schedule. Math was preferred in the everyday schedule by 36% and AP courses were preferred by 39%. A student opposes the A/B schedule for math because “[when] I have math one day, we learn something new, and then I have the class the other day and I totally forget about it.” Students stated that AP classes were better every day because those classes were further ahead in their scheduled curriculum as compared with the A/B AP classes: “Compared to some of the other classes... the class in the morning before school... [that is] every day... [Those classes are] on track and we aren't. [It's the same in] AP world history class.”

Students Desired Courses Every Day

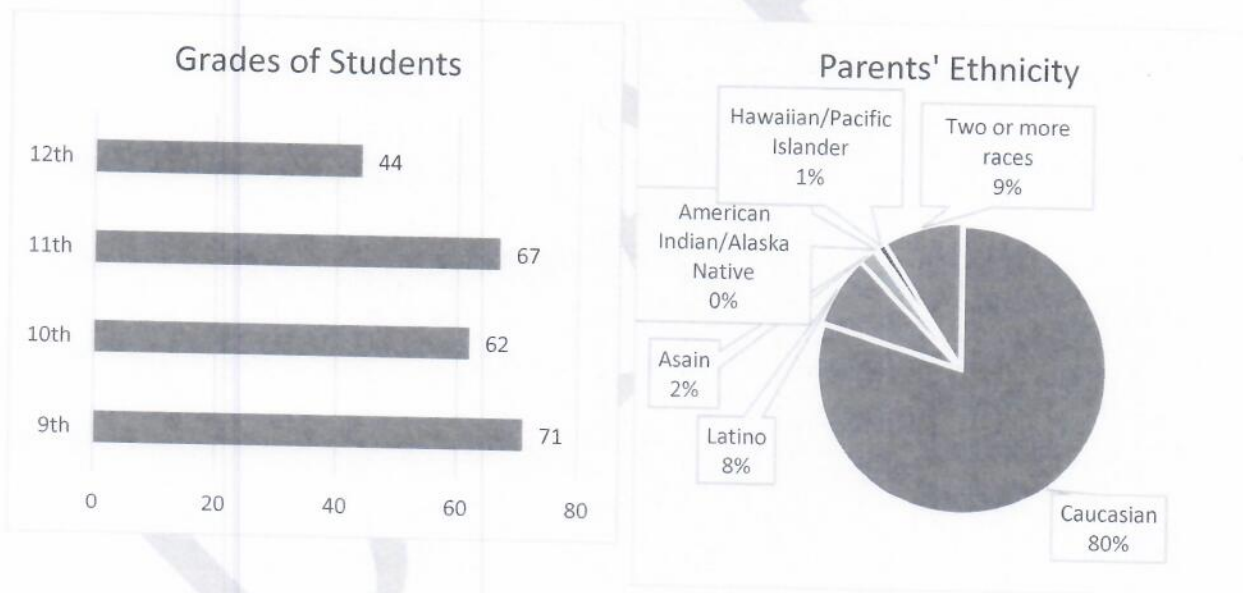


III. C. Findings - Part Three – Parent Summary

This section reviews the parent survey results and parent focus group data. The data from the survey is organized into graphs and charts with narratives. The survey data is also represented in the review of positive and negative aspects of the schedule. Input from the focus group is woven into the positive and negative aspects section. Lastly, parents’ suggestions for improving the schedule are grouped and summarized.

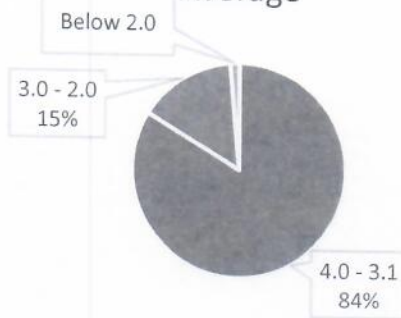
There was good representation of parents with students in all the grade levels with slightly smaller group of parents of seniors. The majority of parents who completed the survey are Caucasian (80%), with smaller percentages selecting two or more races (9%), Latino (8%), Asian (2%), Hawaiian/Pacific Islander (1%), and American Indian/Alaska Native (<1%).

Parent Demographics

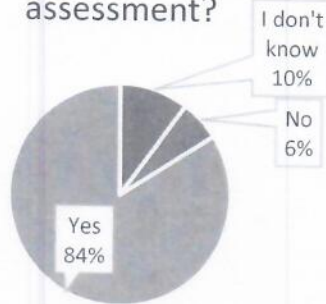


The demographics about student course work below are reported by the parents. The majority of parents (84%) said their children’s GPA was in the 4.0 to 3.1 range. The majority of parents (84%) also said their students are proficient on the math and reading state assessments. According to the parents, 58% of their students are taking AP courses while the remainder (42%) are not.

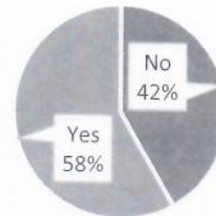
Students' Grade Point Average



Is your student proficient on the math and reading state assessment?

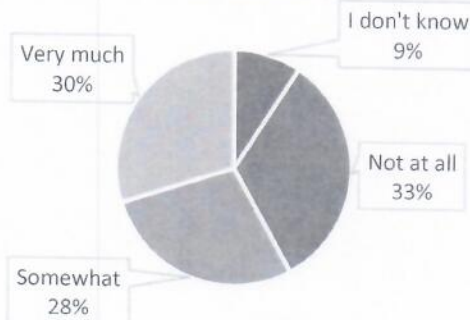


Is your student taking AP courses?

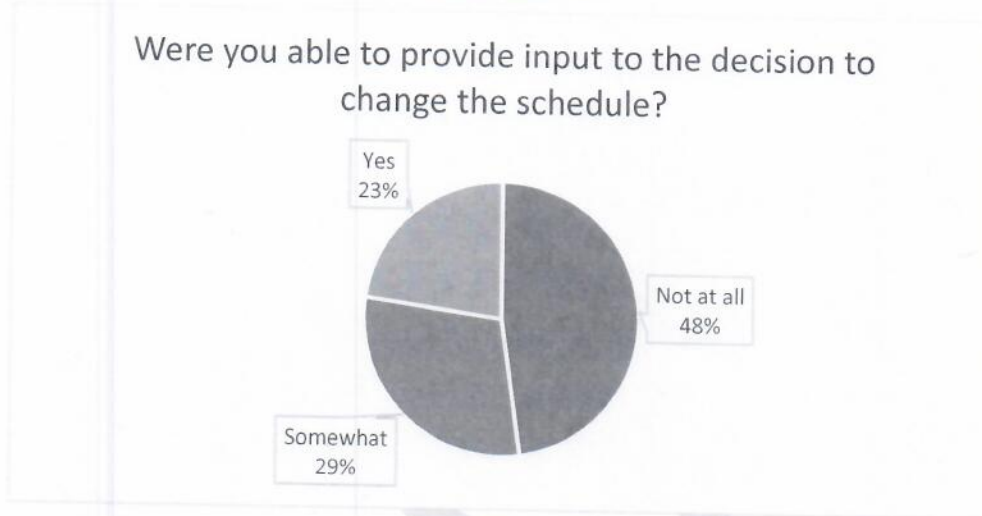


When asked if their students were enjoying the new schedule, about a third of parents (30%) said very much, while roughly another third (28%) said somewhat and the remaining third (33%) said not at all.

Is your student enjoying the new block schedule?



Nearly half of the parents felt they were not able to provide input to the decision to change the schedule. The other half said they had some opportunity to provide input with 23% of parents responding that they definitely were able to provide input.



Positive Aspects of New Schedule

One open-ended item on the survey asked parents what the positive aspects of the new schedule are. Responses were grouped according to theme. Below are the top three categories and percentage of parents that indicated the response. Following the table are excerpts from the focus groups or surveys that further describes parents' perspectives about the positive aspects of the new schedule.

Positive Aspects of New Schedule and Percentage of Parent Respondents

Positive Aspects of New Schedule	Percentage of Parent Respondents
More class options: electives, courses, etc.	23%
More time to get assignments done (i.e. homework, lab experiments, and assignments)	13%
More time allocated for classroom instruction	13%

More Class Options. *There has been a benefit to the schedules, it's that my daughter gets a study hall!*

She is able to get all the classes she needs and still have room for some she just wants to take. She enjoys the pace of learning and not having every class every day. She likes that it feels more like college classes/schedule and thinks she will be more prepared for that transition

It is very important to my student that she is able to participate in elective courses such as Sports Med, DECA, Apple Leaf. The new schedule has given her the opportunity to participate in more electives than she would have otherwise.

Greater variety of classes available. More opportunities to explore interests.

More time to get assignments done. *Last year you could be taking three AP classes, and then you almost have them like every day, except like block schedule. You wouldn't have second period on a Thursday, but it'd be every day. If you take an AP class. And now it's every other day, so you kind of get a break. You're not stressed, you don't take it every day.*

He is happy with all his classes and that he has 1 extra night to get homework done which helps lower the pressure as he is also an athlete.

More time in class allows students to get more work done in class.

True block is amazing, coming from someone who has been at both a 7-classes-per-day and also a true block school, I can honestly say that. True block allows kids to get eight credits per year, four the first half and four the second half. This allows for the children to spend more time in class to get homework done and or ask for help, maybe even get one on one help.

More time allocated for classroom instruction. *I feel like my student benefits from increased time spent in most classes in the block format and is more likely to complete homework and get questions answered during class time.*

He has time in class to practice and deepen his skills. He has less transitions every day.

My child really benefits from spending more time with each teacher each day: He has been able to build better relationships with his teachers because he has fewer of them.

She took an art class and she loved the schedule for the art class because you have so much time and you can really get into your projects and stuff.

Negative Aspects of New Schedule

One open-ended item on the survey asked parents what the negative aspects of the new schedule are. Responses were grouped according to theme. Below are the top three categories and percentage of parents that indicated the response. Following the table are excerpts from the focus groups or surveys that further describes parents' perspectives about the negative aspects of the new schedule.

Negative Aspects of New Schedule and Percentage of Parent Respondents

Negative Aspects of the New Schedule	Percentage of Parent Respondents
Classes too long; too much downtime; boredom; wasted time	23%
Not getting daily instruction	13%
Less content covered in class	12%

Classes Too Long; Too Much Downtime; Boredom; Wasted Time. *She likes not having as many classes to keep track of but struggles to stay on task and out of trouble.*

He is bored. There is much more time in class to do work, which means he doesn't bring homework home. He spends a lot of time in class surfing his phone because he's bored and his work is done.

I think part of the problem with having such a long class period is that you have more time for interventions and to be able to go around and individually give help to certain kids, but you also have the discipline problem and kids get distracted and they're kind of done with doing something for such a long period of time

My daughter says they don't use most of their class time to do the work needed.

No Daily Instruction. *My child needs instruction on his subject every single day. The reinforcement of the lessons is happening too infrequently.*

My son says it's challenging to remember what was gone over during sessions that were two days prior.

Her math class was very stressful. In an A/B rotation, she wouldn't see her teacher every day and it would be difficult to recall the concepts taught in previous lessons. Her teacher also had to move quickly through content and cram more into one class session. This is a difficult learning environment.

General frustration with music and foreign language classes not being able to meet every day.

Less Content Covered. *I think we have also expressed concern that there was going to be a great reduction in classroom instruction time. So, there would be over 30 hours lost of instructional time and that was a huge concern.*

I feel like cutting back on content in order to do this schedule is unacceptable, we need to be about student learning, not checking boxes for graduation rate. AP classes suffer as well, all of my students AP classes were not able to finish their content before the AP test.

Well, I have quite a few. I think the biggest one that I'll just talk on is that they're not covering all the content. And that's a huge concern.

So, I would say again academically, grade-wise it looks like she's doing the same, but because we don't really know the content that she's missing, because they're missing hours, I would say that she's doing work poorly because they are not where they would have been in the majority of her classes, had it been a traditional schedule. So, she's missing out on content. In my opinion, she's not doing as well.

Parent Concerns Going Forward

One item on the parent survey requested “any additional comments you have about the block schedule.” This was an open-ended field with no preset answers. Many (n=120) parents chose to submit responses and in those responses there were some reoccurring topics and concerns. Some of these items were outside the scope of the evaluation plan’s focus but nonetheless, these items may be important to address especially considering that multiple parents volunteered similar information without a specific prompt. Below is a summary of the most frequently occurring comments.

- Parents expressed their support and trust in the school administration and educators to make decisions for their students’ education
- A reoccurring theme of disappointment with the WHS leadership and concern about the process to determine the schedule
- Parents were dismayed about a small but vocal group of affluent parents overtaking the process
- Parents expressed concern about the school board’s professionalism and focus
- Parents shared their concern that teachers had not been equipped to be successful in the new schedule

Recommendations

FULL RECOMMENDATION SECTION FORTHCOMING

Recommendations for Moving Forward into 2018-19 School Year

Collectively Develop an Implementation Plan with an Iterative Design Approach

Once a decision has been reached about the schedule for Fall 2018, a formal implementation plan needs to be developed to ensure a successful implementation. The plan should be designed to improve trust and morale amongst teachers, departments and administration as well as:

- Develop an iterative design approach perspective (it will not be perfect the first time)
- Build consensus/agreement/understanding of measures of success for on-going reflection among all stakeholders
- Provide regular administrator engagement with staff, parents and students to share determinants of success
- Establish support structures (school-wide and department-specific)
- Provide teacher professional development where needed
- Provide opportunities for within and between department reflection and collaborative problem-solving

Appendix A. Reflection questions, sub-questions, indicators, methods and timeline.

Evaluation Questions	Data Source & Collection Instruments	Timeline	Methods
1. How do course attributes differ between the baseline year and current year?			
a. What is the difference in instructional time? b. How does curriculum taught in the classroom differ between the baseline and current year?	<ul style="list-style-type: none"> • Master schedule for 2016-17 compared to 2017-18 • Pacing guides • Interview/focus groups (I/FG) w/ teacher sample 	<ul style="list-style-type: none"> • January 2018-March 2018 • February 2018 to April 2018 	<ul style="list-style-type: none"> • Frequency analysis • Qualitative Narrative Analysis (QNA)
2. What preparations and adjustments have been made to effectively adapt to the new block schedule?			
a. At the district level, what preparations were made to support the change in schedule? b. How do teachers describe the preparation and implementation phase of the new schedule? c. At the teacher level, what modifications have been made in course delivery to adjust to:	<ul style="list-style-type: none"> • Teacher survey; I/FG with purposeful sample of teachers • Teacher survey • I/FG with purposeful sample of teachers 	<ul style="list-style-type: none"> • February – April • February 	<ul style="list-style-type: none"> • Non-parametric techniques (NPT); QNA • NPT • QNA

Evaluation Questions	Data Source & Collection Instruments	Timeline	Methods
<ul style="list-style-type: none"> i. Longer classes: How have teachers adjusted their instructional strategies to hold attention and engage students? ii. Shorter classes: What modifications have they made? (scrutinizing pacing and content, eliminate or condense entry tasks or exit tickets, condense small group learning, project-based, etc.) 		<ul style="list-style-type: none"> • February - April 	
<p>2. How effectively is the new schedule meeting the needs of students?</p>			
<ul style="list-style-type: none"> • How do teachers' describe the new schedule in terms of: <ul style="list-style-type: none"> i. curriculum? • In what ways have instructional supports for students changed to accommodate the new schedule? • What are the perceptions of the new schedule from various stakeholders: <ul style="list-style-type: none"> i. Parents ii. Students iii. Trusted Community Advisors 	<ul style="list-style-type: none"> • Teacher survey; I/FG with purposeful sample of teachers • Teacher survey; FG with sample of students; I/FG with sample of teachers • I/FG with sample of parents, students and trusted community advisors 	<ul style="list-style-type: none"> • February – April • February – April • February - April 	<ul style="list-style-type: none"> • NPT; QNA • NPT/QNA • NPT/QNA
<p>4. What are the effects of the new schedule on students' academic and non-academic measures?</p>			
<ul style="list-style-type: none"> a. How do AP assessment scores vary between the baseline year and 2017-18? b. What is the difference in # of student discipline incidents between the baseline year and 2017-18? c. Various other metrics captured by WHS. 	<ul style="list-style-type: none"> • AP scores from 2015-16 compared to 2016-17 on a matched group. • # discipline incidents between baseline and new year. • 	<ul style="list-style-type: none"> • May • June 	<ul style="list-style-type: none"> • Analysis of Variance (ANOVA) • Analysis of Variance (ANOVA)



Wenatchee High School 2017-2018 Reflection of the New Schedule

Report prepared by:

**The Gordon Group
Independent Research & Evaluation
Chelan, Washington**

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I. Introduction

In August 2017, the Wenatchee School District made a critical change in their high school schedule by moving from a more traditional schedule to an innovative block schedule. The impetus for the schedule change at Wenatchee High School (WHS) stems from an increase in the number of credits a high school student is required to meet for graduation at the state level. In Washington state, the high school graduating classes of 2019 and beyond, need to complete a minimum of 24 credits to graduate. WHS determined that by going to a block schedule it would allow students to: 1) take additional courses based on their personal preferences and interests, 2) retake a course(s) for on-time graduation, and 3) adhere to the increase to 24 credit hours for graduation.

The Wenatchee School District and Board of Directors hired Janet Gordon, Ed. D. to conduct a reflective study from February 2018 – June 2018 to gather the thoughts and reflections of teachers, parents, and students to better understand the impact of the new block schedule. Nationally and internationally, Dr. Gordon has been conducting research and evaluation across the social sciences for over 35 years. At the Washington State level, she works closely with the Office of Superintendent of Public Instruction (OSPI), local education agencies, and serves on the Evaluation Advisory Committee. In addition to her work within social sciences, specifically within the field of education, she brings analytical expertise from her background as a research scientist for the Department of Defense and Department of Energy.

