

School Board Presentation *Proposed '24-'25 RHS Schedule*

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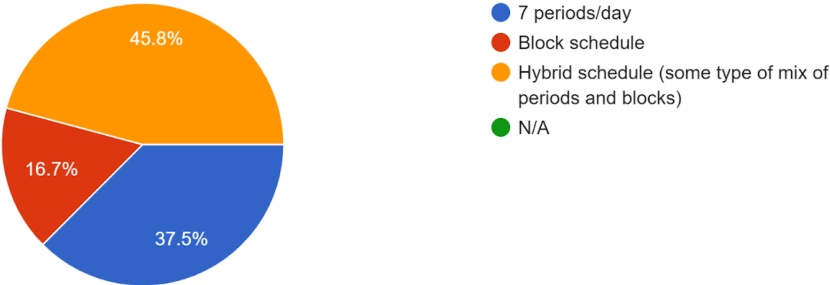
Why change the schedule?

The committee was formed in August 2023 to research and make recommendations about the daily schedule at Raymond High School. Over the past 6 months the committee has met weekly to discuss the schedule and has researched, surveyed, and debated the strengths and weaknesses of our current schedule as well as other types of schedules. In surveys and data collected by the Scheduling Committee in October 2023, multiple issues with the current 94-minute block schedule were identified.

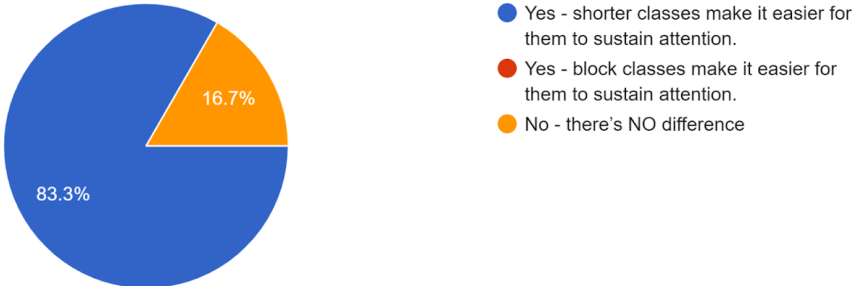
A.) Teachers, students, and parents stated that the current block periods of 94 minutes were too long. It was conjectured in surveys that this could lead to lower student achievement, lower student attention, and inefficient uses of class time. Some example charts of survey answers can be seen below:

From the teacher survey:

Based on your experience, which scheduling option allows you to cover more academic content?
24 responses



Do you find that the schedule impacts a student's ability to sustain attention during class?
24 responses

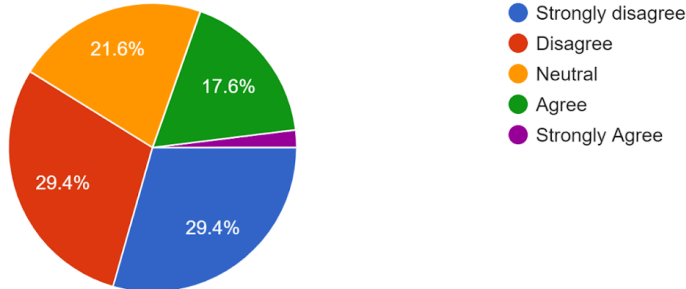


*While teachers did note that shorter classes might be beneficial, they also commented that having some sort of block period within the schedule was a *necessity* due to science labs, engaging in more complex activities in other subjects, and practice AP tests.

From the student survey:

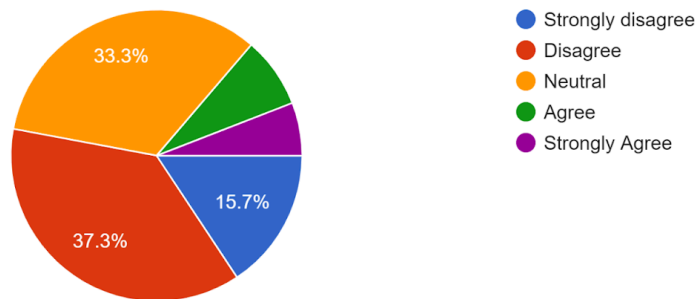
I can focus my attention on learning for a full block class.

