

# HIGH SCHOOL SCHEDULING SURVEY ANALYSIS

Prepared for Lake Washington School District

November 2016



In the following report, Hanover Research presents findings from the High School Scheduling Survey administered to students, parents, and staff associated with Lake Washington School District. The survey evaluates stakeholders' feedback on the proposed trimester schedule for high school students.

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# EXECUTIVE SUMMARY AND KEY FINDINGS

## INTRODUCTION AND METHODOLOGY

In this report, Hanover Research (Hanover) presents findings from an analysis of Lake Washington School District (LWSD)'s High School Scheduling Survey. The survey evaluates respondents' perceptions of the proposed trimester schedule and their attitude toward replacing the current semester schedule with the trimester schedule in the district's high schools. The analysis reflects responses from 2,810 students, parents, teachers, support staff, and administrators associated with the district.

In addition to presenting overall results, Hanover compares responses by stakeholder groups and by grade level bands (i.e., elementary school, middle school, and high school) to examine if opinions about the trimester schedule differ across segments.<sup>1</sup> An accompanying data supplement presents results for all close-ended questions and reproduces open-ended responses verbatim. Please note that sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., teachers), and we exclude "I Don't Know or N/A" responses to ensure meaningful comparisons across segments. It should also be noted that while support staff and administrators are included in the overall analysis, the sample size for these groups was very small, and therefore the results for these two individual groups are not included in the analysis by stakeholder groups in Section II. A breakdown of the responses of these two groups can be found in the data supplement.

This report comprises three sections:

- **Section I: Overall Results** assesses respondents' perceptions of the district's proposed schedule change and its underlying impact.
- **Section II: Segmented Results by Role** evaluates differences in attitudes toward the trimester schedule among respondents who hold different roles in the district.
- **Sections III: Segmented Results by Grade Level** explores how respondents in different grade-level bands have different opinions about the trimester schedule.

## KEY FINDINGS

- **Respondents are only moderately supportive of the district's proposal to replace the semester schedule with a trimester schedule.** Slightly less than half of respondents favor or strongly favor the trimester schedule (48%), and 28 percent hold opposing views. Although more than half of parent respondents (59%) are in favor of the schedule change, support is lower among students (41%) and teachers (23%). In addition, compared to elementary (67%) and middle school (50%)

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<sup>1</sup> We exclude "District-level staff" from the segmentation by grade level because the sample size in this segment is too small to render meaningful comparisons with other segments ( $n < 10$ ). Nevertheless, the data supplement contains results for this segment.

respondents, high school respondents (42%) are less likely to support the schedule change.

- **A majority of respondents do *not* anticipate that the trimester schedule will have a positive impact on students.** Specifically, only 29 to 46 percent of total respondents believe that the trimester system will positively impact students in areas such as academic achievement and attentiveness in class. Although slightly more than half of responding parents (51%) believe that students' academic achievement will be positively affected by the trimester schedule, responding teachers (25%) are far less likely to agree. Further, high school respondents are particularly reluctant to acknowledge the potential positive impacts of the trimester schedule, compared to elementary and middle school respondents.
- **Respondents tend to agree that the trimester schedule offers more opportunities for students to earn or retrieve credits.** Overall, 71 percent of respondents agree or strongly agree that the trimester system allows every student to graduate on time with the required number of credits or more, and 61 percent agree that the schedule would provide opportunities for credit retrieval during the school day. Respondents' opinions do not differ substantially by role or by grade level.
- **Respondents hold some divided views about other potential benefits of the trimester schedule.** For example, while approximately 60 percent of responding parents and students believe that the trimester schedule will ensure students' access to the educational opportunities that meet their needs, a much smaller proportion of teachers agree (35%). However, parents, students, and teachers all agree that the trimester schedule will allow student to take a variety of courses (68%-79%).
  - Meanwhile, middle school (70%) and high school (66%) respondents are less likely than elementary school (81%) respondents to assert that the trimester schedule allows flexibility and student choice in taking courses of their interest.
- **Open responses suggest that respondents are most concerned about reduced instructional hours and an increased workload for students associated with the trimester schedule.** Specifically, many respondents note that the trimester schedule would result in reduced instructional time in core classes and year-long classes, increased workloads for students, and confusion/difficulty over the scheduling change. However, supporters of the trimester schedule argue that the schedule change allows students to choose more classes to explore their interests, provides more opportunities for students to earn and retrieve credits, and increases flexibility in student schedules.

## SECTION I: OVERALL RESULTS

In this section, Hanover reports respondents' overall perceptions of the trimester schedule for high school students in the Lake Washington School District (LWSD). In addition to presenting results for close-ended questions, this section summarizes key themes that arise from respondents' open-ended comments.

Students (46 percent) and parents (45 percent) account for the vast majority of respondents, followed by teachers (8 percent) (Figure 1.1). Slightly more than half of respondents are at the high school level (55 percent), followed by middle school respondents (33 percent) and elementary school respondents (11 percent) (Figure 1.2).

### PERCEIVED IMPACT OF THE TRIMESTER SCHEDULE

In general, **a majority of respondents do not believe that a change from the semester schedule to a trimester schedule will positively impact students.** Only 46 percent of respondents anticipate that the trimester schedule will have a positive impact on students' academic achievement, and fewer believe that the impact on students' overall workload (43 percent), students' attentiveness in class (33 percent), and student attendance (29 percent) will be positive. In fact, nearly 30 percent of respondents believe that the impact of the schedule change on students' workload and attentiveness will be negative (29 percent and 27 percent, respectively) (Figure 1.4).

When evaluating the benefits of the trimester schedule, respondents are most likely to believe (i.e., rating "agree" or "strongly agree") that the schedule change will provide more opportunities for students to take a variety of courses (73 percent) and will allow flexibility and student choice in taking courses of their interest (69 percent). On the other hand, less than half of respondents believe that the trimester schedule will provide opportunities for intervention during the school day (45 percent). Further, only a minority of responding teachers agree that the trimester schedule provides adequate planning time and daily preparations for teachers (38 percent), or that it gives teachers reasonable student caseloads (37 percent) (Figure 1.5).

Nearly 60 percent of respondents agree that the trimester schedule ensures that all students can access the educational opportunities that meet their needs (58 percent), and that it provides students with opportunities to seek challenges (55 percent). However, **many respondents are concerned about the impact on students with special needs**, as only 23 to 24 percent believe that IEP/504 students and ELL students would receive sufficient support during the school day under the trimester system (Figure 1.6).

**Respondents are fairly confident that the trimester schedule will allow every student to graduate on time with the required number of credits or more (71 percent agree)**, and that the proposed schedule provides students with access to other programs such as Running Start and WANIC (54 percent) (Figure 1.7).

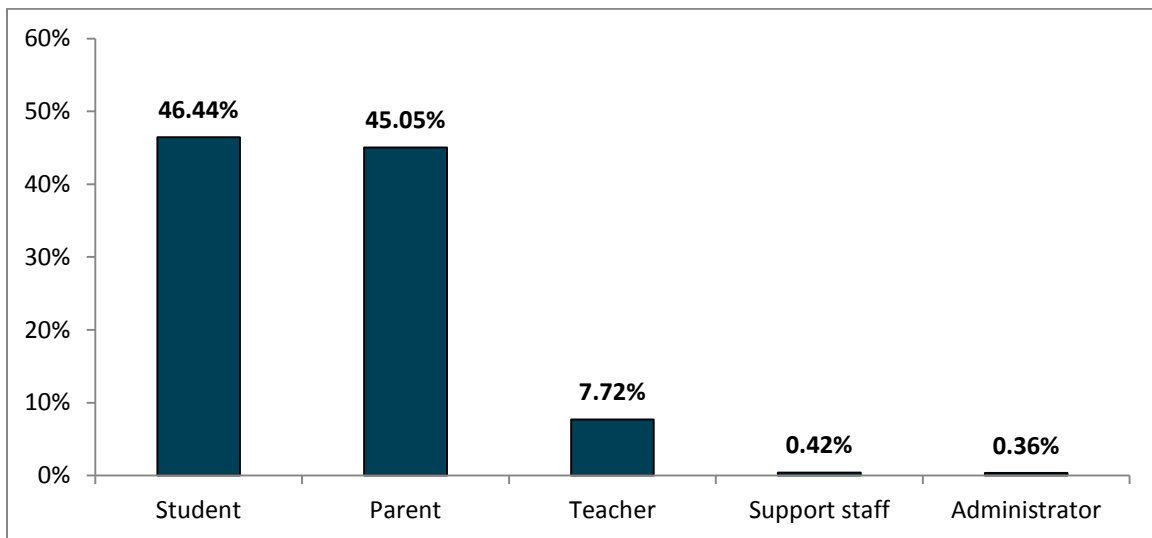
## GENERAL OPINIONS ABOUT THE TRIMESTER SCHEDULE

