

High School Bell Schedule Research Update

June 1, 2023

Progress

- **Last Presentation (October 2022)**
 - Presented priorities, schedule types, research, suggested readings
- **Tonight:**
 - Share information from surveys of students, teachers and parents/guardians
 - Student in-person feedback and reaction to schedule models
 - Choice of schedule model to pilot based on this feedback

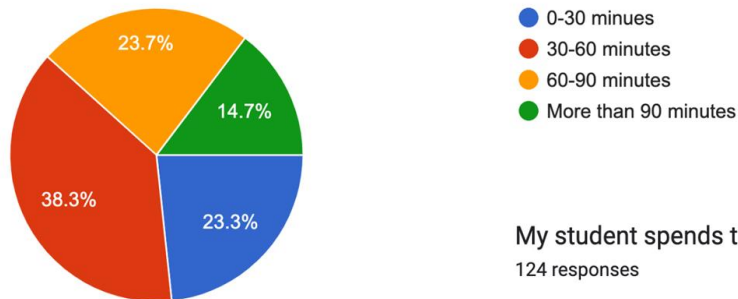
Survey Overview

- Committee wanted to focus on a few key areas that may impact student learning:
 - Time spent preparing for school/homework
 - Balance with after school activities
 - Length of classes/Use of time

Homework-Time Spent Each Night

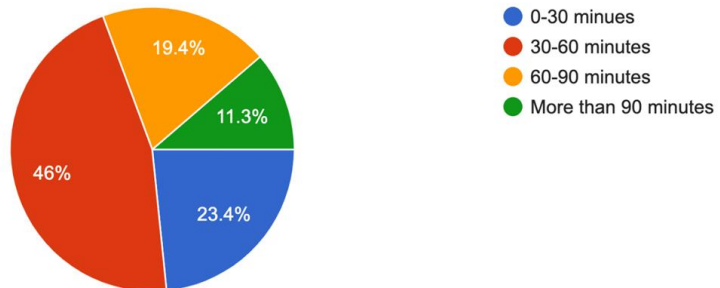
I spend the following amount of time each night on homework or other assignments:

300 responses



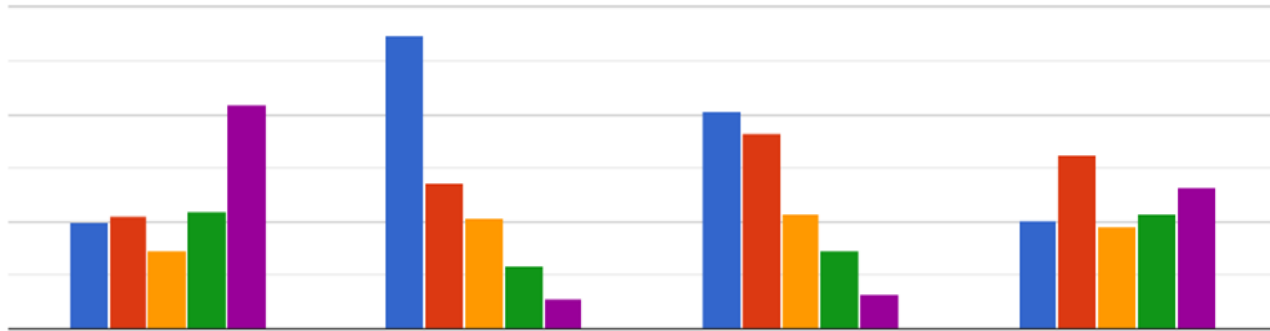
My student spends the following amount of time EACH NIGHT on homework or other assignments:

124 responses



Students- Length of Period

Strongly Agree Somewhat Agree Neither Agree or Disagree Somewhat Disagree Strongly Disagree



I would prefer to have more of my classes for shorter lengths each day (for example, 6 classes that are 55 minutes long)

