

Block Scheduling Community Forum

TVSD-May 18, 2015

Agenda for the Forum

- ▶ Overview of Committee Process and Timeline
- ▶ Presentation of Goals, Data Gathered and Summary
- ▶ Time for questions after each Goal, Data and Summary
- ▶ Time at the end of the presentation for additional Community Input

Block Scheduling Committee

- ▶ James Bree-Board member
- ▶ Christine Osborn-Board member
- ▶ April Trego-Board member
- ▶ Robert Sullivan-Board Member
- ▶ William Clements-High School Principal
- ▶ Lorraine Sakoian-Assistant Superintendent
- ▶ Gerald Ott-High School Science Department Chair
- ▶ Nicole Perini-High School Math Teacher

Additional Committee Members

Administration

- ▶ Matt Barber-Assistant Principal
- ▶ Brenda Moyer-Assistant Principal

Student Survey Committee

- ▶ Jen McCall
- ▶ Amanda Kelly
- ▶ Jared Lawler
- ▶ Myah Hunt
- ▶ Brandon Kane
- ▶ Julia Bonds
- ▶ Kevin Barbieri
- ▶ Carolyn Simmet

Staff Members

- ▶ Sharon Huggins-Learning Support
- ▶ Courtney Moyer-Tech and Engineering
- ▶ Chris Aulenbach-Social Studies
- ▶ Christian Murray-World Language
- ▶ Shelley Baker-Science
- ▶ Dan Long-Fine Arts
- ▶ Donna Larson-Guidance
- ▶ Brandon Hertzler-Science
- ▶ Betsy Techman-World Language
- ▶ Gwen Werner-Business and Technology
- ▶ Kathy Malm-Learning Support

Parent/Student Brainstorming Participants

Parents

- ▶ Amy Bartra
- ▶ Becky Bradley
- ▶ Brad Burns
- ▶ Leslie Cloonan
- ▶ Charlotte Gehman
- ▶ Greg Gehman
- ▶ Vicki lanetta
- ▶ Amanda Karwic
- ▶ Karen McCoach

▶ Ida Schiaroli

▶ Susan Schlegel

Students

- ▶ Emily Richards
- ▶ Anthony Troupe
- ▶ Marissa Kuhn
- ▶ Jared Lawler

Committee Meetings

- ▶ September 4, 2014
- ▶ October 6, 2014
- ▶ October 27, 2014
- ▶ January 6, 2015
- ▶ January 8, 2015-Department Chairs
- ▶ February 20, 2015-Student Committee
- ▶ February 24, 2015
- ▶ April 1, 2015
- ▶ April 15, 2015
- ▶ April 29, 2015-Parent/Student/Committee Brainstorming Session
- ▶ May 11, 2015

Timeline of Committee Activities

Fall-Winter Timeline 2014-15

- ▶ Presented Block Scheduling Review Plan Proposal to Instructional Committee
- ▶ Took feedback and suggestions from the board
- ▶ Formed block review committee
- ▶ Committee met to review the details and configuration of our current block, to list student achievement data to be reviewed and to create a data tool for school visits
- ▶ Administrators made arrangements for school visits
- ▶ Administrators compiled student achievement data for the committee

Spring 2015

- ▶ Committee met to review data gathered
- ▶ Committee reviewed latest research
- ▶ Gathered input from stakeholders through survey and brainstorming session
- ▶ Committee will compile summary report for the Instructional Committee by June 2015

History of High School Program Review

- ▶ 1996-Block Scheduling Review Committee
- ▶ 2005-Program Review Committee-Block Schedule began 2005-06
- ▶ 2010-Block Scheduling Review and Update to Board of Directors
- ▶ 2012-13-Update to Board on Block Scheduling
- ▶ 2015-Block Scheduling Review Committee

Bell Schedule

Building open to students	7:30 a.m.
Opening bell	7:37 a.m.
Warning Bell	7:45 a.m.
Block 1	7:47 - 9:09 (82)
Exchange #1	9:09 – 9:13 (4)
Morning Show	9:13 – 9:19 (6)
Block 2	9:19 - 10:41 (82)
Exchange #2	10:41 – 10:45 (4)
Flex Period	10:45 – 11:26 (41)
Exchange #3	11:26 – 11:30 (4)