Overall, slightly fewer than half of respondents (48 percent) “favor” or “strongly favor” the trimester schedule, and 28 percent of respondents oppose the model (Figure 1.8). Respondents’ open-ended comments align with their divided views on the schedule change. Supporters of the trimester schedule argue that the schedule change allows students to choose more classes to explore their interests, provides more opportunities for students to earn and retrieve credits, and increases flexibility in student schedules (Figure 1.9). On the other hand, many respondents note that the trimester schedule poses a number of challenges, such as reduced instructional time on core classes and year-long classes, increased workloads for students, and confusion/difficulty over the scheduling change (Figure 1.10).

When asked to share additional feedback for the College and Career Readiness Taskforce, many respondents further explained their concerns over the trimester schedule, while others proposed alternatives to the trimester schedule. For instance, some respondents suggest that the district can set up a seven-period day for struggling students, and some note that LWSD should ensure adequate time for homeroom and intervention in the new schedule. Notably, a number of respondents argue that the district should prioritize having a later start time for high schools (Figure 1.11).

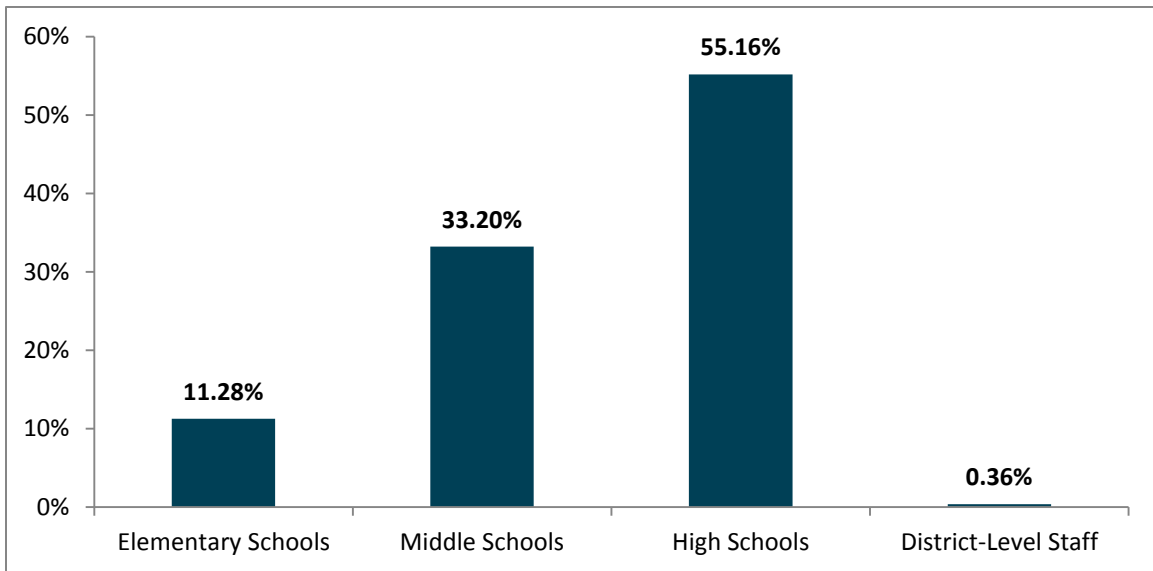
## FIGURES

Figure 1.1: Which of the following best describes your role within Lake Washington School District (LWSD)?



n=2,810

**Figure 1.2: Please select your school or your child's school.**



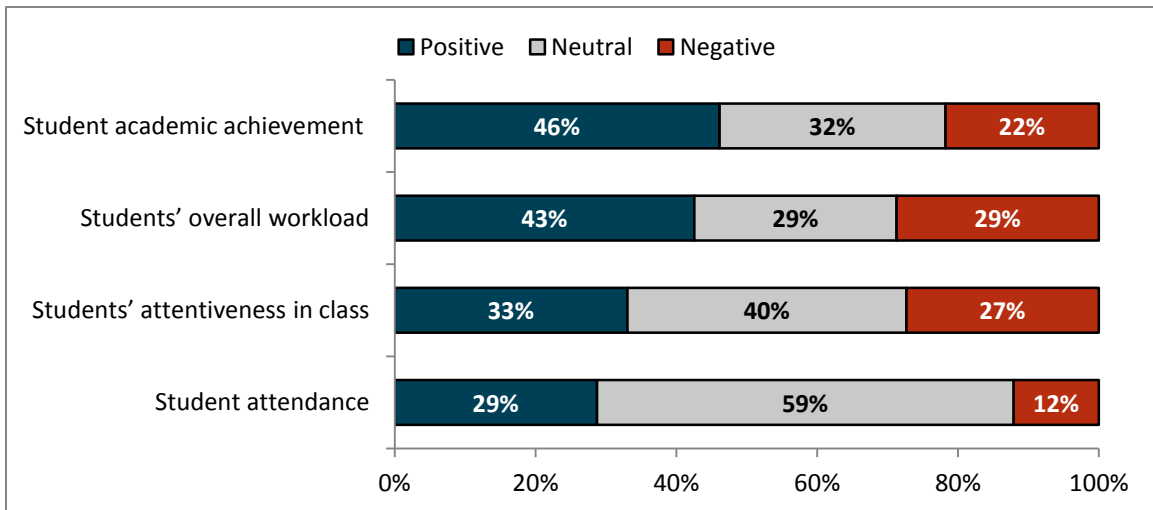
n=2,810

**Figure 1.3: School Affiliation of Respondents**

| ELEMENTARY SCHOOLS |                 | MIDDLE SCHOOLS        | HIGH SCHOOLS               |
|--------------------|-----------------|-----------------------|----------------------------|
| Alcott (4%)        | Lakeview (5%)   | Emerson K-12 (0%, 2)* | Eastlake High (28%)        |
| Audubon (3%)       | Mann (5%)       | Environmental (2%)    | Emerson High (1%)          |
| Bell (4%)          | McAuliffe (2%)  | Evergreen (21%)       | Emerson K-12 (0%, 2)*      |
| Blackwell (2%)     | Mead (6%)       | Finn Hill (8%)        | International (4%)*        |
| Carson (0%, 1)     | Muir (2%)       | Inglewood (23%)       | Juanita High (17%)         |
| Community (1%)     | Redmond (2%)    | International (2%)*   | Lake Washington High (19%) |
| Dickinson (0%, 2)  | Rockwell (2%)   | Kamiakin (8%)         | Redmond High (21%)         |
| Discovery (0%, 1)  | Rose Hill (2%)  | Kirkland (4%)         | Tesla STEM High (10%)      |
| Einstein (3%)      | Rose Parks (5%) | Northstar (2%)        | WANIC (0%, 4)              |
| Emerson K-12 (3%)* | Rush (5%)       | Redmond (15%)         |                            |
| Explorer (1%)      | Sandburg (4%)   | Renaissance (1%)      |                            |
| Franklin (5%)      | Smith (5%)      | Rose Hill (12%)       |                            |
| Frost (5%)         | Thoreau (6%)    | Stella Schola (2%)    |                            |
| Juanita (2%)       | Twain (3%)      |                       |                            |
| Keller (3%)        | Wilder (4%)     |                       |                            |
| Kirk (6%)          |                 |                       |                            |
| <b>n=316</b>       |                 | <b>n=931</b>          | <b>n=1,545</b>             |

Note: \* indicates schools that have respondents from across grade levels.