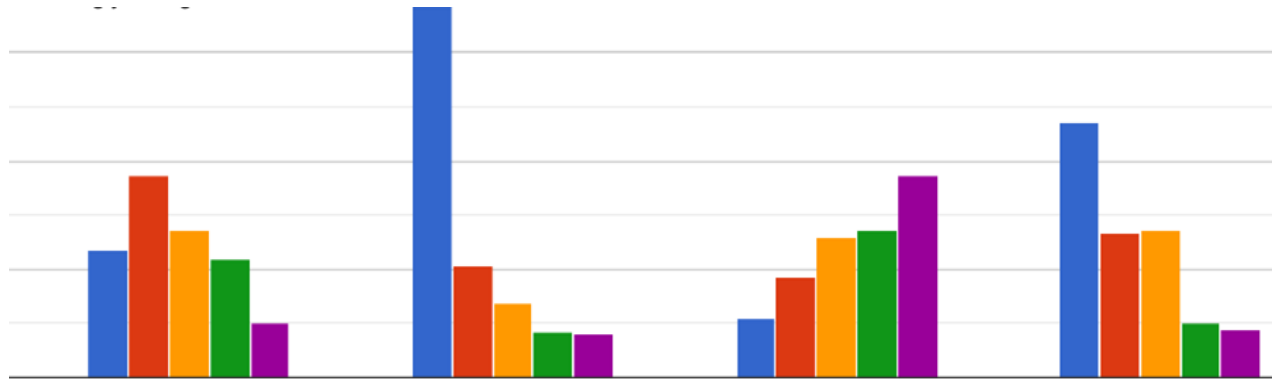
Having only half of my classes each day is preferable to having shorter classes

My teachers use the 84 minute block periods effectively

I am usually able to pay attention in class for the whole period

Students- Time to Complete Work

Strongly Agree Somewhat Agree Neither Agree or Disagree Somewhat Disagree Strongly Disagree



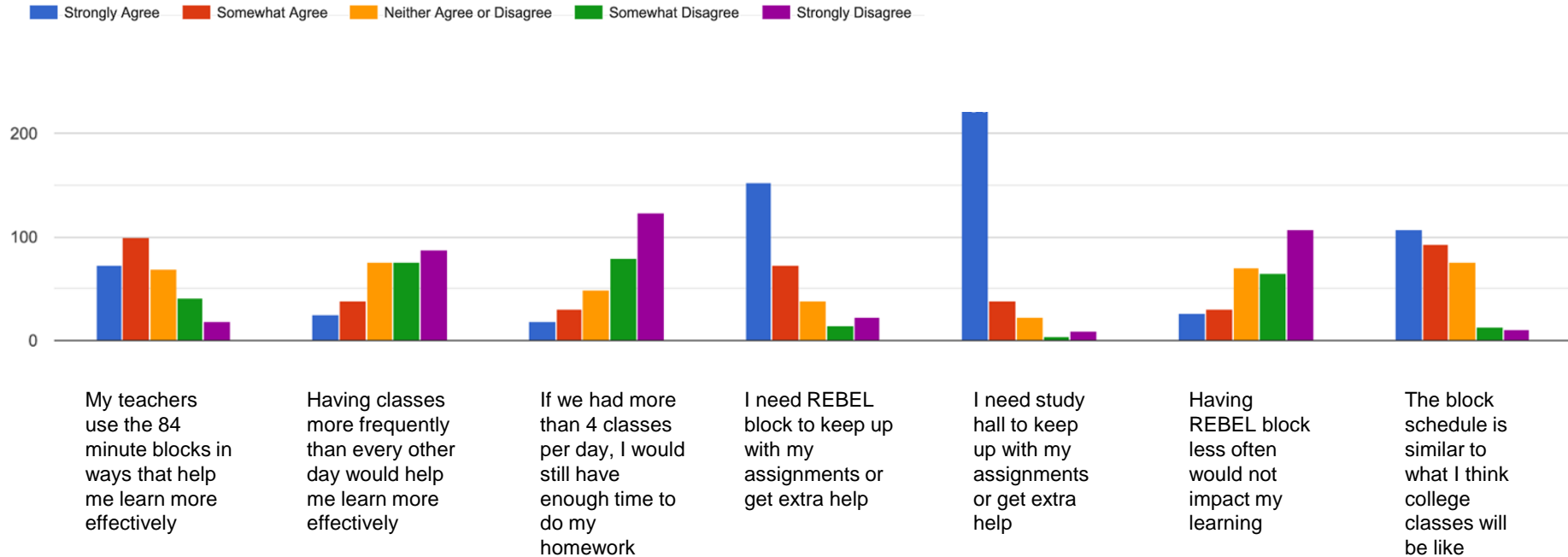
I have enough time each night to complete homework or other assignments