<u>Lunch “A” – (82)</u>	<u>Lunch “B” – (82)</u>	<u>Lunch “C”- (82)</u>	<u>Lunch “D”- (82)</u>
11:29 – 11:59 Lunch (30)	11:30 – 11:56 (26)	11:30 – 12:26 (56)	11:30 – 12:52 (82)
12:03 – 1:25 (82)	11:56 – 12:26 Lunch (30)	12:26 – 12:56 Lunch (30)	12:55 – 1:25 Lunch (30)
	12:29 – 1:25 (56)	12:59 – 1:25 (26)	

Exchange #4	1:25 – 1:29 (4)
Block 4	1:29 – 2:51 (82)

Schedule Examples

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Physics		English 9 H	
Accounting Principles		Chemistry	
Flex	Flex	Flex	Flex
Wellness	Video Production	American History	
Geometry		German II	

Schedule Examples

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Spanish II		Algebra II	
English 10		Animation & Graphic Design	
Flex	Flex	Band	Band
Band		Health	PE 10
Chemistry		AP US History	

Schedule Examples

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
English 11		Pre-calculus	
Political Science	SAT Prep	Biology	
Flex	Flex	Flex	Flex
Spanish II		PE 11	Sociology
Ceramics II		Spanish III	

Schedule Examples

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
AP Physics I		AP Physics II	
Internship		AP Calculus	
Flex	Flex	Flex	Flex
AP English 12		PLTW EDD	
AP Psychology		Flexible Scheduling	

Goals of the 2014-15 Review

1. To review the effects of block scheduling on student achievement
2. To review the benefits and challenges to students presented by the block schedule
3. To examine the latest research on the effectiveness of the block and the traditional schedule
4. To observe variations in the block and traditional schedule in other successful high schools
5. To address common concerns with the block scheduling
6. To address the need to increase communication with all stakeholders about the options available to students within the high school schedule whether it be block, modified or traditional.
7. To present a summary of the above by June to the board.

Goal 1: Review Effects of Block on Student Achievement

Historical Data Gathered

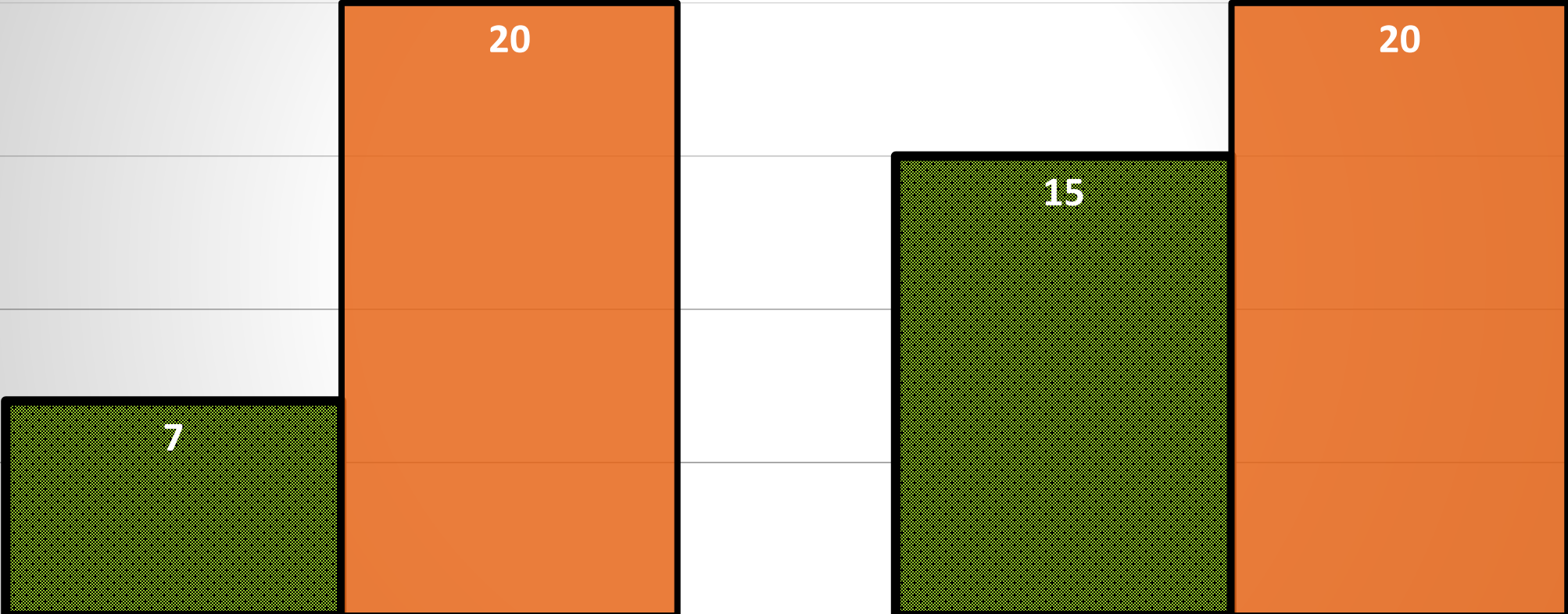
- ▶ Standardized testing data (SAT, ACT, PSSA)
- ▶ Advanced Placement data (scores, offerings, enrollment)
- ▶ Honors data (offerings, enrollment)
- ▶ Attendance data
- ▶ Discipline data
- ▶ Post secondary plans
- ▶ Alumni survey data