Using a robust mixed methods approach, Dr. Gordon collaboratively developed a Reflection Study Data Collection Plan (Appendix A) to provide the tools and information needed for stakeholders to make informed decisions about the schedule. She designed and developed qualitative and quantitative instruments that yielded valid and reliable results.

To gain a deeper overall understanding, the reflection study will explore the following questions:

1. What research, preparation and implementation plans were made (with teachers and parents)?
 - a. At the district level, what preparations were made to support the change in the schedule?
 - b.
 - c. How do teachers describe the preparation and implementation phase of the new schedule?
2. How do course attributes differ between last year and the current year?
 - a. What is the difference in instructional time?
 - b. How does the curriculum taught in the classroom differ between last year and the current year?
 - c. At the teacher level, what adjustments have been made to accommodate classes?
3. How effectively is the new schedule meeting the needs of the students?

- a. In what ways have instructional supports for students changed to accommodate the new schedule?
 - b. What other factors (homework, absences, etc.) influence students?
4. What are the perceptions (benefits, drawbacks, concerns, etc.) of the new schedule from:
 - i. Parents
 - ii. Teachers
 - iii. Students
5. What recommendations do teachers, students, and parents have going forward?

This report is organized into six sections. The first section is the introduction. The second section describes the reflection study methodology and instruments designed to collect qualitative and quantitative data. The findings about the research, preparation and implementation phase from the teacher and parent perspectives is summarized and listed under the third section. The fourth section provides recommendations going forward. The fifth and final is the appendix. The appendix is a compilation of the data collection plan, Internal Review Board (IRB) approval, all the survey and focus group questions for teachers, students, and parents, misconceptions of parents regarding the block schedule, year-long classes to A/B schedule classes, and year-long classes to semester classes.

II. Reflection Study Methodology

The Wenatchee High School Block Schedule plan used a mixed method research design which utilized the best tools of quantitative and qualitative research which offered a broader perspective, evidence, and understanding of the teachers, students and parents' perceptions of the new schedule. The data collection plan guided the reflection study to collect the data needed to provide insight to Wenatchee School District for decisions for the next school year. An Institutional Review Board (IRB) approval was awarded by the Montana State University to carry out the reflection study (Appendix B). It is important to note that an IRB, which is a formal committee selected to approve, monitor, and review behavioral research involving humans, is critical in conducting research in the United States.

Fifty-seven (57) teachers completed an on-line teacher survey in March 2018 (Appendix C). The teacher survey was designed to collect information about instructional changes, perceptions of student achievement, the benefits and disadvantages of the new schedule, and recommendations. In addition, a 60-minute teacher focus group was held in March 2018 to probe deeper into their perspectives. The focus group protocol can be found in Appendix D. Data from nine teachers was collected from the focus group (in-person 5, written responses 4).

A total of 244 parents completed an online survey in May 2018 (Appendix E). In conjunction with the parent online survey, two parent focus groups were conducted in April 2018 (Appendix F). To be culturally responsive, the focus groups were held with: 1) four Latino parents and their four students and 2) five non-Latino parents.

A total of 1,203 students (373 9th grade, 378 10th grade, 250 11th grade, 202 12th grade) completed an online survey in May 2018 (Appendix G). In conjunction with the student online survey, two student focus groups were conducted in April 2018 (protocol can be found in Appendix H). To be culturally responsive, the focus groups were held with: 1) four Latino students with their four parents and 2) five non-Latino students.

The focus groups were conducted in a culturally responsive in honoring each participants' unique background. To maintain the integrity and validity of the reflective data and study, the four focus groups adhered to the requirements established by the Office of Management and Budget's (OMB) which states that the same questions are asked to no more than 9 people in a given study in which the specified entity (e.g. a school district) is funded by federal monies.

III. Findings

The findings are organized into three sections: 1) narrative summary, 2) student summary, and 3) parent summary. The following narrative summary is the result of a cross analysis of quantitative and qualitative data across teacher and parent groups describing their perceptions of the historical and current landscape. The second section, student summary, includes the student survey results, focus group data, and results of a correlation analysis. Lastly, the parent summary synthesizes the parent survey and focus group data.

III. A. Findings - Part One - Narrative Summary

The purpose of this section is to ground the study in rich context including the history of the bell schedule, school and teacher culture, and student population. Themes that emerged from the analysis are organized in chronological order beginning with conceptualization, followed by the pre-implementation/preparation phase and concluding with the implementation phase.

Conceptualization Phase

The idea to change the bell schedule to address Washington State's defined 24-credit diploma originated in 2015 by Principal Celebrezze. That year, the Wenatchee School District created the structure for the CORE 24 Bell Schedule Committee. The committee met for the first time in late 2015. The committee began researching various schedules to meet the following criteria:

- Provide system for intervention and extension
- Define the school day in a different way than days and minutes
- Provide many alternative learning opportunities for students
- Connected relationships between students and adults
- Explore different start and end times to meet student needs
- Create an environment accessible for project/problem-based teaching
- Interacting with real world problems

From late 2015 until June of 2016, the committee researched schedule options including a 4-period block, a 5-period block and a 7-period block with a heavy emphasis on the 4-period block. The committee involved the high school teachers in the initial surveys and research for the new schedule options. The committee presented the schedule proposal to the community in June 2016. After that, the school district held meetings with parents to discuss concerns parents raised.

Most parents felt that they did not have a real opportunity to provide input and did not receive any or sufficient notification about the change in schedule. Most parents felt that the decision had already been made by the time they were able to address the change, *"I would have to say... that parents had zero input in the beginning phases of it and that we heard about it, at least I heard about it, pretty much after the decision was kind of made."* Several parents shared that

they did not receive any information: “I don't think there was anything that I received. I usually get emails and texts and I hadn't received anything about being informed of the change.”

Another parent said he, “went to a meeting [and] they talked about that.”

Pre-Implementation/Preparation Phase

Shared Understanding

Teachers, parents, and students shared an understanding of the reasons for the new block schedule: 1) to accommodate the increase to 24 credit hours for graduation, 2) to facilitate on time graduation by providing opportunity to retake a class, and 3) to provide students with the ability to take additional class electives based on their interests.

Although there was a shared understanding about the reasons to go to the new schedule, parents had expressed concern prior to implementation: “[The teacher committee] seemed pretty fine with when we would raise questions. They seemed pretty fine with the idea of, well we'll kind of figure it out as we go. And, as parents, we were really not fine with that. We felt like they were willing to kind of experiment on our kids and so we thought that some of this can be known ahead of time.”

Teachers mentioned it was anticipated that the new schedule would provide affordances for students who need academic support to succeed in school by reducing their daily course load and giving teachers more time for interventions. As one teacher shared,

Kids would, rather than having six periods every day, or in our old schedule, six classes they were balancing all the time, they would have four periods every day most of the time. The idea would be that kids could kind of decide how many courses they wanted to take ... that would help cut down on everything they're juggling. And I know that there were also hopes that, even with an AB schedule, the kids would have every other day in their courses, which would give them an extra day to get things completed.

Further, teachers anticipated that the new schedule would allow for student-center learning including a wider variety of teaching strategies as well as deepen student-teacher relationships.

Teacher Professional Development

Prior to this year's modified block schedule, most of the teachers indicated that they received some professional development: effective teaching strategies for block scheduling (80%), read books about teaching in the block schedule (3%), and received training roughly 3 – 5 years ago (3%). Finally, 14% of the teachers indicated that they did not receive any training in preparation and planning for the new block schedule.

What professional development have you received to prepare and plan for the new schedule?	Number of responses
Effective teaching strategies for block schedules	80%
Books about teaching in the block schedule.	3%

Staff received some block schedule training 3 -5 years ago.	3%
None	14%
Total	57

In order to accommodate the proposed new course schedule, departments were tasked to make recommendations about which courses to offer as an A/B schedule, semester schedule, or to be removed from course listings. The English language arts (ELA) and foreign language teachers in the focus group shared their planning experiences.

ELA teachers described their process to determine which courses would be assigned an A/B, semester, or removed from the class schedule. ELA teachers shared how they convened as a Professional Learning Community (PLC) and worked in conjunction with an instructional coach through this process. ELA teachers perceived the course schedule design as an iterative process that as more data is gathered, it will be used to make more informed decisions by the ELA teachers.

With the help of an instructional coach, we know we're going to cut but see what you can get in, and re-order what you're going to do, and then after you've been through it a year. After a year, then reevaluate what worked well and didn't work. So, there was a lot of talk at the time of comparing our practices and seeing what things we needed to align.

They were optimistic and confident prior to implementation as many of them were already familiar with teaching in the block and had received professional development over several years prior.

The foreign language teachers approached the task of selecting which courses to offer as an A/B, semester or not offered at all with trepidation. Foreign language department faculty perceived the task as untenable because the current foreign language course offerings were already lean. Any further reduction in foreign language courses or content would result in ill-prepared students, particularly for students who planned to take the AP foreign language exam in the late spring.

If we don't teach it in the first year, we can't teach it. Then we'd have to teach it in the second year, and it kind of compounds every year, so by the time we get to the fourth year [the student is far behind].

Foreign language teachers did not feel they had enough prior knowledge about the realities of teaching in the A/B schedule to make an informed decision about course offerings. The teachers voiced the need for empirical evidence and suggested that they make an informed decision about how to cut courses and/or content after analyzing student data upon the completion of a course.

By August 2017, decisions had been made on which classes to change from year-long to a semester format. Appendix K lists classes that met Monday through Friday in 55-minute sessions in 2016-17 that changed to a semester schedule meeting Monday for 65 minutes and

Tuesday through Friday for 85 minutes. Appendix J lists classes that met Monday through Friday in 55-minute sessions in 2016-17 that changed to an A/B schedule in 2017-18. The A/B schedule rotates through a two-week cycle and meets on Monday, Wednesday, and Friday (Week 1) and Tuesday and Thursday (Week 2); Monday classes are 65 minutes and Tuesday-Friday classes are 85 minutes in length.

Implementation Phase

The new schedule was implemented in September of 2017 on the first day of classes. Teachers shared that they did not have an implementation plan or build-in time to come together to debrief, share experiences, and support and learn from each other. Also absent was administration support through the change process: *“...I'm trying to think when the first time the conversation [about schedule evaluation] came...maybe December. And that was a little frustrating because it felt almost as if it we never had an intentional, thoughtful, we are going to move forward and we're going to succeed at this.”* Multiple teachers shared that no milestones were defined: *“...as far as any sort of implementation plan or process, or even an idea of we're going to be taking a pause at some certain benchmarks to say how's it going, how's it not going, that did not exist, at least I did not know of it existing.”*

Based on the focus group responses, the “blame game” amongst teachers quickly emerged which demonstrated a lack of trust and raises the question of the organizational climate before the proposed schedule change. Details about departmental politics and teacher/administration relations before implementation are not known; however, cross-department collegiality appeared absent and the new schedule only heightened strained relations.

Period of Disorganization

Depending on which department, teachers either embraced the new block schedule with enthusiasm or struggled with the implementation of the new schedule, feeling unsupported by administration and peers from other departments. Teachers described how the new block schedule created a chasm between school staff mainly divided by departments. Some staff would associate difficulty in the new schedule with negative opinions about a teacher’s ability: *“I'm struggling in my classroom and I'm hearing down the hall that somebody's not, but don't know for sure because we're not actually talking to each other, and so you start to hear things.”*

Lack of Teamwork and Collaboration

The interviews and surveys revealed that teachers across the school do not share support and empathy with each other with the primary goal of how to best serve and support students to succeed: *“Some people are thinking hey this is working awesomely and others are feeling like it's*

the end of the world and so without that implementation and having to make some of these cuts and feeling constantly unsure about what we do ... It has just been really, really tough, I think." Noticeably absent, was any discussion of how school administration addressed staff tensions and the need for teachers who needed additional scaffolding.

Post-Implementation/Reflection Phase

Teachers were provided the opportunity to reflect on the past year through an on-line survey. Their responses are organized below by content area. Benefits and drawbacks of the new schedule, effects on curriculum and students, and perceived stress level are indicated. Teachers perceptions of loss in instructional minutes are represented in Appendix I.

Mathematics

Math teachers in the A/B and semester schedule responded that less content is being taught this year and that there is not sufficient time to prep for the AP Exams. Yet, regarding student academics, 67% felt that the new schedule has not affected students academically and *"it's about the same"* while 33% felt students *"struggle not seeing the content every day."* One instructor explained, *"Math is a subject area where students need to have some mastery of skills in order to build on them. Teaching multiple objectives in one lesson is a challenge because they are introduced to new information and asked to take that same information to a deeper level."*

For students with special needs, two teachers expressed concern that paras are difficult to schedule and *"students with IEPs are not getting the attention in class like in the past."* All of the teachers replied that this year is less stressful compared to last year.

Benefits of the new schedule include longer prep periods as well as these aspects:

I can use different engaging strategies for teaching with the 85-minute block.

Students can practice new skills in class which helps underserved students.

Students are in class 5 days a week instead of 3.5 so student-teacher relationships are established more quickly.

Science

All of the science teachers responded that there are less instructional minutes going from a full year to a semester; however, over 50% commented that their curriculum taught is *"unchanged"* although *"momentum suffers"* for some. Most teachers felt that student performance *"has gone up"* and there are *"less failing freshmen"* compared to last year. One teacher explained that it has been easier for students with special needs to keep up. One-half of the teachers felt that this year is less stressful while the remaining 50% felt it is about the same. Benefits of the new schedule

included more consistency and opportunities for intervention “to catch kids dropping behind.” Teachers shared:

The consistency of meeting every day, for 85 minutes every day but Monday, is an enormous benefit to my students.

There are 2 fewer transitions each day which makes all of us less distracted.

The schedule allows me to make better connections with my students and know them better.

English Language Arts

Approximately 75% of the ELA teachers responded they cut curriculum and felt that the A/B schedule does not provide enough time to teach the breadth and depth of content compared to last year including fewer writing opportunities, fewer projects and less exposure to literary pieces. One teacher explained additional drawbacks, “*I teach 6 classes per semester, my prep period is different each day, and my kids have less time to get the same material. Our time has decreased, but the AP Exam and college requirements don't change. Our upper level students are getting short-changed, so many of them that would normally stay here are going to head to Running Start. The kids in A/B classes often have trouble remembering where we left off.*”

Regarding academics, approximately 50% felt that their students are not doing as well and 50% responded their students are doing better compared to last year. Several teachers commented about students with special needs: “*All of the students on IEPs passed my classes 1st semester. This is a stark contrast to previous years*” and “*There is much less stress around class and work to be completed due to the time allotted.*” Another teacher mentioned that “*it is more difficult to catch up on missed work, as it is for all students.*” One-half (50%) of the teachers felt this year is more stressful and 50% felt it is less stressful.

Benefits of the new schedule include increased opportunity for student interventions. Teachers shared:

I have more opportunities to work with students outside of my normal classroom time.

The new schedule has allowed me to start intervening with student between classes without worry of them being late to their next class.

We have implemented a system to not only reach out to struggling students but help them be successful before they fail a class.

Foreign Language

Foreign language teachers unanimously agreed that the AB schedule has forced a cut in curriculum as high as 50% including concepts, vocabulary and cultural activities. Additionally,

the shortened time frame means moving at an accelerated pace which teachers report results in “*students who are academically motivated are doing fine*” however, “*students with lower skills are not mastering the concepts.*” Other instructors felt that “*at all levels, students have made significantly less progress than in previous years.*” Teachers shared that more face-to-face time is needed to achieve the same level of proficiency as last year: “*Occasionally 3 or even 4 days go by before we see the students again; a bit of time is needed during each class period to review concepts ... this is bogging down the rate of instruction and how efficiently we can use the time we have.*” All but one of the respondents felt it is more stressful this year compared to last year.

Everyone liked the daily prep period, extended time for working on projects, ability to circulate around the classroom more, and fewer classes each day. Additionally, the longer lunch period provides the opportunity for students to receive interventions during lunch.

Career and Technical Education (CTE) & Business

Although the amount of content has decreased, the remaining content “*has been richer because of longer conversations and continuous work progress.*” Another teacher shared “*My pacing guide has not been perfect so far but seldom is. Overall I believe I’ve had to take a fresh look at what I teach and make some choices.*”

The new longer class periods are benefiting students with special needs by allowing time for the instructor to check for students’ understanding: “*I have observed some special needs kids doing really well in this schedule.*” Regarding stress, all but one teacher felt it is less stressful this year; the remaining teacher felt it is the same.

Teachers shared the benefits of the new schedule:

My advanced class numbers have increased because students have more opportunities to take elective classes.

Seeing my students every day! Having enough time to start and finish projects.

Consistency.

Several teachers shared a drawback of the new schedule stating that “*sometimes students get restless in such a long period but I have worked harder to chunk my lessons, add in more activity, and provide brain breaks.*” Additionally, CTE teachers on an A/B schedule expressed their dislike for not seeing their students on a daily basis.

Fitness & Health

On the A/B schedule there is a decrease in classroom minutes; however, the larger issue mentioned is the reduced frequency of opportunity to train. “*Athletes are not making the gains at the same rate as last year and those that need or want to train more than 2 or 3 days a week*

do not have the opportunity when in an A/B class.” Another instructor shared that the “lack of daily contact, means more re-teaching [students with special needs.]”

Regarding stress level, several teachers mentioned that it is less stressful compared to last year. Another benefit of the new schedule is that there is a longer time to engage in cooperative learning and group projects.

