

School Factors Related to Increasing the Odds for Student Success

I. THE TIME FACTOR

Schools can:

1. Extend time for selected courses; in some schools this time extension may need to be provided for both high failure and Advanced Placement courses;
2. Provide tutorials during the school day for selected students – possibly offer some tutorials after school hours for other students;
3. Permit students in foundation courses, such as Algebra I, who initially do not receive a grade of “B” or higher to repeat the course. There is evidence that students who receive at least a grade of “B” in certain foundation courses have less difficulty mastering the content of related higher level courses. If students make an “A” or a “B” in the repeat course, they will be encouraged to repeat such courses by counting the first course as an elective and making sure the initial “C” or “D” does not count in determining their overall GPA. Regardless of the grade made in the repeat course, the higher grade should be used for purposes of formulating GPA.
4. Build interventions throughout high failure, sequential courses, such as Algebra I.
5. Reduce time for some students; also accelerate some students. A schedule that allows acceleration or “doubling” of two courses in the same discipline during the same school year is critical if students are allowed to delay certain courses until adequate skills can be developed. The idea here is to work from a prevention strategy rather than from the traditional “take course/fail course/repeat course” format. This strategy also is important in small schools if one desires to reduce the number of teacher preps and to balance the workload of both teachers and students.

Note: School scheduling is a critical factor in how time is used to accomplish the above strategies. If increasing student success is the primary goal, we must think of time as a resource – not a standardized period of time for all courses and all students. Schedules should be based on student needs, which will vary with different groups of students. Too often we determine a schedule format and HOPE/EXPECT all students to fit!

II. THE TEACHER FACTOR

Administrators and Teachers can:

1. NAG: Teachers who “nag” effectively understand the difference in making it difficult for students to fail and in making it difficult for students to get good grades without much work and re-work. They bombard students with various teaching strategies and continually express confidence that the student can learn, even when the student is giving little reason to believe this. The teacher who nags keeps expectations high and does not give up on students easily even when students appear to give up on themselves.
2. Provide specific (focused) feedback and allow corrections to be made; for some students it is important that teachers not only nag but also that they provide support in order to keep students working until acceptable work is completed. Some students have to be “led/guided/pulled” until they learn “how it feels” to be successful!
3. Establish clear goals and make sure students understand what is expected.
4. Teach students how to meet extended goals by establishing short, incremental tasks along the way.
5. Empower students to help themselves when they “mess up” (e.g. Aunt Matilda system). If students are working, they must not see teachers and school policies as “setting traps” that keep them from being successful.
6. Provide assignments that are meaningful to students – not assignments just viewed as busy work or assigned for purposes of power and control!!

Note: The odds are increased that more teachers will use the above practices if they are provided a balanced work load, such as a reduced number of preps and a reduced number of students for whom they are responsible during any one school term, semester, or school year.

III. THE STUDENT FACTOR (Motivation)

Educators can:

1. Monitor school policies to see if they foster “effort-based learning” rather than preventing/discouraging students from doing work.
2. Review grading policies and practices to see if assessments and grades are used primarily for purposes of improving teaching and learning and assisting students in mastering content or primarily for “sorting and selecting” students.
3. Provide schedules that do not require students failing early in a course to stay in the course for an entire school year and waste that period of time. This practice not only may create “wasted time” but it also may provide time that is spent destructively which ultimately can decrease the odds for success for years to come. This factor is especially important in courses that have “high sequence” to them, such as most math and other types of skill-building courses.
4. At least in Grade 9, not only delay students’ taking selected high failure courses until skills have been improved but also balance the workload of students relative to reading/writing requirements and homework assignments.

Note: School policies and grading practices need to be reviewed to see if they are congruent with current views regarding human motivation; for example, there is little evidence that “repeated failure” will make people more responsible.

Repeated failure often makes human beings give up; yet, some teachers will defend their practices of repeatedly failing students with the belief that they are making students more responsible and preparing them for the work force once they leave school. As Dr. Phil would say: “Is it working?” “Has it ever worked?” This is not to say that schools and teachers can prevent all failure.