Student Achievement Trends and Highlights

Standardized Tests

- ▶ PSSA average Math Scores were higher after block implemented
- ▶ PSSA average Reading/Writing Scores higher after block implemented
- ▶ PSSA average Science Scores higher after block implemented
- ▶ SAT Math and Reading scores remain fairly consistent from 2000-2014
- ▶ ACT scores in Math, Reading, Science remain consistent from 2005-2014
- ▶ No significant difference in average AP Scores when course is offered in Fall or Spring from 2009-2014
- ▶ TVHS average AP Scores higher than national average overall

of AP and Honors Courses Offered



2005-06

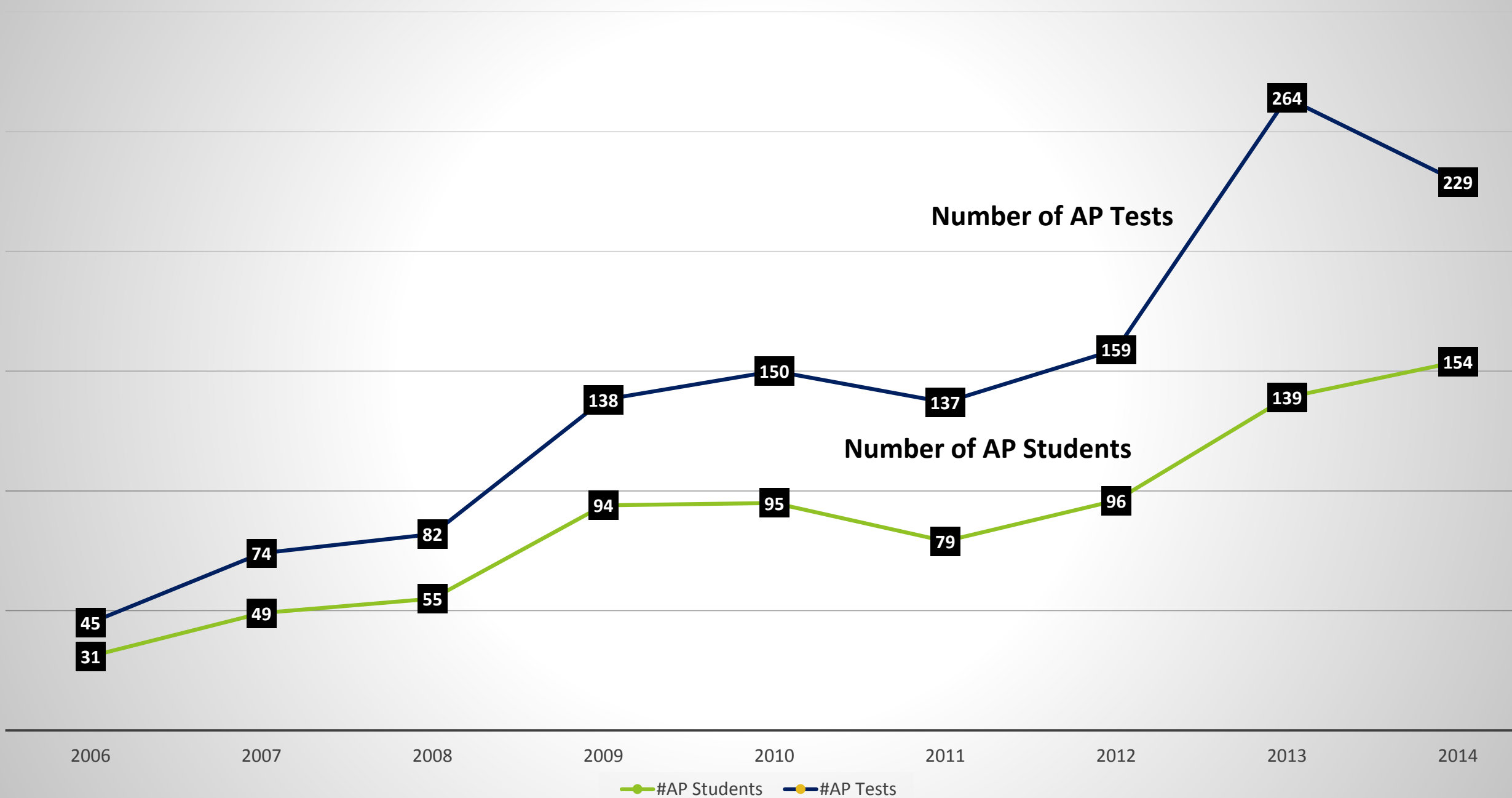
2014-15

■ AP Courses ■ Honors Courses

Summary of Information Related to # of Honors Offered

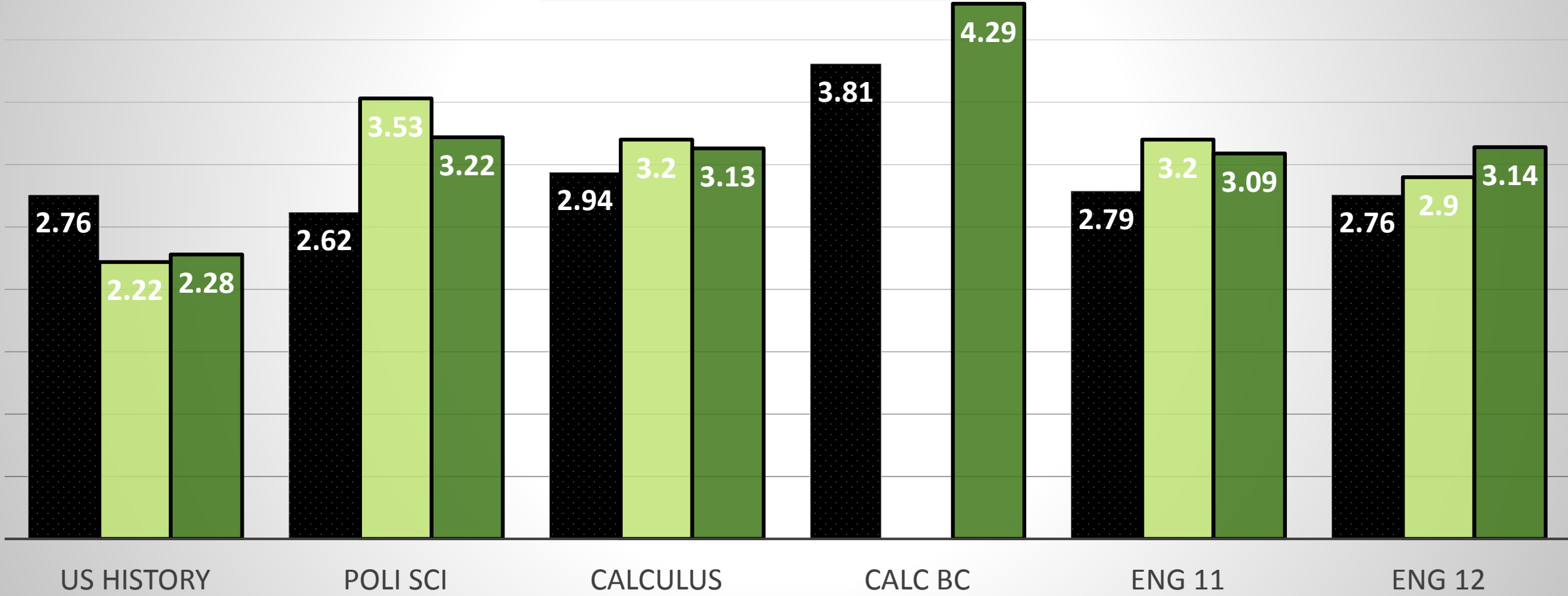
- ▶ 20 Different Honors Courses are still offered
- ▶ 11 Honors English, 11 Honors Biology and 10 Honors American History were replaced by AP courses
- ▶ Chinese IV, French IV, and Spanish Literature are now offered (enrollments are minimal)
- ▶ Parents, Teachers, Students surveyed support adding back in Honors options in core areas when AP is offered