AVID

Drawbacks in the new schedule included less time for skill development, projects and college visits: *“Because a certain amount of time must be dedicated to tutorials and binder checks according to AVID standards, I am left with only one day every two weeks that is completely open for skill development, projects, research etc. We spend the majority of the time working on the basics and lack time for the more in-depth skills and college readiness activities.”*

Benefits of the new schedule included the longer class periods because they *“are more collegial. I feel that the longer periods are much better for project based learning/discovery learning activities.”* Additionally, there are more times for interventions: *“I have more time for interventions. 25% of the day is allocated to prep time allowing me more time to communicate with counselors, deans, other teachers etc.”* Several teachers’ observations of student academics included higher grades this year compared to the last one or two years as one teacher explained, *“my students are doing so much better. In fact, 15% more freshmen passed the class this year than last year.”*

Music

Music teachers indicated that up to 50% less curriculum taught and that students are not attaining the same level of difficulty as last year due to less repetition meeting only twice and sometimes three times per week. A teacher shared concerns, *“Not being able to meet every day for retention, relationship building and repetition [reduces the] level of difficulty my students are used to attaining. [Also] attendance if someone gets sick is three times as awful when we're in the A/B schedule.”* Another teacher echoed concern: *“It's very difficult, because I don't see them every day in order to get them more help. In 3 quarters I've seen kids once a week 3 times; twice a week 18 times; and three times a week 9 times. The two times a week is a killer for my subject area to maintain the level of excellence!”* Benefits mentioned included the ability to do longer projects.

Social Studies

The majority of the social studies teachers that responded teach AP courses. Of the teachers that responded, 75% indicated there is a decrease in minutes and 25% indicated no effect on minutes.

Approximately one-half of the teachers felt there was no effect on the amount of content taught but did have to adapt their pedagogical approach. They shared, *“It has forced me to be more concise and to clarify essential understandings. We still cover the same content, but there is less time to do so.”* Another teacher shared, *“It’s forced me to focus on main ideas and cut a few activities.”* Several teachers expressed concern that less time in the A/B schedule may negatively impact scores on the AP assessment due to less time, *“I have had to be more focused and cut back on specific curriculum due to going from a year-long to an A/B schedule. I teach multiple AP courses that all have the AP exam in early May. I have to provide my entire curriculum BEFORE the May exams.”*

Academically, the majority agreed that students are showing more growth compared to last year: *“Thus far, my kids this year have outperformed last year’s kids.”* One teacher felt the grades are about the same. Teachers unanimously agreed that students are less stressed this year. When asked how the new schedule has impacted students with special needs, responses varied across positive impact, no impact, and negative impact. Several teachers in the semester schedule mentioned the benefit of more prep time, more intervention time and seeing their students every day which has equated to better feedback and support for students. Other benefits include:

The ability to have a day between classes has allowed me to do more engaging learning activities as the kids do their required reading at home. I think it's actually made the learning environment better.

I have really enjoyed the new schedule. I like the pacing and consistency compared to last year.

More meaningful lessons and the opportunity to have a block every day allows me to go much deeper in individual classes than before.

Students with Special Needs

Classes for students with special needs are in an A/B or semester schedule. Teachers shared their curriculum has not been impacted and students in the A/B schedule *“do not appear to be affected.”* Students with semester courses *“have an increased passing rate.”* As one teacher shared, *“My students are having more time to complete assignments for their other classes. They have more time to receive support. They are also building stronger relationships with me and their other teachers.”* Additionally, *“students are able to diversify during class (spending more time on a math unit rather than taking extra time for writing, etc...). This allows the curriculum to be more individualized to the students' academic needs.”*

Drawbacks and challenges mentioned included that it takes *“more planning to fill the longer periods with appropriate learning”* and *“block schedules require a different mode of teaching that can take a little time to learn.”*

Overall, 56% of the teachers indicated this year's schedule was less stressful than last year. 22% of the teachers indicated that this year's schedule is more stressful than last year's schedule. The final 22% of teachers shared that this year's schedule is about the same stress level as last year's schedule.

Out of 36 responses, 50% of the teachers indicated that in the A/B schedule, their students were able to get more homework done compared to last year's schedule. The remaining 50% indicated that students were not able to get more homework done.

Teacher Recommendations for the Schedule

The following recommendations occur in order of frequency and are taken from the teacher survey:

- *Get rid of A/B and put all classes on the semester system (6 periods/day).*
- *Go to a 5 period Trimester schedule with about 70-minute periods. This would allow teachers to see students every day. Some AP classes could be all three trimesters or the first two and then A/B third semester with another AP class for review for the AP Exam.*
- *Schedule classes depending on content needs:*
 - *Classes with heavy content loads and other year-long needs can be offered as a full year with the opportunity to earn two credits (some AP courses, music, etc.).*
 - *Allow more rigorous A.P. classes to run all year every day and get two credits. Allow certain classes with larger required curriculum to be offered in a block all year (i.e. AP Chemistry could be called AP Chemistry (1st Semester) and AP Chemistry Lab (2nd Semester)*
- *For A/B courses, schedule at least one "skinny" block day per week so that students go to each class at least 3 times per week.*
- *Status Quo. Provide paid collaborative time to all get better at what we do with what we have.*
- *Consider running some classes for 3 quarters and others (electives) for 1 quarter. This would allow many subjects that are struggling with less class time and also allow kids to take some of our great elective options.*
- *Have a straight block and/or have a hybrid block of 1.0 credit classes and .5 credit classes per semester.*
- *Consider adding a day (Friday) where students in A/B rotations have all of their classes. This would add another in-class day for them while not really affecting the other semester-length classes.*

Other complementary recommendations:

- *Limit the number of A/B classes students can take to no more than two.*
- *Have more options for students to have class more than just twice a week sometimes.*
- *Reduce the amount of A/B classes offered.*

- *Add in a longer break so that I can meet with students outside of class. There is very little time to offer extra help or conference with students.*
- *Ask for students' input. I know for some of my students have felt that some A/B classes were moving very fast. To offset this, I offer "Homework Fridays" where students can work and get help exclusively on general ed. classes.*

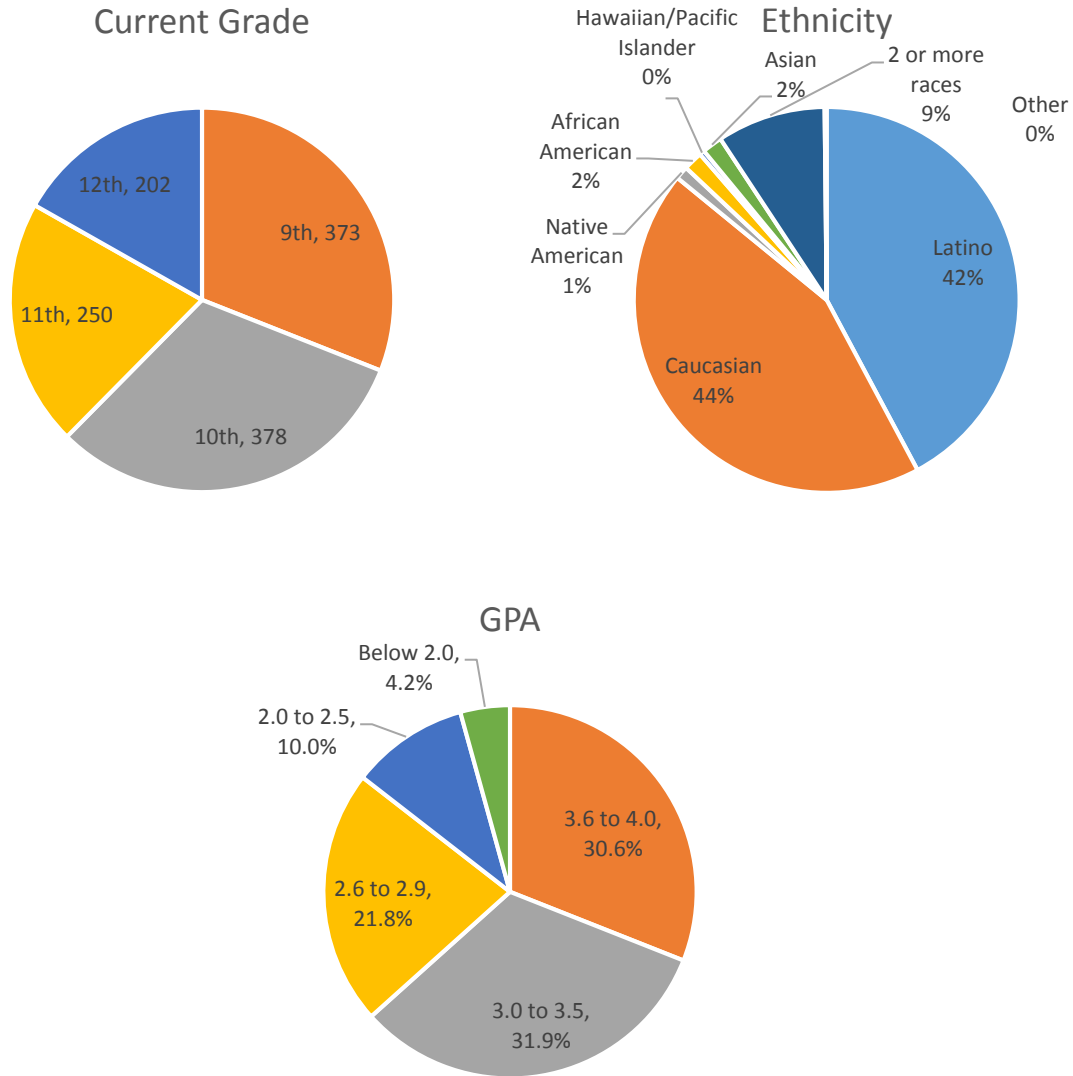
Teacher Recommendations for Professional Development

Teachers were asked what specific professional development (PD) they would like to have that would benefit them in adapting to the new schedule. Most of the teachers (60%) indicated that curriculum design models for block scheduling would be the best PD for them. While 13% of the teachers specified that effective teaching strategies would help them with adjusting to the new schedule. 6% of the teachers shared that more time for collaboration with their respective departments and professional learning community (PLC) teams on best teaching strategies for block scheduling would benefit them. Lastly, 15% of the teachers stated that they did not need any professional development.

What specific professional development would you like to have to help adapt to the new schedule?	Number of responses N=47
Curriculum design models for successful block schedules	28
None	7
Effective teaching strategies for block schedules	6
More time with Department and PLC teams to collaborate on best teaching strategies for block scheduling	3
Education strategies based on brain research	1
How to break/chunk a 90-minute block most effectively.	1
Meet with other music directors in my schedule situation.	1
Total	47

III. B. Findings - Part Two - Student Summary

This section summarizes the student survey results, focus group data, and results of the correlation analysis. Graphs and charts provide information about the distribution of students that completed the survey. Also included in this section are categories of the positive and negative aspects of the schedule, frequency data, and student quotes. Additionally, students' suggestions and recommendations are grouped and summarized.



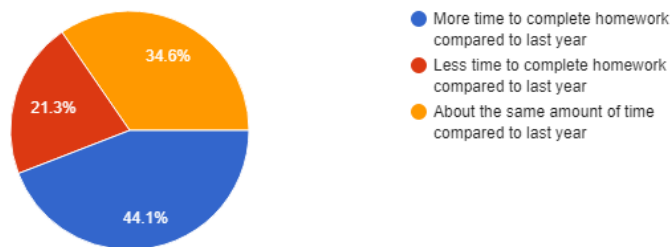
The survey reached over two hundred respondents from each grade level with a larger number polled in the underclassmen. The ethnic backgrounds of respondents were as follows (from highest to lowest percentage): Caucasian (44%), Latino (42%), two or more races (9%), African American (2%), Asian (2%), Native American (< 1%) and Hawaiian/Pacific Islander (< 1%).

The students have a range of GPAs including 30.6% with a 3.6 to 4.0, 31.9% with a 3.0 to 3.5, 21.8% with a 2.6 to 2.9, 10% with a 2.0 to 2.5, and 4.2% with a GPA below 2.0.

Approximately 81% of the students were taking semester classes, 76% were taking A/B classes, and 5% indicated other classes that included Running Start, Tech Center, zero hour class, on-line classes, and directed study. Regarding homework, most students (44.1%) said that they have more time to complete homework and 34.6% felt it was about the same as compared to last year. One out of five (21.3%) felt they had less time to complete homework.

How has the new schedule impacted the amount of time you have to complete your homework (reading, studying, writing, etc.)?

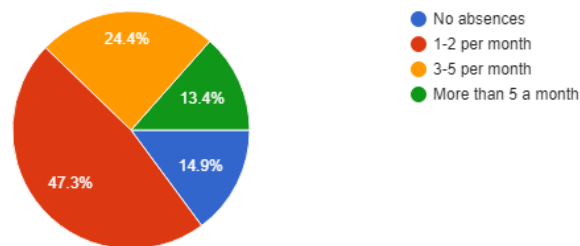
1,190 responses



Approximately 14.9% of the students responded that they do not typically have absences in any given month. Most students (47.3%) reported being absent 1-2 times per month and 24.4% reported missing class 3-5 times a month. A smaller number of students (13.4%) said they are absent more than 5 times a month.

How many excused absences do you typically have in one month (sports, sickness, travel, etc.)

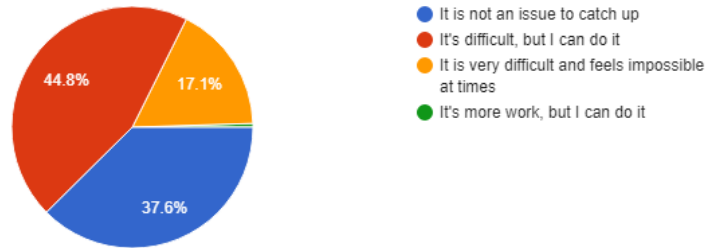
1,198 responses



If the class was an A/B class, the majority of students (44.8%) felt that making up the work is difficult but they are capable to do so. Slightly less (37.6%) of the students answered that it is not an issue to catch up missed work while a minority of students (17.1%) felt it was very difficult and can feel impossible.

When you are absent in your A/B classes, how much of an issue is it to catch up?

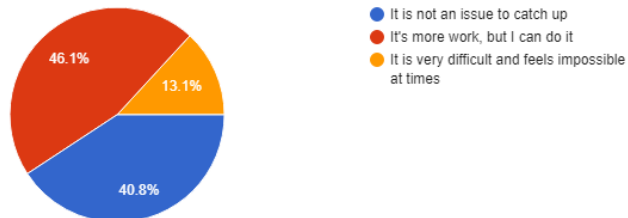
1,176 responses



If the class was a semester class, the majority of students (46.1%) felt that making up the work is more work but they can do it. Slightly less (40.8%) answered that it is not an issue to catch up missed work while a minority of students (13.1%) felt it was very difficult and can feel impossible.

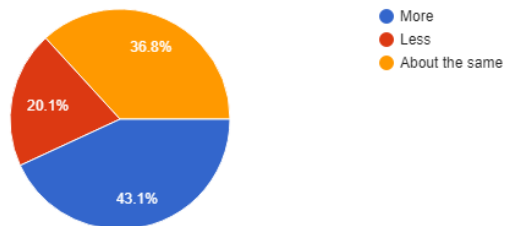
When you are absent in your semester classes, how much of an issue is it to catch up?

1,180 responses



Compared to last year, what is your stress level in the new schedule?

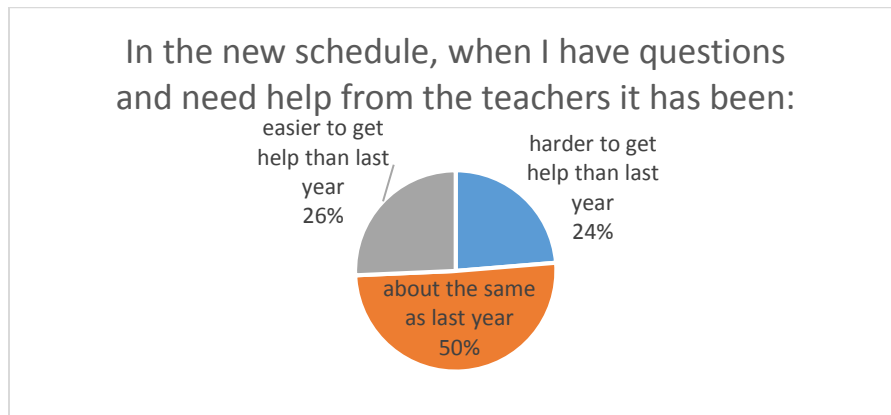
1,195 responses



Approximately one-third of the students across all grade levels felt that this year was about the same stress level as last year. Slightly more (43%) of the 11th graders felt it was the same stress. Approximately one out of five students across all grade levels indicated that this year was less stressful. Lastly, between 40% and 47% of the students in each grade level indicated that this year was more stressful than last year.

Change in Amount of Stress by Grade Level

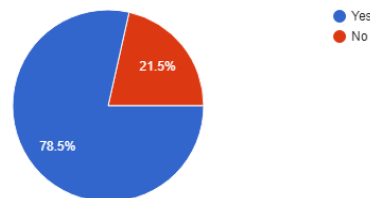
Grade Level	Same stress	Less stress	More stress	Total
9	36%	23%	40%	100%
10	35%	18%	47%	100%
11	43%	17%	40%	100%
12	33%	22%	45%	100%



One-half (50%) of students said that getting help from a teacher in the new schedule about the same as last year. About another quarter said that getting help is easier this year and the remaining quarter said that getting help is more difficult this year.