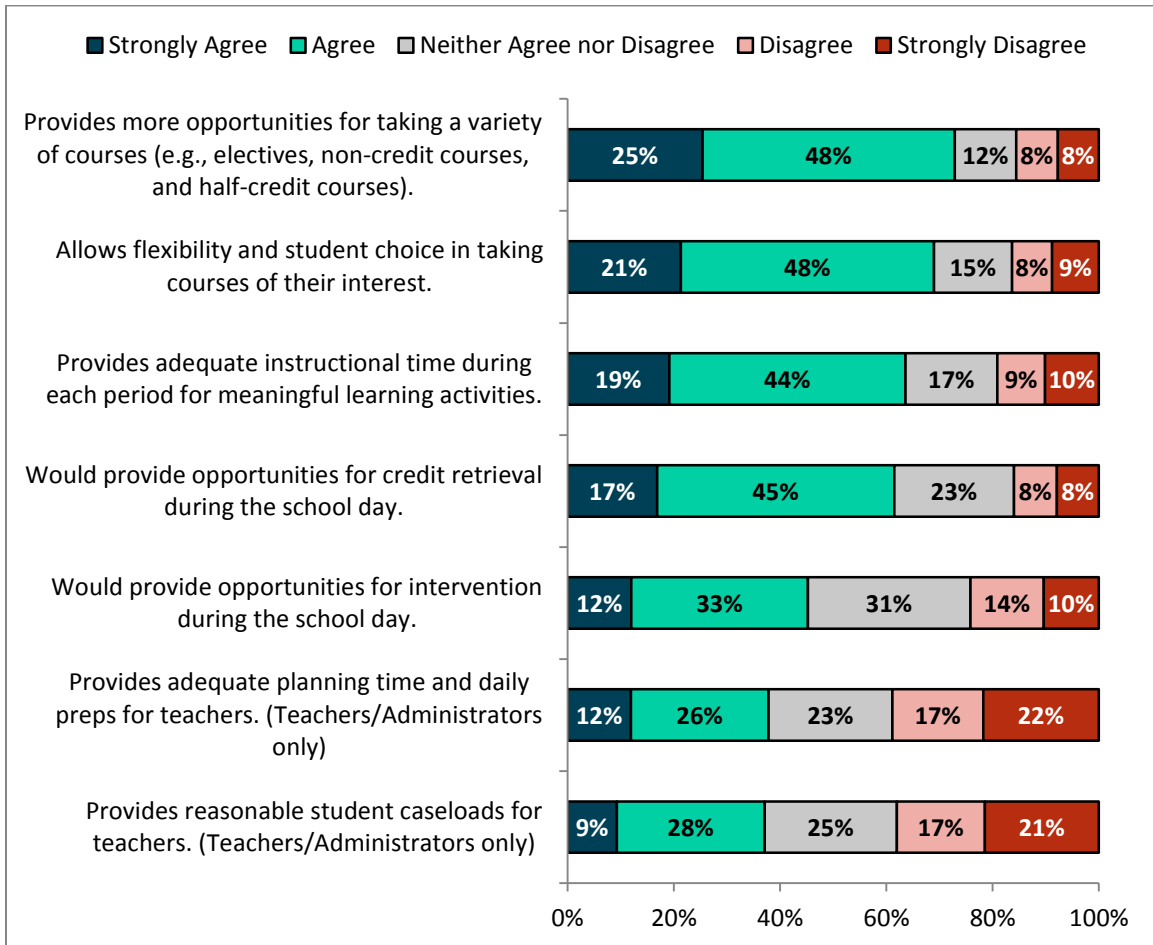
**Figure 1.4: Perceived Impact of Schedule Change on Students**