TVHS AP Students and Tests Trends 2006-2014



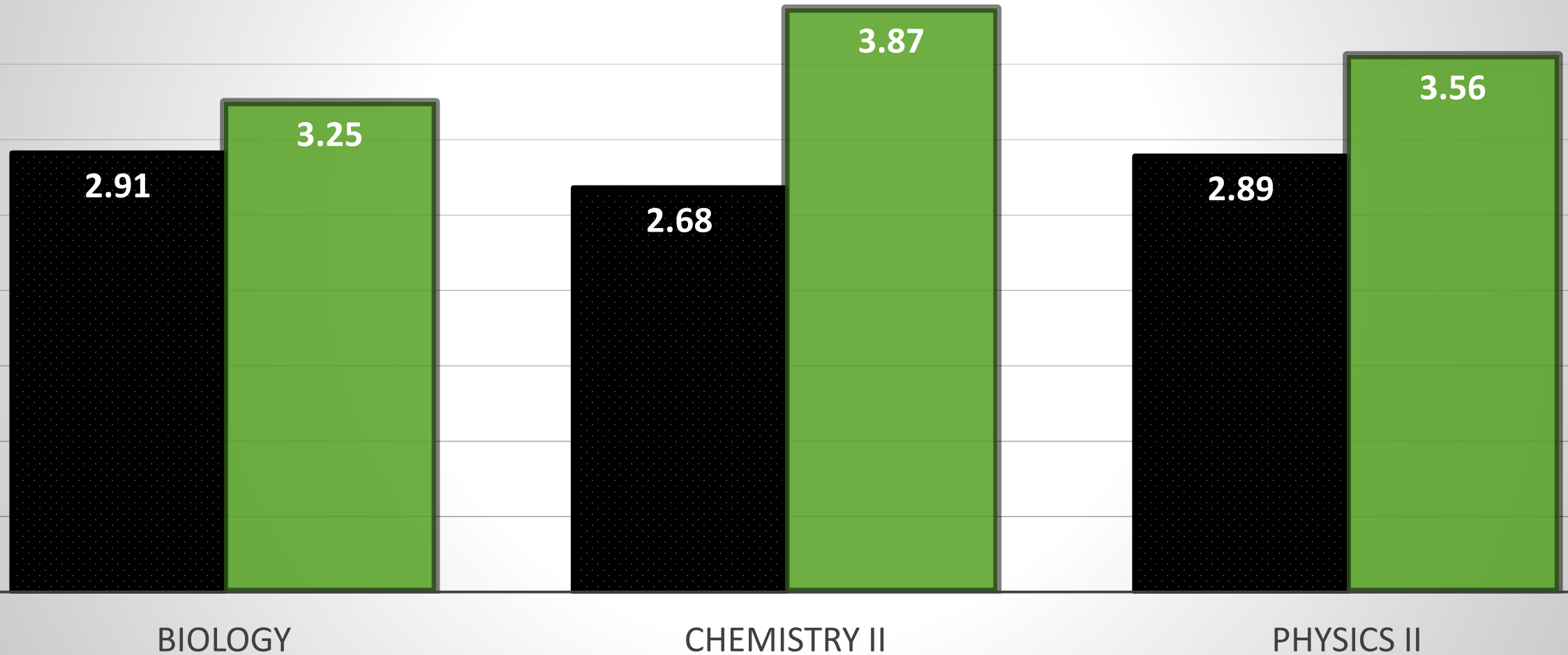
TVHS AP Average Scores Fall/Spring 2009-2014 Compared to National Average 2014

■ Nat Avg 2014 ■ Fall ■ Spring



TVSD Average AP Scores (All Year) 2009-2014 compared to National Average 2014

■ Nat Avg 2014 ■ All year



Goal 2: Review benefits and challenges to students presented by the block schedule

