



MONROE
SCHOOL DISTRICT

HIGH SCHOOL SCHEDULE REVIEW COMMITTEE

REPORT TO THE SUPERINTENDENT
& SCHOOL BOARD

November 2024

MONROE HIGH SCHOOL

INTRODUCTION

For decades, schools and districts across our country have questioned which high school scheduling model best meets the needs of students.

Traditionally, most high schools have operated on a 6-period schedule, where students attend the same six classes daily, with each class lasting about 50-60 minutes. This is similar to Monroe School District middle schools' current daily class schedule. Under the 6-period high school model, students can earn six credits per year, totaling 24 credits over four years.

Starting with the class of 2019, the Washington State Board of Education increased the *minimum* graduation requirement from 20 to 24 credits (often referred to as Core 24). This posed a challenge for high schools operating on a 6-period schedule, as the new requirement left little room for students to recover from a failed course and offered limited opportunities for electives.

To address this challenge, Monroe High School transitioned from a 6-period daily schedule to an 8-period block schedule in the 2019-2020 school year. In this model, students take eight classes per year, attending four classes per day on alternating days, with each class lasting about 78 minutes. This allows students to earn up to 32 credits by graduation. With the state's 24-credit minimum, students could have potentially met this requirement by the end of their junior year.

While the Washington State Board of Education sets the minimum credit requirements for graduation, each school district may establish additional local requirements to better serve the needs and interests of its students. To ensure students remained engaged through their senior year and had room to recover from failed courses, Monroe School District raised its minimum graduation requirement to 30 credits.

After several years of using the 8-period block schedule, Monroe School District is now evaluating whether to continue with this model for Monroe High School or return to a 6-period schedule as it strives to provide the best possible learning environment for all students.

METHODOLOGY

The Monroe School Board and Superintendent determined that a full review of this matter was warranted. They reached out to Dr. Kristine McDuffy, Senior Associate of HYA, to help facilitate this process and the High School Schedule Review Committee was formed. Members included:

Staff

Bradley Beyer, *MHS Robotics/Engineering Teacher*
Joy Castillo, *MSD Director of Student Services*
Mindy Haas, *MHS Special Education Teacher*
Seth Krufka, *MHS English Teacher*
Merrie Parmley, *MHS Spanish Teacher*
Heather Sevier, *MHS Health/Sports Medicine Teacher*
Molly Shanks, *MHS Child & AP Psychology/Bearcat Academy/Relationships Teacher*
Brett Wille, *MHS Principal*
Tyler Wood, *MHS Math Teacher*
Lisa Woodard, *MHS Counselor*
Erin Zacharda, *MSD Director of Communication*

Students

Laini Johnson
Elena Mitchell

Parents

Carrie Cox
Melissa Magelsen

Committee Purpose Statement

To facilitate a thorough review of high school scheduling options and associated research; gather feedback from staff, students and families about their insights and preferences; and, prepare and present a summary report of findings to the Board of Directors and Superintendent.

Meeting Dates

June 5, 2024
June 18, 2024
August 27, 2024
September 25, 2024

Final Report Presented to the Superintendent & School Board

November 25, 2024

The work of the team included a review of research related to high school schedules; examining what schedules other high schools across our state are utilizing; reviewing a financial analysis of the differences between a 6-period day and an 8-period block schedule; requesting input from MHS staff, students and families, and families of students at Hidden River and Park Place Middle Schools; and, providing staff perspective of the two models. Details of these findings follow in this report.

REVIEW OF RESEARCH

The Committee read and reviewed seven (7) research articles regarding bell schedules for secondary students. Following is a summary of that review:

1. [**White Paper: The Effects of Block Scheduling and Traditional Scheduling on High School Student Achievement**](#)
Source: Dartmouth Digital Commons (2019)
Author: Lesley Mizhquiri
Summary: The purpose of this white paper is to investigate the effects of block and traditional scheduling on high school student achievement, as measured by grade-point averages and standardized test scores, by analyzing ten research studies. Although teachers and students have generally positive views of block scheduling, no consistent effects of block scheduling, as compared to traditional scheduling, on high school student achievement were found. Recommendations are made for future research.
2. [**Review of Scheduling Models**](#)
Source: Hanover Research (2019)
Author(s): Hanover Research Team
Summary: Existing research has not identified a correlation between secondary scheduling models and student achievement. The primary advantage of traditional, fixed-period schedules is a consistent schedule every day for the entire school. The primary advantage of block schedules is that teachers can use more engaging, project-based learning approaches in longer class periods. The primary advantage of trimester schedules is increasing scheduling flexibility. The best approach to evaluating scheduling models involves building consensus around district priorities.
3. [**Around the Block: Evaluating School Schedules**](#)
Source: University of Connecticut Research & Discovery (2024)
Author: Hannah Cooke
Summary: This research brief compares traditional and block schedules in schools and evaluates their impact on student achievement and other outcomes. The findings highlight the inconsistent results and lack of strong evidence to support the notion that block scheduling leads to significant learning benefits, particularly in terms of test scores. While block schedules may offer advantages such as increased teacher-student relationships and more interactive lessons, there are also challenges, including maintaining students' attention for longer blocks of time. Overall, there is insufficient evidence to support the superiority of block scheduling over traditional schedules. Further research is needed to explore the contexts and effects of different schedule types.
4. [**High School Schedules that Work**](#)
Source: Enrichingstudents.com (2024)
Summary: For students that have issues with attendance or illness, a more traditional schedule is appropriate. For students that thrive from establishing relationships, having a more consistent schedule (traditional or A/B block)

would be beneficial. While there are benefits to the various schedules presented, schools need to consider the overall needs of their students based on culture and community. Adding flexibility to the schedule has also been a popular modification in many high schools nationally. Flexible periods can be added more easily to non-traditional schedules. Finding time within the day to squeeze in every requirement is challenging. Students are obligated to have a certain number of passing credits to graduate, and different schedules support different pathways to meeting those goals. Overall, understanding the benefits of different types of schedules is important for administrators, parents, and students to consider.

5. [**Flexible Scheduling – Research Summary**](#)

Source: National Middle School Association (2007)

Author: Larry Daniel

Summary: While flexible scheduling is gradually becoming more commonplace in middle grades schools, a large percentage of schools are opting for self-contained environments or fixed-time instructional periods. Flexible scheduling options allow teachers greater flexibility in planning, foster interdisciplinary teaching, and provide opportunities to effectively serve the needs of students.