n=2,198-2,312

**Figure 1.5: Perceived Benefits of the Trimester Schedule**

*This schedule...*

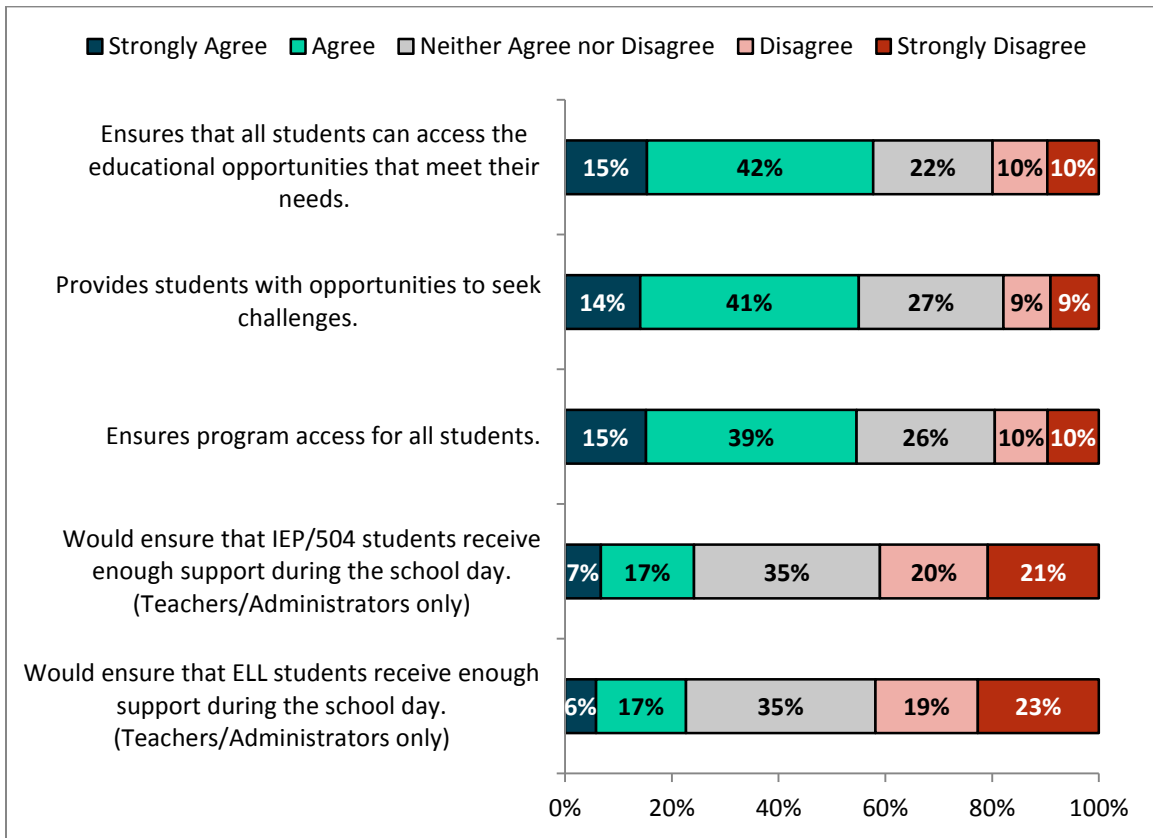


n=193-2,335



**Figure 1.6: Perceived Impact of the Trimester Schedule on Educational Equity**

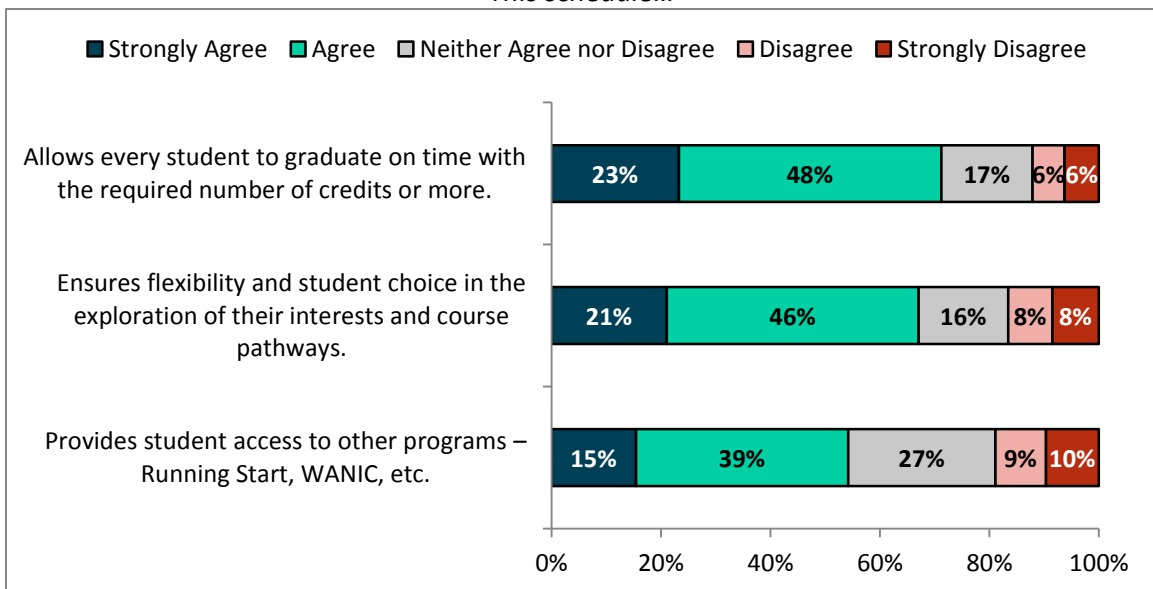
*This schedule...*



n=172-2,129

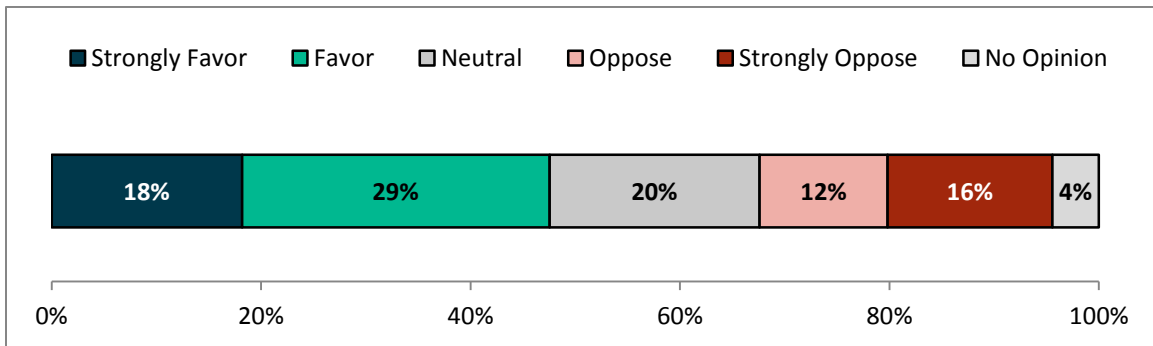
**Figure 1.7: Perceived Impact of the Trimester Schedule on Student Graduation**

*This schedule...*



n=1,697-2,158

**Figure 1.8: Level of Support for the Trimester Schedule**



n=2,282

**Figure 1.9: In your opinion, what are the greatest benefits of the trimester model?**

| THEME   | EXAMPLE VERBATIM RESPONSES  | MENTIONS |
|---|---|----------|
| More class options, including electives         | <ul style="list-style-type: none"> <li>▪ “Additional subject options through the year.”</li> <li>▪ “[It] allows us to have the opportunity to have more classes that we could explore.”</li> <li>▪ “I like how it would allow me to experiment with electives that I would not be able to do in a semester schedule.”</li> </ul>  | 115      |
| More opportunities to earn and retrieve credits | <ul style="list-style-type: none"> <li>▪ “Flexibility and ability to make up credit for required courses if a student should fail.”</li> <li>▪ “More choices for the students and ability to get the credits needed for graduation while not being overloaded and having the fear of failure.”</li> <li>▪ “Students could get more credits, making it easier to graduate.”</li> </ul>   | 63       |
| Schedule flexibility                            | <ul style="list-style-type: none"> <li>▪ “Ability to not be locked into a set program of classes with no freedom to deviate based on interests.”</li> <li>▪ “Flexibility in choosing courses and activities that interest you while still being able to earn all required credits for graduation.”</li> <li>▪ “I think the trimester model would be a great benefit for high school students. It allows them to have much more flexibility in their schedules and explore other classes of their interests.”</li> </ul> | 52       |
| Lighter workload                                | <ul style="list-style-type: none"> <li>▪ “You don't have as many classes to deal with at one time; they are more spread out and manageable.”</li> <li>▪ “The greatest benefit I see in the trimester schedule is having less classes in a day.”</li> <li>▪ “Less workload and more variety of classes.”</li> </ul>  | 48       |
| More in-depth instruction and longer study time | <ul style="list-style-type: none"> <li>▪ “[Three] 60-minute sessions and [one] Long session a week allows teachers to plan and students to receive more depth.”</li> <li>▪ “Fewer courses at a time with longer periods reduces switching costs and allows for more deep work.”</li> <li>▪ “Less classes a day would (hopefully) reduce the students’ workload and allow them to focus on [fewer] things at once, which would help in getting a more profound knowledge on a subject.”</li> </ul>                       | 45       |

| THEME                           | EXAMPLE VERBATIM RESPONSES  | MENTIONS |
|---------------------------------|---|----------|
| Later school start time         | <ul style="list-style-type: none"> <li>“The greatest benefits of the trimester model are the ability to get to school on time, and get more sleep with the eight o'clock schedule.”</li> <li>“The one starting at 8am will help teenagers get a bit more sleep.”</li> </ul> | 12       |
| Uncategorized benefits          | <ul style="list-style-type: none"> <li>“Students taking AP courses could have instruction during the [first] two trimesters leading up to the AP exam.”</li> <li>“More room for art, choir, band, drama etc.”</li> </ul>  | 22       |
| No benefits (or opposing views) | <ul style="list-style-type: none"> <li>“I think it's a horrible idea. Students need more time to absorb to the material than just a trimester. Teachers need more time to get to know their students.”</li> </ul>   | 29       |
| N/A                             | -   | 22       |

Note: 1,590 respondents submitted their responses. Themes presented in the figure derive from a randomly selected sample of 320 responses, which maintains the confidence level at 95 percent. The frequencies of themes in total do not equal the sample size as some responses could contain references to multiple themes.

**Figure 1.10: In your opinion, what are the greatest challenges of the trimester schedule?**

| THEME                                       | EXAMPLE VERBATIM RESPONSES  | MENTIONS |
|---|---|----------|
| Reduced instructional time per class/credit | <ul style="list-style-type: none"> <li>“My greatest concern with the trimester schedule is that the amount of hours per class would decrease over the course of the school year.”</li> <li>“It is not acceptable to expect the same amount of material to be taught in fewer hours (especially, since there is already an overabundance of content).”</li> <li>“The 12-week period per trimester may restrict the amount of content students can learn in a course.”</li> </ul>   | 71       |
| Increased workload for students             | <ul style="list-style-type: none"> <li>“I will double homework to fit my courses into the trimester schedule. The workloads on low achieving students will be prohibitive.”</li> <li>“In my opinion, the greatest challenge of the trimester schedule would be the bucket load of homework it will add to students' plates, especially for those like myself who are taking a rigorous AP schedule.”</li> <li>“It seems that cramming a full year of course content into 2/3 of the time will increase pace of classes and, ultimately, load on the students.”</li> </ul> | 63       |
| Scheduling difficulty and confusion         | <ul style="list-style-type: none"> <li>“Potentially, a different schedule each day seems difficult to keep straight.”</li> <li>“I don't like the proposed schedules, particularly variation B where the student is going to a different class each day. Too confusing and hard to manage the work load.”</li> <li>“Transfers between school districts are impacted due to misaligned schedules.”</li> </ul>   | 54       |
| Impact on AP and year-long classes          | <ul style="list-style-type: none"> <li>“AP courses will be hard to take and the test will be at different times since there is a trimester gap.”</li> <li>“Current high school course lists are all dependent on the two semester system. This plan says nothing about its effect on yearlong courses.”</li> <li>“Struggling students will now have less time (days) in which to learn material; advanced students will be in a struggle to complete AP/Cambridge classes in time for exams.”</li> </ul>  | 44       |