IV. THE CURRICULUM FACTOR

Teachers can:

1. Make certain that the content they are teaching is related to the accountability factors the school or state has put in place (curriculum alignment).
2. At least some of the time, use assessments designed in the format of the high-stakes tests.
3. In Grade 9, delay enrolling students in selected courses until sufficient reading/writing/math skills can be developed that will increase the chances of student success in later courses.
4. Provide periodic feedback to students/parents on how students are progressing; a letter grade does not provide this function. Some type of content graphic for each discipline/ course showing where the student has been, where he/she currently is, and where he/she needs to be can be a supplement to typical grading reports.
5. Try to make content both meaningful and relevant to the experiences of students and the working world; for example, with computers take students to a lumber yard and show them how carpenters use fractions when building houses.
6. Engage students actively in their learning; for example, use Socratic seminars to motivate students to write position papers; involve them in using graphic organizers to summarize critical content; if classroom management is under control, let students work in pairs and then square the pairs at appropriate times during the lesson. Except for low level information, one of the best strategies for increasing the retention level of content is to engage students in their learning. Students need to become “more the worker” and become less passive in classrooms!

Note: Schedules are critical in helping teachers perform several of the above functions. Short, single-period schedules encourage/dictate certain types of teaching behaviors. If students are to become more active and engaged in their learning, longer blocks of time can increase the odds that such will occur.

Note: Four benefits of the 4/4 (semester-semester) block schedule, IF used correctly: It is the only schedule that can easily (1) balance the workload of students and (2) the workload of teachers. It also provides a structure that best (3) facilitates acceleration of both high and low achieving students, and (4) it institutionalizes interventions for failing students at least once during the school year.

Explanations/Definitions and Goals for Three Cohort Groups of Students in Grades 9 and 10

Cohort I: These students entering Grade 9 cannot demonstrate proficiency (based on SREB criteria) in at least 75 percent of the comparable competencies developed in the following publications of the Southern Regional Education Board (SREB), 592 10th St., N.W., Atlanta, GA 30318 (404) 875 9211 www.sreb.org

[Getting Students Ready for College-preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do \(13 competencies\)](#). Note: If students cannot read at least at a 5th grade level, it is recommended that those students be placed in a high quality reading program before enrolling in this course which we call Power English in our schedules.

[Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do \(12 competencies\)](#). Note: In our schedules for students in Grades 9 and 10, the course for developing these competencies is labeled Power Algebra; however, some students may need preliminary work in basic mathematical skills before enrolling in the Power Algebra course.

[Getting Students Ready for College-preparatory/Honors Science: What Middle Grades Students Need to Know and Be Able to Do \(14 competencies\)](#).

Goals for Cohort I Students: With intensive mentoring and academic interventions in Grades 9 and 10, it is hoped these students will acquire the skills to do successful high school work by the end of Grade 10, AND that they will have sufficient credits to graduate with their class, which varies among schools and states, depending upon graduation requirements and the type of schedule available to them. The scheduling goal is to use various types of intensive scheduling strategies (1) to reduce the amount of failing time for students in core classes, and (2) to capitalize on prevention strategies rather than the typical “take course/fail course/repeat course” and/or fail required state accountability exams, and then spend 50 percent of their time in Grade 11 in remediation courses geared to helping students pass exams they previously failed. Following this ‘fail/remediation’ plan often keeps students out of electives and career/technical programs, which may contribute to their leaving school early. We believe it is much wiser and cost efficient to plan support programs (including tutorials and mentoring) that increase the chances of mastering necessary skills early in the high school grades, and, hopefully, reducing the amount of time and money schools are spending in remediation after some students have spent an excessive amount of time failing courses, failing state tests and losing four or more needed credits in their early years of high school.

In well designed and student supported programs, it is anticipated that the majority of Cohort I students can (1) graduate 'on time' with their class; (2) complete at least one career certification program if career/technical programs are available to them, and (3) have sufficient credits and mastery of critical skills to be able to gain entrance, as a minimum, to a community college program.

Cohort II: These students entering Grade 9 cannot demonstrate proficiency (based on SREB criteria) in at least 50 percent of the comparable competencies developed in the SREB publications listed for Cohort I students. They have a reading level of at least sixth grade level, and they should be capable of completing Algebra I and Algebra II (geometry if sequenced before Algebra II) within four or five school years of a traditional high school schedule; however, depending on accountability and testing mandates that vary among school districts and states, these students need to be enrolled in intensive scheduling models which allow them to earn these two math credits before they enter Semester 2 of Grade 11. This scheduling format is essential for students in states that require four credits in mathematics if the lowest math credit that counts toward graduation is Algebra I.