6. [**Block Scheduling Effectiveness: A 10-Year Longitudinal Study of One Georgia Schools System’s Test Score Indicators**](#)

Source: Georgia Educational Researcher (2009)

Authors: Ellen Reames and Carol Bradshaw

Summary: A case study of the impact of high school block scheduling in an urban school system was examined by considering whether the changed schedule resulted in an increase in test scores on several measures such as the Scholastic Aptitude Test (SAT), Advanced Placement Tests (AP), and state mandated graduation examinations. Ten years of data were gathered from the public report card on the state website. In the school system under investigation, student scores on quantitative and verbal Scholastic Aptitude Test (SAT) showed a significant upward trend over 10 years. Over the same 10 years, Advanced Placement (AP) passing rates showed an upward development. An upward trend was also found for student scores on state mandated graduation examinations in all four subject areas: mathematics, language arts, science, and social studies. The authors suggested school systems should consider the impact of block scheduling on student achievement measures.

7. [**Block Scheduling and its Gift of Time: A Comprehensive Review**](#)

Source: Educational Planning (2022)

Author: Robert Morris

Summary: This article gives a historical perspective of block scheduling as well as looking squarely at the advantages and disadvantages of it. It focuses on how block scheduling affects such things as school climate, staff morale, and most importantly student achievement. Results from surveys given to administrators and students utilizing block scheduling form the basis for discussing a number of the issues and problems generated by utilizing block scheduling. These issues include such things as the scheduling of students in classes to adjusting individual teaching styles to better meet the needs of learning in extended class periods.

ENVIRONMENTAL SCAN

An environmental scan is when the landscape is surveyed on a particular issue. For this environmental scan, the Committee gathered data on graduation rates; academic performance; dual credit classes; attendance; and discipline. In addition, information was gathered from 38 high schools in the area on which type of daily class schedule is currently in place. An interview was also conducted with the Executive Director of the Association of Washington School Principals (AWSP) to gain perspective on a state-wide level. Following is a report of these findings.

Student Data Comparison

On-Time Graduation Rates

In Washington state, the "on-time graduation rate" refers to the percentage of students who graduate high school within four years of starting 9th grade. Students are considered on-time if they earn their high school diploma by the end of their expected graduation year, based on this four-year timeline. The state tracks this rate as an important measure of student success and school performance.

Grad Year	Grad %	White	Latino	Gap	Non MLL	MLL	Gap	Non Low Income	Low Income	Gap	Non SpEd	SpEd	Gap
2015	86.1%	87.5%	80.8%	7%	86.4%	78.6%	7.8%	90.2%	77.9%	12.3%	86.7%	82.0%	4.7%
2016	87.2%	90.9%	75.0%	16%	88.9%	46.2%	42.7%	93.4%	76.4%	17.0%	88.6%	80.4%	8.2%
2017	86.1%	88.4%	75.6%	13%	86.9%	64.3%	22.6%	91.4%	77.2%	14.2%	90.2%	63.3%	26.9%
2018	87.7%	87.5%	87.5%	0%	88.9%	66.7%	22.2%	93.5%	77.8%	15.7%	91.8%	63.9%	27.9%
2019	85.8%	90.0%	77.5%	13%	86.9%	63.2%	23.7%	88.7%	80.9%	7.8%	89.8%	62.5%	27.3%
2020	90.8%	92.7%	83.3%	9%	92.0%	62.5%	29.5%	95.7%	82.1%	13.6%	93.6%	75.0%	18.6%
2021	91.5%	94.4%	83.5%	11%	93.6%	64.3%	29.3%	94.6%	86.2%	8.4%	95.7%	66.1%	29.6%
2022	91.5%	93.0%	86.6%	6.4%	92.2%	83.9%	8.3%	93.9%	87.8%	6.1%	92.6%	84.6%	8.0%
2023	90.5%	91.9%	85.7%	6.2%	93.5%	70.2%	23.3%	93.7%	85.7%	8.0%	91.9%	81.3%	10.6%

9th Grade Students On-Track for Graduation

In Washington state, "9th-grade students on track for graduation" refers to those who have successfully earned enough credits by the end of their 9th-grade year to stay on pace to graduate within four years. This generally means passing core classes like English, math, and science, and earning a certain number of credits that align with graduation requirements.

Year	% on track	White	Latino	Gap	Non MLL	MLL	Gap	Non Low Income	Low Income	GaP	Non SpEd	SpEd	Gap
2015	83.5%	83.2%	80.5%	2.7%	83.8%	77.8%	6.0%	87.0%	76.3%	10.7%	84.4%	78.0%	6.4%
2016	86.3%	87.7%	80.0%	7.7%	86.5%	80.0%	6.5%	90.0%	78.0%	12.0%	87.2%	80.6%	6.6%
2017	82.1%	86.4%	71.9%	14.5%	82.9%	62.5%	20.4%	87.3%	73.0%	14.3%	86.0%	62.3%	23.7%

2018	83.7%	83.4%	81.1%	2.3%	84.5%	69.6%	14.9%	87.0%	76.8%	10.2%	84.7%	78.1%	6.6%
2019	76.3%	80.1%	63.6%	16.5%	77.9%	56.7%	21.2%	85.8%	59.2%	26.6%	78.1%	66.1%	12.0%
2020	89.2%	90.0%	77.0%	13.0%	89.9%	82.1%	7.8%	90.0%	78.7%	11.3%	90.6%	81.0%	9.6%
2021	70.8%	75.4%	58.6%	16.8%	73.4%	47.4%	26.0%	81.1%	55.0%	26.1%	72.8%	59.6%	13.2%
2022	80.2%	83.8%	70.6%	13.2%	82.5%	54.3%	28.2%	87.5%	68.3%	19.2%	81.3%	74.2%	7.1%
2023	70.5%	78.7%	57.5%	21.2%	72.4%	60.0%	12.4%	80.4%	56.2%	24.2%	72.1%	61.7%	10.4%

English Language Arts Smarter Balanced Assessment (SBA)

The high school English Language Arts (ELA) Smarter Balanced Assessment (SBA) is a standardized test administered to students in Washington state, typically in 10th grade. It measures students' proficiency in ELA, focusing on three key areas: reading, writing, listening and research. The chart below shows the percentage of students who took the ELA SBA that met ELA standards each year.