| THEME   | EXAMPLE VERBATIM RESPONSES   | MENTIONS |
|---|--|----------|
| Diminished attention due to longer class sessions | <ul style="list-style-type: none"> <li>▪ “For my student with ADHD, longer class times would be a challenge in the block proposal.”</li> <li>▪ “How do instructors maintain student attention, interest and focus for longer class sessions? - How do students remain positively engaged for longer class sessions?”</li> <li>▪ “The greatest challenge would probably be keeping students interested in the class for such a long period of time.”</li> </ul> | 42       |
| Adaptation to new schedule                        | <ul style="list-style-type: none"> <li>▪ “I think it would be different for students who are so used to the quarter schedule. You would not always have the option of taking a class you enjoy.”</li> <li>▪ “Temporary behavioral change. Change is sometimes difficult for people accustomed to fixed routines.”</li> </ul>   | 23       |
| Learning gaps between trimesters                  | <ul style="list-style-type: none"> <li>▪ “I am worried that if students only take two trimesters of math and foreign language each year, they will forget too much because they will have such long periods without these subjects that require so much daily practice.”</li> <li>▪ “Less continuity of material and I fear it will in fact create less options as some classes will not have enough students enrolled to be offered.”</li> </ul>              | 18       |
| Increased stress for teachers                     | <ul style="list-style-type: none"> <li>▪ “Complete change in teacher mindsets; Significant investment in teacher training would be required to shift practice and facilitate maximum content and skill teaching within a trimester timeframe...”</li> <li>▪ “The issue is that you are asking the teachers to teach the same amount of material that they are teaching now, in less time - and some have trouble now.”</li> </ul>                              | 17       |
| Uncategorized                                     | <ul style="list-style-type: none"> <li>▪ “For all of the different schedules, there was not set aside time every day during the morning (before lunch) to relax, get help from a teacher, do homework, which I feel is a crucial part to my success.”</li> <li>▪ “[Too] early to start school for teenagers.”</li> </ul>   | 30       |
| None  | <ul style="list-style-type: none"> <li>▪ “I really see no challenges with it. It simply is a different way of addressing a school year.”</li> </ul>  | 15       |
| N/A   | -  | 12       |

Note: 1,588 respondents submitted their responses. Themes presented in the figure derive from a randomly selected sample of 320 responses, which maintains the confidence level at 95 percent. The frequencies of themes in total do not equal the sample size as some responses could contain references to multiple themes.

**Figure 1.11: Please provide any additional feedback for the College and Career Readiness Taskforce as they consider these scheduling variations.**

| THEME  | EXAMPLE VERBATIM RESPONSES  | MENTIONS |
|--|---|----------|
| Concerns over the trimester schedule                     | <ul style="list-style-type: none"> <li>▪ “Even with our current model students are stressed about workload and credits they have to receive to graduate. I think the new model will increase the amount of stress because students will have more workload and more credits they need to acquire.”</li> <li>▪ “I am against increasing the amount of credits above 24. Students who wish to explore more classes can do it in their own free time.”</li> <li>▪ “I believe students need to see some subjects (math, foreign languages, etc.) on a daily [basis] for the entire school year. Accelerated (trimester) or block schedules are more difficult for these subjects that need daily practice.”</li> </ul>                                      | 97       |
| Support for the trimester schedule                       | <ul style="list-style-type: none"> <li>▪ “Love the 3rd variation. Provides one "long period" each week as well as extra study time built into the school day.”</li> <li>▪ “Please continue to maximize options for credit retrieval and course choices for students.”</li> <li>▪ “Go to the trimester system. It's more like the college quarter system.”</li> </ul>  | 56       |
| Scheduling suggestions                                   | <ul style="list-style-type: none"> <li>▪ “I did not see any homeroom or interventions scheduled in the options. I do not think that we should start kids later in the mornings. We need to make them ready for the real world, and the world wakes up early.”</li> <li>▪ “I would strongly urge you to consider other 7 period models. I understand that [there] are some schools out there with successful models such as Mercer Island High School.”</li> <li>▪ “It feels like you are catering a whole schedule change for the needs a few kids. Why not amp up the summer school program? Add a 7th period day? Those options seem to do what you are trying to do, [while] still maintaining rigor or integrity of high level schools.”</li> </ul> | 44       |
| Later school start times                                 | <ul style="list-style-type: none"> <li>▪ “I'm much more worried about the crazy early start time for school than I am about the precise structure of the periods.”</li> <li>▪ “Please just allow the children to sleep in. This will greatly improve attendance, [attentiveness], and test scores. More importantly, it would benefit the mental health of teenagers in this school district.”</li> <li>▪ “The school day starts too early. Studies show that high school students need more sleep. Please consider starting the day later.”</li> </ul>   | 43       |
| Requesting more information about the trimester schedule | <ul style="list-style-type: none"> <li>▪ “This is very hard to evaluate without understanding the new credit requirements for graduation (i.e., how many in total, how many math, [physical education], etc.)”</li> <li>▪ “Would a trimester class give students enough time to prepare for an AP test?”</li> <li>▪ “It is hard for me to give any opinion on this survey because the only option presented is the trimester, and no down sides of the trimester are stated. In order to give input I need information about all possible options and the pros and cons of all those options.”</li> </ul>   | 38       |

| THEME                                       | EXAMPLE VERBATIM RESPONSES  | MENTIONS |
|---|---|----------|
| Mixed opinions about the trimester schedule | <ul style="list-style-type: none"> <li>▪ “Trimester sounds like a great idea and it can give you more college credit but the only problem with it is that the classes will be shorter because instead of having half a semester to teach a course (90 days) you only get a third of the year to teach the course (60 days).”</li> </ul> | 9        |
| Comments unrelated to scheduling change     | <ul style="list-style-type: none"> <li>▪ “Students need more time to work on homework and have less classes. The homework load is far too much.”</li> <li>▪ “Waive the mandatory Occupational Education classes for students who are certain they will attend a four-year college.”</li> </ul>  | 28       |
| N/A   | -   | 17       |

Note: 1,054 respondents submitted their responses. Themes presented in the figure derive from a randomly selected sample of 300 responses, which maintains the confidence level at 95 percent. The frequencies of themes in total do not equal the sample size as some responses could contain references to multiple themes.

## SECTION II: SEGMENTED RESULTS BY ROLE

This section examines whether respondents with different roles have differing opinions about the proposed trimester schedule for high schools in LWSD. As noted in the introduction, findings drawn from segments with extremely small sample sizes ( $n < 10$ ) are not included in this analysis, but are available in the data supplement.

### PERCEIVED IMPACT OF THE TRIMESTER SCHEDULE

**Responding parents are generally most likely to believe that the trimester schedule will positively impact students, whereas responding teachers are most reluctant to agree.** For instance, while half of responding parents (51 percent) believe that the trimester schedule will have a positive impact on students' academic achievement, only 25 percent of responding teachers share this view. Moreover, notably more parents than teachers agree that the trimester schedule will positively affect students' overall workload (47 percent vs. 34 percent) and students' attentiveness in class (37 percent vs. 19 percent) (Figure 2.1).

**While the majority of all respondents agree that the trimester model would provide opportunities for course variety, student choice, and credit retrieval, parents are more likely than students or teachers to agree with these statements.** For example, nearly 80 percent of parents state that the trimester schedule provides more opportunities for students to take a variety of courses (79 percent). While still a majority, significantly fewer responding teachers and students agree with the statement (68 percent, each). Similarly, more parents are likely to agree that the trimester schedule provides students with flexibility to take courses of their interest (75 percent), compared to teachers or students (63 and 64 percent, respectively) (Figure 2.2).

**Opinions from responding parents and teachers diverge substantially when discussing instructional time for students:** while 70 percent of parents agree that the trimester schedule will provide adequate instructional time during each period for meaningful learning activities, only 43 percent of responding teachers share this view. Further, only around one-fourth of all teachers agree that the trimester schedule would provide opportunities for intervention time during the school day, compared to nearly half of parent and student respondents (Figure 2.2).

