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 Ianetta
- Amanda Karwic
- Karen McCoach

Students
- Ida Schiaroli
- Susan Schlegel
- 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)

<table>
<thead>
<tr>
<th>Lunch “A” – (82)</th>
<th>Lunch “B” – (82)</th>
<th>Lunch “C” – (82)</th>
<th>Lunch “D” – (82)</th>
</tr>
</thead>
</table>

- **Exchange #4**: 1:25 – 1:29 (4)
- **Block 4**: 1:29 – 2:51 (82)
## Schedule Examples

<table>
<thead>
<tr>
<th></th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td>English 9 H</td>
<td></td>
</tr>
<tr>
<td>Accounting Principles</td>
<td></td>
<td></td>
<td>Chemistry</td>
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<tr>
<td>Flex</td>
<td>Flex</td>
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<td>Flex</td>
<td>Flex</td>
</tr>
<tr>
<td>Wellness</td>
<td>Video Production</td>
<td></td>
<td>American History</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
<td>German II</td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th>1st Quarter</th>
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<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish II</td>
<td></td>
<td>Algebra II</td>
<td></td>
</tr>
<tr>
<td>English 10</td>
<td></td>
<td>Animation &amp; Graphic Design</td>
<td></td>
</tr>
<tr>
<td>Flex</td>
<td>Flex</td>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td>Band</td>
<td></td>
<td>Health</td>
<td>PE 10</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>AP US History</td>
<td></td>
</tr>
</tbody>
</table>
# Schedule Examples

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<thead>
<tr>
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<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td></td>
<td>Pre-calculus</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>SAT Prep</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Flex</td>
<td>Flex</td>
<td>Flex</td>
<td>Flex</td>
</tr>
<tr>
<td>Spanish II</td>
<td>PE 11</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Ceramics II</td>
<td></td>
<td>Spanish III</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Physics I</td>
<td></td>
<td>AP Physics II</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td>AP Calculus</td>
<td></td>
</tr>
<tr>
<td>Flex</td>
<td>Flex</td>
<td>Flex</td>
<td>Flex</td>
</tr>
<tr>
<td>AP English 12</td>
<td></td>
<td>PLTW EDD</td>
<td></td>
</tr>
</tbody>
</table>
| 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
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

Number of AP Students

Number of AP Tests

- 2006: #AP Students = 31, #AP Tests = 45
- 2007: #AP Students = 49, #AP Tests = 74
- 2008: #AP Students = 55, #AP Tests = 82
- 2009: #AP Students = 94, #AP Tests = 138
- 2010: #AP Students = 95, #AP Tests = 150
- 2011: #AP Students = 79, #AP Tests = 137
- 2012: #AP Students = 96, #AP Tests = 159
- 2013: #AP Students = 139, #AP Tests = 264
- 2014: #AP Students = 154, #AP Tests = 229

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

- US HISTORY
  - Nat Avg 2014: 2.22
  - Fall: 2.76
  - Spring: 2.28

- POLI SCI
  - Nat Avg 2014: 2.62
  - Fall: 3.53
  - Spring: 3.22

- CALCULUS
  - Nat Avg 2014: 2.94
  - Fall: 3.2
  - Spring: 3.13

- CALC BC
  - Nat Avg 2014: 2.79
  - Fall: 3.81
  - Spring: 4.29

- ENG 11
  - Nat Avg 2014: 2.79
  - Fall: 3.2
  - Spring: 3.09

- ENG 12
  - Nat Avg 2014: 2.76
  - Fall: 2.9
  - Spring: 3.14
TVSD Average AP Scores (All Year) 2009-2014 compared to National Average 2014

<table>
<thead>
<tr>
<th>Subject</th>
<th>Nat Avg 2014</th>
<th>All year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>2.91</td>
<td>3.25</td>
</tr>
<tr>
<td>CHEMISTRY II</td>
<td>2.68</td>
<td>3.87</td>
</tr>
<tr>
<td>PHYSICS II</td>
<td>2.89</td>
<td>3.56</td>
</tr>
</tbody>
</table>
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

### Benefits of the Block Schedule

<table>
<thead>
<tr>
<th>Benefit</th>
<th>HS Parent</th>
<th>Student</th>
<th>Teacher</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Time</td>
<td>162</td>
<td>311</td>
<td>96</td>
<td>117</td>
</tr>
<tr>
<td>Project and Classwork Completion</td>
<td>152</td>
<td>321</td>
<td>84</td>
<td>120</td>
</tr>
<tr>
<td>Only 4 Subjects</td>
<td>140</td>
<td>347</td>
<td>67</td>
<td>99</td>
</tr>
<tr>
<td>Relationships</td>
<td>68</td>
<td>139</td>
<td>65</td>
<td>59</td>
</tr>
<tr>
<td>Internships</td>
<td>57</td>
<td>152</td>
<td>44</td>
<td>51</td>
</tr>
<tr>
<td>Blanks</td>
<td>13</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Difficulties with the Block Schedule