Please tell us about the new lunch time schedule. Do you like lunch being the same time for all students?

1,197 responses



Nearly 80% of the students enjoy the 45-minute lunch period that occurs at the same time for all students. The most frequent reason cited was because they had the opportunity to eat lunch together surrounded by all of their friends. Students also were happy that they could use the time to go to their teacher’s classroom and meet for extra help or do sports during lunch. The remaining 20% shared that the hallways are crowded and the lunch lines are long.

A survey item asked students if they have more ability to explore classes. Almost one-half (45.9%) of the students responded that they have more ability to explore classes while 25.1% felt they have less ability to explore. Roughly one-third of the students felt that their ability to explore classes is the same as last year.

Positive Aspects of New Schedule

One open-ended item on the survey asked students what the positive aspects of the new schedule are. Responses were grouped according to theme. Below are the categories and percentage of students that indicated the response. Following the table are excerpts from the focus groups or surveys that further describes students’ perspectives about the positive aspects of the new schedule.

Positive Aspects of New Schedule and Percentage of Student Respondents

Positive Aspects of New Schedule	Percentage of Student Respondents	Further Explanation from Students
More time to get homework done	27%	<p><i>Gives more time to complete homework for classes like English and Math.</i></p> <p><i>More time for homework.</i></p> <p><i>More time to manage homework and more elective opportunities. The AP support option is nice as well.</i></p> <p><i>A/B classes provide more time to study and do homework and there are less classes to take on at one time.</i></p>
Can take more classes (e.g. electives)	25%	<p><i>I have the ability to take more classes which I really, really like, and the A/B pattern is helpful for completing homework and balancing out classwork.</i></p> <p><i>I really enjoy being able to take more classes that interest me and although I understand that it does create more homework the ability to take these extra classes has been great.</i></p>

Positive Aspects of New Schedule	Percentage of Student Respondents	Further Explanation from Students
		<p><i>Offers more classes and opportunity to try new things.</i></p> <p><i>I can take more electives and switching A/B block keeps the classes fast paced and interesting.</i></p>
Longer classes	17%	<p><i>The benefits for me is that the classes are longer so the teachers have, they can put more content in the class than they could before. And I feel like teachers aren't being so, they're not rushing through the course as much as they did last time. Because of the shorter amount of time last time.</i></p> <p><i>Longer classes to get work done.</i></p>
Less classes to focus on	8%	<p><i>You have less classes to worry about and not have 6 of them.</i></p> <p><i>Less classes in a day, can have more elective classes this year.</i></p> <p><i>I don't have many classes to worry about at a time. less classes per day gives me less stress.</i></p> <p><i>Less classes means less homework and more time to do it.</i></p>
More lunch time	7%	<p><i>I can see all my friends at lunch and I got more choices on the classes I take.</i></p> <p><i>The advantages are that we have 10-minute breaks between classes and that lunch is longer.</i></p> <p><i>You have a longer lunch and longer passing periods and you also have more time to get things do in your classroom than last year.</i></p>
Longer passing period	6%	<p><i>You get more time to do homework and you also have a longer passing period.</i></p>
More one on one time with teachers	5%	<p><i>The teachers have more time to teach and to explain more and also answer any questions but not rush because they have time. We can also start and even finish homework in class if we have time which a lot of the time we do.</i></p>

Positive Aspects of New Schedule	Percentage of Student Respondents	Further Explanation from Students
		<i>More time to learn more one on one with teachers learn better.</i>
More credits	4%	<i>Sometimes I get more time to do homework, I have an easy B day, I can take more classes that I want.</i> <i>More classes, more homework time...</i> <i>This year I can take more classes which is really nice. The A/B schedule gives me more homework but also more time to complete it.</i>
Finishing classes faster	1%	<i>Finish classes faster.</i> <i>That you are able to take up to 8 classes a year and that you are able to finish your classes faster I guess in the way that it will let you take more. Also, you have more time to do work in class.</i>

Negative Aspects of New Schedule

One open-ended item on the survey asked students what the negative aspects of the new schedule are. Responses were grouped according to theme. Below are the categories and percentage of students that indicated the response. Following the table are excerpts from the focus groups or surveys that further describes students’ perspectives about the negative aspects of the new schedule.

Negative Aspects of New Schedule and Percentage of Student Respondents

Negative Aspects of the New Schedule	Percentage of Student Respondents	Further Explanation from Students
Too much seat time; lecture; wasted time; boring	32%	<i>The teachers have to spend much more time lecturing, it's harder to find the will to want to go to class when your day is full of 90-minute sessions of lectures and teachers just talking at you, little to no interactive, or other ways to learn subjects.</i>

Negative Aspects of the New Schedule	Percentage of Student Respondents	Further Explanation from Students
		<p><i>Awkward time between classes and teacher don't know how to use their time well.</i></p> <p><i>Classes are way too freaking long and we get ANTSY! How would you feel if you had to sit for an hour and a half lecture basically every day?</i></p> <p><i>SOOOOOOOOOOOOOOO BORING to be in a classroom for that long.</i></p> <p><i>Classes are either not able to teach all of the lessons in the year or there is way too much wasted time in class. I'm either doing nothing all day or I'm not getting enough taught to me.</i></p>
Semester course work is crammed and too rushed	14%	<p><i>The classes are very crammed and it's a lot harder to catch up when you're absent.</i></p> <p><i>Full year classes are crammed into one semester and gets frantic at the end with higher level classes becoming a stress overload and a fight to stay on top and passing because the teacher has had to skip parts of the lessons.</i></p> <p><i>If you miss a day it can be difficult to catch up. more crammed into class due to semester classes.</i></p> <p><i>In math, because of how fast the class is going, I need so much help that I spend almost every lunch and Monday morning with him. It's frustrating because I feel like math is something that shouldn't be so rushed and/or crammed into such a little amount of time.</i></p>
Less time to learn	14%	<p><i>The less time that we have to get the context of what it is we are learning but that depends of the teacher.</i></p> <p><i>We have less time to learn a subject so we have to adjust to a faster pace that we're comfortable with. It makes studying for tests and homework and any overall work difficult to manage.</i></p> <p><i>I know first-hand the high contrast between having a language class five days a week versus 2-3. It has very negatively affected language learning. After a year in</i></p>

Negative Aspects of the New Schedule	Percentage of Student Respondents	Further Explanation from Students
		<p><i>French I have only retained a fraction of what I retained after my first year in Spanish.</i></p> <p><i>I'm a section leader in the band and I've had major issues during sectional time to actually fix things and have those issues remain fixed because the gap between classes is too long (a whole day).</i></p>
Difficult to catch up when absent	10%	<p><i>It is hard for me to catch up on learning and such because we try to move rather fast in most of my classes.</i></p> <p><i>If you miss a good amount of time of school could be hard to catch up with the A/B rotation.</i></p> <p><i>Hard to catch up on work when you have a semester schedule the whole year.</i></p>
Teacher, student confusion; lose track of what has been taught in A/B	10%	<p><i>Sometimes my teachers have a hard time teaching us things in time due to only seeing us every other day, or they forget what class learned what. Other than that, the whole thing is great! It's difficult for the teachers sometimes, but very beneficial for the students.</i></p> <p><i>Not enough time to get to classes on Mondays and on days we have assemblies, it is also annoying if we have no school one day because the A/B schedule changes weirdly.</i></p>
Too much homework	8%	<p><i>Less time to complete homework compared to last year</i></p> <p><i>Less time to study for tests or finish homework</i></p>
AP students impacted	6%	<p><i>Next year I can't take French, bad for kids that miss school, too much time in each class, we usually sit around doing nothing. The class periods are way too long. AP testing was harder because I only see my teachers every other day. I hate this schedule please change it. it makes me depressed.</i></p> <p><i>Less class time to cover course material. Having to take an AP class in 1st semester, and still be prepared for the AP test.</i></p> <p><i>I dislike the little amount of time that I spend with my teachers, which translates into less learning instruction</i></p>

Negative Aspects of the New Schedule	Percentage of Student Respondents	Further Explanation from Students
		<p><i>time. We have to review material multiple times for it to stick because we see each other on different days which makes it very difficult for AP students and students taking advanced level courses.</i></p> <p><i>For AP students, it either takes away a significant amount of class time or makes it so that there is a 4-month gap between the end of class and the AP exam.</i></p>
Schedule more stressful	6%	<p><i>Having eight classes this years has been a struggle. Even when there is more time for homework having eight classes and an on-line class is very stressful.</i></p> <p><i>Way less class time, a sense of being rushed, less time to prepare for competitions, performances, and AP tests. I am more stressed and it is harder to keep dates straight.</i></p>

Results of Statistical Analysis

A correlation analysis was conducted to explore and provide insights into factors that influence each other. Often times, understanding the relationship between factors helps guide discussions and informs potential interventions that could be developed for mitigation.

Factor	Correlations
Ability to catch up in semester courses	GPA (Higher GPAs=Easier to catch up) Absences (Higher absences=Harder to catch up) Stress (Harder it is to catch up=Higher stress)
Ability to catch up in A/B courses	Absences (Higher absences=Harder to catch up) Stress (Harder it is to catch up=Higher stress)
Stress level	Absences (No absences vs 6+ absences/month) Ability to catch up in semester courses Ability to catch up in AB courses
Ideal number of periods per day	No correlations to any factors

The ability to catch up in semester courses was correlated to GPA, the number of absences and stress. The ability to catch up in A/B courses was correlated to the number of absences and stress; however, it was not correlated to GPA.

GPA was not correlated to the ideal number of periods per day. Over one-half (55%) of the students responded that the ideal number of periods per day was four (4) periods per day across all GPA groups. Approximately 1 out of 5 (20%) of the students indicated that 5 or 6 periods per day was ideal.

Percentage of students by ideal number of periods per day by GPA

Ideal # periods per day	Below 2.0	2.1-2.5	2.6-2.9	3.0-3.5	3.6-4.0	Total
4	52%	54%	58%	57%	51%	55%
5	15%	21%	20%	18%	17%	18%
6	21%	18%	16%	17%	27%	20%
7	2%	3%	4%	4%	3%	4%
8	10%	3%	2%	3%	2%	3%

The level of stress was correlated to the number of absences (no absences vs 6+ absences per month) and ability to catch up in semester and A/B courses. For students who had no absences, 70% indicated that the stress level was the same or less and 31% indicated that it was more stressful. In contrast, students who had more than 5 absences per month, approximately one-half (46%) indicated that the stress level was about the same or less than last year and one-half (54%) indicated it was more stressful. There were no differences between students with 1 to 5 absences per month: nearly 60% of the students indicated that this year was the same or less stress compared to last year and the remaining students indicated more stress.

Percentage of students by stress level by absences

Stress Level	1-2 per month	3-5 per month	6 or more absences month	No absences
Same stress	36%	38%	31%	44%
Less stress	20%	19%	15%	26%
More stress	44%	43%	54%	31%
Total	100%	100%	100%	100%

Student Recommendations

Students were asked to select which courses worked best in A/B schedules, semester schedules, or schedules that meet every day for a semester or year long. Students were able to select multiple classes for each schedule and also had the option to select a type of class in more than one schedule. The number of students that selected each choice is listed below.

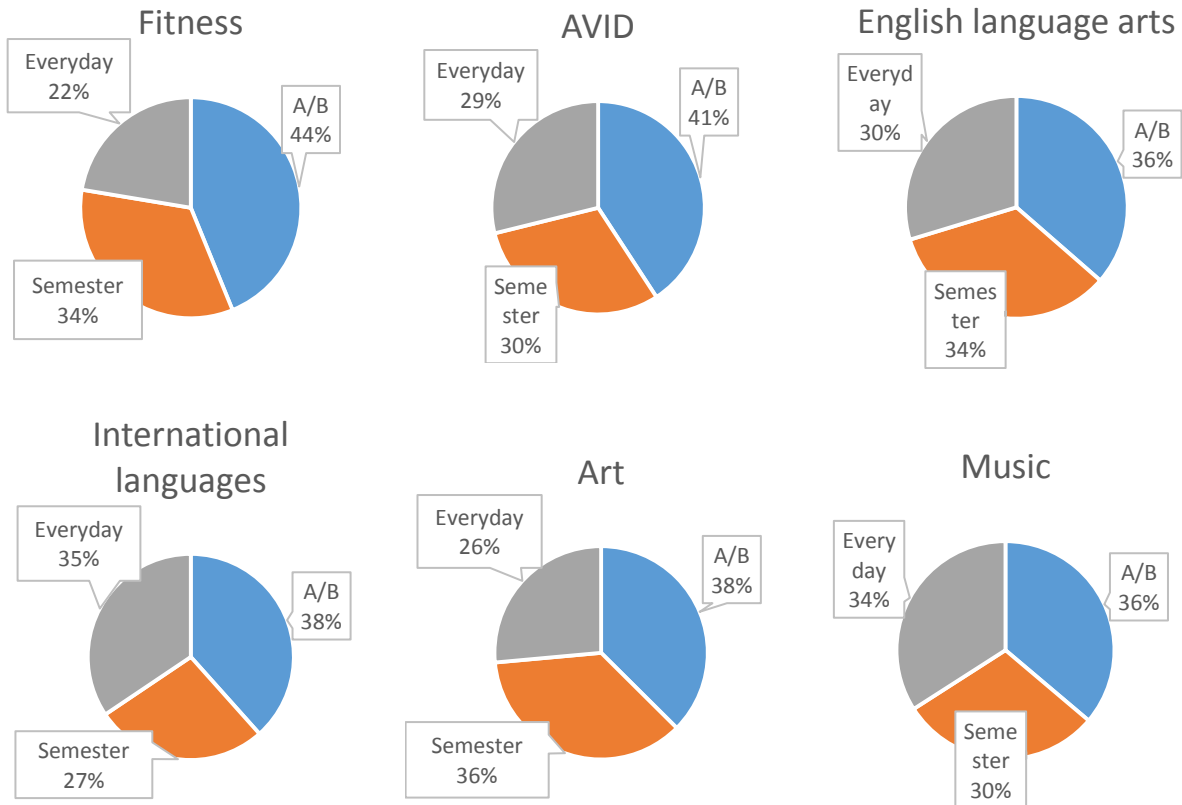
Schedule Preference for Courses

Course	A/B	Semester	Every Day Year Long
International languages	435	308	390
English language arts	433	403	353
Mathematics	478	544	582
Science	378	546	404
AP courses	364	271	401
Fitness	572	441	292
Music	344	283	324
Art	725	699	512
AVID	270	201	191
Leadership	282	306	169
Social Studies	334	397	281
English language development	133	228	190
CTE	245	304	151
Business	241	282	137

Students most frequently selected international languages, English language arts, fitness, music, art, and AVID as the best fit for the A/B schedule. Of these courses, international languages, fitness, art, and AVID were preferred in the A/B schedule over the semester and on an everyday schedule with a 38% or greater selection rate.

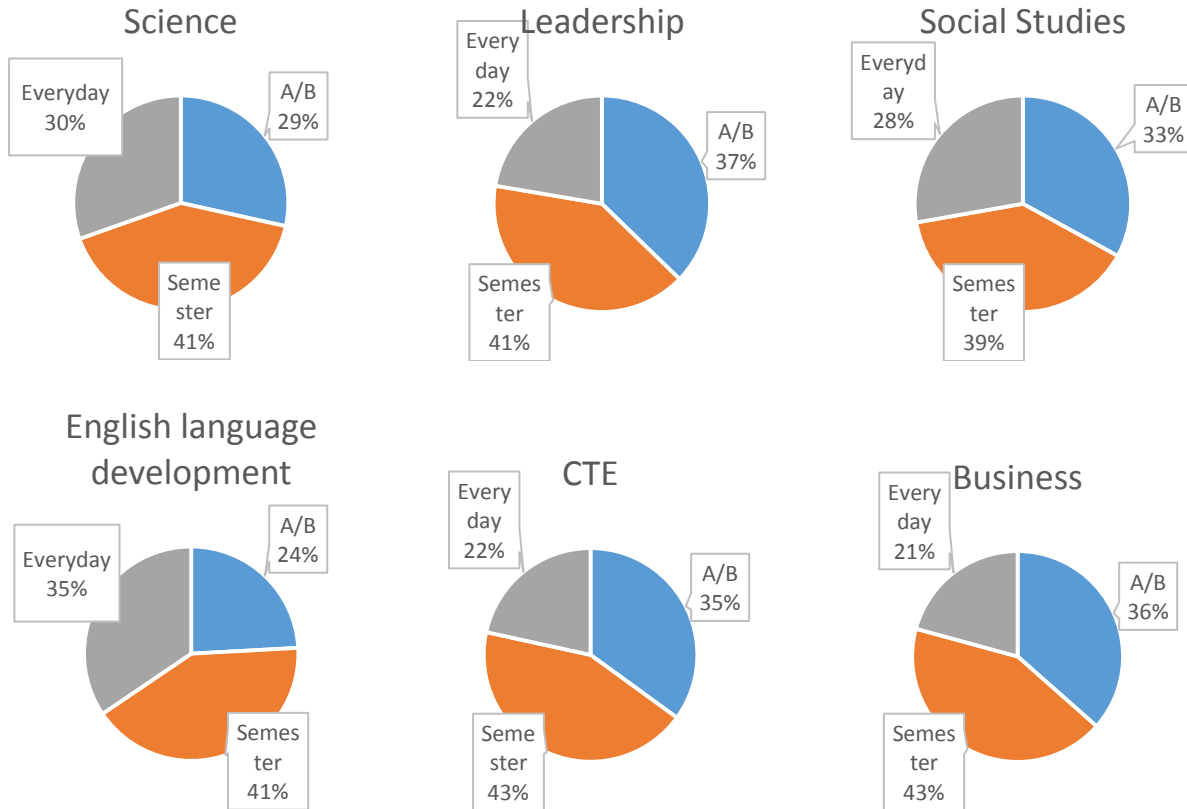
When speaking about German class on an A/B schedule, a student said, *“I’m taking German, and in the language class, it’s really nice. My teacher does a really good job because you could work on different things. You could work on [one type of study] and then you can work on asking questions. It’s kind of like a subject change every 20 minutes.”*

Students Desired A/B Schedule Courses



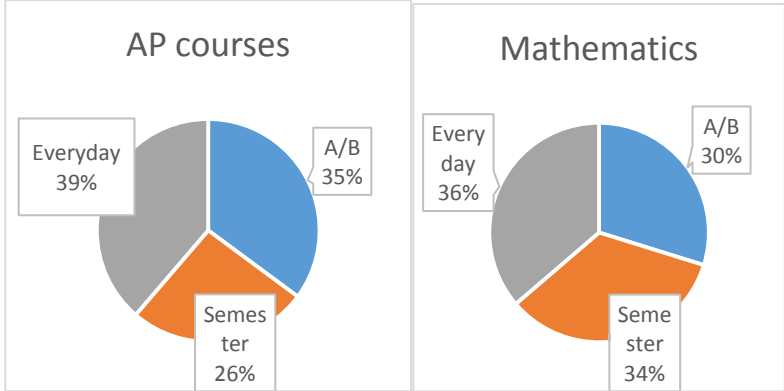
In the semester schedule, science, leadership, social studies, English language development, CTE, and business were all preferred in the semester schedule over the other two schedules with 38% or greater selection rate. One student added that *“I like physics because it's an all semester thing and you see them every single day because ... it's just the semester, but since I see him every single day for 80 minutes, I learn a lot.”* Another student agreed that having science every day was beneficial and shared, *“...in physics... we did get to a lot of good things seeing each other every day, and we didn't need to do as much review.”*

Students Desired Semester Schedule Courses



Math and AP courses were the only two selected most frequently for an everyday schedule. Math was preferred in the everyday schedule by 36% and AP courses were preferred by 39%. A student opposes the A/B schedule for math because “[when] I have math one day, we learn something new, and then I have the class the other day and I totally forget about it.” Students stated that AP classes were better every day because those classes were further ahead in their scheduled curriculum as compared with the A/B AP classes: “Compared to some of the other classes... the class in the morning before school... [that is] every day... [Those classes are] on track and we aren’t. [It’s the same in] AP world history class.”