Responding teachers are also less likely than other stakeholders to acknowledge the benefit of the trimester schedule in enhancing educational equity. While approximately 60 percent of responding parents and students believe that the trimester schedule will ensure that all students can access the educational opportunities that meet their needs, responding teachers tend to be more skeptical (35 percent). Teachers are also less likely to believe that the trimester schedule provides students with opportunities to seek challenges (46 percent), compared to responding parents (60 percent) and students (52 percent) (Figure 2.3).

**The majority of respondents do agree on the potential positive impact of the trimester schedule on graduation requirements.** Specifically, at least two-thirds of responding parents (75 percent), students (69 percent), and teachers (66 percent) believe that the trimester schedule allows every student to graduate on time with the required number of credits. However, while 56 to 57 percent of parents and students believe that the trimester system provides students with access to other programs (e.g., Running Start, WANIC), only 32 percent of teachers agree (Figure 2.4).

## GENERAL OPINIONS ABOUT THE TRIMESTER SCHEDULE

**Overall, support for the trimester schedule is the greatest among responding parents,** as 59 percent indicate that they “favor” or “strongly favor” the proposal. In comparison, **responding teachers are the least likely to be in favor of the trimester schedule.** In fact, more than half of responding teachers (57 percent) “oppose” or “strongly oppose” the schedule change. Students appear to be conflicted, as 41 percent favor the change, 21 percent are neutral, and 31 percent oppose the change (Figure 2.5).

## FIGURES

**Figure 2.1: Perceived Impact of Schedule Change on Students, Segmented by Role<sup>2</sup>**

(% “Positive”)

| ITEMS                             | TEACHER<br>(N=158-189) | PARENT<br>(N=939-1,041) | STUDENT<br>(N=1,060-1,161) |
|-----------------------------------|------------------------|-------------------------|----------------------------|
| Student academic achievement*     | 25%                    | 51%                     | 46%                        |
| Students’ overall workload*       | 34%                    | 47%                     | 41%                        |
| Students’ attentiveness in class* | 19%                    | 37%                     | 32%                        |
| Student attendance*               | 9%                     | 26%                     | 35%                        |

Note: \* indicates statistically significant difference between teacher, parent, and student respondents at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of “positive” responses.

<sup>2</sup> Figure 2.1 to Figure 2.4 are color-coded, where by a darker green signifies a larger percentage point within the table, and a lighter green signifies a smaller percentage point.



**Figure 2.2: Perceived Benefits of the Trimester Schedule, Segmented by Role**

*This schedule...  
(% “Strongly Agree” and “Agree”)*

| STATEMENTS   | TEACHER<br>(N=188-201) | PARENT<br>(N=875-1,078) | STUDENT<br>(N=918-1,040) |
|--|------------------------|-------------------------|--------------------------|
| Would provide opportunities for credit retrieval during the school day.  | 60%                    | 63%                     | 61%                      |
| Allows flexibility and student choice in taking courses of their interest.*  | 63%                    | 75%                     | 64%                      |
| Provides more opportunities for taking a variety of courses (e.g., electives, non-credit courses, and half-credit courses).* | 68%                    | 79%                     | 68%                      |
| Provides adequate instructional time during each period for meaningful learning activities.*                                 | 43%                    | 70%                     | 61%                      |
| Would provide opportunities for intervention during the school day.*   | 27%                    | 48%                     | 47%                      |

Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

**Figure 2.3: Perceived Impact of the Trimester Schedule on Education Equity, Segmented by Role**

*This schedule...  
(% “Strongly Agree” and “Agree”)*

| STATEMENTS   | TEACHER<br>(N=183-186) | PARENT<br>(N=892-965) | STUDENT<br>(N=920-961) |
|--|------------------------|-----------------------|------------------------|
| Provides students with opportunities to seek challenges.*                                  | 46%                    | 60%                   | 52%                    |
| Ensures that all students can access the educational opportunities that meet their needs.* | 35%                    | 61%                   | 60%                    |
| Ensures program access for all students.*  | 36%                    | 55%                   | 58%                    |

Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

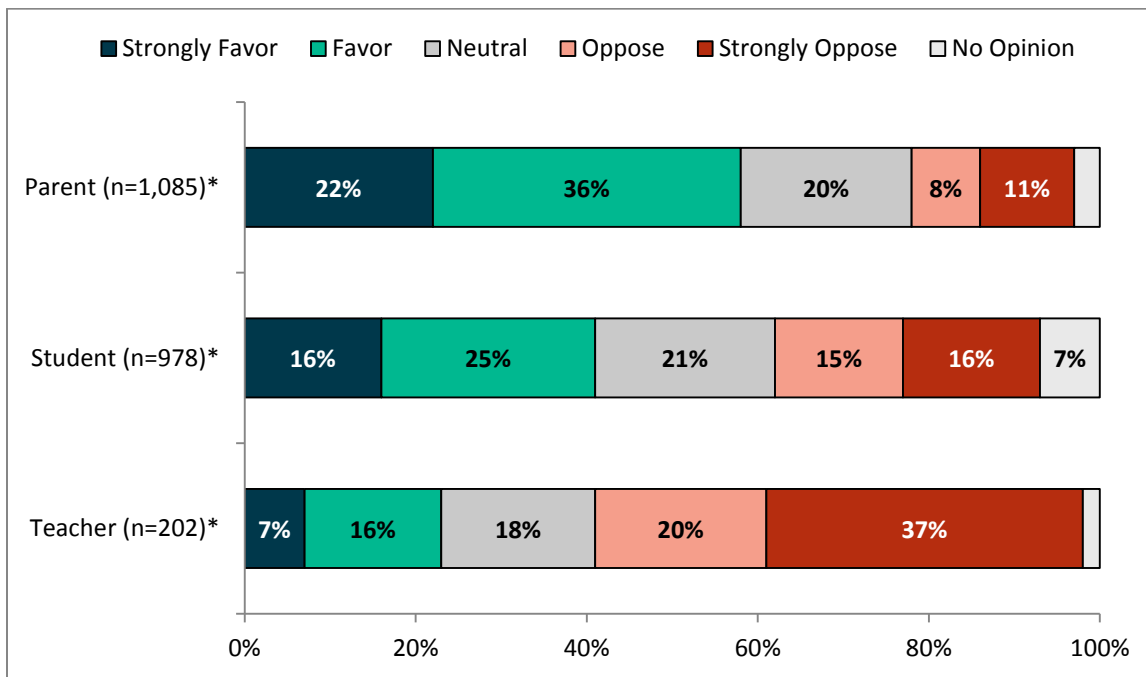
**Figure 2.4: Perceived Impact of the Trimester Schedule on Student Graduation, Segmented by Role**

*This schedule...  
(% “Strongly Agree” and “Agree”)*

| STATEMENTS   | TEACHER<br>(N=155-196) | PARENT<br>(N=694-1,004) | STUDENT<br>(N=832-957) |
|--|------------------------|-------------------------|------------------------|
| Allows every student to graduate on time with the required number of credits or more.*             | 66%                    | 75%                     | 69%                    |
| Ensures flexibility and student choice in the exploration of their interests and course pathways.* | 52%                    | 73%                     | 64%                    |
| Provides student access to other programs – Running Start, WANIC, etc.*                            | 32%                    | 56%                     | 57%                    |

Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

**Figure 2.5: Level of Support for the Trimester Schedule, Segmented by Role**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly favor” and “favor” responses.

## SECTION III: SEGMENTED RESULTS BY GRADE LEVEL

This section presents the differences among respondents at the elementary, middle, and high school levels in their attitudes toward the implementation of a trimester schedule among the district's high schools.

### PERCEIVED IMPACT OF THE TRIMESTER SCHEDULE

**Compared to respondents at the elementary and middle school level, high school respondents are generally less likely to acknowledge the positive impact of the trimester schedule on students.** In particular, while 52 to 54 percent of elementary and middle school respondents rate the potential impact on students' academic achievement as positive, only 41 percent of high school respondents agree. High school respondents are also less likely than their elementary and middle school counterparts to believe that the potential impact on students' attentiveness in class will be positive (39 percent elementary school, 40 percent middle school, and 28 percent high school) (Figure 3.1).

