

CONCERNS ABOUT BLOCK SCHEDULE AT ENLOE
PTSA MEETING – OCTOBER 18, 2011

Do you think this should trickle down to Ligon and Hunter, Carnage and Washington, in order to reap benefits along the way?

Is WCPSS pressuring you or does WCPSS have a position on this?

Doesn't the achievement gap need to be addressed community- wide? The school cannot solve it alone.

I have serious concerns about making a change on this scale with little or no data to suggest that it will make an impact. It seems a bit like shooting in the dark.

Many students arrive at high school without being prepared. Perhaps the M.S. should be examined more closely to identify the reasons for failure.

We really like the current schedule. Those are really long periods – even I would get bored.

Look at international education systems in countries that are outperforming our students.

Going off campus for lunch in such a short time – SAFETY!

I did not have all my questions answered tonight about block scheduling and have many concerns about it. Please do not decide this without parent/Student input and don't limit that input/vote only to parents who can attend a meeting. Consider positing presentation online and allow online voting or other ways to insure you hear from as many parents as possible.

While students do have more time they have to understand twice the information twice as fast.

Being sick for one day is like missing two.

For languages and arts: it is very difficult to retain the information year to year when we don't have the class half the day.

AP tests are in the spring. Fall AP classes end two months before and spring AP classes only have two months to learn the curriculum.

In higher level arts students cannot take chorus and theater.

The skinny seems so valuable. The skinny is basically one of our 8 periods.

I feel that not having classes all year will affect the learning of the high-flying students.

IB program-seniors not being able to get all required classes – there were problems this year in scheduling

How high level math classes that utilize NC State professors will be handled

How computer science will be handled – currently they participate in ACSL competition

How high level language classes would be handled (Chinese)

I am very disappointed that tonight's presentation was delivered not as a possible option as advertised but rather as a strong argument in favor of block scheduling. Data presented was only in support of the move, and other data, including the fact that AP test performance in Wake County and beyond has gone down after a move to block scheduling. Questions were not answered thoughtfully but rather as arguments in favor of the change.

There are a lot of interesting, flexible features to this schedule in theory, but in practice with such a large school, varied population, will people really get what they need and want out of the schedule? Will their schedules really work out?

I am interested in how upper level students are being supported in classes like Pre-Calc? My son needs tutoring but his teacher has limited access. Can he get help during Eagle Enrichment or would there be more opportunities with this proposed change?

Why would a parent of a magnet student continue at Enloe if the school was like a base school?

The ability to take upper level chorus and band along with music theory in addition to math, English Science.

So if I share what my son needs to take next year (that would be possible) he will be guaranteed to still be able to do so? If not, it doesn't serve the magnet population.

How will the low performing students be affected by the new assignment plan? Is this all a moot point?

Given a 30-minute lunch period are you concerned about feeding all students? You can't serve all the students in the current time period now. How many meals can you serve in 15 minutes, leaving 15 minutes to eat?

Please offer an opportunity at a future meeting for PTSA to vote on the block scheduling that has been properly noticed to the membership.

Please put the presentation on the Enloe website. The slides are difficult to see in the meeting.

Orchestra, band, and chorus will be greatly impacted by an 82 minutes full year commitment. It does not allow students to explore other interests.

My child, Helen, is a junior and is strongly against the block schedule. According to her, a majority of students are against it. If the students do not want it, why bother? Why don't you ask the opinions of the students to see whether they think they will benefit? They should know best.

How will AP classes be conducted? Preparation for exams?

We made a commitment to attend Enloe HS because it is NOT a block schedule school. Hence it is unfair and disruptive if we change the rule and commitment we made and WCPSS made in the middle of the four years high school program.

Students will have less elective classes.

If fall AP uses spring skinny period for review, it eliminates that elective period for potential year long arts classes (or other classes for that matter) or semester elective

Reinforce idea that arts classes need to meet year-long, mainly daily. My daughter wants to pursue music and theater post high school and I feel she needs the daily instruction for maximum success.

Concerned about balancing academics and electives each semester. Could be heavy load of core courses one semester.

Concerned about potential lag time between courses that build on the previous course such as math, foreign language. Don't want to load up child with math for several semesters, for example, for continuity.

There may be overall more classes but I am concerned that they will not be what the student wants.

Please listen to the students – at least hear them out. I have a freshman and a senior and both of them feel that no one in administration will listen to their opinion. I do not know why they feel this way but that is the impression they have. I believe if you could give this presentation to the students it will alleviate many of their concerns.

The date is not adequate to support the move to a block schedule. There are many other variables and factors that have not been shared or considered.

It is fine to support struggling students but don't make achieving students pay the price.

Panelists seem to have made up their minds in favor of the block schedule.

Serious concerns about the AP review during the skinny period – it seems to eliminate the year-long elective/band/chorus/orchestra.