Data gathered

- ▶ Survey data from parents, teachers, alumni, students
- ▶ Review of the program of studies of many high schools in area
- ▶ Interview notes from school visitations
- ▶ Review of the opportunities offered for students (dual enrollment, internship participation, musical lessons, flex period, semester system, flexible scheduling)

Benefits of the Block Schedule

- ▶ Time to explore subjects in depth
- ▶ Time to develop Co-teaching and Differentiated Instruction Techniques
- ▶ Ability to accelerate/double-up on courses
- ▶ Balancing course loads
- ▶ Ability to concentrate on only 4 courses at a time
- ▶ Simultaneous multiple leveled classes within classroom
- ▶ Internship, Educational Field Experience, Pre-School Lab
- ▶ Early Graduation
- ▶ Can earn 8 credits a year versus 7 credits in a traditional schedule

Summary of Survey Results on Benefits and Difficulties of Block Schedule

	HS Parent		Student		Teacher		Alumni	
Which of the following do you consider to be the benefits of the block schedule?								
Extended Time	162	67.5%	311	68.1%	96	92.3%	117	80.1%
Project and Classwork Completion	152	63.3%	321	70.2%	84	80.8%	120	82.2%
Only 4 Subjects	140	58.3%	347	75.9%	67	64.4%	99	67.8%
Relationships	68	28.3%	139	30.4%	65	62.5%	59	40.4%
Internships	57	23.8%	152	33.3%	44	42.3%	51	34.9%
Blanks	13	5.4%	8	1.8%	3	2.9%	3	2.1%
Which of the following do you consider to be the difficulties with the block schedule?								
Difficult to pay attention	109	45.4%	257	56.2%	41	39.4%	81	55.5%
Not Enough Breaks	65	27.1%	240	52.5%	30	28.8%	45	30.8%
Too much down time	82	34.2%	50	10.9%	17	16.3%	26	17.8%
Too long with same students	66	27.5%	96	21.0%	23	22.1%	24	16.4%
Blanks	59	24.6%	90	19.7%	40	38.5%	32	21.9%

Summary of Survey Results of Benefits and Difficulties with Semesters

	HS Parent		Student		Teacher		Alumni	
Which of the following do you consider to be benefits to a semester system?								
Balancing High Level Classes	143	59.6%	292	63.9%	72	69.2%	106	72.6%
Fresh Start Mid-Year	151	62.9%	362	79.2%	79	76.0%	100	68.5%
Preparing for College	121	50.4%	189	41.4%	63	60.6%	103	70.5%
Doubling Up	89	37.1%	267	58.4%	48	46.2%	58	39.7%
Re-take Keystones	23	9.6%	69	15.1%	35	33.7%	11	7.5%
Blanks	10	4.2%	11	2.4%	4	3.8%	5	3.4%

Which of the following do you consider to be difficulties with the semester system?								
Learning Foreign Language	88	36.7%	194	42.5%	30	28.8%	69	47.3%
Learning Math	112	46.7%	132	28.9%	42	40.4%	40	27.4%
Music Performance Groups	48	20.0%	91	19.9%	34	32.7%	41	28.1%
Classroom Community	24	10.0%	70	15.3%	10	9.6%	10	6.8%
Starting New Classes Mid-Year	45	18.8%	106	23.2%	15	14.4%	14	9.6%
Blanks	56	23.3%	107	23.4%	30	28.8%	37	25.3%

Alumni Responses to College or Career Readiness from TVHS and the Block Schedule

For "recent" TVSD Alumni only:	Alumni	
Did TVSD prepare you for college or the career you pursued following graduation?		
Yes	98	67.1%
No	29	19.9%
Blank	19	13.0%
Do you believe the block schedule enhanced or hindered your college or career readiness?		
Enhanced	106	72.6%
Hindered	15	10.3%
Blank	25	17.1%

Summary of Student Interest in Opportunities

Section 4: This next section is for students only.	Student	
Would you have an interest in attending classes at a local college during your senior year for both high school and college credit?		
Yes	297	65.0%
No	152	33.3%
Do you have an interest in participating in an internship experience in your junior/senior year?		
Yes	335	73.3%
No	116	25.4%
Do you have an interest in taking an online Twin Valley High School course for credit?		
Yes	168	36.8%
No	275	60.2%

Summary of Interest during Flex Period

Section 4: This next section is for students only.

