

Georgia's Leadership Institute for School Improvement Block Scheduling Analysis

Overall, 353 schools were analyzed to determine whether block scheduling has impacted student achievement from the years ending 2004 to 2005. Block scheduling data were provided by the DOE, and the schools omitted from the study are those with either no block scheduling data or no Georgia High School Graduation Test (GHS GT) scores for 2004 or 2005. 196 schools provide block scheduling and 157 do not.

The results show a small but not statistically significant correlation between the presence of block scheduling and student achievement. Schools offering block scheduling ($\bar{M} = 1.158$, $\bar{S} = 8.69$) showed a higher scale score change from 2004 to 2005 than those not offering block scheduling ($\bar{M} = 0.43$, $\bar{S} = 9.069$), but the correlation, $r(351) = 0.041$, is not significant. This result does not support the hypothesis that schools offering block scheduling make greater student achievement gains than those which do not. This analysis uses the GHS GT school-based average scale score for all subjects.

The table below shows the correlations by subject area.

	Language Arts	Math	Science	Social Science	All Subjects
Pearson's Correlation	0.094	-0.014	0.059	0.087	0.041
Significance (two-tailed)	0.077	0.786	0.271	0.104	0.443

No correlations are significant, but another year of data should be studied to determine whether Language Arts and Social Science yield significant results.