Having REBEL block every day is important to me

The block schedule (having fewer classes that are longer and do not meet every day) makes it difficult to make up work when I am absent

Having the blocks meet in the same order every Red/Blue day (e.g. English class being the same time every day) is beneficial

Students- Use of Time



Parents/Guardians

- Answers to the Likert scale questions parallel the student responses
 - Somewhat more favorable to having more, shorter classes
 - Slightly more concerned about the ability to make-up work with current schedule
 - Higher agreement that block is more reflective of college schedules
 - More mixed responses on effectiveness of changing frequency of classes

Comments about changing:

- Mental health/balance with other commitments
- Extra time/other accommodations
- Adjusting to new schedule

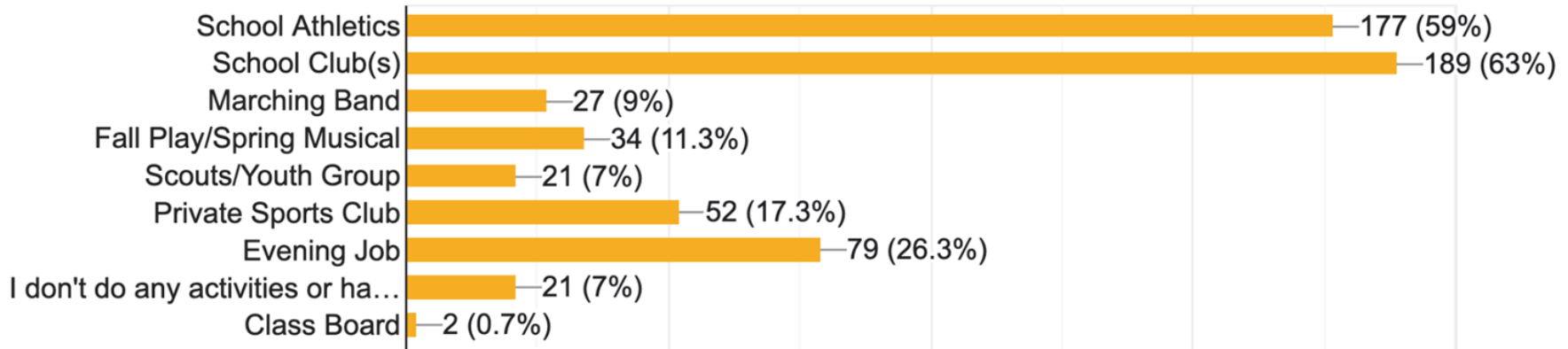
Comments about current schedule:

- Students' attention spans
- Effectiveness of long periods
- Too much “down time”
- Not enough homework

Snapshot of Student Involvement

I am involved with the following activities (check all that apply)

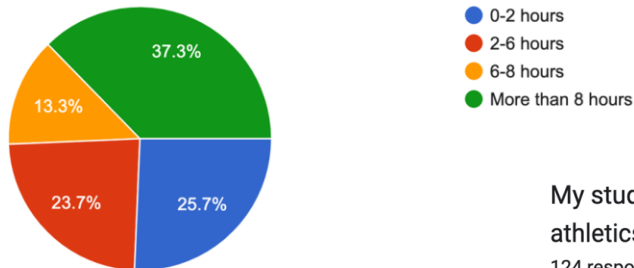
300 responses



Activities- Time Spent Beyond School Hours

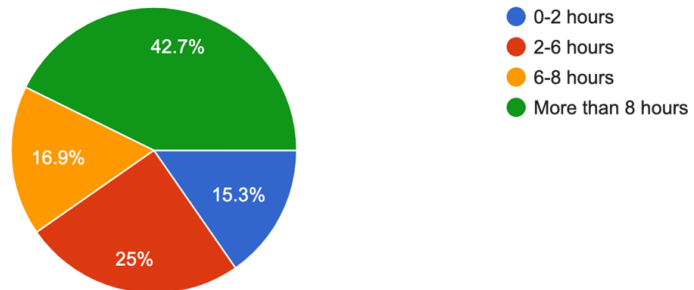
I spend the following amount of time each WEEK on after school activities such as athletics, clubs, performing arts, scouts, community service groups, private sports clubs, a job, etc.:

300 responses



My student spends the following amount of time each WEEK on after school activities such as athletics, clubs, performing arts, scouts, community service groups, private sports clubs, a job, etc.:

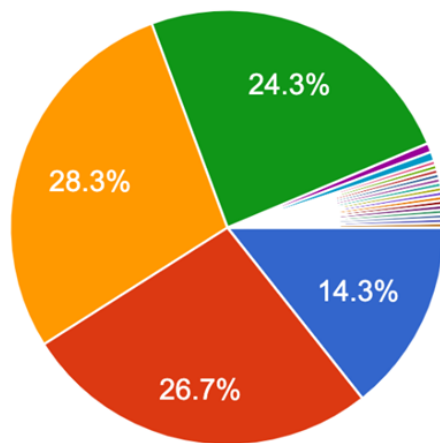
124 responses



Use of Study Hall Time

How much time, on average, during your study hall period is used for academic purposes (homework, studying, etc.)?

300 responses



- Usually less than half (fewer than 40 minutes)
- About half (approximately 40 minutes)
- More than half (greater than 40 minutes)
- Usually the whole time
- I don't have a study hall
- I don't have a study hall block this year.
- i dont have a study hall

Teachers- Benefits of Current Schedule

- Important to Culinary Arts, Family/Consumer Science, Music, Physical Education, Science, Visual Arts programs
- Inquiry-based activities and discussions/opportunities to dig deeper
- Student collaboration/project-based learning
- Time for student practice, feedback, conferencing
- Set-up/clean up while maintaining substantive instructional time
- Complete lessons/objectives in support classes
- Completing PPT/504 meetings with consistent attendance
- Review/re-teaching of certain content and skills

Teachers- Challenges of Current Schedule

- **Keeping students' attention and focus**
- Impact of student & teacher absences, snow days
- Frequency/contact time with subject matter
- Lack of rotation (first period/last period)
- Time allotment for science labs (especially AP)

Students- Focus Groups

- Worry about managing more classes, most felt that they begin to lose attention after about an hour much of the time
- Would like more breaks in the blocks
- Value of REBEL is that all teachers are available, unlike study hall, after school because of conflicts and activities
- Feel having two nights to complete work for classes helps with balance
- Quality of classes vary with the long periods, generally like the longer periods in science and arts classes
- Looked at a sampling of different types of schedules to get reactions and questions

A	B	C	D	E	F	G	H
8:30 1 9:23	8:30 4 9:23	8:30 2 9:23	8:30 1 9:23	8:30 2 9:23	8:30 3 9:23	8:30 1 9:23	8:30 2 9:23
9:28 2 10:21	9:28 3 10:21	9:28 1 10:21	9:28 2 10:21	9:28 1 10:21	9:28 4 10:21	9:28 2 10:21	9:28 1 10:21
10:26 3 11:19	10:26 6 11:19	10:26 7 11:19	10:26 3 11:19	10:26 3 11:19	10:26 5 11:19	10:26 7 11:19	10:26 3 11:19
11:24 4 12:49	11:24 5 12:49	11:24 8 12:49	11:24 4 12:49	11:24 4 12:49	11:24 6 12:49	11:24 8 12:49	11:24 4 12:49
12:54 5 1:47	12:54 7 1:47	12:54 6 1:47	12:54 8 1:47	12:54 5 1:47	12:54 7 1:47	12:54 6 1:47	12:54 8 1:47
1:52	1:52	1:52	1:52	1:52	1:52	1:52	1:52

A	B	C	D
8:00-8:45 1	8:00-8:45 2	8:00-8:45 3	8:00-8:45 4
8:50-10:05 2	8:50-10:05 3	8:50-10:05 4	8:50-10:05 1
Connections 10:10-10:30	Connections 10:10-10:30	Connections 10:10-10:30	Connections 10:10-10:30
10:35-11:20 3	10:35-11:20 4	10:35-11:20 1	10:35-11:20 2
11:25-11:55 5 1st Lunch	11:25-11:55 6 1st Lunch	11:25-11:55 7 1st Lunch	11:25-11:55 8 1st Lunch
12:00-12:30 5 2nd Lunch	12:00-12:30 6 2nd Lunch	12:00-12:30 7 2nd Lunch	12:00-12:30 8 2nd Lunch
12:35-1:05 5 3rd Lunch	12:35-1:05 6 3rd Lunch	12:35-1:05 7 3rd Lunch	12:35-1:05 8 3rd Lunch
1:10-1:55 8	1:10-1:55 7	1:10-1:55 6	1:10-1:55 5
2:00-2:45 7	2:00-2:45 8	2:00-2:45 5	2:00-2:45 6