51 responses



I understand material in a block class (Period 1, 3, 4, 5, 6, 7) BETTER than in a shorter class (Period 2).

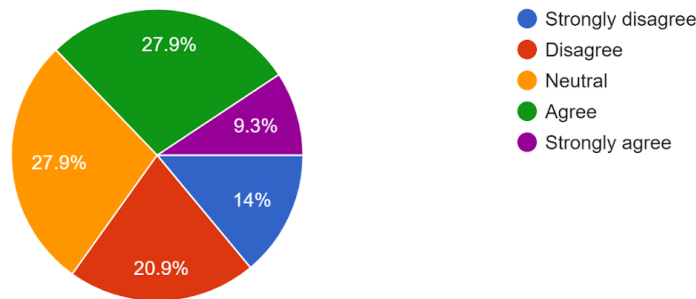
51 responses



From the parent survey:

My child would be more successful with shorter classes.

43 responses



*Generally, parent responses were neutral within the early surveys and many asked what teachers thought.

B.) In examining the current schedule there is clear inequity for SST students. Although they are not a majority of the school population (roughly around 10-15%), the schedule can be adjusted to address the issues, including:

- **Disparity in missed classes:** Currently, AM SST misses only two classes at RHS and has to balance more workload between RHS and SST. PM SST misses four classes at RHS leading to more downtime during the school day and fewer connections to the school. It can also make graduation more difficult if they have fallen behind in credits.
- **AM SST students have no RAM** and may fall more behind given their higher load of classes.
- **Both AM and PM SST students may feel a stronger disconnect from the school community** as AM SST has no RAM and therefore misses many class meetings or other school activities. PM SST missing four classes also takes them away from many of the academic classes that RHS offers.

C.) The Tech department pulled grading data from the '21-'22 and '22-'23 school years (we avoided earlier years due to COVID, remote learning, and different grading scales). The committee observed a major trend in the data:

- **Student success rate was significantly higher in the skinny period compared to the 94-min block:** When looking at data from the past two school years, students achieved grades of D+ or lower in block classes at a rate 19.4% higher than their shorter daily "skinny" (Period 2 in our current schedule) block. This was consistent across both years and the semesters within each year.
- In other words, across the school there are roughly 10 more failures each block than the "skinny" block.

*D+ was chosen in this as although it is passing, it is not a grade that should be a goal for students. In addition, if a student remediates a failing grade in summer school (which we cannot see in the data) the grade will be changed to a D+ from a failing grade.

D.) There is a clear lack of consistency week-to-week in our current schedule.

- Students often don't know whether we are in a Green or White day. Staff also noted that they sometimes get turned around by this.
- Teachers noted that for planning purposes, the current schedule could be very hectic, particularly if there is a day lost due to a snow day, delay, or school activity.

- Teachers also mentioned seeing students more often per week would probably lead to better student outcomes. This was noted particularly in Math and Music, where consistent repetitive practice is more valuable than large chunking of practice.
- In addition, AP (Advanced Placement) teachers also noted that seeing students more in a class as content rich as theirs would probably result in better outcomes. One AP teacher in particular noted that AP exams occur after April vacation and that last year due to school activities, cancellations, and other factors, they only saw their AP students 2-3 times in the two weeks leading up to April vacation, then vacation occurred, and students immediately took their exam upon return. It would clearly be more advantageous for student learning and performance if the class met more often.

* There is more survey feedback and raw data that also supports adjusting our schedule. However, we are trying to keep this document brief.

E.) There is educational and psychological research data concerning student attention that points to the potential detriment of the current 94-minute length of our blocks:

- Studies have found that the maximum attention span of a 16 year old is around 48 minutes (with younger students having a shorter attention span and older students having a slightly longer one).^{1 2}
- There are multiple studies that point to block schedules having a slightly positive to negligible impact on most students in the top 75%. However, for students in the bottom 25%, block schedules have a definite detrimental effect. Simply put, it doesn't matter what the schedule is for the high-achievers, but for the lower quartile, it does!^{3 4 5}
- While there is some data that points to the academic and social-emotional benefits of blocks,⁶ these studies involved schools in which programming is specifically geared for block schedules. These schools shaped their curriculum and school culture around blocks: the teachers and staff explicitly engaged in professional development activities to design instruction for blocks with adequate training and resources, and the schools often reassessed and re-evaluated the value of block time for classes.⁷ Unfortunately, it was stated in the surveys of RHS teachers that these considerations did not occur when block schedules were implemented at RHS.