Year	% Met Standard	% Participation	White	Latino	Gap	Non MLL	MLL	Gap	Non Low Income	Low Income	Gap	SpEd	SpEd	Gap
2015	11.1%	22.5%	11.4%	11.5%	-0.1%	11.4%		11.4%	11.4%	10.3%	1%	12.7%	6%	6.7%
2016	81.8%	47.9%	86.2%	62.7%	23.5%	83.7%		83.7%	85.8%	66.3%	20%	86.1%	10.0%	76.1%
2017	72.8%	65.7%	75.7%	63.1%	12.6%	74.6%	10.0%	64.6%	77.9%	56.6%	21%	78.6%	26.1%	52.5%
2018	74.7%	97.7%	79.8%	54.4%	25.4%	77.6%	10.0%	67.6%	83.3%	57.0%	26%	81.1%	34.0%	47.1%
2019	73.6%	97.6%	75.9%	61.2%	14.7%	76.5%	19.0%	57.5%	80.0%	58.5%	22%	79.9%	22.2%	57.7%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	54.1%	88.8%	62.0%	40.8%	21.2%	57.7%	12.3%	45%	59.5%	43%	17%	59%	22%	36%
2022	56.0%	94.4%	71.0%	30.0%	41.0%	65.0%	5.0%	60%	69.1%	46.3%	23%	62%	17%	45%
2023	60.2%	94%	64.2%	48.7%	15.5%	64.5%	8.0%	57%	67.5%	47.9%	20%	68.0%	19.4%	48.6%
2024	62.3%													

Math Smarter Balanced Assessment (SBA)

The high school Math Smarter Balanced Assessment (SBA) is a standardized test given to students in Washington state, typically in 10th grade. The Math SBA measures students' math proficiency in four key areas: concepts and procedures, problem solving, communicating reasoning, modeling and data analysis. The chart below shows the percentage of students who took the Math SBA that met math standards each year.

Year	ALL Students	% Participation	White	Latino	Gap	Non MLL	MLL	Gap	Non Low Income	Low Income	GAP	Non SpEd	SpEd	Gap
2015	8.1%	23%	8.9%	5.0%	3.9%	8.4%		8.4%	8.2%	8.0%	0%	8.8%	6%	2.8%
2016	4.3%	7.1%	4.3%	4.0%	0.3%	4.5%	10.0%	-5.5%	1.0%	4.0%	-3%	1.5%	7.0%	-5.5%
2017	1.0%	0%	1.0%	4.0%	-3.0%	1.0%	10.0%	-9.0%	1.0%	3.0%	-2%	1.0%	7.0%	-6.0%
2018	49.2%	96.7%	54.4%	31.9%	22.5%	51.2%	10.0%	41.2%	58.7%	29.7%	29%	55.2%	11.3%	43.9%
2019	43.2%	95.9%	46.9%	24.7%	22.2%	44.6%	18.2%	26.4%	50.9%	25.2%	26%	47.7%	7.0%	40.7%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	20.3%	85.2%	27.7%	7.3%	20.4%	22.0%	5.0%	17.0%	23.9%	12.8%	11.1%	22.6%	3.0%	19.6%

2022	21.0%	90.9%	27.0%	8.0%	19.0%	24.0%	2.0%	22.0%	28.5%	11.9%	16.6%	23.0%	3.0%	20.0%
2023	25.5%	91.7%	30.6%	18.3%	12.3%	27.0%	4.0%	23.0%	28.3%	20.7%	7.6%	29.4%	5.0%	24.4%
2024	21.7%													

Washington Comprehensive Assessment of Science

The Washington Comprehensive Assessment of Science (WCAS) is a standardized test administered to students in Washington state, typically in 11th grade. It measures students' proficiency of scientific concepts and their ability to apply scientific thinking to real-world scenarios. The chart below shows the percentage of students who took the WCAS that met science standards each year.

Year	ALL Students	% Participation	White	Latino	Gap	Non MLL	MLL	Gap	Non Low Income	Low Income	Gap	Non SpEd	SpEd	Gap
2018	23.5%	53.3%	25.0%	20.7%	4.3%	24.3%	18.0%	6.3%	25.3%	19.3%	6%	29.9%	8.0%	21.9%
2019	44.2%	82.5%	48.4%	25.9%	22.5%	45.2%	15.4%	29.8%	48.6%	34.5%	14%	47.2%	21.4%	25.8%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	34.2%	59.4%	62.0%	40.8%	21.2%	35.9%	11.1%	24.8%	36.9%	28.9%	8.0%	37.6%	15.3%	22.3%
2022	34%	62.5%	36.3%	24.8%	11.5%	37.4%	8.0%	29.4%	36.2%	29.4%	6.8%	36.7%	12.2%	24.5%
2023	37%	69.6%	44.0%	22.6%	21.4%	41.2%	9.0%	32.2%	40.7%	31.1%	9.6%	39.5%	20.0%	19.5%

Students Taking Dual Credit Classes

Dual credit classes are classes in which high school students can earn both high school and college credit simultaneously. Dual credit classes include Running Start, College in the High School, Advanced Placement, and Career & Technical Education Dual Credit classes. The chart below shows the percentage of MHS students who took at least one Dual Credit class each year.

Year	ALL Students	White	Latino	Gap	Non MLL	MLL	Gap	Non Low Income	Low Income	Gap	Non SPED	SpEd	Gap
2015	37.3%	38.9%	28.2%	10.7%	37.8%	18.8%	19.0%	40.6%	29.6%	11.0%	41.2%	14.4%	26.8%
2016	39.5%	40.0%	33.9%	6.1%	40.3%	16.3%	24.0%	42.7%	32.0%	10.7%	43.5%	16.2%	27.3%
2017	38.6%	41.3%	27.6%	13.7%	39.3%	18.8%	20.5%	45.5%	22.7%	22.8%	43.0%	10.7%	32.3%
2018	47.6%	51.7%	36.3%	15.4%	49.2%	15.5%	33.7%	52.5%	36.9%	15.6%	52.1%	19.7%	32.4%
2019	65.7%	67.5%	59.5%	8.0%	67.3%	39.3%	28.0%	70.7%	55.3%	15.4%	71.7%	27.4%	44.3%
2020	67.2%	68.2%	61.8%	6.4%	68.9%	42.5%	26.4%	71.1%	58.4%	12.7%	72.9%	32.6%	40.3%
2021	66.7%	71.0%	56.3%	14.7%	69.3%	37.5%	31.8%	72.6%	54.9%	17.7%	72.0%	35.8%	36.2%
2022	72.5%	75.7%	67.5%	8.2%	74.1%	57.0%	17.1%	75.6%	66.9%	8.7%	77.1%	46.2%	30.9%
2023	71%	75.0%	64.5%	10.5%	74.3%	46.5%	27.8%	77.3%	61.0%	16.3%	74.2%	53.0%	21.2%

Attendance

Regular attendance is defined as having, on average, less than two absences per month. An absence is defined as missing at least half the school day. The chart below shows the percentage of students regularly attending each year.