Respondents across grade levels, however, do not differ significantly in their views about the impact of the trimester schedule on students' overall workload, as a large minority from all grade levels anticipate a positive impact (41 percent to 48 percent) (Figure 3.1).

**Overall, elementary school respondents are more likely than middle school and high school respondents to agree with the positive statements about the trimester schedule.** For instance, while 71 to 74 percent of middle school and high school respondents agree that the trimester schedule will provide more opportunities for students to take a variety of courses, as many as 82 percent of elementary school respondents agree. Meanwhile, respondents at the high school level are the least likely to admit that the trimester schedule allows flexibility and student choice in taking courses of students' interest (81 percent elementary school, 70 percent middle school, and 66 percent high school), and that the schedule would provide opportunities for intervention during the school day (51 percent elementary school, 52 percent middle school, and 41 percent high school) (Figure 3.2).

With regard to the potential impact of the trimester schedule on educational equity, high school respondents are again less optimistic than elementary and middle school respondents, as fewer of them agree that the schedule will ensure that all students can access educational opportunities that meet their needs (64 percent elementary and middle school, respectively, 53 percent high school). High school respondents are also more reluctant to agree that the schedule will provide students with opportunities to seek challenges (62 percent elementary school, 60 percent middle school, and 51 percent high school) (Figure 3.3).

On the other hand, **a majority of respondents, regardless of their grade level, agree that the schedule allows every student to graduate on time with the required number of**

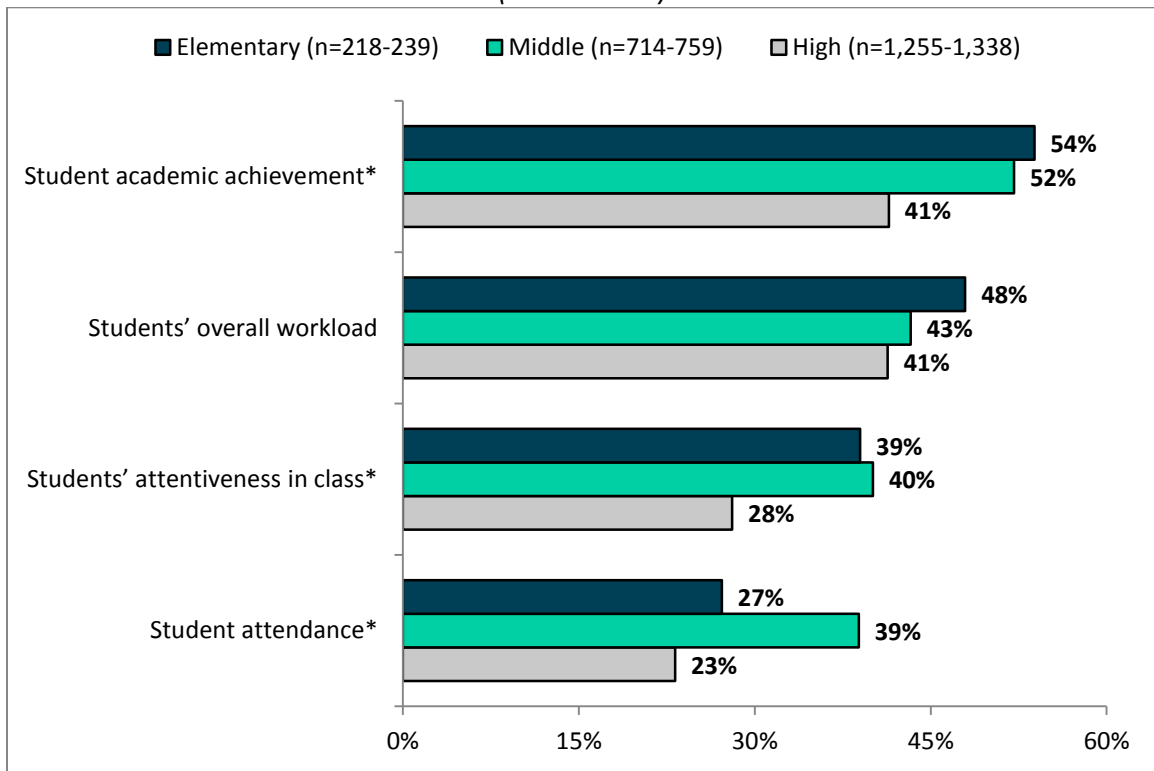
**credits or more (70 to 76 percent).** However, a larger proportion of elementary and middle school respondents than high school respondents believe that the trimester schedule would provide students with access to other programs such as Running Start and WANIC (60 percent elementary school, 61 percent middle school, 50 percent high school) (Figure 3.4).

### GENERAL OPINIONS ABOUT THE TRIMESTER SCHEDULE

Overall, **elementary respondents are the most likely to support the trimester schedule**, with 67 percent indicating that they “favor” or “strongly favor” the schedule. Half of middle school respondents are also in favor of the trimester schedule (50 percent). Among high school respondents, however, only 42 percent support the schedule change, and 37 percent oppose the proposed trimester schedule (Figure 3.5).

### FIGURES

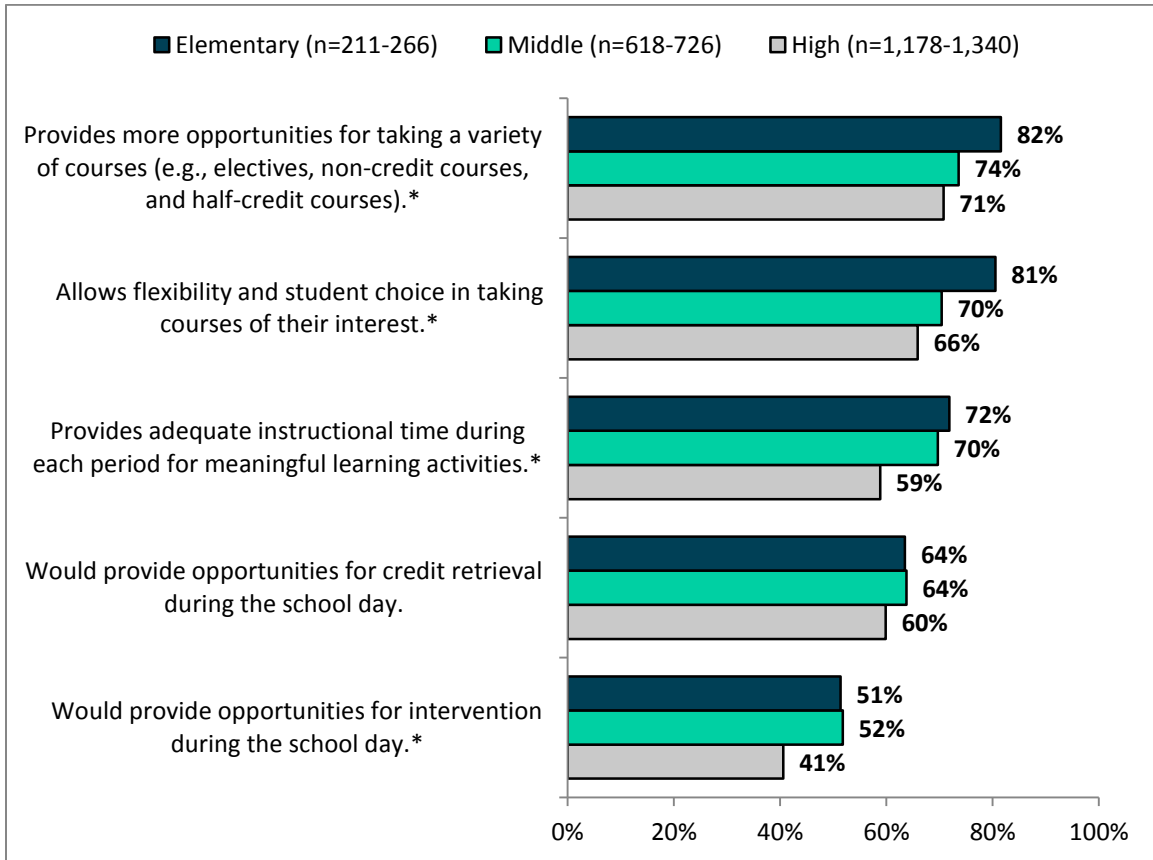
**Figure 3.1: Perceived Impact of Schedule Change on Students, Segmented by Grade Level**  
(% “Positive”)



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of “positive” responses.