¹ "How to Maintain Your Students' Attention in Class" (2022). Waterford.org.
<https://www.waterford.org/education/student-attention-span/#:~:text=On%20average%2C%20a%20child's%20attention,between%2016%20and%2027%20minutes>

² Boese, M., "Encouraging Young Children to Develop Their Attention Skills" (2022). Edutopia.
<https://www.edutopia.org/article/encouraging-young-children-develop-their-attention-skills>

³ Labak, I., Peric M. S., & Radanovic I. "Effects of Block vs. Traditional Schedules on High School Science Success – Lessons from Biology Classes" (2020). Education Sciences. 10(8). 209-238.
<https://files.eric.ed.gov/fulltext/EJ1264581.pdf>

⁴ Mizhquiri, Lesley, "White Paper: The Effects of Block Scheduling and Traditional Scheduling on High School Student Achievement" (2019). EDUC 17: What Works in Education?. 1.
<https://digitalcommons.dartmouth.edu/educ17whitepapers/1>

⁵ Clark, Sedric G., "The Impact of Block Scheduling on Student Achievement, Graduation Rate, and Attendance at the High School Level" (2021). Dissertation. 896.
<https://digitalcommons.latech.edu/dissertations/896>

⁶ Childers, Elizabeth Anne, "Effects of Class Scheduling and Student Achievement on State Testing" (2018). Walden Dissertations and Doctoral Studies. 5840.
<https://scholarworks.waldenu.edu/dissertations/5840>

⁷ Williams, C., "The Impact of Block Scheduling on Student Achievement, Attendance, and Discipline at the High School Level" (2011). Argosy University Dissertation.
<https://files.eric.ed.gov/fulltext/ED528899.pdf>

What variables did the committee contend with?

**Please know that any edits or changes to the proposed schedule will need to take all of these things into account. In addition, any changes might also create unintended consequences that will need to be addressed. It is the Committee's suggestion that the School Board either accepts or rejects this proposed schedule with feedback so that the committee can go back to the drawing board and address the feedback.*

Important variables that impacted the proposed schedule:

- AM & PM SST scheduling both in terms of start and end times of periods, as well as how we could rotate a schedule.
- Keeping RAM.
- More equitable distribution of classes and RAM for SST students, while still maintaining only missing 6 total classes between AM & PM.
- Teaching kids more than 2.5 times a week to improve student outcomes and better foster trust-based relationships between students and teachers.
- Balancing the necessity and benefits of blocks with the apparent issues of block's impact on student attention/achievement.
- Having a block day with students more than once a week.
- Having a "skinny" day with students more than once a week.
- Shared resources between buildings.
- No lunches over 30 minutes.
- Meeting the state instructional hours requirement.
- Not changing the total amount of classes (7).
- Maintaining consistency of a schedule each day that can be planned out at the start of the year for Special Education and Administration meeting purposes.
- School start and end time not shifting.
- CBA considerations (preps, lunches, etc.).

Proposed Weekly '24-'25 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Bookend Day	Block Day	Block Day	Block Day	Bookend Day
Period 1 7:30-8:15	Period 1 7:30-8:38	Period 2 7:30-8:38	Period 1 7:30-8:38	Period 1 7:30-8:15
Period 2 8:18-9:03		Period 3 8:41-9:49	Period 3 8:41-9:49	Period 2 8:18-9:03
Period 3 9:06-9:51	Period 2 8:41-9:49			Period 3 9:06-9:51
RAM 9:54-10:29	RAM 9:52-10:31	RAM 9:52-10:31	RAM 9:52-10:31	RAM 9:54-10:29
Period 4 (Daily)/Lunch Bookend Days 10:32-11:46 { 1st Lunch 10:32-10:58 } { Class 10:32-11:17 } { Class 11:01-11:46 } { 2nd Lunch 11:20-11:46 }		Period 4 (Daily)/Lunch Block Days 10:34-11:48 { 1st Lunch 10:34-11:00 } { Class 10:34-11:19 } { Class 11:03-11:48 } { 2nd Lunch 11:22-11:48 }		
Period 5 11:49-12:34	Period 5 11:51-12:59	Period 6 11:51-12:59	Period 5 11:51-12:59	Period 5 11:49-12:34
Period 6 12:37-1:22				Period 6 12:37-1:22
Period 7 1:25-2:10	Period 6 1:02-2:10	Period 7 1:02-2:10	Period 7 1:02-2:10	Period 7 1:25-2:10