Goals for Cohort II Students: With student support (tutorials and mentoring), student engagement and application, it is anticipated that Cohort II students can (1) graduate on time with their class; (2) complete at least two career/technical certification programs, and (3) have sufficient credits and mastery of academic skills to gain entrance to most community college programs and to selected four-year colleges.

Cohort III: These students demonstrate proficiency (based on SREB criteria) in all the comparable competencies developed in the SREB publications listed for Cohort I students. They will not need to enroll in pre-English 9 and or pre-algebra programs offered Cohort I and II students. A few Cohort III students may need to be enrolled in English 9 and possibly Algebra I over an extended period of time OR during Semester I of Grade 9 receive a tutorial or computer lab work to remedy any identified competency deficits based on diagnostic performance test data given in Grade 8. Most Cohort III students should be expected to complete at least two AP or comparable courses during Grades 11 and 12. To increase the chances of success in advanced placement courses, Cohort III students may need to be considered either Tier I or Tier II students. Tier I students are those who have been prepared and expected throughout their school years to take advanced courses. They typically are the only students who have been enrolled, or in some schools allowed to enroll, in advanced courses. Tier II students are those students who have no major attendance problems, generally complete assignments on time, and can succeed in various advanced courses if the courses are not designed to be "speed courses" and, for some Tier II students, if they can participate in an AP seminar in addition to the AP class(es). For most Tier II students, the AP seminar needs to include intensive help in

writing and analyzing with the rigor that AP classes require. In the AP seminar, Tier II students also may need to develop their skills in dealing with “cause and effect,” deductive and inductive types of questions.

Goals for Cohort III Students: With proper guidance and counseling, Cohort III students not only should graduate with their class on time, but many of them should be expected to earn 6-12 college credits through advanced placement courses, dual enrollment courses and/or distance learning/on-line courses) during their four years of high school. In school districts/states where permitted, at least 50 per cent of Cohort III students could complete all required high school credits in six or seven semesters and begin specialized training or college work during their traditional senior year. In addition to their preparation for college entrance, these students also should be able to complete at least one career/technical certification program before graduating.

Visit www.schoolschedulingassociates.com/canady.html for additional information and to view schedules. The following materials may be helpful to school personnel planning and scheduling the various Cohort groups described in this document:

Bliss, P. (May 25, 2008) *Overrated: College Diploma*. Retrieved June 6, 2008, from The Dallas Morning News. Website:http://www.dallasnews.com/sharedcontent/dws/dn/opinion/points/stories/DN-nemko_25edi.ART0.State.Edition1.465abff.html

Canady, Robert Lynn. “Data needed to guide school personnel in building schedules based on student needs – especially students who may be potential dropouts.”

Canady, Robert Lynn. “Various ways to schedule advanced placement (AP) courses in schools with the 4/4, accelerated block schedule.”

Vol. 65, No. 8, May, 2008, issue of Educational Leadership with the theme “Reshaping High Schools.” The following articles from this issue are particularly recommended:

Darling-Hammond, Linda & Diane Friedlaender. “Creating Excellent and Equitable Schools.” Pages 14-20.

Donegan, Billie. “The Linchpin Year.” Pages 54-56.

Quint, Janet. “Lessons From Leading Models: What can we learn from Talent Development, First Things First, and Career Academies?” Pages 64-68.

Samuels, Christina. (May 27, 2008) *ACT Test-Prep Backfiring in Chicago, Study Finds*, Education Week [Online] Available: <http://www.edweek.org> [2008, June 1]

Suggested High School Schedule for Cohort I (Plan A) Students Who Attend Schools Requiring Early Competency Testing in Multiple Disciplines in Grade 10

Modified 4/4 Semester Block Schedule for 9th Grade (8 courses)

Period	Semester 1	Semester 2
1	Reading (May have to be an English elective)	Power English (English Elective)
2		
3	Power Algebra I (SREB Competencies)	Algebra I
4		
5	Social Studies One	Science One
6		
7	Day 1-PE/Health	Day 1-PE/Health
8	Day 2-Technology	Day 2-Technology