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>HS Parent</th>
<th>Student</th>
<th>Teacher</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult to pay attention</td>
<td>109</td>
<td>257</td>
<td>41</td>
<td>81</td>
</tr>
<tr>
<td>Not Enough Breaks</td>
<td>65</td>
<td>240</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Too much down time</td>
<td>82</td>
<td>50</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Too long with same students</td>
<td>66</td>
<td>96</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Blanks</td>
<td>59</td>
<td>90</td>
<td>40</td>
<td>32</td>
</tr>
</tbody>
</table>

The survey results reflect the perception of HS Parent, Student, Teacher, and Alumni on the benefits and difficulties of the block schedule.
## Summary of Survey Results of Benefits and Difficulties with Semesters

### Benefits to a Semester System

<table>
<thead>
<tr>
<th>Benefit</th>
<th>HS Parent</th>
<th>Student</th>
<th>Teacher</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balancing High Level Classes</td>
<td>143</td>
<td>292</td>
<td>72</td>
<td>106</td>
</tr>
<tr>
<td>Fresh Start Mid-Year</td>
<td>151</td>
<td>362</td>
<td>79</td>
<td>100</td>
</tr>
<tr>
<td>Preparing for College</td>
<td>121</td>
<td>189</td>
<td>63</td>
<td>103</td>
</tr>
<tr>
<td>Doubling Up</td>
<td>89</td>
<td>267</td>
<td>48</td>
<td>58</td>
</tr>
<tr>
<td>Re-take Keystones</td>
<td>23</td>
<td>69</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>Blanks</td>
<td>10</td>
<td>11</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Difficulties with the Semester System

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>HS Parent</th>
<th>Student</th>
<th>Teacher</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Foreign Language</td>
<td>88</td>
<td>194</td>
<td>30</td>
<td>69</td>
</tr>
<tr>
<td>Learning Math</td>
<td>112</td>
<td>132</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>Music Performance Groups</td>
<td>48</td>
<td>91</td>
<td>34</td>
<td>41</td>
</tr>
<tr>
<td>Classroom Community</td>
<td>24</td>
<td>70</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Starting New Classes Mid-Year</td>
<td>45</td>
<td>106</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Blanks</td>
<td>56</td>
<td>107</td>
<td>30</td>
<td>37</td>
</tr>
</tbody>
</table>
Alumni Responses to College or Career Readiness from TVHS and the Block Schedule

For "recent" TVSD Alumni only:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Did TVSD prepare you for college or the career you pursued following graduation?</strong></td>
<td>98</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td><strong>Do you believe the block schedule enhanced or hindered your college or career readiness?</strong></td>
<td>106</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhanced</th>
<th>72.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindered</td>
<td>10.3%</td>
</tr>
<tr>
<td>Blank</td>
<td>17.1%</td>
</tr>
</tbody>
</table>
### Summary of Student Interest in Opportunities

Section 4: This next section is for students only.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you have an interest in attending classes at a <strong>local college</strong> during your senior year for both high school and college credit?</td>
<td>297</td>
<td>152</td>
<td>65.0%</td>
</tr>
<tr>
<td>Do you have an interest in participating in <strong>an internship experience</strong> in your junior/senior year?</td>
<td>335</td>
<td>116</td>
<td>73.3%</td>
</tr>
<tr>
<td>Do you have an interest in taking an <strong>online</strong> Twin Valley High School course for credit?</td>
<td>168</td>
<td>275</td>
<td>36.8%</td>
</tr>
</tbody>
</table>
### Summary of Interest during Flex Period

#### Which of the following do you typically do during the flex period?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>318</td>
<td>69.6%</td>
</tr>
<tr>
<td>Studying</td>
<td>258</td>
<td>56.5%</td>
</tr>
<tr>
<td>Project Completion</td>
<td>247</td>
<td>54.0%</td>
</tr>
<tr>
<td>Review Concepts</td>
<td>180</td>
<td>39.4%</td>
</tr>
<tr>
<td>Practice Skills</td>
<td>141</td>
<td>30.9%</td>
</tr>
<tr>
<td>New Learning</td>
<td>63</td>
<td>13.8%</td>
</tr>
<tr>
<td>Enrichment</td>
<td>56</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

#### What would interest you to do during flex period if offered?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Hall</td>
<td>291</td>
<td>63.7%</td>
</tr>
<tr>
<td>Activities</td>
<td>230</td>
<td>50.3%</td>
</tr>
<tr>
<td>Clubs</td>
<td>213</td>
<td>46.6%</td>
</tr>
<tr>
<td>Fitness Center</td>
<td>194</td>
<td>42.5%</td>
</tr>
<tr>
<td>Library</td>
<td>154</td>
<td>33.7%</td>
</tr>
<tr>
<td>Computer lab</td>
<td>123</td>
<td>26.9%</td>
</tr>
<tr>
<td>Subject Area Tutoring</td>
<td>122</td>
<td>26.7%</td>
</tr>
<tr>
<td>Drop-in time</td>
<td>109</td>
<td>23.9%</td>
</tr>
<tr>
<td>Music Lessons</td>
<td>98</td>
<td>21.4%</td>
</tr>
<tr>
<td>Chorus Sectionals</td>
<td>69</td>
<td>15.1%</td>
</tr>
</tbody>
</table>
Goal 3: Examine the latest research

- Block-Scheduled High Schools: Impact on Achievement in English and Language Arts (2005) Nichols
- 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
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 2\textsuperscript{nd} 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