Daily Schedules

Bookend (Skinny) Day *Monday/Friday

Period 1	7:30-8:15	45 min
Period 2	8:18-9:03	45 min
Period 3	9:06-9:51	45 min
RAM	9:54-10:29	35 min
Period 4 (2nd Lunch)	10:32-11:17 (11:20-11:46)	45 min (26 min lunch w/bells)
Period 4 (1st Lunch)	11:01-11:46 (10:32-10:58)	45 min (26 min lunch w/bells)
Period 5	11:49-12:34	45 min
Period 6	12:37-1:22	45 min
Period 7	1:25-2:10	45 min

Block 1 Day *Tuesday

Period 1	7:30-8:38	68 min
Period 2	8:41-9:49	68 min
RAM	9:52-10:31	39 min
Period 4 (2nd Lunch)	10:34-11:19 (11:22-11:48)	45 min (26 min lunch w/bells)
Period 4 (1st Lunch)	11:03-11:48 (10:34-11:00)	45 min (26 min lunch w/bells)
Period 5	11:51-12:59	68 min
Period 6	1:02-2:10	68 min

Block 2 Day *Wednesday

Period 2	7:30-8:38	68 min
Period 3	8:41-9:49	68 min
RAM	9:52-10:31	39 min
Period 4 (2nd Lunch)	10:34-11:19 (11:22-11:48)	45 min (26 min lunch w/bells)
Period 4 (1st Lunch)	11:03-11:48 (10:34-11:00)	45 min (26 min lunch w/bells)
Period 6	11:51-12:59	68 min
Period 7	1:02-2:10	68 min

Block 3 Day *Thursday

Period 1	7:30-8:38	68 min
Period 3	8:41-9:49	68 min
RAM	9:52-10:31	39 min
Period 4 (2nd Lunch)	10:34-11:19 (11:22-11:48)	45 min (26 min lunch w/bells)
Period 4 (1st Lunch)	11:03-11:48 (10:34-11:00)	45 min (26 min lunch w/bells)
Period 5	11:51-12:59	68 min
Period 7	1:02-2:10	68 min

Proposed Minutes:

Most Periods: (45 min x 2 days) + (68 min x 2 days) = 226 min per week

Period 4: 45min x 5 days =225 min per week

Current Minutes:

94 min x 2.5 days OR 47 min x 5 days = 235 min per week (CURRENT)

*Although there is a loss of minutes in the proposed schedule it is the committee's opinion that this will enable more effective contact time with students than in the current schedule. This "quality over quantity" mindset was reiterated by parents as being a benefit of the proposed schedule during an in-person presentation that was done by the PSO. In addition, the loss of minutes is mainly due to extra transition times each day (especially bookends) and adjustments made to make the timing work, so this drop in minutes is due to the general mechanics of this proposed schedule.

Instructional Time:

State Mandated Instructional Time: 990 hrs required

Per Week Now: 1805 minutes (roughly 1083 hrs per 180 days, 1071 per 178)

Per Week in Proposed Schedule: 1768 minutes (roughly 1060 hrs per 180 days, 1049 per 178)

Clarifications:

A.) Students are seen by teachers 4 days a week and still get a break from each class once a week. Seeing students 4 times a week will lessen the impact of school closures, delays, events, etc. Schedule has both shorter periods and longer blocks, compromising between both.

B.) The schedule is also *consistent* every week (every Monday is the same, every Tuesday is the same, etc.) hopefully leading to less student confusion and better teacher planning. The bookend days also allow teachers to open and close every week with all of their students.