Year	ALL Students	White	Latino	Gap	Non MLL	MLL	Gap	Non Low Income	Low Income	GAP	Non SpEd	SpEd	Gap
2015	78.2%	78.9%	76.6%	2.3%	78.2%	78.3%	-0.1%	82.1%	69.0%	13.1%	80.9%	63.2%	17.7%
2016	78.9%	79.3%	77.0%	2.3%	79.3%	66.7%	12.6%	82.3%	70.8%	11.5%	81.6%	63.6%	18.0%
2017	76.5%	78.9%	71.6%	7.3%	76.8%	69.8%	7.0%	81.8%	64.1%	17.7%	79.2%	60.0%	19.2%
2018	77.7%	79.4%	72.7%	6.7%	78.2%	68.6%	9.6%	82.7%	66.7%	16.0%	79.7%	65.7%	14.0%
2019	79.8%	81.6%	75.0%	6.6%	79.9%	78.9%	1.0%	84.5%	70.0%	14.5%	81.6%	68.9%	12.7%
2020	84.0%	87.0%	74.2%	12.8%	84.5%	75.9%	8.6%	89.3%	71.8%	17.5%	85.4%	75.3%	10.1%
2021	47.3%	51.5%	33.4%	18.1%	49.2%	24.4%	24.8%	55.1%	31.3%	23.8%	48.8%	38.7%	10.1%
2022	54.1%	55.8%	48.3%	7.5%	55.7%	38.8%	16.9%	60.4%	42.6%	17.8%	55.3%	47.5%	7.8%
2023	55.0%	55.1%	52.3%	2.8%	56.7%	42.2%	14.5%	60.2%	46.7%	13.5%	57.6%	40.3%	17.3%

Discipline

Discipline rate is a measure used to monitor the use of out-of-school exclusionary discipline actions in response to behavioral violations at school. Discipline Rate is calculated by counting the number of students who have received an out-of-school exclusionary action divided by the number of students enrolled. For the purposes of this calculation, out-of-school exclusionary actions include: Short-term Suspension, Long-term Suspension, Emergency Expulsion, and Expulsion. A student may receive more than one exclusionary discipline action in a school year. This measure, however, only counts a student once even if they have more than one disciplinary action.

Year	ALL Students	Latino	White	Gap	ELL	Non ELL	Gap	Low Income	Non Low Income	Gap	SpEd	Non SpEd	Gap
2015	4.2%	6.3%	3.7%	2.6%	7.8%	4.1%	3.7%	16.7%	4.0%	13%	8.1%	3.5%	4.6%
2016	3.1%	3.3%	2.8%	0.5%	7.3%	3.0%	4.3%	6.0%	3.1%	3%	6.6%	2.5%	4.1%
2017	3.0%	5.0%	2.8%	2.2%	4.0%	3.0%	1.0%	11.7%	2.7%	9%	6.8%	2.4%	4.4%
2018	1.9%	3.2%	1.6%	1.6%	5.2%	1.7%	3.5%	8.7%	1.7%	7%	4.3%	1.5%	2.8%
2019	4.9%	8.2%	3.9%	4.3%	13.0%	4.4%	8.6%	15.2%	4.7%	11%	9.2%	4.2%	5.0%
2020	1.0%	1.0%	1.0%	0.0%	3.0%	1.0%	2.0%	10.0%	1.0%	9%	1.6%	1.0%	0.6%
2021	0.2%	0.7%	0.3%	0.4%	2.3%	0.2	-17.7%	0.55%	0.30%	0%	1.2%	0.2%	1.0%
2022	3.6%	4.5%	2.3%	2.2%	8.0%	3.10%	4.9%	3.9%	3.3%	1%	8.2%	2.7%	5.5%
2023	4.8%	4.8%	4.5%	0.3%	6.6%	4.5%	2.1%	6.7%	3.5%	3%	12.1%	3.4%	8.7%

F Grades

The chart below shows the number of students having one or more F grades in classes on their end of semester report cards each school year.

Year	# of students with one or more F grades	Total # of F grades	% of students with one or more F grades
2014-15	395	1005	24%
2015-16	347	867	21%
2016-17	405	1134	25%
2017-18	367	974	22%
2019-20	400	1128	26%
2020-21	305	642	20%
2021-22	452	1671	32%
2022-23	362	1322	24%
2023-24	325	1069	22%

Snohomish County High School Schedule Comparison

High School	Bell Schedule	Class Length	Optional zero period
Arlington High School	6 Period Day	55 min	Yes
Darrington High School	6 Period Day	55 min	No
Edmonds-Woodway High School	6 Period Day	50 min	No
Lynnwood High School	7 Period Day	51 min	Yes
Meadowdale High School	6 Period Day	55 min	No
Mountlake Terrace High School	6 Period Day (7th period optional)	51-52 min	Yes
Scriber Lake High School	5 Period Day	85 min	No
Cascade High School	6 Period Day	55 min	No
Everett High School	6 Period Day	58 min	No
Henry M. Jackson High School	6 Period Day	55 min	No
Sequoia High School	6 Period Day	50 min	No
Granite Falls High School	6 Period Day	57 min	No
Crossroads High School	6 Period Day	50 min	Yes
Lake Stevens High School	6 Period Day	56 min	Yes
Lakewood High School	6 Period Day	55 min	No
Marysville Getchell High	6 Period Day	60 min	No

School			
Marysville Pilchuck High School	6 Period Day	58 min	No
Monroe High School	8 Period Block	78 min	No
Kamiak High School	7 Period Day	55 min	Yes
Mariner High School	7 Period Day	51 min	Yes
Bothell High School	7 Period Block	40 min	Yes
Inglemoor High School	7 Period Block	50 min	Yes
North Creek High School	7 Period Day	50 min	No
Woodinville High School	7 Period Block	50 min	No
Glacier Peak High School	6 Period Day	53 min	Yes
Snohomish High School	6 Period Day	53 min	Yes
Stanwood High School	6 Period Day	55 min	Yes
Sultan High School	7 Period Day	48 min	No