Student

Which of the following do you typically do during the flex period?		
Homework	318	69.6%
Studying	258	56.5%
Project Completion	247	54.0%
Review Concepts	180	39.4%
Practice Skills	141	30.9%
New Learning	63	13.8%
Enrichment	56	12.3%
What would interest you to do during flex period if offered?		
Study Hall	291	63.7%
Activities	230	50.3%
Clubs	213	46.6%
Fitness Center	194	42.5%
Library	154	33.7%
Computer lab	123	26.9%
Subject Area Tutoring	122	26.7%
Drop-in time	109	23.9%
Music Lessons	98	21.4%
Chorus Sectionals	69	15.1%

Goal 3: Examine the latest research

- ▶ Tiered Intervention: A Passive Predicament or Evolving Emergency (2014) Williams
- ▶ Secondary Math: Four Credits, Block Schedules, Continuous Enrollment? What Maximizes College Readiness? (2010) Zelkowski
- ▶ Block-Scheduled High Schools: Impact on Achievement in English and Language Arts (2005) Nichols
- ▶ Scheduling Accommodations Among Students Who Persist in High School Music Ensembles (2009) Baker
- ▶ Traditional/Block Scheduling, Gender, and Test Scores in College Biology Course (2007) Huelskamp
- ▶ A Comparative Study of Block Scheduling and Traditional Scheduling on Academic Achievement (2000) Lawrence and McPherson

Goal 4: Observe variations of block and traditional schedules

Data gathered from: Onsite Visitations

- ▶ December 5, 2014-Hatboro Horsham High School-Block Schedule
- ▶ December 11, 2014-Pottstown High School-Block Schedule
- ▶ March 11, 2015-Downingtown Stem Academy-Hybrid Schedule
- ▶ March 31, 2015-Owen J. Roberts High School-Traditional Schedule
- ▶ April 7, 2015-Downingtown East High School-Traditional Schedule

Case studies and review of bell schedules from Berks, Chester, Montgomery, York, Lancaster County schools

Notes from Visitations and Case Studies

- ▶ Schools with traditional schedules have some double periods for labs or remedial courses
- ▶ Schools with block schedules are similar to our own in offering variations such as flex, late/early arrival for seniors, no study halls, doubling up on courses, multi-leveled sections
- ▶ Creative use of flex periods includes intervention time, clubs, activities, musical sectionals
- ▶ Variations in how music was scheduled in the schools visited

Goal 5: Address Common Concerns with Block

Data gathered

- ▶ Input from board and Instructional Committee-September, January
- ▶ Input from department chairs-January
- ▶ Input from student committee-January
- ▶ Survey of students, alumni parents, teachers, community members-April 2015
- ▶ Brainstorming session with students, parents, teachers, board and administration-April 2015

Summary of Common Concerns

- ▶ Continuity of Math and World Language in the semester system
- ▶ Communication about doubling up options
- ▶ Paying attention during the block
- ▶ Importance of balancing of core courses by semester
- ▶ Amount of content missed during an absence from school
- ▶ Amount of honors offerings when AP is offered
- ▶ Music students missing flex in courses in 2nd semester

Summary of Problems and Opportunities Identified with Brainstorming Group

- ▶ Honors options not available in all core content areas
- ▶ Need for suggested course pathways in the Program of Studies
- ▶ Interest expressed in the survey for more options at flex period
- ▶ Math and World Language perceived as a difficulty with semesters
- ▶ Low enrollment in higher level World Languages
- ▶ Percentage of AP students taking exams is lower in Fall AP classes
- ▶ Professional development for teaching in the block
- ▶ ACT scores average slightly lower than state in English Language Arts

Goal 6: Increase communication with all stakeholders ... about scheduling options available

Data Gathered

- ▶ TVHS Program of Studies
- ▶ Website
- ▶ High School Schedule Survey
- ▶ Instructional Committee updates
- ▶ Course selection meetings (students, parents)
- ▶ Transition planning (8th to 9th grade)
- ▶ May Community Forum

Goal 7: Present a Summary to Board in June

Summary Presentation on June 15 will include:

- ▶ All data gathered
- ▶ Notes from visitations
- ▶ Complete survey results
- ▶ List of problems and opportunities brought forth by the data
- ▶ Any recommendations based on the above
- ▶ High School administration will follow up with plans for implementation to present to the board by November 2015

Community Input