C.) Shared resources would most likely shift to an AM/PM model with the Middle School, as opposed to their current Green/White Day model.

D.) AM SST goes from missing 2 classes to missing 3 classes, however PM SST goes from missing 4 classes to missing 3. Therefore there is no net change to missed classes.

E.) There are benefits in this schedule for AM SST as they will still get RAM and will not get as slammed with 4 classes at RHS plus SST and no RAM as they currently have. In addition there is less down time for PM SST students who wait for the bus in the current schedule from 10:30 to roughly 11:40. PM SST also picks up one more class.

F.) Teacher preps will need to be coordinated in the following pairs: 1 & 7, 2 & 5, or 3 & 6. This is to ensure that teachers always have a prep period each day with these rotating blocks (per CBA). In CBA, teachers are entitled to a prep that is equal to the longest period of the day. Because there are double preps within some of these days, the second prep may be used for committee work, PLC time, duties, *etc.*

G.) Lunch becomes consistent everyday (as opposed to possibly 10:30 one day and 12:05 the next) which is healthier for students. It has also been noted by the cafeteria staff that this would be an improvement for their logistics as well, making food service more efficient in terms of costs and possibly reducing their work time.

*On a side note, RAM would be better suited for the rotating lunch, but teachers are entitled to uninterrupted lunch per CBA so RAM would not be appropriate as it is a time specifically for students to work with teachers.

H.) PM SST students will need to be in 2nd Lunch classes (Admin will need to coordinate with Guidance on this) and will most likely need to-go lunches provided. Most PM SST students are upperclassmen, and this would only impact a small number of students.

I.) The first draft of our proposed schedule had an AM and PM rotation of classes (*i.e.*, Tuesday and Wednesday were the same, but Thursday started with 3-1 and ended with 7-5). Due to student feedback concerning early release and late arrival this initial schedule was adjusted to what you see now.

J.) Student services may also more easily be provided as students who may miss a class will miss a shorter period of time and will still see their teacher 3 other times during the week. This may also give student service providers from outside of the school more opportunities to meet with students.

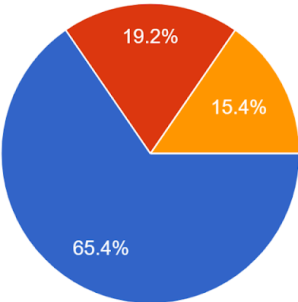
What has been the feedback concerning this proposed schedule?

Support for the proposed schedule has been strong among all major stakeholders (vote from teachers and underclassmen, feedback from parents, via Google Form survey early February 2024).

A.) From Teachers:

Teacher vote (ALL teachers voted):

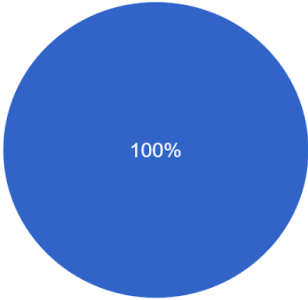
Do you think we should pursue the schedule proposed by the Scheduling Committee?
26 responses



- Yes, I support the implementation of the schedule presented by the scheduling committee.
- No, I believe that there must be a different type of schedule we can pursue.
- No, I believe the current schedule is adequate to the needs of the school.

Administration, Guidance, and Special Education vote:

Do you think we should pursue the schedule proposed by the Scheduling Committee?
11 responses



- Yes, I support the implementation of the schedule presented by the scheduling committee.
- No, I believe that there must be a different type of schedule we can pursue.
- No, I believe the current schedule is adequate to the needs of the school.

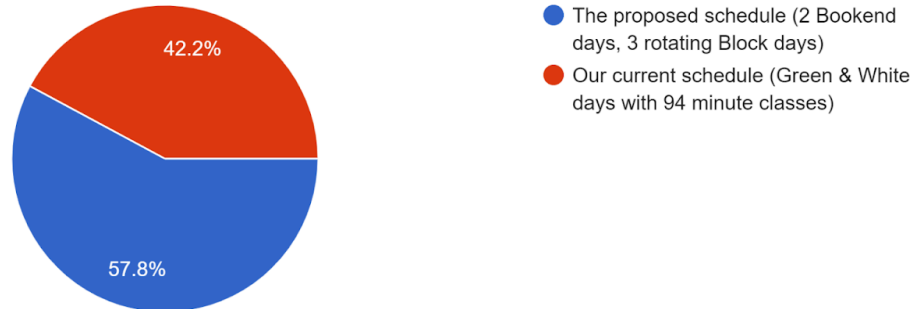
Teachers applauded the shorter classes and the consistency of the weekly schedule. They especially value seeing students more often and are pleased that the proposed schedule is more equitable for SST students.