**Figure 3.2: Perceived Benefits of the Trimester Schedule, Segmented by Grade Level**

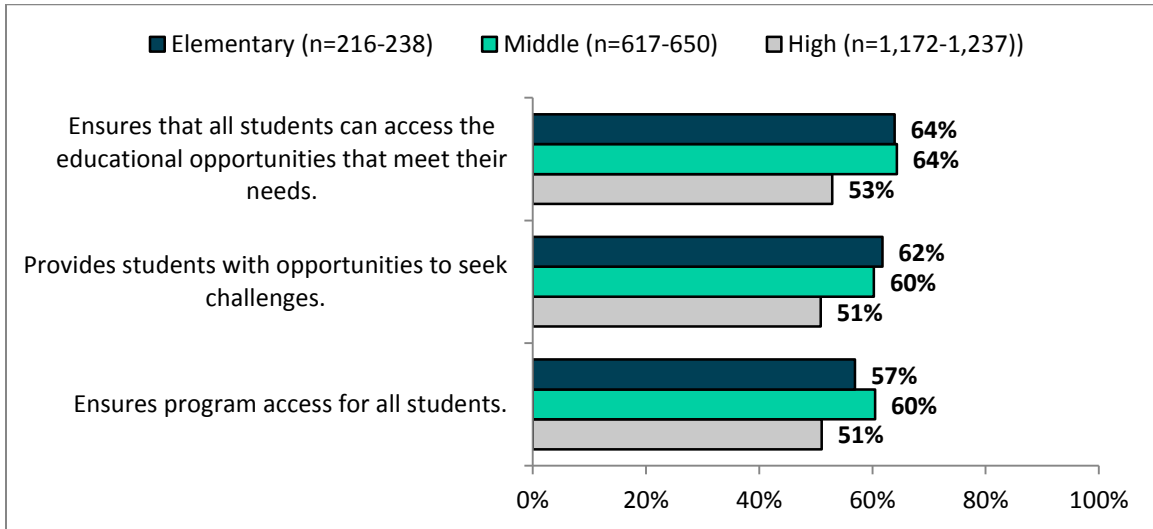
*This schedule...*  
 (% “Strongly Agree” and “Agree”)



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

**Figure 3.3: Perceived Impact of the Trimester Schedule on Education Equity, Segmented by Grade Level\***

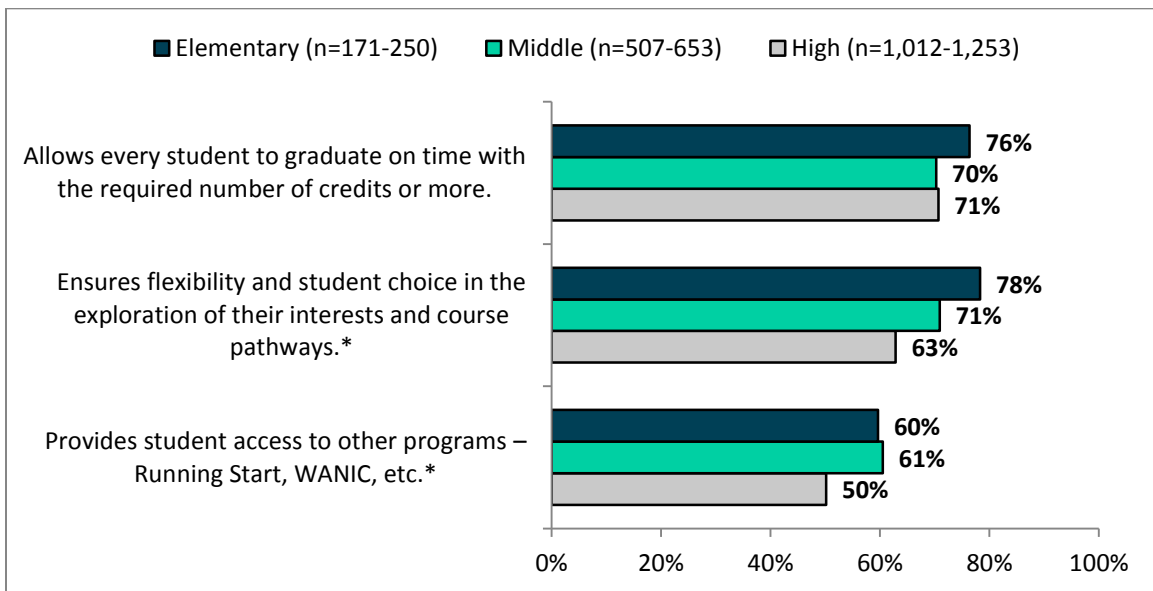
*This schedule...*  
 (% "Strongly Agree" and "Agree")



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of "strongly agree" and "agree" responses.

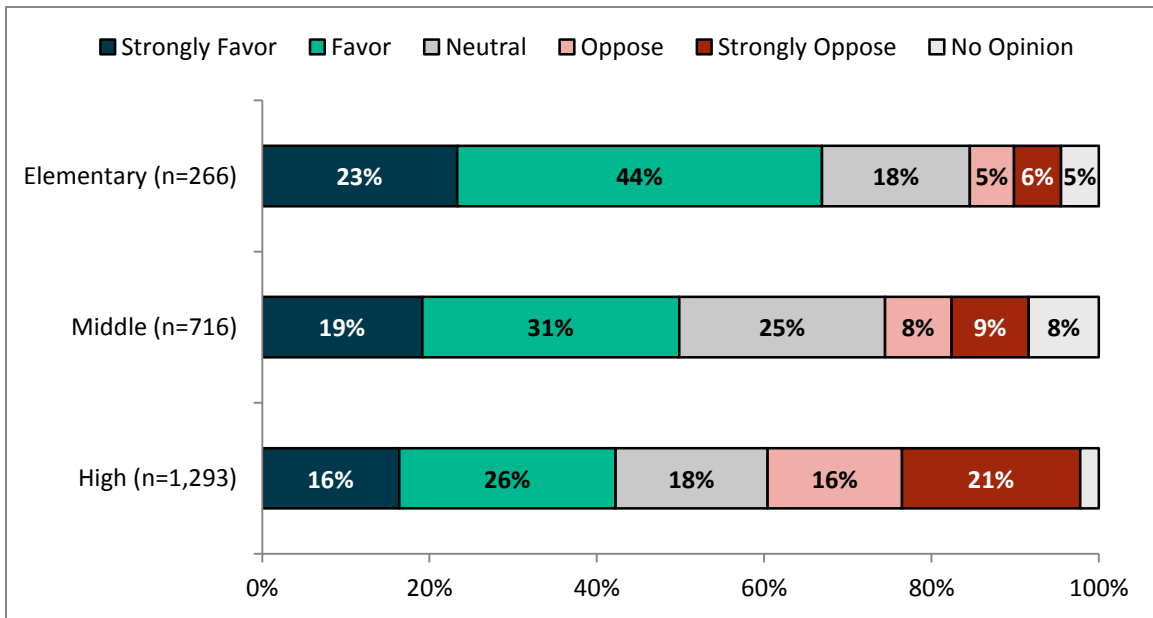
**Figure 3.4: Perceived Impact of the Trimester Schedule on Student Graduation, Segmented by Grade Level**

*This schedule...*  
 (% "Strongly Agree" and "Agree")



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of "strongly agree" and "agree" responses.

**Figure 3.5: Level of Support for the Trimester Schedule, Segmented by Grade Level\***



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly favor” and “favor” responses.

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