Students Desired Courses Every Day

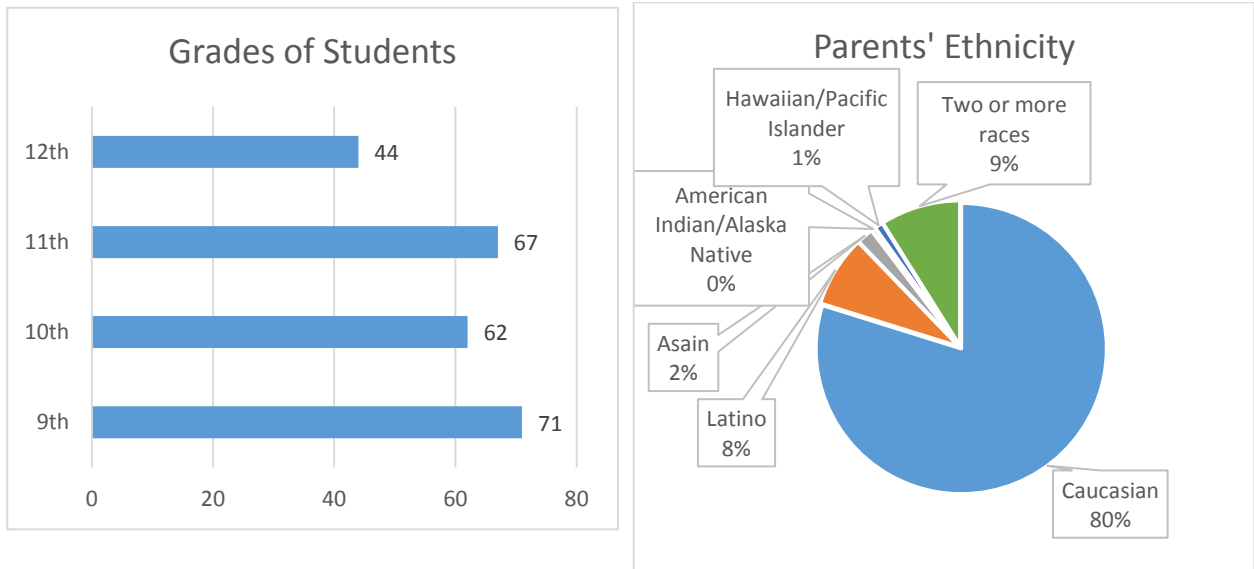


III. C. Findings - Part Three – Parent Summary

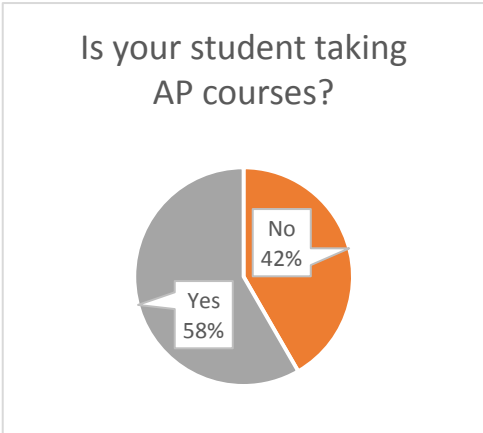
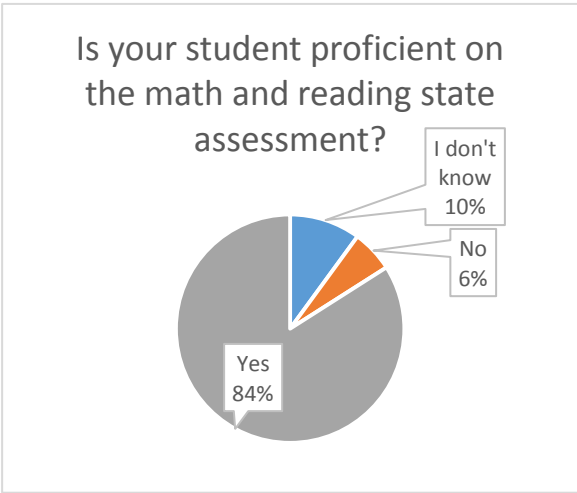
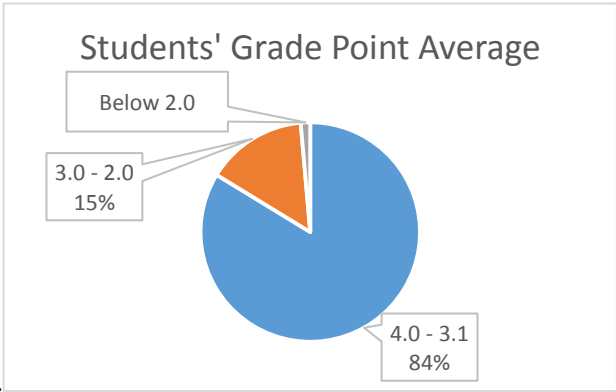
This section reviews the parent survey results and parent focus group data. The data from the survey is organized into graphs and charts with narratives. The survey data is also represented in the review of positive and negative aspects of the schedule. Input from the focus group is woven into the positive and negative aspects section. Lastly, parents’ suggestions for improving the schedule are grouped and summarized.

There was good representation of parents with students in all the grade levels with slightly smaller group of parents of seniors. The majority of parents who completed the survey are Caucasian (80%), with smaller percentages selecting two or more races (9%), Latino (8%), Asian (2%), Hawaiian/Pacific Islander (1%), and American Indian/Alaska Native (<1%).

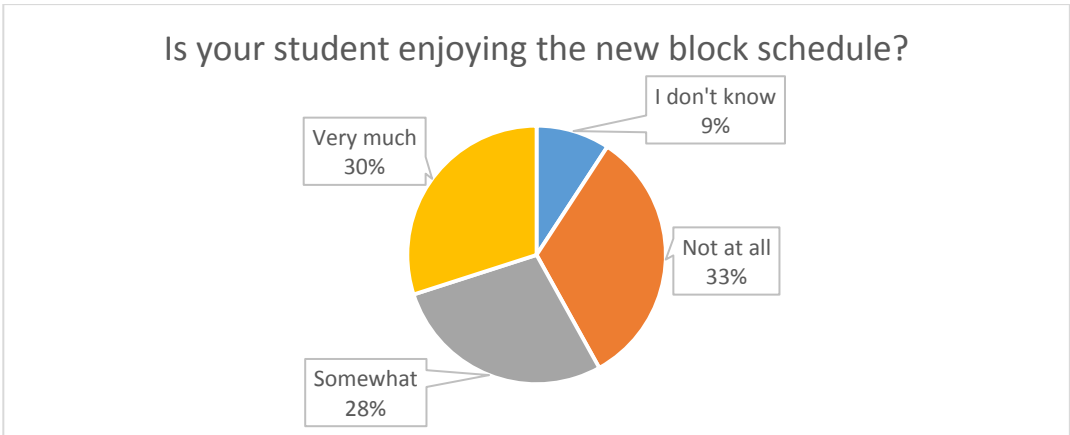
Parent Demographics



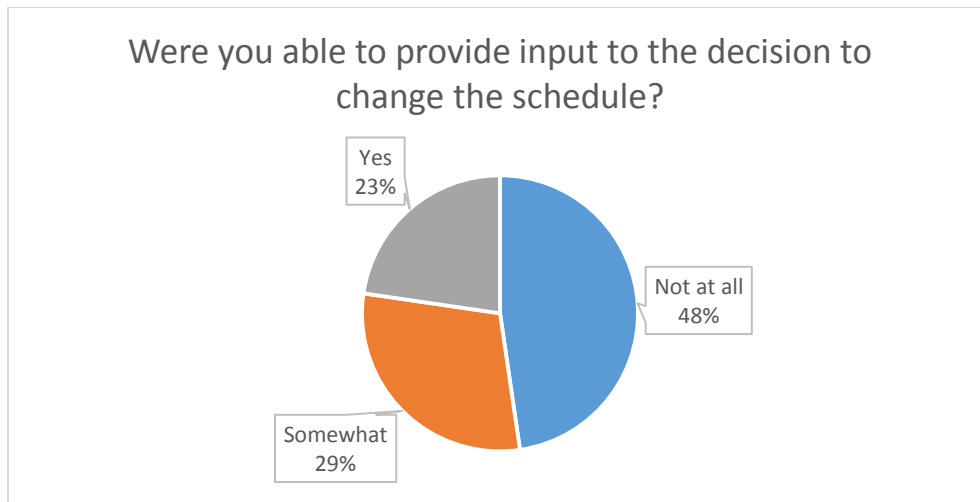
The demographics about student course work below are reported by the parents. The majority of parents (84%) said their children’s GPA was in the 4.0 to 3.1 range. The majority of parents (84%) also said their students are proficient on the math and reading state assessments. According to the parents, 58% of their students are taking AP courses while the remainder (42%) are not.



When asked if their students were enjoying the new schedule, about a third of parents (30%) said very much, while roughly another third (28%) said somewhat and the remaining third (33%) said not at all.



Nearly half of the parents felt they were not able to provide input to the decision to change the schedule. The other half said they had some opportunity to provide input with 23% of parents responding that they definitely were able to provide input.



Positive Aspects of New Schedule

One open-ended item on the survey asked parents what the positive aspects of the new schedule are. Responses were grouped according to theme. Below are the top three categories and percentage of parents that indicated the response. Following the table are excerpts from the focus groups or surveys that further describes parents’ perspectives about the positive aspects of the new schedule.

Positive Aspects of New Schedule and Percentage of Parent Respondents

Positive Aspects of New Schedule	Percentage of Parent Respondents	Further Explanation from Parents
More class options: electives, courses, etc.	23%	<i>My son tells me often that he really appreciates having the block schedule. Having 4 periods per day has been a WONDERFUL change for my child. Previously, he was in middle school with 7 periods per day. I appreciate how the block schedule provides more course opportunities and course configurations for students. For example, a student can spend all year in Algebra 1 and really build a strong math foundation, or complete Algebra 1 in one</i>

Positive Aspects of New Schedule	Percentage of Parent Respondents	Further Explanation from Parents
		<p><i>semester if they're an advanced student. This is just one of many examples of how the block schedule benefits students in profound ways.</i></p> <p><i>She is able to get all the classes she needs and still have room for some she just wants to take. She enjoys the pace of learning and not having every class every day. She likes that it feels more like college classes/schedule and thinks she will be more prepared for that transition</i></p> <p><i>It is very important to my student that she is able to participate in elective courses such as Sports Med, DECA, Apple Leaf. The new schedule has given her the opportunity to participate in more electives than she would have otherwise.</i></p> <p><i>I feel this new schedule is a great tool in helping ALL KIDS get the credit requirements they need to graduate and become successful.</i></p>
<p>More time to get assignments done (i.e. homework, lab experiments, and assignments)</p>	<p>13%</p>	<p><i>And last year you could be taking three AP classes, and then you almost have them like every day, except like block schedule. You wouldn't have second period on a Thursday, but it'd be every day. If you take an AP class. And now it's every other day, so you kind of get a break. You're not stressed, you don't take it every day.</i></p> <p><i>True block is amazing, coming from someone who has been at both a 7-classes-per-day and also a true block school, I can honestly say that. True block allows kids to get eight credits per year, four the first half and four the second half. This allows for the children to spend more time in class to get</i></p>

Positive Aspects of New Schedule	Percentage of Parent Respondents	Further Explanation from Parents
		<p><i>homework done and or ask for help, maybe even get one on one help. This also allows children to get the amount of sleep they need because they are not staying up all night doing homework. It also positively affects kids in sports because they are not scrambling for time to get their homework done.</i></p> <p><i>He is happy with all his classes and that he has 1 extra night to get homework done which helps lower the pressure as he is also an athlete.</i></p> <p><i>More time in class allows students to get more work done in class.</i></p>
<p>More time allocated for classroom instruction</p>	<p>13%</p>	<p><i>Yeah. I think this is a question more for the students because they know what works for them. I see a benefit on this focus on one class, subject at a time. For me to be better to work in one subject at a time, instead of having so many classes in one day. I would prefer focus on four classes and get done with those. And then start the other four classes the next semester.</i></p> <p><i>They like having only four periods a day. Last year, in their previous school district, they had 6 classes and it was too much</i></p> <p><i>I feel like my student benefits from increased time spent in most classes in the block format and is more likely to complete homework and get questions answered during class time.</i></p> <p><i>My child really benefits from spending more time with each teacher each day: He has been able to build better relationships</i></p>

Positive Aspects of New Schedule	Percentage of Parent Respondents	Further Explanation from Parents
		<i>with his teachers because he has fewer of them.</i>

Negative Aspects of New Schedule

One open-ended item on the survey asked parents what the negative aspects of the new schedule are. Responses were grouped according to theme. Below are the top three categories and percentage of parents that indicated the response. Following the table are excerpts from the focus groups or surveys that further describes parents’ perspectives about the negative aspects of the new schedule.