Teachers expressed some concern over the loss of preparation time in the proposed schedule. There is a potential conflict in the CBA on bookend days in terms of prep time, but there is already a draft MOU in the works through the union to address it. They also expressed that bookend days may become chaotic.

B.) From Students:

Which schedule would you prefer for next school year '24-'25?

166 responses



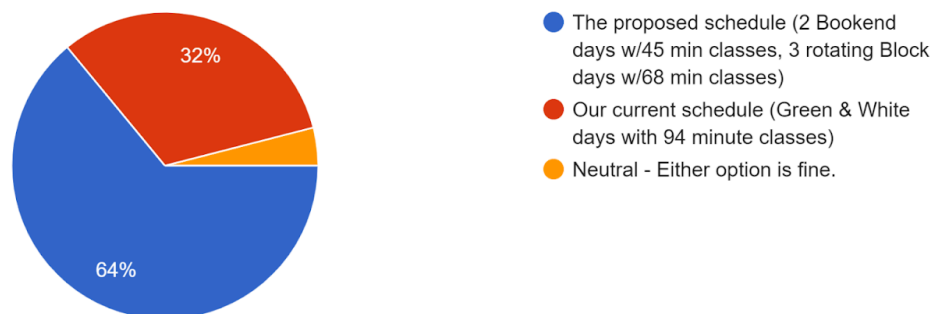
*166 out of 268 students responded across Freshman, Sophomore, and Junior classes. Seniors were exempted as they will not be here next year.

Many student concerns from the earlier survey were addressed. Some students expressed concerns over the potential for more homework. Note: The committee believes that this may be incorrect, as students would probably get the same amount of homework as before; assignments would essentially be geared for just one night's worth of work as opposed to two. The student survey was also based on a slightly different schedule (See P.11 - I.); students, primarily rising seniors, expressed some concern about its impact on early release and late arrival. Based on that feedback, the schedule was adjusted to allow for more consistency in this regard. This revised schedule is what is presented for consideration and review.

C.) From Parents:

Which schedule would you prefer, starting with school year 2024-25?

25 responses



While feedback may appear strong in this chart, it actually represents only a small number of parents overall (25 responses). Further, data may not present a true representation: for example, if multiple parent responses were received from the same household, or if one parent vote represented many students at the school.

In the survey some parents did mirror the same concerns of students with regard to homework and its potential stress. However, it is important to note that when an in-person meeting was held with 8 parents at RHS on February 1, 2024, the responses were overwhelmingly positive. These positive attitudes were also seen within the surveys themselves. These parents praised the consideration of SST students, the consistency of the schedule, the shorter classes, and the potential for class time to be utilized more efficiently.

MOU Reasoning

In the current Collective Bargaining Agreement it states:

“The schedules will include at least one duty-free uninterrupted planning period per day. The planning period will equal the length of the instructional period if a school uses a block schedule for all classes each day. Otherwise, the planning period will equal at least 50 minutes per day.”

This does work appropriately on the Block Days in the proposed schedule as periods are 68-minutes long. On the one Block Day where teachers have two periods that are non-teaching blocks, the second of the blocks can be used for other school district goals naturally within the current CBA.

However, on the Bookend Days there is a conflict between the language of the CBA and the length of the periods in the day. With 45-minute periods there is no ability for there to be an uninterrupted 50-minute planning period. The MOU calls for a 45 minute uninterrupted period on Bookend Days. It also calls for $\frac{1}{2}$ of the second non-teaching period (roughly 22 minutes) as planning time as well, allowing the second half of that period to be used for school district goals. This will create a consistent 68-minute amount of planning time each day for teachers, while also building in specific time for school district goals.