Modified 4/4 Semester Block Schedule for 10th Grade (8 courses)

Period	Semester 1	Semester 2
1	English 9	English 10
2		
3	Continuation of Algebra I and/or begin Geometry and continue through Semester 2	
4		
5	Science Two	Day 1—Trailer Science
6		Day 2--Trailer Math
7	Social Studies Two	1 2 3 4 5 6 7 8 9
8		10 days each to explore 9 career choices.*

**Note: If these exploratory career choices are not wanted or cannot be scheduled, students could participate in another elective (either core or encore); some Cohort I students may need to earn recovery credit during this block.*

Modified 4/4 Semester Block Schedule for 11th and 12th Grades (8 courses each school year)

- Option 1:** For Grades 11 and 12, Cohort I (Plan A) students could attend a Career/Technical Center (C & T) full-time.
- Option 2:** Students could attend a C & T Center all day for a full semester each year of Grades 11 and 12.
- Option 3:** For Grades 11 and 12, students could attend a C & T Center for three blocks at the beginning of the school day, and then return to their home school for one block (possibly last block of day) to participate in electives such as band, debate and newspaper, and be able to participate in after-school sports. This block also could be used to help students who need tutorials in core classes and/or who need to work on recovery credits in selected subjects.

Suggested High School 30-Day Intensive Schedule for Cohort I, Grade 9 Students Who Attend Schools Requiring Competency Testing in Multiple Disciplines in Grade 10

Modified 4/4 Semester Block Schedule for 9th Grade (8 courses)

	Semester 1			Semester 2*
	30 Days	30 Days	30 Days	Potential Re-entry to Modified 4/4 Semester Schedule
Block I	English Elective (Reading)	Power English	Power Algebra	English 9
Block II				Algebra I
Block III				Social Studies One
Block IV	** Course 4--Elective			**Course 8--Elective

* Could also follow the Semester I scheduling format.

** Could follow an alternate (Day 1/Day 2) format, if the elective courses, such as band and newspaper, need to run for the entire school year.

Note: With a few variations, this scheduling format has possibilities for students who have failed one or two core classes in Grade 8. They could repeat the failed Grade 8 subjects during Semester I; if successful in those classes, they could complete at least five Grade 9 credits, which for some students could “put them back on track” for possible graduation with their class.

Suggested High School 30-Day Schedule for Students Needing Intensive Acceleration and Support

4/4 Semester Block Schedule Modified to Provide Intensive Acceleration and Support

	Semester 1			Semester 2
	30 Days	30 Days	30 Days	Potential Re-entry to Modified 4/4 Semester Schedule
Block I				
Block II				
Block III				
Block IV				

Alternate Possibility

	Semester 1			Semester 2		
	30 Days	30 Days	30 Days	30 Days	30 Days	30 Days
Block I						
Block II						
Block III						
Block IV						

Suggested High School Schedule for Cohort I, Grade 10 Students Who Attend Schools Requiring Early Competency Testing in Multiple Disciplines in Grade 10

Modified 4/4 Semester Block Schedule for 10th Grade (8 Courses):

Period	Semester 1	Semester 2
1	Science One	Science Two Note: For students who fail Science One, they could repeat that course during Semester Two. If intensive recovery credit is available, students who failed Science One could begin Science Two during this semester.
2		
3	Continuation of Algebra I, if needed, and complete Geometry during Semesters 1 and 2, which provide time for two years of work in a traditional high school schedule.	
4		
Lunch		
5	<i>Day 1—English 10</i>	<i>Day 1—English 10</i>
6	<i>Day Two— Social Studies Two</i>	<i>Day Two— Social Studies Two</i>
7	During Block 4, students may complete one or two electives, repeat any failed core classes, enroll in one or two Career/Technical classes or participate in test prep classes. We suggest that schools offer trailer classes if selected students receive a “C” or “D” in selected core classes having content over which they will be tested. Block 4 could be scheduled either in a semester/semester or alternate day (Day 1/Day2) format.	
8		

Note 1: This schedule was designed primarily for students who were enrolled in 30-Day intensive classes during Semester 1 of Grade 9.