Negative Aspects of New Schedule and Percentage of Parent Respondents

Negative Aspects of the New Schedule	Percentage of Parent Respondents	Further Explanation from Parents
Classes too long; too much downtime; boredom; wasted time	24%	<p><i>Although my son said he liked the block schedule- I question that since his response was "I think it should go week A then week B, so clearly, he thinks he's not getting the info long enough. Also, with the attention spans of high schoolers, I think asking for their attention on one subject for an hour and half is too long.</i></p> <p><i>He is bored. There is much more time in class to do work, which means he doesn't bring homework home. He spends a lot of time in class surfing his phone because he's bored and his work is done.</i></p> <p><i>...teachers were never really properly trained in the block. So, we still are suffering from teachers just really not knowing how to use that time well. So as all the teachers to all the classes have to be in the block they haven't, to my understanding, added anymore training.</i></p> <p><i>...you also have the discipline problem and kids get distracted and they're kind of done with doing something for such a long period of time</i></p>

Negative Aspects of the New Schedule	Percentage of Parent Respondents	Further Explanation from Parents
Less content covered in class	23%	<p><i>I think we have also expressed concern that there was going to be a great reduction in classroom instruction time. So, there would be over 30 hours loss of instructional time and that was a huge concern.</i></p> <p><i>I feel like cutting back on content in order to do this schedule is unacceptable, we need to be about student learning, not checking boxes for graduation rate. AP classes suffer as well, all of my students AP classes were not able to finish their content before the AP test.</i></p> <p><i>great reduction in classroom instruction time. So, there would be over 30 hours loss of instructional time and that was a huge concern.</i></p> <p><i>So, I would say again academically, grade-wise it looks like she's doing the same, but because we don't really know the content that she's missing, because they're missing hours.</i></p>
Not getting daily instruction	14%	<p><i>Her math class was very stressful. In an A/B rotation, she wouldn't see her teacher every day and it would be difficult to recall the concepts taught in previous lessons. Her teacher also had to move quickly through content and cram more into one class session. This is a difficult learning environment.</i></p> <p><i>My child needs instruction on his subject every single day. The reinforcement of the lessons is happening too infrequently.</i></p> <p><i>General frustration with music and foreign language classes not being able to meet every day.</i></p> <p><i>Terrible for certain subjects. There are just some subjects that need to be taught daily!</i></p>
<i>More Stress</i>	9%	<p><i>Her math class was very stressful. In an A/B rotation, she wouldn't see her teacher every day</i></p>

Negative Aspects of the New Schedule	Percentage of Parent Respondents	Further Explanation from Parents
		<p><i>and it would be difficult to recall the concepts taught in previous lessons. Her teacher also had to move quickly through content and cram more into one class session. This is a difficult learning environment.</i></p> <p><i>Teachers were stressed to get through the material in the allowed class time. Two of our AP teachers scheduled evening optional sessions for students who wanted more time with the material</i></p> <p><i>My child was not able to schedule all the class she wanted for next year's schedule. Scheduling opening at 6am was problematic and created a very stressful situation</i></p> <p><i>That my child is feeling more stressed about turning in more work than necessary because of the longer class periods=more work.</i></p>
<p><i>AP course and exam concerns</i></p>	<p>8%</p>	<p><i>List is too long: has affected the music programs with students doing running start, 1 lunch period is a mess, AP classes were only a semester long(some) and students would have to wait several months before taking the AP exam.</i></p> <p><i>The block schedule condenses yearlong classes into one semester. This has resulted in significantly fewer instructional hours per class. Research has shown students in a 4 x 4 schedule perform lower on AP exams, the SAT, the ACT, the WASL, etc.</i></p> <p><i>The new schedule makes it almost impossible to combine WHS classes with Running Start. Learning a foreign language/ music requires practice every day. This A/B rotation schedule is a disaster for these types of classes. The class periods are so long that once the teacher's unit is completed the kids either do their homework in class or stare at their phones. I might also</i></p>

Negative Aspects of the New Schedule	Percentage of Parent Respondents	Further Explanation from Parents
		<i>add that 1st semester AP calculus ends in January. The AP exam is in May.</i>

Parent Concerns Going Forward

One item on the parent survey requested “any additional comments you have about the block schedule.” This was an open-ended field with no preset answers. Many (n=120) parents chose to submit responses and in those responses there were some reoccurring topics and concerns. Some of these items were outside the scope of the data collection plan’s focus but nonetheless, these items may be important to address especially considering that multiple parents volunteered similar information without a specific prompt. Below is a summary of the most frequently occurring comments.

- Parents expressed their support and trust in the school administration and educators to make decisions for their students’ education.
- A reoccurring theme of disappointment with WHS leadership and concern about the process to determine the schedule.
- Parents expressed concern that a small vocal group of parents were not engaging others in the process.
- Parents expressed concern about the school board’s inability to focus on shared district goals and professionalism in the decision-making process.
- Parents shared their concern that teachers had not been equipped to be successful in the new schedule and that professional development and teacher and staff training was required to implement the change.

Parents’ Beliefs Based on Misconceptions and Misunderstandings

From surveys and focus groups, there are a number of concerns that stem from misunderstandings of the details of the new schedule. Below are quotes that appear to be based on inaccurate information followed by information collected during the evaluation or in researching the concerns presented.

Inaccurate: Student Can Only Take 4 Classes A Year

Even though they said that one of the benefits of having this schedule is that we’ll have more options of classes to take, really there’s only 4 periods to work with. Teachers are teaching fewer classes, and so if you want to take three classes, but they’re all only offered third period, you’re out of luck... Let’s say, compared to six or seven period block, I mean the math is just, there would be more options.

While there are only four periods at one time, there are two semesters which create a total of eight blocks in which courses can be scheduled. If a student utilizes zero hour, there are nine blocks over the course of a year.

Inaccurate: Credits and Classes in the A/B Schedule

I asked the question, and they weren't even able to really answer, because if you're taking calculus first semester every day, then you're going to get a credit of Calculus. And then if you take it again second semester, so I think it'll show up on the report card like the same class, like you'll get two credits for the same class.

When this concern was brought up, another parent clarified the issue. They explained, “There’s a Calculus AB and then BC. There’s two different ones. I think it’s still two credits.”

Misconception: The Schedule Change is Driven by Teachers’ Preference

...the teachers like it because they have a longer prep and they have fewer students that they're teaching.

Right, but my question is, “Why [change the schedule]? Because [the teachers], themselves, don't like it?” And that's what I've heard because they have a lot of students, which I get but that's kind of the job of being a teacher and again, what's best for students. If research doesn't show that a longer period helps students learn more or learn better, then what the teachers want shouldn't really outweigh the student need. I think it needs to be based on student need.

I realize that this type of scheduling can be beneficial for adults (less hallway and lunch supervisory time, more teacher prep time, etc.)

Survey data and focus group information presented that some parents believe the schedule change was partly driven by and continues to be supported due to teacher preference. Information collected shows that the origin of the schedule change was due to a desire to increase credits. This evaluation has not collected data that suggests any particular schedule was adopted due to teachers’ personal preference. Information collected from teachers suggests that while some teachers have less students over all, some teachers have more students.

Misconception: A Schedule that Offers More than the Minimum Credits Helps Only Failing Students

With my understanding, with the credit is that from now from Washington you need 24 so you need to pass everything of six credits. It kind of seems odd to me that you are like building in, assuming failure, which I guess is reasonable because they had the statistics put out but it seemed like there could be some other ways of helping those kids who failed to pass those instead of building in room for them to fail seemed a little bit defeatist and not super productive. Now it's affecting everybody instead of just the people who needed that extra help to pass those credits.

Another concern is that if our big concern was students not graduating, why do we not focus on those students instead of just creating more opportunities to fail by creating more classes that go faster and cram more information in? What are we doing for those students? We have not added any additional intervention time or additional classes or study hall or any programs that really focus on why students are failing classes. That's the big question. My concern is that we're becoming a mediocre school. We're taking instructional time away from our higher achieving students and we're taking it away from our lower achieving students too, just trying to reach a middle ground. Instead, I don't think we're really meeting anyone.

The idea of “assumed failure” and the concept of “dumb[ing] everything down for the lowest common denominator” were raised in both the focus group and the survey. There seems to be a misconception that a schedule that offers more than the minimum number of credits is a feature just for lower achieving students. Most high school schedules do not offer just the bare minimum state required credits. Majority of universities and college programs allow students in good standing to take three credits (or one average course) more each semester than the necessary minimum averaged amount of credits per semester. In addition, the feature of a buffer is not only about different types of learners, but also about life events, one-off poor class performance, or other things that disrupt a student’s credit earning ability regardless of their GPA.

Additional intervention time has been reported by teachers. They cite that students can access them during their planning times which are longer than previous year and during the shared lunch. Study halls have been more accessible to students than before as there are more potential blocks in which to schedule courses. Students report that the study halls are helpful.

Inaccurate: Other Bell Schedules Were Not Considered

If it was to get more credits, that's because we were currently a six-period school. So again, the obvious answer would have been, “How about we go to a seven-period day?” But that was never even considered. They wouldn't even consider that.

The 4 by 4. That was their initial proposal, was straight 4 by 4. So, many parents began to do the research themselves and ask questions. You know, wondering why they hadn't considered other options or why they were choosing to choose this schedule when something like 30 schools in Washington state had actually dropped the same schedule after using it for many years.

The Bell Schedule Committee researched and considered a four-block period, five-block period and a seven-block period. The extent to which the committee researched all three is uneven. They primarily focused on the four-block period and the timeline in which they studied other options was limited to a span of less than two months. Despite the short focus, it would be inaccurate to say that other options were never considered.

Needs Clarity: Confusion about the Goals of AP Support Classes

AP support. But really, those are just study halls. If they were actually appropriately placed with the teachers that they needed help with and the teachers were actually helping students during that period, it could be a great use of time. But what I hear is it's an extra prep period for the teacher. The teacher is grading papers, doing things at their desk, and students are doing their homework.

The intent and function of the AP Support Class should be clarified to parents, teachers and students.

Needs Clarity: Confusion about Homework Completion in Class

Some classes, with prepared teachers, keep them interested. In the other classes, they end up completing their homework, because instruction comes up short of the full class time allotted.

If in class homework completion was a tool taught to teachers to best utilize the new schedule or if it is a touted benefit of the new schedule, then parents should be informed of these reasons. There is a large body of parents that need clarity and think doing homework/assignments in the class is unplanned and unacceptable.

IV. Recommendations

This last section is intended to provide WHS and stakeholders with the information and tools needed to make informed decisions as they consider how to construct next year's schedule. There are two parts to this section: 1) key points to consider and 2) strategies for moving ahead. Key points to consider synthesizes all of the quantitative and qualitative data across teachers, students and parents. Strategies for moving ahead include recommendations independent of specific schedule decisions. The strategies outlined include critical pieces for moving ahead to improve trust and morale among all stakeholders and to achieve success.

Key Points to Consider

- More than ½ of the students regardless of GPA level, felt that 4 periods/day was ideal.
- A loss of instructional minutes does not equate to a loss of essential content knowledge equally across all subjects; rather, it is subject-specific. Students' recommendations for year-long classes that meet every day, such as International Language, make a good starting point and provide direction for classes where instructional minutes do correlate with content learning. Other classes, such as Art, students have recommended to keep on an A/B rotation.
- Lower GPA and higher absences are not a good mix for the semester schedule (13%), and 17% for A/B said it was very difficult to catch up.
- Students had preferences for whether classes should be A/B, semester or yearlong (every day). Sometimes their preferences were different from teachers' preferences. Consider

strong student suggested preferences. When there was no or little preference, use logistics or feasibility as the determining factor.

- Teachers need help with using instructional strategies for block scheduling.

Strategies for Moving Ahead

Once a decision has been reached about the schedule for Fall 2018 (changes or status quo), a formal plan needs to be collectively developed reflecting an iterative design approach. This will help to ensure a successful implementation. The plan needs to be designed to improve trust and morale among teachers, departments and administration as well as parents by:

- Restoring a collaborative culture to move ahead.
- Developing an iterative design mindset (it will not be perfect the first time)
- Building consensus/agreement/understanding of ongoing evaluation measures for continuous reflection among all stakeholders
- Providing regular administrator engagement with staff, parents and students to share updates on the ongoing evaluation measures
- Establishing support structures (school-wide and department-specific) including the thoughtful and deliberate collection of concerns data as teachers move through the Stages of Concern¹
- Engaging administrators and/or teacher leaders as Change Leaders and Change Facilitators
- Meeting monthly to discuss schedule implementation issues and concerns and work together across departments for solutions.
- Providing teacher professional development where needed
- Providing opportunities for within and between department reflection and collaborative problem-solving
- Working to establish two-way communication with parents through multiple modalities to seek input regarding schedule decisions and other decisions of importance.

¹ Hord, S. M, & Roussin, J. L. 2013. *Implementing Change through Learning: Concerns-based concepts, tools and strategies for guiding change*. Corwin: California.

V. Appendices

Appendix A. Data Collection Plan (Evaluation questions, sub-questions, indicators, methods and timeline)

Reflection questions, sub-questions, indicators, methods and timeline.

Evaluation Questions	Data Source & Collection Instruments	Timeline	Methods
1. How do course attributes differ between the baseline year and current year?			
a. What is the difference in instructional time? b. How does curriculum taught in the classroom differ between the baseline and current year?	<ul style="list-style-type: none"> • Master schedule for 2016-17 compared to 2017-18 • Pacing guides • Interview/focus groups (I/FG) w/ teacher sample 	<ul style="list-style-type: none"> • January 2018- March 2018 • February 2018 to April 2018 	<ul style="list-style-type: none"> • Frequency analysis • Qualitative Narrative Analysis (QNA)
2. What preparations and adjustments have been made to effectively adapt to the new block schedule?			
a. At the district level, what preparations were made to support the change in schedule? b. How do teachers describe the preparation and implementation phase of the new schedule? c. At the teacher level, what modifications have been made in course delivery to adjust to: <ul style="list-style-type: none"> i. Longer classes: How have teachers adjusted their instructional strategies to hold attention and engage students? ii. Shorter classes: What modifications have they made? (scrutinizing pacing and content, eliminate or condense entry tasks or exit tickets, condense small group learning, project-based, etc.) 	<ul style="list-style-type: none"> • Teacher survey; I/FG with purposeful sample of teachers • Teacher survey • I/FG with purposeful sample of teachers 	<ul style="list-style-type: none"> • February – April • February • February - April 	<ul style="list-style-type: none"> • Non-parametric techniques (NPT); QNA • NPT • QNA
2. How effectively is the new schedule meeting the needs of students?			

Evaluation Questions	Data Source & Collection Instruments	Timeline	Methods
<ul style="list-style-type: none"> • How do teachers' describe the new schedule in terms of: <ol style="list-style-type: none"> i. curriculum? • In what ways have instructional supports for students changed to accommodate the new schedule? • What are the perceptions of the new schedule from various stakeholders: <ol style="list-style-type: none"> i. Parents ii. Students iii. Trusted Community Advisors 	<ul style="list-style-type: none"> • Teacher survey; I/FG with purposeful sample of teachers • Teacher survey; FG with sample of students; I/FG with sample of teachers • I/FG with sample of parents, students and trusted community advisors 	<ul style="list-style-type: none"> • February – April • February – April • February - April 	<ul style="list-style-type: none"> • NPT; QNA • NPT/QNA • NPT/QNA
4. What are the effects of the new schedule on students' academic and non-academic measures?			
<ol style="list-style-type: none"> a. How do AP assessment scores vary between the baseline year and 2017-18? b. What is the difference in # of student discipline incidents between the baseline year and 2017-18? c. Various other metrics captured by WHS. 	<ul style="list-style-type: none"> • AP scores from 2015-16 compared to 2016-17 on a matched group. • # discipline incidents between baseline and new year. • 	<ul style="list-style-type: none"> • May • June 	<ul style="list-style-type: none"> • Analysis of Variance (ANOVA) • Analysis of Variance (ANOVA)

Appendix B. Internal Review Board (IRB) Approval

MEMORANDUM

TO: Janet Gordon

FROM: Mark Quinn
Chair, Institutional Review 86 rd for the Protection of Human Subjects

DATE: March 15, 2018

:Teacher and Student Reflections on the New Classroom Block Schedule. [JG031518EX]

The above research! described in your submission of 3/14/18, is exempt from the requirement of review by the Institutional Review Board in accordance with the Code of Federal regulations, Part 46, section 1 01. The specific paragraph which applies to your research is:

- x Research conducted in established or commonly accepted educational settings, involving normal educational practices such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
-) (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.
-) (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- _____ (b) (4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available, or if the information is recorded by the investigator in such a manner that the subjects cannot be identified, directly or through identifiers linked to the subjects.
- _____ (5) Research and demonstration projects, which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

Appendix B. Part II. SUBJECT CONSENT FORM FOR PARTICIPATION HUMAN RESEARCH AT MONTANA STATE UNIVERSITY

You are being asked to participate in a research study on the effects of the new bell schedule at Wenatchee High School (WHS). The study will help district leadership to more fully understand the impacts of the new schedule on teachers and student learning.

You were identified because you have one or more students attending WHS. Participation is voluntary. If you agree to participate, you will be asked to join a focus group. Participation is voluntary and you can choose not answer any questions that you do not want to answer and/or you can stop anytime.

The focus group will take approximately 60 minutes. The discussion will be audio recorded to help in writing a report. No names will be in the report and all of the details from the discussion will be kept on a locked computer. The report will be given to school district administration. There are no foreseen risks for helping out in this study. The benefit is that you will be able to share your opinions and suggestions about the new bell schedule.

In signing this form, you are agreeing to share your views in this discussion. Even if you sign this form, you can always choose to leave the discussion or to not reply to any of the questions. If you have questions about this study, please contact Dr. -Janet Gordon at 10janetgordon@gmail.com. If you have questions about the rights of human subjects, please contact the Chair of the Institutional Review Board Mark Quinn (406) 9944707. You will receive a copy of this letter for your records.

AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study- I, _____, agree to participate in this research. I understand that I may later refuse to participate and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Signed: _____

Appendix B. Part III. SUBJECT CONSENT FORM FOR PARTICIPATION IN REFLECTIONS ON THE WHS BLOCK SCHEDULE

You are being asked to participate in a research study on the effects of the new bell schedule at Wenatchee High School (WHS). The study will help district leadership to more fully understand the impacts of the new schedule on teachers and student learning.

You were identified because you have one or more students attending WHS. If you agree to participate, you will be asked to join a focus group. Participation is voluntary and you can choose to not answer any questions that you do not want to answer and/or you can stop anytime.

The focus group will take approximately 60 minutes. The discussion will be audio recorded to help in writing a report. No names will be in the report and all of the details from the discussion will be kept on a locked computer. The report will be given to school district administration. There are no foreseen risks for helping out in this study. The benefit is that you will be able to share your opinions and suggestions about the new bell schedule.

In signing this form, you are agreeing to share your views in this discussion. Even if you sign this form, you can always choose to leave the discussion or to not reply to any of the questions. If you have questions about this study, please contact Dr. Janet Gordon at 10janetgordon@gmail.com. If you have questions about the rights of human subjects, please contact the Chair of the Institutional Review Board, Mark Quinn (406) 994-4707. You will receive a copy of this letter for your records.

AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I, _____, agree to participate in this research. I understand that I may later refuse to participate and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Signed: _____ Date: _____

Appendix C. On-line Teacher Survey

WHS Reflective Survey

We are interested in your reflections of the new schedule this year. Your responses are anonymous and will be aggregated together in a report to gain insight and a deeper understanding of the impacts of the new schedule.

Demographics

Please enter information about your professional teaching practice.

What grade level(s) do you teach? Please check all that apply.

Check all that apply.