PERIOD (57 min. classes)	DAY 1 (6 class day)	DAY 2 (6 class day)	DAY 3 (6 class day)	DAY 4 (6 class day)
Class 1 7:30 - 8:27	Pd. 1 A	Pd. 1 D	Pd. 1 C	Pd. 1 B
Class 2 8:31 - 9:28	Pd. 2 B	Pd. 2 A	Pd. 2 D	Pd. 2 C
Class 3 9:32 - 10:29	Pd. 3 C	Pd. 3 B	Pd. 3 A	Pd. 3 D
LB1 10:33 - 10:58 (25 min.)	LUNCH/BREAK	LUNCH/BREAK	LUNCH/BREAK	LUNCH/BREAK
LB2 11:02 - 11:27 (25 min.)	LUNCH/BREAK	LUNCH/BREAK	LUNCH/BREAK	LUNCH/BREAK
Class 4 11:31 - 12:28	Pd. 4 E	Pd. 4 H	Pd. 4 G	Pd. 4 F
Class 5 12:32 - 1:29	Pd. 5 F	Pd. 5 E	Pd. 5 H	Pd. 5 G
Class 6 1:33 - 2:30	Pd. 6 G	Pd. 6 F	Pd. 6 E	Pd. 6 H

PERIOD (87/88 min. classes)	DAY 5 (4 class day)	DAY 6 (4 class day)
Class 1 7:30 - 8:57	Pd. 1 A	Pd. 1 C
Class 2 9:01 - 10:29	Pd. 2 B	Pd. 2 D
LB1 10:33 - 10:58 (25 min.)	LUNCH/BREAK	LUNCH/BREAK
LB2 11:02 - 11:27 (25 min.)	LUNCH/BREAK	LUNCH/BREAK
Class 3 11:31 - 12:58	Pd. 3 E	Pd. 3 G
Class 4 1:02 - 2:30	Pd. 4 F	Pd. 4 H

8	5	7
2:45 FLEX 3:15	2:45 FLEX 3:15	2:45 FLEX 3:15
-1-2	-3-4	-5-6

Drop 4 & 6 Drop 1 & 5 Drop 2 & 8 Drop 3 & 7

	A Day	B Day	C Day	D Day	E Day
7:20 - 8:29	Period 1	Period 6	Period 3	Period 8	Period 5
8:34 - 9:45	Period 2	Period 7	Period 4	Period 1	Period 6
9:50 - 10:59	Period 3	Period 8	Period 5	Period 2	Advisory
11:04 - 12:51	Period 4 (Lunch)	Period 1 (Lunch)	Period 6 (Lunch)	Period 3 (Lunch)	Period 7 (Lunch)
12:56 - 2:05	Period 5	Period 2	Period 7	Period 4	Period 8

Initial Conclusions

- Parents and Students place high value on flexible time during the school day
- NF students have many outside of school commitments to consider
- Study halls are not currently maximally effective
- Different programs (teachers) see different benefits and drawbacks of any type of schedule
- Varying effectiveness of class and study hall time
- All groups appear to feel that all class meetings being 80+ minutes can make attention and focus more difficult
- Anticipate high need for structure and explanation if the daily schedule is changed

Next Steps

- Pilot schedule(s) that places high value on characteristics that students, parents and teachers find beneficial
 - Allowance for flexible time
 - Minimize time outside of school necessary for students to prepare for classes
 - Target date: **week of 10/2/23**
- Surveys following the pilot
- Recommendation to the Board at November 2 meeting for 2024-2025 year

Pilot Schedule: “Drop 2” Hybrid Block

- Increased frequency of meetings from 50% to 75%
- Combination of shorter and longer block periods
- 45-50 minutes/75-90 minutes
- Allows for REBEL block on a regular or rotating basis
- Maintains regular bells each day

A	B	C	D
1	2	3	4
2	3	4	1
REBEL	REBEL	REBEL	REBEL
3	4	1	2
5 (Lunch)	6 (Lunch)	7 (Lunch)	8 (Lunch)
6	7	8	5
7	8	5	6