Skagit County High School Schedule Comparison

High School	Bell Schedule	Class Length	Optional zero period
Anacortes High School	7 Period Block Schedule	49 min	No
Burlington Edison High School	8 Period Block Schedule	85 min	No
La Conner High School	6 Period Day	60 min	No
Mount Vernon High School	8 Period Block Schedule	85 min	No
Sedro Woolley Senior High School	8 Period Block Schedule	78 min	No

Whatcom County High School Schedule Comparison

High School	Bell Schedule	Class Length	Optional zero period
Bellingham High School	8 Period Block Schedule	75 Min	No
Ferndale High School	8 Period Block Schedule	80 Min	No
Lynden High School	6 Period Day	55 Min	No
Sehome High School	8 Period Block Schedule	75 Min	No
Squalicum High School	8 Period Block Schedule	75 Min	No

Interview: Scott Seaman, Executive Director, Association of Washington School Principals (AWSP)

- The implementation of the 24 credit requirement for graduation in 2019 caused districts to intensify their review of schedule options
- As a result, AWSP researched 500 high schools across the State - bell schedules, intervention times, etc.
 - 62% of high schools in the State are on a 6 period schedule
 - 90% of 3A/4A schools are on a 6 period schedule
 - Alternate schedules were most commonly found in smaller districts and schools
 - AWSP will continue to review the data - they are forming a new committee

STAFF, STUDENT & FAMILY INPUT

A ThoughtExchange survey was conducted, inviting input from Monroe High School staff, students, and families, as well as 7th and 8th grade families at Hidden River and Park Place middle schools. The survey asked what the School Board should take into consideration when deciding whether to keep the 8-period block schedule or return to a 6-period schedule at Monroe High School. It was open from September 26 to October 11 (two weeks).

ThoughtExchange is an interactive online platform where participants can anonymously share their thoughts on a topic. Participants are able to submit multiple thoughts and rate those shared by others.

The purpose of this survey was to gather input on the strengths, challenges, and concerns regarding the different schedules, rather than to conduct a vote on which schedule the School Board should choose.

Survey Participation

A total of 1,069 people took part in the survey, with participation broken down as follows:

- 50 Monroe High School certificated staff
- 14 Monroe High School classified staff
- 52 middle school families
- 257 Monroe High School families (1 in Thai, 3 in Spanish, 253 in English)
- 696 Monroe High School students (9 in Spanish, 686 in English)

Responses

Participants shared 943 individual thoughts. The responses reveal a clear division between those supporting the 8-period block schedule and those favoring a return to the 6-period schedule. However, there is shared concern for both student well-being and effective learning, suggesting a possible middle ground that incorporates elements of both schedules.

Considerations for the School Board

The key points from each participant group on what the School Board should consider when deciding between the two schedules are summarized below.

Monroe High School Students

44% of Monroe High School students in grades 9-12 participated in the survey, administered during Homeroom class. Below is a summary of the key points they shared for the school board to take into consideration when deciding between schedule options.

Academic Opportunities and Electives

- **Variety of Classes:** Students appreciate the 8-period schedule allows them to take more electives that they enjoy and explore diverse interests.
- **Graduation Requirements:** The 8-period schedule provides more opportunities to earn credits, making it easier for students to meet graduation requirements, especially if they have failed a class in the past.
- **Academic Support:** Students appreciate having time to get academic support when needed in class and during FLEX period.
- **College Opportunities:** Some students feel that having more variety of classes and credits on their transcript will give them a better chance of getting into colleges.

Student Well-being and Mental Health

- **Stress and Workload:** Many students find the 8-period schedule less stressful because it spreads out the workload over more days, reducing daily homework. However, other students feel overwhelmed by the number of classes and think the 6-period schedule would be less stressful due to fewer classes.

Class Length and Attention Span

- **Class Duration:** Students have mixed feelings about the longer class periods in the 8-period schedule. While some appreciate the in-depth learning opportunities, others shared that they really struggle to maintain focus for 78 minutes.
- **Engagement:** Longer periods allow for more comprehensive lessons and activities, but require regular breaks to keep students engaged.

Daily Routine and Consistency

- **Routine and Organization:** The 6-period schedule offers a consistent daily routine, which students say can help them stay organized and retain information better. The alternating A/B day structure of the 8-period schedule provides variety but can be confusing for some.
- **Homework and Assignment Management:** The 8-period schedule allows students more time to complete assignments, and get homework done in class.

Transition and Implementation

- **Transition Challenges:** Students expressed concerns about the potential disruptions involved in transitioning from one schedule to another, including the impact on their current academic progress and routines.
- **Credit Requirements:** Some students expressed concern about their ability to meet the current 30 credit requirement if there was a return to the 6-period schedule.

The raw data from students can be [found here](#).

Monroe High School Certificated Staff

Certificated staff includes those with a teaching certificate (teachers, counselors, specialists, and administrators). 56% of MHS certificated staff participated in the ThoughtExchange survey. Below is a summary of the key points they shared for the school board to take into consideration when deciding between schedule options.

Instructional Time and Teaching Methods

- **Class Duration:** Certificated staff highlighted the benefits of longer class periods in the 8-period schedule, which allow for more comprehensive lessons and in-depth activities like labs and projects. However, they also noted the challenge of maintaining student focus for extended periods.
- **Effective Use of Time:** Some staff expressed concerns about the efficient use of the longer class periods. Staff stressed the need for professional development to effectively utilize the longer class periods in the 8-period schedule. They suggested that additional training and support would be necessary to adapt teaching methods and make the most of the instructional time.

Student Engagement and Learning

- **Attention Span:** Staff pointed out that the average attention span of students might not align well with the longer class periods, suggesting that shorter, more frequent classes in a 6-period schedule could be more effective for maintaining student engagement.
- **Consistency and Routine:** The 6-period schedule offers a consistent daily routine, which can help students stay organized and retain information better. Staff noted that this consistency could be beneficial for both instruction, student learning, and relationship building.
- **Student Choice:** The 6-period schedule would mean students have less opportunities to take many of the elective classes that interest them.
- **Intervention time:** Longer class times in the 8-period block schedule give teachers more time for one-on-one intervention to support students who are struggling.

Homework and Workload Management

- **Homework Load:** Staff mentioned that the 8-period schedule allows students more time to complete assignments, potentially reducing the daily homework burden. This can help students manage their workload more effectively and reduce stress.
- **Class Preparation:** The alternating A/B day structure of the 8-period schedule provides staff with more time to prepare for classes, which can lead to better-quality instruction.