- 9th grade
- 10th grade
- 11th grade
- 12th grade

What subjects are you currently teaching? Please check all that apply.

Check all that apply.

- International Language
- CTE
- Business
- Art
- ELD
- Fitness & Health
- Leadership
- Language Arts
- Math
- Music
- Science
- Social Studies
- Students with Special Needs
- Other:

What is your primary teaching method or style?

Check all that apply.

- Direct Instruction (e.g. lecturing)
- Project Based Learning (PBLs)
- Cooperative Learning (e.g. small groups)
- Socratic method
- Inquiry-based Learning
- Other:

Were you teaching in the previous schedule in 2016 - 2017 at Wenatchee High School?
Check all that apply.

- Yes
- No

What is/are your course schedule(s) for 2017-18?
Check all that apply.

- Semester
- A/B Block
- Other:

YEAR-LONG CLASSES TO A/B CLASSES

Teachers who taught year-long classes in 2016-17 that went to A/B classes in 2017-18, please answer the following questions: Please list the courses you teach that went from a year-long schedule to an A/B schedule.

If you had year-long courses that went to an A/B schedule, what is the impact on the amount of classroom instructional minutes?

- There is no effect on the amount of classroom instructional minutes; about the same as last year
- There is an increase in the amount of classroom instructional minutes
- There is a decrease in the amount of classroom instructional minutes

Has your curriculum content been impacted by going from a year-long to an A/B schedule? If so, please explain.

If you had year-long classes that went to the A/B schedule and you feel that less content is being taught, how much less content?

Check all that apply.

- 0 - 25%
- 26% - 50%
- Over 50%

If you had year-long courses that went to an A/B schedule, how has it affected your students academically?

YEAR-LONG CLASSES TO SEMESTER CLASSES

Teachers who taught year-long classes in 2016-17 that went to semester classes in 2017-18, please answer the following questions:

Please list the courses you teach that went from a year-long to a semester course:

If your course went from a year-long to a semester, what is the impact on instructional classroom minutes?

Check all that apply.

- There is no effect on the amount of classroom instructional minutes; about the same as last year
- There is an increase in the amount of classroom instructional minutes
- There is a decrease in the amount of classroom instructional minutes

Has your curriculum content been impacted by going from a year-long to a semester course? If so, please explain.

If you had year-long classes that went to a semester, and you feel that less content is being taught, how much less content?

Check all that apply.

- 0 - 25%
- 26% - 50%
- over 50%

If you teach any courses that went from a year -long to a semester course, how has it affected your students academically?

For All Teachers

If you are teaching in an A/B schedule, are students able to get more homework done in class compared to last year's schedule?

Mark only one oval.

- Yes
- No

If you teach AVID, how has the new schedule impacted your students academically?

If you teach students with Special Needs, how has the new schedule impacted your students academically?

If you teach AP or College in the High School courses, please list the titles:

If you teach AP or College in the High School courses, how has the new schedule affected your students academically?

What have been some of the benefits of the new schedule?

What have been some of the drawbacks of the new schedule?

Compared to last year's schedule, my schedule this year:

Mark only one oval.

- Is less stressful than last year
- Is about the same stress level as last year

- Is more stressful than last year

In the question above, if you chose more stressful, please explain the reasons why it is more stressful.

How has the new schedule affected your opportunities for intervention(s) during the school day?

Recommendations

What professional development have you received to prepare and plan for the new schedule?

Mark only one oval.

- None
- Curriculum design models for successful block schedules
- Effective teaching strategies for block schedules
- Other:

What specific professional development would you like to have to help adapt to the new schedule?

Mark only one oval.

- Curriculum design models for successful block schedules
- Effective teaching strategies for block schedules
- Other:

Please recommend some potential ways to make the new schedule better for students:

If you would like to volunteer for a focus group, please provide your name and email address. Space is limited and names may need to be randomly drawn.

Thank-you so much for taking the survey!

Appendix D. Teacher Focus Group

WHS Reflection on the New Schedule

Teacher Focus Group Questions

1. Please introduce yourself and share what grade you teach and the subjects. Also please share if your class has gone from year-long to semester or year-long to A/B.
2. First, I'd like you to think back to last year. What was your understanding of the reasons to move to the new schedule?
3. How would you describe the preparation phase of going to the new schedule?
4. How would you describe the implementation phase of going to the new schedule?
5. In the survey, when teachers were asked how the new schedule has affected students academically, the responses were spread across 3 categories: 1) students are doing better, 2) they are doing the same, and 3) they are not doing as well. Two determining factors mentioned were: 1) the content area and 2) the academic ability of the students. Using your knowledge as a professional teacher, in your opinion, what other factors do you think influence how students are doing in the new schedule?
6. How has the change in schedule influenced your relationship with your students and your classroom culture?
7. In your opinion, what are the most important needs that should be considered to inform the decision for next year's schedule in order to build a strong educational environment at WHS?
8. In the survey, teachers were asked to provide their recommendations for next year. I have listed the most popular recommendations. What are your top 2 out of this list and why? (*Janet will provide a list*)
9. Lastly, is there anything you'd like to share that we haven't talked about today that are pertinent?

Appendix E. On-line Parent Survey in English and Spanish

Parent Survey for Wenatchee High School's New Block Schedule for 2017-2018

1. What do you know about the new block schedule at Wenatchee High School?
2. What do you feel are the benefits of Wenatchee High School's new block scheduling?
3. What do you feel were the benefits of last year's schedule?
4. What do you feel are the negative aspects of the new block scheduling?
5. What do you feel were the negative aspects of Wenatchee High School's schedule last year?
6. Before the implementation of the new block schedule this year, do you feel that you had an opportunity to provide input? If yes, what input did you provide?
7. Was the Wenatchee School district clear on why they went to a block schedule for the 2017-2018 school year?
8. My child is enjoying the new block schedule.
9. I am happy about all the new opportunities for my child or children with the new block schedule.
10. Do you feel the new block schedule has been beneficial for your child or children?
11. What do you know about the A/B schedule?
12. Do you feel that the alternating A/B schedule is effective?
13. If your son and/or daughter is taking a college in the high school class and/or AP course, are they being challenged academically?
14. Please add any additional comments you have about the new block schedule.

Cuéntanos un poco sobre tu estudiante

¿En qué grado está su estudiante?

- Grado 9
- Grado10
- Grado 11
- Gradeo12

¿Cuál es el promedio aproximado de calificaciones (GPA) de su estudiante?

- 4.0 - 3.1
- 3.0 - 2.0
- Menos de 2.0
- No lo sé

¿Es su estudiante competente en la evaluación estatal de matemáticas y lectura?

- Si
- No
- No lo sé

¿Está su estudiante tomando cursos de Ubicación Avanzada (AP)?

- Si

- No
- No lo sé

¿Cuáles son los planes de su estudiante después de la graduación?

- Asistir un Colegio o Universidad de 4 años
- Asistir colegio comunitario (colegio de 2 años)
- Asistir a una escuela técnica o comercial
- Anotarte en el ejército
- Únirte a la fuerza de trabajo
- No lo sé
- Otro:

¿Cual es su primer idioma?

- Español
- Inglés
- Otro:

Cuál es su etnicidad?

- Latino
- Blanco
- Asiático
- Indio Americano/Nativo de Alaska
- Hawaiano / Islas del Pacífico
- Dos o más razas
- Otro:

Por favor comparte tus pensamientos sobre el nuevo horario

¿Cuál es su comprensión de las razones por las cuales el Distrito Escolar de Wenatchee eligió cambiar a un horario de bloque?

- Su respuesta

¿Pudo dar su opinión sobre la decisión de cambiar el horario?

- Si
- Algo
- De ningún modo

En el futuro, ¿cómo le gustaría que la Preparatoria de Wenatchee se comunique con usted?

- Encuesta en línea
- Encuesta enviada por correo con un sobre con su dirección
- Encuesta enviada a casa con su estudiante
- Conferencias de Padres/Maestros
- Llamada por teléfono
- Otro:

¿Cuáles cree que son algunos de los aspectos positivos de la programación del nuevo bloque para su estudiante?

- Su respuesta

¿Cuáles cree que son algunos de los aspectos negativos de la nueva programación de bloques para su estudiante?

- Su respuesta

Mi estudiante está disfrutando el nuevo horario de bloque:

- Mucho
- Algo
- Para nada
- No lo sé

Por favor, comparta las razones por las que seleccionó la respuesta anterior:

- Su respuesta

Por favor, agregue cualquier comentario adicional que tenga sobre el nuevo horario de bloque

- Su respuesta

Appendix F. Parent Focus Group

Parent & Student Focus Group for WHS New Block Schedule for 2017-2018

***Introduction:** In August 2017, the Wenatchee School District changed the high school schedule from a traditional schedule to a block schedule. The administration at WHS would like to have you reflect on this change and share what you like and dislike about the schedule as well as hear any recommendations that you may have.*

1. Parents, please share your name and your students' grade.
2. From your understanding, what were the reasons that Wenatchee High School changed the schedule to a block schedule?
3. Before the implementation of the new block schedule this year, do you feel that you had an opportunity to provide input? If yes, what input did you provide?
4. What do you feel are the benefits of Wenatchee High School's new schedule?
5. What do you feel are the negative aspects of the new block schedule?
6. A survey was taken by teachers that asked how the new schedule has affected students academically and the responses were spread across 3 categories: 1) students are doing better, 2) they are doing the same, and 3) they are not doing as well. Which category do you feel that your student falls in? Please explain the reasons you chose this category.
7. If your student missed a class due to an appointment or sports, does it have about the same impact on making up classwork as it did last year? Please explain.
8. Does the new schedule affect any interventions or extra help that your student may receive? Please explain.
9. What are your greatest concerns about the new schedule?
10. Do you have any recommendations to improve the schedule?
11. Do you have any additional comments that you would like to share?

Appendix G. On-line Student Survey

WHS Student Reflective Survey

We are interested in your reflections of the new schedule this year. Your responses are anonymous and will be aggregated together in a report to gain insight and a deeper understanding of the impacts of the new schedule. Your grades will not be affected.

Demographics

Please enter your grade:

- 9th grade
- 10th grade
- 11th grade
- 12th grade

What subjects are you currently taking? Please check all that apply.

- International Language
- CTE
- Business
- Art
- ELD
- Fitness & Health
- Leadership
- Language Arts
- Math
- Music
- Science
- Social Studies
- Other:

Were you a student last year (2016 – 2017) at Wenatchee High School?

Check all that apply.

- Yes
- No

What is/are your course schedule(s) for 2017-18?

Check all that apply.

- Semester
- A/B Block
- Other:

Think back to last year; what are some advantages of this year's schedule? What are some of the disadvantages?

If you are participating in sports

If you miss a class, making up Homework is

Much harder

Somewhat harder

About the same

Easier

Please share why you selected your above answer.

If you have 85 min period classes, what are they?

What are some of the benefits?

If you are enrolled in an A/B course this year, what are they?

Does the new block schedule give you enough time to get your homework done?

Our new block schedule has helped me succeed academically.

The new block schedule helps me get a deeper understanding of the subject matter.

Which answer best defines your feelings about block scheduling?

Appendix H. Student Focus Group

Student Focus Group for WHS New Block Schedule for 2017-2018

Introduction: *In August 2017, the Wenatchee School District changed the high school schedule from a traditional schedule to a block schedule. The administration at WHS would like to have you reflect on this change and share what you like and dislike about the schedule as well as hear any recommendations that you may have.*

1. Please share your name and grade. Please share what classes you take on an A/B and what classes you take that are 80 minutes?
2. What are the best things that you like about the new schedule? (more inclass homework time, etc.)
3. What classes do you take now that work for you on an A/B schedule? *(If there are none, ask: Given the structure of the A/B schedule, what classes do you think it would work for?)*
4. A survey was taken by teachers that asked how the new schedule has affected students academically and the responses were spread across 3 categories: 1) students are doing better, 2) they are doing the same, and 3) they are not doing as well. Which category do you feel that you fall in? Please explain the reasons you chose this category.
5. When you think about an AB class and compare it to a semester or year long class, how are the following aspects different:
 - a. Your relationship with your peers or other students.
 - b. Your relationship or connectedness to your teacher.
 - c. The classroom culture in general.
6. Share your level of agreement with the following statements: (Strongly Agree, Agree, Disagree, Strongly Disagree)
 - a. I am able to complete my homework/assignments when they are due.
 - b. I am able to keep current with my assignments and course content when I have been absent.
 - c. The new block schedule has created a less hectic, more calm school day for me.
 - d. With the new schedule, I am able to get the course help if I need it.
7. What are your greatest concerns about the new schedule?
8. Do you have any recommendations to improve the schedule?

Appendix I. Year Long Classes to A/B Schedule Classes

Year Long Classes to A/B Schedule Classes

In 2016-17, the classes listed below met Monday through Friday in 55 minute sessions. In 2017-18, these classes were changed to an A/B schedule, with a meeting rotation of Monday, Wednesday and Friday (Week 1) and Tuesday and Thursday (Week 2). Monday classes are 65 minutes and Tuesday-Friday classes are 85 minutes in length.

Table 3. Percent less content taught for year-long classes that went to an A/B Schedule

Year Long Classes to A/B Schedule	# of respondents	% Less Content Taught
Arts/Humanities		
Treble Clef Choir	1	26-50%
Man Choir	1	26-50%
Bel Canto Choir	1	26-50%
Chamber Singers	1	26-50%
Guitar	1	26-50%
Wind Ensemble	1	1-25%
Percussion Ensemble	1	1-25%
GA Band	1	1-25%
History		
AP US History	1	1-25%
AP World History	1	1-25%
International Language		
French 1	2	26-50%
French 2	1	26-50%
French 3	1	26-50%
French 4/ University of WA 103	1	26-50%
German 1	1	1-25%
German 2	1	1-25%
German 3/4 (College in High School German 113)	1	1-25%
Spanish 1	1	26-50%
Spanish 2	1	26-50%
Spanish 3	1	26-50%
Spanish 4	1	26-50%
Language Arts		
AP English Literature	1	1-25%
AP English Literature	1	26-50%
AP Language	2	26-50%
Composition	2	1-25%

Year Long Classes to A/B Schedule	# of respondents	% Less Content Taught
Journalism	1	None
Pre-AP Freshman English	1	1-25%
Sophomore English	1	1-25%
Sophomore English	1	26-50%
Mathematics		
Accelerated Algebra 2	1	1-25%
Algebra 2	1	None
AP Statistics	1	26-50%
Pre-Calculus	1	26-50%
Trigonometry	2	1-25%
Science		
AP Computer Science (directed study)		None
AP Human Geography	1	None
AP Human Geography	1	1-25%
Biology	1	1-25%
Fitness 2B	1	None
Health	1	None
AVID	2	None
AVID	2	26-50%
Career Exploration	1	None
Independent Skill Lab	2	None
Intro to Science/Math	1	None

Appendix J. Year Long Classes to Semester Classes

Year Long Classes to Semester Classes

In 2016-17, the classes listed below met Monday through Friday in 55-minute sessions. In 2017-18, these classes were changed to a semester schedule, meeting Monday for 65 minutes and Tuesday through Friday for 85 minutes.