Note 2: For students having major attendance problems and needing intensive support and mentoring at school, intensive scheduling may be best for them during Semester 2 of Grade 9 and Semester 1 of Grade 10.

Suggested High School Schedule for Cohort I, Grade 10 Students Who Attend Schools Requiring Early Competency Testing in Multiple Disciplines in Grade 10

Modified 4/4 Semester Block Schedule for 10th Grade (8 Courses):

Period	Semester 1	Semester 2
1	Science One	Science Two Note: For students who fail Science One, they could repeat that course during Semester Two. If intensive recovery credit is available, students who failed Science One could begin Science Two during this semester.
2		
3	Continuation of Algebra I, if needed, and complete Geometry during Semesters 1 and 2, which provide time for two years of work in a traditional high school schedule.	
4		
Lunch		
5*	English 10	<i>Day 1</i> —English 10 Trailer Course
6*		<i>Day Two</i> — Social Studies Two Trailer Course
7	During Block 4, students may complete one or two electives, repeat any failed core classes, enroll in one or two Career/Technical classes or participate in test prep classes. We suggest that schools offer trailer classes if selected students receive a “C” or “D” in selected core classes having content over which they will be tested. Block 4 could be scheduled either in a semester/semester or alternate day (Day 1/Day2) format.	
8		

Note 1: This schedule was designed primarily for students who were enrolled in 30-Day intensive classes during Semester 1 of Grade 9.

Note 2: For students having major attendance problems and needing intensive support and mentoring at school, intensive scheduling may be best for them during Semester 2 of Grade 9 and Semester 1 of Grade 10.

* An alternative scheduling format for Block 3.

Suggested High School Schedules for Under-Credited and/or Over-Age Students at End of Grade 9 Who Need Both Mentoring and Acceleration to Increase Graduation Odds

Grade 10

Period	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
1	Power English*	English 9/10	Power Algebra*	Algebra I
2				
3				
4				
Lunch	30 minutes			
5	Social Studies ONE or TWO		Science ONE or TWO	
6				
7	Elective		Elective/Tutorials	
8	Tutorials		Career Technical	

Grade 11

Period	Semester 1		Semester 2	
	1	English 10 or 11		English 10 or 11 (Recovery)
2				
3	Math TWO		Math THREE or Recovery Credit	
4				
Lunch	30 minutes			
5	Science TWO or THREE		Career/Technical	
6				
7	Social Studies TWO or THREE		Career/Technical	
8				

Grade 12

Period	Semester 1		Semester 2	
	1	English 12		Career/Technical
2				
3	Social Studies THREE or FOUR		Career/Technical	
4				
Lunch	30 minutes			
5	Math THREE or FOUR		Career/Technical	
6				
7	Science THREE or FOUR		Career/Technical	
8				

* See SREB materials from Cohort Materials.



Grade 9

Period	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
1				
2				
3				
4				
Lunch	30 minutes			
5				
6				
7				
8				

Grade 10

Period	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
1				
2				
3				
4				
Lunch	30 minutes			
5				
6				
7				
8				

Grade 11

Period	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
1				
2				
3				
4				
Lunch	30 minutes			
5				
6				
7				
8				

Suggested High School Schedule for Cohort II Students Who Attend Schools Requiring Early Competency Testing in Multiple Disciplines in Grade 10

Modified 4/4 Semester Block Schedule for 9th Grade (8 courses)

Period	Semester 1	Semester 2
1	Algebra I (Some students may need to be extended into Semester 2, be assisted by a Computer Assisted Instructor and/or receive a tutorial.)	
2		
3	English 9 (Some students may need to be extended into Semester 2 and/or receive a tutorial.)	
4		
5	Elective	Elective
6		
7	Social Studies One	Science One
8		

Modified 4/4 Semester Block Schedule for 10th Grade (8 courses)

Period	Semester 1	Semester 2
1	English 10	<i>Day 1--Trailer English or Social Studies</i>
2		<i>Day 2-- Trailer Science</i>
3	Elective	Elective
4		
5	Science Two	Social Studies Two
6		
7	Algebra II or Geometry (Some students may need to be extended into Semester 2.)	
8		

Modified 4/4 Semester Block Schedule for 11th Grade (8 courses)