Student Well-being and Mental Health

- **Stress and Burnout:** Staff emphasized the importance of considering student well-being and mental health. They noted that the 6-period schedule might be less stressful due to fewer classes and a more manageable workload, while the 8-period schedule could spread out the workload over more days, reducing daily stress.
- **Breaks and Flexibility:** Incorporating breaks or flexible periods within the 8-period schedule could help students stay engaged and reduce fatigue, addressing concerns about long class periods.

Equity and Accessibility

- **Equity in Opportunities:** Staff emphasized the importance of providing equitable opportunities for all students, including those who may need additional support or have different learning needs. They noted that the chosen schedule should ensure that all students have access to the resources and support they need to succeed.

The raw data from MHS certificated staff can be [found here](#).

Monroe High School Classified Staff

Classified staff includes support staff and other non-teaching personnel. 26% of MHS classified staff participated in the ThoughtExchange survey. Below is a summary of the key points they shared for the school board to take into consideration when deciding between schedule options.

Student Support and Well-being

- **Student Stress and Mental Health:** Classified staff highlighted the importance of considering the mental health and stress levels of students. They noted that the 8-period schedule might help spread out the workload and homework, reducing daily stress, while the 6-period schedule could simplify students' routines and reduce overall stress.
- **Breaks and Flexibility:** The need for breaks and flexibility within the school day was emphasized, particularly to help students manage long class periods and stay engaged.

Routine and Consistency

- **Daily Routine:** Classified staff pointed out that a consistent daily routine, as offered by the 6-period schedule, could help students stay organized and reduce confusion. This consistency can be beneficial for both students and staff in managing daily activities and responsibilities.
- **Transition Challenges:** Concerns were raised about the potential disruptions involved in transitioning from one schedule to another. Classified staff noted that any changes should be carefully managed to minimize confusion and ensure a smooth transition for students and staff.

Academic Opportunities

- **Variety of Classes:** The 8-period schedule allows for more electives and a broader range of academic opportunities, which many classified staff see as beneficial for students' personal and academic growth. They emphasized the importance of providing students with opportunities to explore diverse interests.
- **Graduation Requirements:** The 8-period schedule provides more opportunities to earn credits, making it easier for students to meet graduation requirements, especially if they have failed a class in the past.
- **The 8-period block schedule** provides more opportunities to support students who are struggling, such as MLL students.

Student Engagement and Learning

- **Attention Span:** Classified staff noted that the longer class periods in the 8-period schedule might exceed the average attention span of students, leading to disengagement. They suggested that shorter, more frequent classes in a 6-period schedule could be more effective for maintaining student focus.
- **Effective Use of Time:** Ensuring that class periods are used effectively is crucial. Classified staff emphasized the need for teachers to adapt their teaching methods to make the most of the instructional time available.

Special Programs

- **Flexibility for Programs:** Some believe the 8-period schedule offers more flexibility for students involved in special programs like Running Start and Sno-Isle.

The raw data from MHS classified staff can be [found here](#).

Monroe High School Families

18% of Monroe High School families participated in the survey. Below is a summary of the key points they shared for the school board to take into consideration when deciding between schedule options.

Academic Opportunities and Electives

- **Class Choice:** Families appreciate the 8-period schedule for allowing students to take more electives and explore a variety of diverse interests.
- **Academic Support:** Many families appreciate that the longer class periods provide time for their students to get academic support during class when they are struggling.

Class Length and Workload

- **Class Duration:** Families have mixed feelings about the longer class periods in the 8-period schedule. While some appreciate the in-depth learning

opportunities, others say their students really struggle with maintaining focus for 78 minutes. Some families expressed concerns that teachers are not fully utilizing the longer class time in the 8-period schedule.

- **Stress and Workload:** Some families believe the 8-period schedule is less stressful for students because it spreads out the workload over more days, reducing daily homework. However, some families feel that taking eight classes is overwhelming for students.

College Preparation

- **Similarity to College Schedules:** Some families think the 8-period schedule better prepares students for college as many colleges operate on a similar daily class schedule.
- **Special Program Scheduling:** Some families feel that the 8-period schedule is a scheduling barrier for their students to participate in Running Start while still taking a few classes at the high school; however, some families feel that the 8-period schedule offers more scheduling flexibility for students in special programs like Running Start and Sno-Isle.

Transition and Implementation

- **Transition Challenges:** Families expressed concerns about the potential disruptions involved in transitioning from one schedule to another, including the impact on their current academic progress and routines.
- **Graduation Requirements:** The 8-period schedule provides more opportunities for students to earn credits, making it easier for students to meet graduation requirements. Some families expressed concern that if the change were made to a 6-period schedule, students already in high school would not be able to earn 30 credits in order to graduate on time.

Equity and Accessibility

- **Equity in Opportunities:** Ensuring that the chosen schedule provides equitable opportunities for all students, including those who may need additional support or have different learning needs, is essential.

The raw data from MHS families staff can be [found here](#).

Middle School Families

Families of 7th and 8th grade students at Park Place and Hidden River middle schools were invited to participate in the ThoughtExchange survey as their students will soon transition to Monroe High School, where the daily class schedule will affect them. Based on the feedback from these families, here are the key themes the school board should consider when deciding on schedule options.

Transition to High School

- **Ease of Transition:** Middle school families are concerned about how the transition to high school will be managed. They emphasize the importance of a smooth transition.
- **Familiarity with Schedules:** Families noted that students are already accustomed to a 6 period daily schedule in middle school, and adapting to an 8-period block schedule change could be challenging. Consistency in scheduling can help ease the transition to high school.

Academic Opportunities and Electives

- **Variety of Classes:** Middle school families appreciate the 8-period schedule for offering more electives and opportunities for students to explore interests.

Student Well-being and Mental Health

- **School/life balance:** Families are concerned about student stress levels and prefer a schedule that does not result in an overwhelming amount of homework so that kids can continue to participate in extracurricular activities outside of school.
- **Mental Health:** The mental health of students is a significant concern. Families want a schedule that supports student well-being and reduces anxiety.

Class Length

- **Class Duration:** Families have mixed feelings about the longer class periods in the 8-period schedule. While some appreciate the in-depth learning opportunities, others worry about maintaining student focus for extended periods.
- **Quality Instruction:** Some families mentioned that they care more about the quality of instruction and less about what the schedule is.

Equity and Accessibility

- **Equity in Opportunities:** Ensuring that the chosen schedule provides equitable opportunities for all students, including those who may need additional support or have different learning needs, is essential.