Year Long Classes to Semester Schedule	# of respondents	% Less Material Taught
History		
U.S. History	3	1-25%
U.S. History	1	26-50%
World History	1	26-50%
World Studies	2	1-25%
CWP	1	26-50%
Language Arts		
American Literature	1	1-25%
Freshman English	1	0%
Freshman English	1	26-50%
Sophomore English	5	1-25%
Sophomore English	3	26-50%
Mythology I & II	1	26-50%
Mathematics		
Algebra 2	1	0%
Algebra 2	2	1-25%
Applied Math	1	0%
Applied Math	1	26-50%
Geometry	1	0%
Geometry	1	1-25%
Trigonometry	1	1-25%
Science		
Biology	1	1-25%
Health	1	0%
Intro to Chem/Physics	1	1-25%
Freshman IPC	3	1-25%
Physics	1	1-25%
AP Physics	1	1-25%
Mechanics	1	1-25%
Miscellaneous/Other		
Industrial Mechanics & Fabrication	1	1-25%
Fitness 3	1	1-25%
Fitness 4	1	0%
Adaptive PE	1	0%
Ind. Mech & Fabric 1 and 2	1	1-25%
Adv Ag	1	1-25%

Year Long Classes to Semester Schedule	# of respondents	% Less Material Taught
Intro to Horticulture	1	1-25%
Marketing	1	26-50%
Principles of Engineering	1	1-25%
Store Management	1	26-50%

WHS Data Matrix

#	CRITERIA	2018		2017	
		SCORE	+/-	SCORE	Baseline
1	Graduation Rates ^{^*}	91.3%	5.6%	85.7%	--
2	Attendance Rates ^{^*}				
	Average Daily Attendance	93.8%	2.1%	91.7%	--
	Chronic Absenteeism	27.6%	1.1%	26.5%	--
3	Discipline Data [*]				
	In School Suspension	211	102	109	--
	Short Term Suspension	177	68	109	--
	Expulsion/Long Term Suspension	3	3	0	--
4	State Testing Scores (Junior Year) [^]				
	Math - College & Career Cut Score	32.4%	-0.80%	33.2%	--
	Math - HS Graduation Cut Score	46.3%	4.30%	42.0%	--
	ELA - College & Career Cut Score	64.9%	-1.00%	65.9%	--
	ELA - HS Graduation Cut Score	75.9%	-1.70%	77.6%	--
	Science	--	--	--	--
5	Number of Seats Filled in Elective Courses [*]	6326	107	6219	--
6	Elective Course Offerings [*]	120	4	116	--
7	Schoolwide Grade Breakdown				
	A Grades	41.7%	4.1%	37.6%	--
	B Grades	21.5%	-2.6%	24.1%	--
	C Grades	14.8%	-3.0%	17.8%	--
	D Grades	7.9%	-2.1%	10.0%	--
	F Grades	5.5%	-2.6%	8.1%	--
	P Grades	9.6%	7.2%	2.4%	--
8	9th Grade Failure Rate ^{^*}				
	% of Students who Failed 1 or more courses	29.3%	-13.1%	42.4%	--
	% of Course grades with an F	5.6%	-4.1%	9.7%	--
9	Number of Students in Work Based Learning	23	--	--	--
10	Number of Students in Job Shadows	353	107	246	--
11	SAT Scores	Scores Available in October			--
12	SAT Test Participants				--
13	ACT Scores				--
14	ACT Test Participants				--
15	Percent of Eligible Students Participating in Dual Credit Courses ^{^*}				
	Running Start Only	13.4%	3.0%	10.4%	--
	Running Start Shared	11.4%	0.8%	10.6%	--
	Advanced Placement	17.7%	-7.3%	25.0%	--
	College in the High School	27.6%	1.7%	25.9%	--
	Tech Prep	4.9%	1.8%	3.1%	--
16	Advanced Placement Data				
	Number of Students who took an AP test	242	-44	286	--
	Number of AP test taken	435	-78	513	--
	Percent of tests passed w/ 3+	51.2%	-1.2%	52.4%	--
17	Perception Survey - Students	See Gordon Report			N/A
18	Perception Survey - Staff				N/A
19	Perception Survey - Parents				N/A
20	Participation in Sports	810	-83	893	--
21	Counseling Referrals [*]	53	--	--	--
22	Post Secondary Enrollment	2 Year Delay on Data			--
	4 Year College				--
	2 Year College				--
23	College Retention Rate				--
24	College Remediation Rate	--			

Demographic Breakdown information for all possible criteria (Racial, Socioeconomic, Special Ed)

[^] State Achievement Index Indicator

^{*} Original Bell Schedule Indicator

OSPI Cohort Graduation /Dropout Calculation

2018				
Adjusted Cohort	Graduates	Graduation Rate	Continuing	Dropouts
495	452	91.3%	15	28

2017				
Adjusted Cohort	Graduates	Graduation Rate	Continuing	Dropouts
428	367	85.7%	11	50

Problem Behavior	ISS			STS			Expulsion / LTS		
	17/18	16/17	+/-	17/18	16/17	+/-	17/18	16/17	+/-
Skipping	83	18	65	41	8	33			0
Tardy	84	40	44	13	3	10			0
Defiance	12	11	1	19	15	4			0
Forgery / Theft	7	16	-9	7	4	3			0
Out of Bounds	5	0	5	0	0	0			0
Disruption	4	7	-3	3	3	0			0
Tobacco	3	0	3	28	8	20			0
Inapp. Lang.	3	3	0	6	1	5			0
Other	2	5	-3	7	10	-3			0
Fighting	2	2	0	12	20	-8			0
Tech Violation	2	0	2	5	3	2			0
Harassment / Bullying	1	4	-3	8	5	3			0
Drugs	1	0	1	13	14	-1	2	0	2
Disrespect	1	0	1	0	0	0			0
Lying	1	0	1	1	0	1			0
Alcohol	0	1	-1	3	7	-4			0
Truancy	0	1	-1	0	0	0			0
Physical Aggression	0	1	-1	2	5	-3			0
Gang Display				5	0	5			0
Weapons				2	3	-1			0
Property Damage				2	0	2			0
Threat of Violence							1	0	1
Total	211	109	102	177	109	68	3	0	3

11th Grade Students who have PASSED the SBA

	2018			2017		
	# Passed	Total #	% Passed	# Passed	Total #	% Passed
Math - College & Career Cut Score	176	544	32.4%	185	557	33.2%
Math - HS Graduation Cut Score	252	544	46.3%	234	557	42.0%
ELA - College & Career Cut Score	353	544	64.9%	367	557	65.9%
ELA - HS Graduation Cut Score	413	544	75.9%	432	557	77.6%

Course Code	Course Name	2017 Enrollment		2018 Enrollment	
ACR201	CERAMICS	111	1	68	1
ACR301	CERAMICS II	8	1	DID NOT OFFER	
ACR301	ADV CERAMICS	10	1	21	1
APD201	DRAW/PAINT	DID NOT OFFER		50	1
APD301	ADV DRAW/PAINT	DID NOT OFFER		8	1
ART101	ART I	210	1	DID NOT OFFER	
ART101	INTRO TO ART	DID NOT OFFER		405	1
ART201	ART II	75	1	DID NOT OFFER	
ART500	AP STUDIO ART	19	1	12	1
ASB101	STU LEADERSHIP	137	1	146	1
ASB400	CORE LEADERSHIP	56	1	76	1
BAC201	ACCOUNTING I	DID NOT OFFER		18	1
BBL101	BUS LAW MOCK TR	17	1	19	1
BCA101	BUS COMP APP I	130	1	DID NOT OFFER	
BCA201	BUS COMP APP II	11	1	5	1
BCA301	WEB DESIGN	17	1	24	1
BCA402	ADV WEB DESIGN	1	1	1	1
BCP500	AP COMP SCIENCE	20	1	DID NOT OFFER	
BCR101	CPU REPAIR/PROG	DID NOT OFFER		51	1
BDE301	DECA STORE MGMT	20	1	17	1
BEC102	ECONOMICS	DID NOT OFFER		14	1
BFT101	PRSN FIN/TECH	DID NOT OFFER		132	1
BIB200	INTRO/BUSINESS	59	1	63	1
BMG301	SMALL BUS MGMT	20	1	DID NOT OFFER	
BMG301	ENTR/COFFEE I	DID NOT OFFER		11	1
BMG402	SM BUS MGMT II	3	1	DID NOT OFFER	
BMR300	MARKETING	24	1	11	1
BPF101	INTR PERS FINAN	90	1	DID NOT OFFER	
FLF100	1ST YR FRENCH	83	1	133	1
FLF200	2ND YR FRENCH	63	1	33	1
FLF300	3RD YR FRENCH	23	1	37	1
FLF400	4TH YR FRENCH	3	1	DID NOT OFFER	
FLF40B	FRENCH 103/FR4			16	1
FLF500	FRENCH/COLLEGE	11	1	DID NOT OFFER	
FLF50B	FRENCH 201/FR4	DID NOT OFFER		4	1
FLG100	1ST YR GERMAN	33	1	44	1
FLG200	2ND YR GERMAN	33	1	17	1
FLG300	3RD YR GERMAN	11	1	8	1
FLG400	4TH YR GERMAN	1	1	3	1
FLS100	1ST YR SPANISH	127	1	181	1
FLS200	2ND YR SPANISH	175	1	160	1
FLS300	3RD YR SPANISH	46	1	57	1
FLS400	4TH YR SPANISH	5	1	12	1
FSS100	SP/SPAN SPKER 1	32	1	62	1
FSS200	SP/SPAN SPKER 2	12	1	11	1

Course Code	Course Name	2017 Enrollment		2018 Enrollment	
HCS201	AMER CULT/SOC	DID NOT OFFER		7	1
HPS301	PSYCH/SOC	22	1	47	1
HPS302	PSYCH/SOC	15	1	48	1
LAL30B	NEWSPAPER PROD	DID NOT OFFER		30	1
LGN10A	GRAPHIC NOVEL	DID NOT OFFER		13	1
LIE301	JR/SR INTERP EX	22	1	DID NOT OFFER	
LLA301	LATIN AMER LIT	DID NOT OFFER		8	1
LSL302	SPORTS LIT	DID NOT OFFER		15	1
LSW401	SHAKESPEARE/WRI	1	1	DID NOT OFFER	
LTA102	TEEN LIT	DID NOT OFFER		10	1
MCA500	AP CALCULUS AB	39	1	DID NOT OFFER	
MCA501	MATH 172/APCALC	DID NOT OFFER		62	1
MCA601	CALC I/COLLEGE	4	1	DID NOT OFFER	
MCB501	MATH 173/APCALC	DID NOT OFFER		48	1
MCC501	CALCULUS II S/V	2	1	DID NOT OFFER	
MCC601	CALC II/COLLEGE	14	1	DID NOT OFFER	
MCM502	CALC III M/V	2	1	DID NOT OFFER	
MCM502	MATH 272/CALC 3	DID NOT OFFER		10	1
MCM602	CALC III/COLLEG	16	1	DID NOT OFFER	
MPC400	PRECALCULUS	166	1	DID NOT OFFER	
MPC400	MATH 154/PRECAL	DID NOT OFFER		127	1
MPC602	PRECALC/COLLEGE	23	1	DID NOT OFFER	
MSC10B	STAGE CRAFT	DID NOT OFFER		44	1
MST500	AP STATISTICS	45	1	29	1
MTR400	TRIGONOMETRY	97	1	227	1
MUA100	GOLD APPLE BAND	60	1	67	1
MUB200	BEL CANTO	19	1	21	1
MUC10A	MUSIC CPU/TECH	DID NOT OFFER		20	1
MUC300	CHAMBER SINGERS	39	1	37	1
MUD10A	BASS CLEF SING	DID NOT OFFER		12	1
MUE100	TREB/BASS CLEF	30	1	DID NOT OFFER	
MUG101	BEG GUITAR	35	1	43	1
MUJ500	JAZZ ENSEMBLE	27	1	27	1
MUM100	MARIACHI I	25	1	DID NOT OFFER	
MUM10A	MARIACHI 1 INT.	DID NOT OFFER		29	1
MUM10B	MARIACHI 1 ADV.	DID NOT OFFER		27	1
MUM200	MARIACHI II	36	1	28	1
MUM300	MARIACHI III	30	1	31	1
MUO200	ORCHESTRA	41	1	37	1
MUO300	CHAMBER ORCH	18	1	17	1
MUP200	PERCUSSION ENSE	21	1	22	1
MUT10B	TREBLE CLEF SIN	19	1	DID NOT OFFER	
MUV500	VOCAL JAZZ	17	1	20	1
MUW200	WIND ENSEMBLE	7	1	17	1
OAS10A	AP/ACADEMIC SUP	DID NOT OFFER		297	1

Course Code	Course Name	2017 Enrollment		2018 Enrollment	
OAV100	AVID	86	1	70	1
OAV200	AVID	71	1	74	1
OAV300	AVID	53	1	61	1
OAV400	AVID	53	1	43	1
PFL201	FITNESS 2A AERO	340	1	201	1
PFL251	FITNESS LVL 2B	383	1	175	1
PFL301	FITNESS LEVEL 3	359	1	195	1
PFL401	FITNESS LEVEL 4	425	1	288	1
PFL501	FITNESS	49	1	DID NOT OFFER	
PFW20A	WALKING FITNESS	DID NOT OFFER		62	1
PSL102	SWIM FOR FIT	DID NOT OFFER		14	1
SAN202	ANATOMY	58	1	38	1
SAS202	AP ENVIRON SCI	DID NOT OFFER		10	1
SBO500	AP BIOLOGY	8	1	11	1
SCH500	AP CHEMISTRY	20	1	22	1
SEN201	ENVIRON NR SCI	DID NOT OFFER		33	1
SES201	EXERCISE SCIEN	DID NOT OFFER		46	1
SFS101	FOREST/SCIEN I	DID NOT OFFER		40	1
SGO301	GEOLOGY	48	1	17	1
SGT301	GENETICS	56	1	14	1
SMB301	MARINE BIOLOGY	44	1	27	1
SNR200	NAT RES SCI I	24	1	DID NOT OFFER	
SPH300	PHYSICS	82	1	78	1
SPH500	AP PHYS C MECH	8	1	21	1
SZO301	ZOOLOGY	104	1	91	1
VAC300	INTRO AUTO CAD	19	1	23	1
VAC401	ADV AUTO CAD	DID NOT OFFER		12	1
VAP301	ADV PHOTO I	18	1	3	1
VAP302	PHOTO II	DID NOT OFFER		3	1
VAS400	ADV AG SCIENCE	10	1	16	1
VFT301	FASHION & TEXT	32	1	DID NOT OFFER	
VFT401	ADV FASH & TEXT	10	1	DID NOT OFFER	
VGA101	GRAPHIC ARTS I	113	1	24	1
VGA202	GRAPHIC ARTS II	21	1	DID NOT OFFER	
VHC101	HEALTH/COOKING	DID NOT OFFER		193	1
VHD301	H & INT DESIGN	16	1	DID NOT OFFER	
VHD401	ADV H & INT DES	1	1	DID NOT OFFER	
VHO300	HEALTH OCC	28	1	34	1
VHS200	HORT SCIENCE	46	1	35	1
VIC201	INT/CHLD DEVELOP	50	1	40	1
VID200	INTRO/DRAFTING	55	1	44	1
VIE100	INTR/ENGINEER	40	1	76	1
VIH201	INTRO/HEALTH OC	42	1	44	1
VIP201	BEGINNING PHOTO	234	1	179	1
VJN101	BEG JOURNALISM	18	1	DID NOT OFFER	

Course Code	Course Name	2017 Enrollment		2018 Enrollment	
VJN300	ADV JOURNALISM	28	1	DID NOT OFFER	
VMF100	IND MECH/FAB I	75	1	72	1
VMF200	IND MECH/FAB II	12	1	14	1
VMF300	IND MEC/FAB III	2	1	5	1
VMM10A	MODERN MEDIA	DID NOT OFFER		39	1
VPC101	PERSONAL CHOICE	118	1	DID NOT OFFER	
VPC101	ADULTING 101	DID NOT OFFER		32	1
VPE200	PRIN/ENGINEER	25	1	51	1
VSE10A	CPU SE/EXPLOR	DID NOT OFFER		51	1
VSM10B	FROSH SPORT MED	DID NOT OFFER		20	1
VSM200	SPORTS MED I	49	1	90	1
VSM300	SPORTS MED II	21	1	30	1
VSM400	SPORTS MED III	9	1	3	1
VSM500	SPORTS MED IV	1	1	DID NOT OFFER	
VTL101	TECH LAB I	162	1	DID NOT OFFER	
VTL201	TECH LAB II	49	1	DID NOT OFFER	
VVP20A	VIDEO PRODUCT	DID NOT OFFER		67	1
VVS300	VET SCIENCE I	17	1	37	1
VVS400	VET SCIENCE II	2	1	6	1
VWL301	WORKSITE LEARN	DID NOT OFFER		26	1
VWW300	JOURNALISM PROD	19	1	DID NOT OFFER	
VYO302	ON YOUR OWN	18	1	DID NOT OFFER	
VYP30A	YEARBOOK PROD	DID NOT OFFER		19	1
		6219	116	6326	120

2017-2018

2016-2017

Schoolwide Grade Breakdown	# in Each Category	Total # of Grades	% of Total Grades	# in Each Category	Total # of Grades	% of Total Grades
A Grades	7923	19473	40.7%	7941	21147	37.6%
B Grades	4182	19473	21.5%	5087	21147	24.1%
C Grades	2890	19473	14.8%	3771	21147	17.8%
D Grades	1539	19473	7.9%	2114	21147	10.0%
F Grades	1066	19473	5.5%	1714	21147	8.1%
P Grades	1873	19473	9.6%	510	21147	2.4%

9th Grade Failure Data

	2018	2017
# of Students Who Failed at Least 1 Course	148	234
Total # of 9th Grade Students	505	552
% of Students Who Failed at Least 1 Course	29.3%	42.4%

	2018	2017
# of Failing Course Grades	336	668
Total # of Grades	5958	6856
% of Grades that were an F	5.6%	9.7%

Dual Credit Enrollment

	2018			2017		
	# in Each Category	# of Eligible Students	% of Eligible Students	# in Each Category	# of Eligible Students	% of Eligible Students
Running Start Only	157	1171	13.4%	110	1062	10.4%
Running Start Shared	134	1171	11.4%	113	1062	10.6%
Advanced Placement	302	1704	17.7%	403	1615	25.0%
College in the High School	470	1704	27.6%	419	1615	25.9%
Tech Prep	108	2211	4.9%	67	2170	3.1%

College Board AP Data

	2018	2017
Total AP Students	242	286
Number of Exams	435	513
AP Students with Scores 3+	124	150
% of Total AP Students with Scores	51.2%	52.4%

<i>SUM of FTE</i>	<i>Reason</i>									
<i>Bldg</i>	Absorbed - transferred	Absorbed in Building	Absorbed in Program	Adding Track	enrollment	K-3 Staffing Ratio	K-3 staffing ratio - specialist	Program Add	Schedule Add	Grand Total
Castle			-0.50							-0.50
COL		-2.00			-1.00	1.00	0.30		0.30	-1.40
District								2.00		2.00
DO			-1.00					0.20		-0.80
FMS									3.50	3.50
L&C		-1.00		1.17		1.00	0.40			1.57
LNC						1.00	0.40		0.25	1.65
MV		-1.00				2.00	0.10			1.10
NBY						1.00	0.20			1.20
OMS									2.00	2.00
PIO									1.17	1.17
SPED			-0.20					1.60		1.40
SS	-1.00	-1.00			2.03	1.00		0.40		1.43
Valley								4.00		4.00
WA							0.10	1.00	0.10	1.20
WHS	-1.60	-1.00							4.88	2.28
WSHS								1.60		1.60
WVTSC								0.50		0.50
Grand Total	-2.60	-6.00	-1.70	1.17	1.03	7.00	1.50	11.30	12.20	23.89

This data represents 16-17, 17-18 and 18-19 staffing adds and absorbtions. This is only BEA funded positions.