Period	Semester 1	Semester 2
1	English 11	Attend Career/Technical School or Classes
2		
3	Additional math course 3 or 4, if needed.	
4		
5	Science Three	
6		
7	Elective	Elective at home school (e.g. Foreign Language, Level One.)
8		

Modified 4/4 Semester Block Schedule for 12th Grade (8 courses)

Period	Semester 1	Semester 2
1	*English 12	Attend Career/Technical School or classes at home school
2		
3	Foreign Language, Level Two, or other Elective	
4		
5	Social Studies Three	
6		
7	Elective	Elective at home school
8		

* May want to use the following as a guide for this English 12 class: “Getting Students Ready for College and Careers: Transitional Senior English,” by Renee Murray and Gene Bottoms, SREB, www.sreb.org.

Suggested High School Schedule for Cohort III Students Who Attend Schools Requiring Early Competency Testing in Multiple Disciplines in Grade 10

Modified 4/4 Semester Block Schedule for 9th Grade (8 courses)

Period	Semester 1	Semester 2
1	English 9	Elective (e.g. speech, debate, journalism)
2		
3	Math ONE	Math TWO
4		
5	Elective	Elective
6		
7	Social Studies ONE	Science ONE
8		

Modified 4/4 Semester Block Schedule for 10th Grade (8 courses)

Period	Semester 1	Semester 2
1	Elective (Preferably in area of English/LA)	English 10
2		
3	Social Studies TWO	Math THREE
4		
5	Science TWO	Science THREE
6		
7	Elective	Elective
8		

Modified 4/4 Semester Block Schedule for 11th Grade (8 courses)

Period	Semester 1	Semester 2
1	Foreign Language ONE	Foreign Language TWO
2		
3	English 11	AP English (Tier I and Tier II students)
4		
5	*	Elective
6	**	
7	Math Four	Science FOUR or Math FIVE
8		

* AP Seminar for Tier II AP English Students.

** Elective or Core Class for Tier I AP English students.

Modified 4/4 Semester Block Schedule for 12th Grade (8 courses)

Period	Semester 1	Semester 2	
	<i>18 weeks</i>	<i>9 weeks</i>	<i>9 weeks</i>
1	Foreign Language THREE	Foreign Language FOUR or AP Foreign Language	
2			
3	AP Science	→	Semester credit class TBD*
4			
5	AP History	AP Government	
6			
7	Elective	Elective	
8			

* To Be Determined (TBD)—Semester credit class taught by the same AP teacher. This semester class should have a new title and course number.

Scheduling Adaptations Designed to Accommodate First Semester Failing Students in High Schools Using the 4/4 Semester Schedule in Grades 9 and 10 (or any middle school experiencing a large number of student failures.)

Plan A

Period	Semester 1	Semester 2
1	Course 1	Repeat Course 1 (60 minutes)
2	(90 minutes)	Repeat Course 2 (60 minutes)
3	Course 2	Repeat Course 3 (60 minutes)
4	(90 minutes)	(60 minutes)
Lunch	(30 minutes)	(30 minutes)
5	Course 3	New Course
6	(90 minutes)	(90 minutes)
7	Course 4	New Course
8	(90 minutes)	(90 minutes)

Plan B

Period	Semester 1	Semester 2
1	Course 1	Repeat Course 1 (45 minutes)
2	(90 minutes)	Support for Repeat Course 1
3	Course 2	Repeat Course 2 (45 minutes)
4	(90 minutes)	Support for Repeat Course 2
Lunch	(30 minutes)	(30 minutes)
5	Course 3	New Course
6	(90 minutes)	(90 minutes)
7	Course 4	New Course
8	(90 minutes)	(90 minutes)

**Sample Modified Four-Block Middle School Schedule for
Full-Year Retained Grade 8 Students**

Plan C

Period	Fall Semester	Spring Semester
1	Language Arts 8 *(Repeat Course)	*English 9 (New Course)
2		
3	Math 8 or Pre-Algebra *(Repeat Course)	*Algebra I, Part I or Other Math (New Course)
4		
Lunch	30 minutes	30 minutes
5	*Science (Repeat Course)	World Geography or Spanish I (New Course)
6	Social Studies (Repeat Course)	
7	Exploratory or Elective	Exploratory or Elective
8	PE/Health	PE/Health

Option 1: These students could follow this proposed Fall Semester schedule in the middle school where they were retained and then move to their assigned high school during the Spring Semester, assuming that the high school also is following a 4/4 semester schedule.