The raw data from middle school families can be [found here](#).

FINANCIAL ANALYSIS

In order to estimate the staffing/financial impacts of switching from an 8-period block schedule to a 6-period schedule, we have calculated the impact based on student enrollment in the 2024-25 school year. In other words, what would have been the difference in staffing for this school year if MHS was on a 6-period schedule instead of an 8-period schedule. For the 2024-25 school year, we have 1,305 full-time equivalent (FTE) students. The projections below may vary from year to year due to differences in student enrollment.

The numbers below are for regular classes only. This includes core classes, electives, and CTE classes, but not classes like resource or SLC. We use these classes to drive our staffing so it is appropriate to use them here.

The average cost of a teacher (salary, benefits, taxes, etc) is approximately \$150,000.

	Course sections per semester	Full-time teachers	Average class size	Cost
8-period schedule	354	59	29.5	\$8,850,000
6-period schedule	265	53	29.5	\$7,950,000

As the table above indicates, an 8-period schedule costs approximately \$900,000 per year more than a 6-period schedule.

The funding the district receives is primarily based on student enrollment. While we get a *slight* increase in funding for students taking Career & Technical Education (CTE) courses, the general funding based on enrollment is what funds teacher salaries.

We also calculated how much of teachers' days are spent in prep vs actual teaching. With the current 8-period schedule, teachers at MHS spend 75% of their time teaching and 25% of their time in prep. With a 6-period day, they spend 83.33% (5/6) of their time teaching and 16.67% (1/6) of their time in prep. This means that teachers spend 10% more of their time teaching in a 6-period day.

TALE OF TWO PERSPECTIVES

Staff, students, and families are divided about which schedule model is best for students. So, too, were members of the Schedule Review Committee. The Committee broke into two groups to take a closer look at the pros, cons, and implications of each model. Reflections from Team Pro Six-Period and Team Pro Block Schedule follow.

Values/beliefs that both sides share

- We want students to learn
- We want our students to be successful in the future

Team Pro Six-Period

Our Assertion

When compared to the 8-period schedule, the 6-period schedule will help more students at MHS be successful.

Claim: Eight classes is overwhelming for students who struggle

- Definition of struggle: MLL, IEP, unmotivated learners, tier 2 kids, etc
- Students who are absent one day of the 8 period schedule, essentially, miss two traditional class periods
- They have extra time (like Academic Support) but it is often not with a core content area teacher. For example, a student who struggles in Math may have Academic Support with an ELA teacher.)
- Missed day creates gaps in learning for everyone
- Students need daily practice, especially in math, ELA, and world languages
- Reliable, consistent daily schedule (including lunch times) is helpful to students, especially neurodivergent students
- Teacher-student relationship more effectively built when meet everyday
- ANECDOTAL: Kids who struggle can be overwhelmed by the number of courses to keep track of

Claim: Students need more time in core content areas to pass high stakes tests

- A 6-period day increases the total number of minutes in content area classes (see table below)
- We are trying to improve our outcomes for our kids in all areas but especially in MATH & ELA (SBA scores)
 - in the 8 period schedule, we meet with our students 50% of the days
 - in the 8 period schedule, there are 27.6% less minutes when compared to the 6 period schedule (see table below)

8-Period Block Schedule at MHS

	Mon, Tues, Wed, Thur		Friday	
	Start	End	Start	End
1 st	7:50	9:08	7:50	9:02
Flex	9:13	9:43		
2 nd	9:48	11:06	9:07	10:18
3 rd	11:11	12:28	10:23	11:34
Lunch	12:28	12:58	11:34	12:04
6 th	1:03	2:20	12:09	1:20
	78 Minute Periods		72 Minute Periods	
384 minutes in each class every 2 weeks				

6-Period Schedule at MHS

	Mon, Tues, Wed, Thur		Friday	
	Start	End	Start	End
1 st	7:50	8:45	7:50	8:35
2 nd	8:50	9:45	8:40	9:25
3 rd	9:50	10:45	9:30	10:15
4 th	10:50	11:45	10:20	11:05
Lunch	11:45	12:20	11:05	11:40
5 th	12:25	1:20	11:45	12:30
6 th	1:25	2:20	12:35	1:20
	55 Minute Periods		45 Minute Periods	
530 minutes in each class every 2 weeks				

	Total # of minutes every 2 weeks	% Increase vs the 8 – Period Schedule	% Decrease vs the 6 – Period Schedule
8 – Period Schedule	384	0%	27.6%
6 – Period w/Flex	487	+26.8%	n/a
6 – Period Schedule	530	+38.0%	0%

6 Period Schedule:

- See every student **10 days per 2 week period**
- +146 more minutes every 2 weeks over 8 – Period Schedule
- +38% more minutes over 8 – Period Schedule
- +76 more minutes every 2 weeks over 7 – Period Schedule
- +16.7% more minutes over 7 – Period Schedule

8 Period Schedule:

- See every student **5 days per 2 week period**
- Flex period:
 - o Only “Required” because we do not meet our Special Ed minutes w/o it.

- o The 240 minutes of Flex comes at the expense of every student missing 146 minutes in all 6 of their classes.
- o $(146 \text{ Minutes})(6 \text{ classes}) = 876 \text{ Minutes}$ in their core classes.
- o +240 Minutes more minutes every 2 weeks over both 6 & 7 Period schedules

Claim: Research shows students need daily practice (especially in math and world language)

- While students could do homework as a daily practice, the reality is that this is not happening for a majority of students

Claim: Math scores are down because there is no time to weave in algebra in geometry classes

- Math courses have to select down to approximately 75% of the standards, at most, due to time constraints

Claim: Class sizes will decrease with 6-period schedule

- 83.3 % of classes will have a teacher teaching in the 6 period schedule
- 75% of classes will have a teacher teaching in the 8 period schedule
- Therefore, the 6 period schedule will reduce class sizes, thus reducing the need for teacher overage.
- The same number of students divided by a larger number of classes per period instantly reduces class sizes.

Counterclaim: The 8 period schedule increased MHS graduation rates

Rebuttal: While it is true that the graduation rates increased, this does not mean that student learning increased.

- Our SBA scores decreased during the same time period graduation rates increased.
- Our graduation requirements are less rigorous than other WA schools
 - o 30/32 credits is 94% of available credits
 - o state required 24/24 is 100% of available credit

Counterclaim: The 8-period schedule allows for kids to graduate on time

Rebuttal: We now have ways to help kids graduate on time who miss credit

- There are many alternate pathways to graduate that didn't exist five years ago when the decision to move to an 8-period block schedule was made, each of which makes the need for the 8-period schedule moot.
 - o SBA tests, College in the High School, etc allows for making up credit
- Higher sequence in learning allows for making up missed credit (ELA, World Language, Math and Social Studies)
- Kids are leaving MHS to attend LILHS, SVEC, Sultan High School, etc so they can graduate on time
- Local waiver

- Our counselors are able to waive requirements. Students are now knowledgeable about our staff waiving credits and are gaming the system.
- There are could be other options to make up credit in the 6 period schedule
 - Summer school, credit retrieval, zero period, 7th period classes

Counterclaim: 8-period schedule is better for teachers because they only have to teach three classes a day

Rebuttal: While this is true, teachers are responsible for more total students over the A and B days

- Students' needs should outweigh teacher needs

Counterclaim: 8-periods allows for more opportunities to students to take electives

Rebuttal: This is true, but only used by a subset of students

- There is a high number of kids using class periods as a Teacher's Assistant, Early Release, Late Start. Students are also taking non-academic classes like Academic Support, Bearcat Academy, etc.
- Students cannot move out of classes for a better academic fit because it would involve changing 8 periods, not necessarily possible
- High number of kids who sign up for classes that don't interest them simply because they have to fill in 8 periods

Counterclaim: 8-periods allows more time in a single class to go deeper into learning

Rebuttal: Yes, this is true in theory, but in reality the learning is not actually deeper

- Teachers must cut content because contact minutes have been reduced to 73% of the minutes of a 6-period schedule.

Concluding Thought

It has been brought up before that we were NOT meeting the desired scores/outcomes even when we had those minutes before. We have recently begun addressing the actual standards for the various courses for the first time in over a decade. We now have courses that actually address the standards as they are spelled out in the Common Core Standards. We are trying desperately to find time to address these increased requirements and improve our student outcomes, but we are having to make hard choices on which topics and standards we will actually address due to time constraints. We currently are only able to address at most 65-75% of the standards that we should be addressing.

Team Pro Eight-Period

Where We Started & Where We Are Now

- School year 2018-19 - began to research the need for a different schedule to accommodate the new core 24 credit requirements.
 - Decided to move to a 8 period alternating block schedule the next school year with an hour "Bearcat Time" in the middle of the day
 - Teachers received Professional Development to help us prepare
- Implemented the new schedule in fall of 2019
- Spring of 2020 - COVID
- Fall of 2021- NOW
 - Back to our normal 8 Period alternating block schedule, without "Bearcat Time" but instead "Flex/Homeroom" for intervention
- The majority of teachers currently at MHS have now taught in this schedule for 5 years, or were hired knowing that this was the schedule we have.

Definitions

Career and Technical Education Courses (CTE): Elective courses that are fully funded by CTE State Funds that meet graduation pathways and allow students to explore careers

Tier 2 and 3 Interventions: Intentional strategies that help our most vulnerable students. Examples, push-in para support, co-teaching, FLEX time, Extended Courses, Academic Study Lab

Graduation Pathways: State requirement to graduate. A student must complete one of the following: Pass the SBAC tests, be enrolled in advanced math courses and pass AP tests, score well on ACT, or SAT, or pass the ASVAB, OR complete 2.0 credits of a CTE pathway.

8-Period Block Schedule Pros

- Ability to build programs out into graduation pathways and offer industry-recognized credentials, internships, and employment to students
- Ability to bring certain that are impossible to achieve in a 55 minute period
- With an increased number of minutes a day for planning, teachers are able to grade, plan, and improve lessons prior to seeing students again
- Longer prep periods each day where you can focus on 3 classes at a time
- More time in class for intervention and practice assistance
- All our elective programs were able to grow significantly due to the fact that students don't have to choose between two things they enjoy
- Time for work completion that the 6 period schedule did not allow
- Additional Advanced Placement class offerings

- Elective offerings have increased and that has given students a chance to discover pathways that they may be interested in continuing - and wouldn't have had the opportunity to discover before
- College Bound Students: more opportunities to take advanced courses, explore careers and passions, and participate in multiple programs.
- Trade School Students: ability to take classes at Sno-Isle. Eight periods allows more students to attend Sno-Isle and explore their ideal trades. More opportunities to take CTE Courses. Students on track to graduate on time can also have late start or early release periods in order to work or other activities.
- MLL Students: Even with taking their required and needed language support classes, they still have room to explore career courses as well, better preparing them to know what they want to do after high school. They receive additional daily support with paras and co-teachers.
- Inclusion Model/IEP students: We are a full inclusion school. The schedule we have built at MHS is designed to allow ALL our students to take a variety of classes to help find their future career plans. Our co-teachers can support more students and help them finish tasks in longer periods.
- Attendance Issues: Missing one day of school means you miss 4 classes instead of 6. Students are able to use FLEX time to connect with teachers to get caught up on what they missed.

MHS PLUS for ALL Kids

Purpose: having opportunities for students to explore careers gives them purpose to their learning

Lifelong Learning: students are able to explore and experience courses they enjoy that can lead to a desire to further their learning that they might not have previously experienced

Unity: full inclusion model allows for courses like co-operative PE and Peer Support to bring our entire student body together in our classes.

Support: Students can receive the support in the longer periods, have opportunities for extended courses and academic study lab to help them meet their goals.



SUMMARY

The Monroe High School Schedule Review Committee conducted a thorough and thoughtful review of block scheduling versus a six-period day schedule. Research was reviewed, data was gathered, and input was sought from students, families and staff.

As this report demonstrates, there are advantages and disadvantages to either daily class schedule. There are also mixed opinions and preferences expressed by students, families and staff. The research did not find a significant difference in student learning based upon one model over the other. There is an increased financial impact to continuing the block schedule model.

Regardless of which schedule is selected, students and staff need support to be successful. Additional time for student intervention and support as well as professional learning and support for staff remain a high priority.



ACKNOWLEDGEMENTS

We would like to thank the Board and Superintendent for launching this review and supporting the work of this Committee. Holly Kahler and Erin Zacharda were instrumental with logistics, data gathering and drafting this report. Thank you to those who took time to participate in the ThoughtExchange - your voice truly matters. Finally, a heartfelt thank you to the members of the Committee. Their passion, professionalism and thoughtful participation were invaluable.

~Dr. Kristine McDuffy