Option 2: The students could be placed in their high school and follow this proposed schedule during the Fall Semester; if successful, they would have “some chance” to earn a sufficient number of high school credits to graduate with their class/age group.

Option 3: The students could remain in their middle school for this entire school year but be allowed to complete at least three or four high school credits, assuming their Fall Semester of “repeats” was successful;

* Could be SREB Power English, Power Algebra and Power Science.

Algebra/Math Team Schedule

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Teacher A	Part 1	Part 2	Part 3	Part 4	Students Take New Courses and/or Teachers Instruct New Sections of Math			
Teacher B	Part 1	Part 2	Part 3	Part 4				
Teacher C	Part 1	Part 2	Part 3	Part 3	Part 4	C. Lab	½ Credit Electives Available—Time also could be spent reviewing for major required state assessments.	
Teacher D	Part 1	Part 2	Part 2	Part 3	Part 4	Part 4		
Teacher E	Part 1	Part 1	Part 2	Part 3	Part 3	Part 3	Part 4	C. Lab
Teacher F	Part 1	Part 1	Part 2	Part 2	Part 3	Part 3	Part 4	Part 4

Note: Q1 stands for a quarter of the time it normally would take to complete a course within a double-block format, typically 4 ½ to 5 weeks. Also, Algebra I is divided into four distinct and assessable curriculum divisions. This chart is one example; the actual number of sections for each part of the course will vary based upon the assessment results. Based upon the results of previous years, school administrators can predict the need for half-credit electives and the staffing needed for the math block.

See: Rettig, M.D. & Canady, R.L. (1998). High failure rates in required mathematics courses: Can a modified block schedule be part of the cure? *NASSP Bulletin*, 82(596), 56-65.

See also Chapter 8 of Canady and Rettig’s elementary school scheduling book:

Canady, R. L. & Rettig, M. D. (2008). *Elementary school scheduling: Enhancing instruction for student achievement*. Larchmont, NY: Eye on Education.

Extended Class Time and Teacher Planning Blocks in the Four-Block or 4 X 4 Semester Plan: One Day for Teacher Planning Every Twenty School Days

	Monday	Tuesday	Wednesday				Thursday	Friday
			W1	W2	W3	W4		
Block 1	Course 1	Course 1	C1	C2	C3	C4	Course 1	Course 1
Block2	Course 2	Course 2	C1	C2	C3	C4	Course 2	Course 2
Lunch								
Block 3	Course 3	Course 3	C1	C2	C3	C4	Course 3	Course 3
Block 4	Course 4	Course 4	C1	C2	C3	C4	Course 4	Course 4

Note: This plan provides one full day for individual teachers and/or teams of teachers to work with groups of students once every 20 days. In turn, the schedule gives individual teachers and/or team members one full day out of 20 school days for planning.

Extended Teacher Teaching Time and Planning Blocks in the Four-Block or 4 X 4 Semester Plan: One Full Day for Teacher Planning and Class Meetings in a Selected Four-Day Cycle

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 1	Course 1	Course 2	Course 3	Course 4
Block 2	Course 2	Course 1	Course 2	Course 3	Course 4
Block 3	Course 3	Course 1	Course 2	Course 3	Course 4
Block 4	Course 4	Course 1	Course 2	Course 3	Course 4

Note: This plan provides one full day for individual teachers and/or teams of teachers to work with groups of students once every 4 days. The schedule also provides individual teachers and/or team members one full day out of 4 school days for planning.

Planning Sheet for Basic 4 X 4 Semester Schedule

Alternate Semester Block Schedule (8 Courses)		
Period	Semester 1	Semester 2
1		
2		
3		
4		
5		
6		
7		
8		

Alternate Semester Block Schedule (8 Courses)		
Period	Semester 1	Semester 2
1		
2		
3		
4		
5		
6		
7		
8		

Alternate Semester Block Schedule (8 Courses)		
Period	Semester 1	Semester 2
1		
2		
3		
4		
5		
6		
7		
8		