Students taking AP classes in fall, also taking the review in the skinny in spring, can't really take a class in the fall semester skinny. This eliminates an elective, therefore reducing the total numbers of classes available. Your support for this program seems heavily weighted towards emphasizing the possibility that students can take more classes but it doesn't really look like it to me.

The group of parents at the meeting tonight was not representative of the diverse school population. There were many selfish parents thinking only of their student!

Strong consideration to your outstanding orchestra leader/teacher: Beth McCollum. She was not on panel and in fact was directing four orchestras in a concert tonight.

Schedule an average student who works hard but cannot make AP or IB.

What will performing arts get A/B day'd with? Classes will lose 900-1080 minutes a year due to the skinny period.

How would we arrange the orchestra levels if we have to cut one orchestra out? Should we compromise the quality of these orchestras to fit into a block schedule?

The No Child Left Behind program was criticized as being detrimental to the high-performing students. Why should this sort of idea be implemented with high schools?

Appeared on slide that the dance student had to take a core class during summer school. I wonder if that would be necessary for other/all students who take many art classes? Was that student the best example?

I am concerned about my 10th grader. She is a mid-level student that has been successful with the present schedule. Of course I am worried about changing the formula in the middle of her high school career. Also - we were drawn to Enloe by the Arts. I don't like the idea of taking dance every other day.

There seems to be a perception among EHS students that with block schedule the school will eliminate a lot of electives. Sounds like it's not true. It's important to correct that perception.

How do you plan to continue having four orchestras and 4 bands? We do not have the two separate rooms necessary to continue this excellent program.

What if students need shorter classes for success if your student might have trouble maintaining attention or behavior in a longer period?

When a child is out sick for more than a day - the amount of information missed seems like it would be overwhelming.

Major concern of the gap in time for math/science/language progression spring to spring is a year gap. How much review will consume these advanced classes?

I'm concerned about Calculus 3. Currently it is only offered first period because the teacher can only be at Enloe first period, so what will happen next year? What about EMT offered by the Wake Huskins program? It is offered during 8 period 2-3 days after school and students travel to Wake Tech to take this class. Will this new scheduling program reduce the amount of APs that are offered? I also personally do not think that after school study session are efficient or useful?

Also, if students have previous afterschool commitments, how will they balance AP review sessions with their extracurricular activities? What will happen to Eagle Enrichment if we go to block? I personally like the EE time because it's extra time to study or ask questions of my peers or teachers. I think, for my senior year, I have had three years to strengthen my study skills and find out how for myself is a good study schedule and if we have a changed schedule for my senior year I don't think I will have as successful a year.

From WCPSS's own study in 2--4 - Please read this and the Canadian Study of 30,000 high schoolers and block scheduling

- Students' math scores on SAT and AP tests will be lower

- 50% of WCPSS teachers state they cover less material in a block schedule leaving them less prepared for post-high school education

- Students in AP classes taught in the fall semester will be less prepared for spring AP testing.

- Children with ADD and SPD will become greater behavioral issues in longer class structured schedules.

- Parent and student satisfaction with their school declines there are no other WCPSS options for students

- More teachers will need to be hired in a time of budget cuts

- More teacher training will be needed, costing more money to the school

- This plan has no effect on attendance or behavior.

- I am concerned that Enloe is succumbing to peer pressure - if you wish to narrow gaps - find something that works. Not something proven not to.

Will not be prepared for the tests if student takes spring APs

Many families choose Enloe for the schedule option. My fear is that fewer families will be willing to go the distance when Enloe looks the same as Green Hope, Broughton, etc. Once parents are less interested the risk is on increase in base students and then a snowball effect.

Enloe should be a unique choice. Magnet schools are supposed to provide a choice.

Your presentation didn't clearly show improvement in low performing students before block to after block implementation.

Is Freshman Academy working for the 9th grade?

If they are still failing at high %s, then should it be continued?

Should have been spending this time determining why low performing students are low performing.

The plan you propose has too many exceptions. Simplify. Simplify.

This plan gives one additional class per year to use for remedial or accelerated.

All AP classes should be able to be yearround A/B

How will semester classes be offered/

How will Orchestra classes be offered because there are four orchestras now and 4 skinny periods to keep the yearlong orchestras.

Why can't we stay the same? What about our senior year?

Why not do a study to see if kids in 9th grade Freshman Academy do worse in the 10th grade with a shorter period?

What arts classes would be on a A/B day?

There is a strong potential for at least nine months or more between math classes or language classes.

Despite having time - what about dealing with multiple conflicts meaning they can't take certain electives.

I'm concerned that kids won't take year long arts electives if they will take up about one quarter of their time instead of one seventh.

Will Calc III/ differential Equations be offered?

Has the administration consulted the students on the possibility of block scheduling? They will be affected the most by this policy and should be involved far more than they have been able to be so far.

Enloe is a GT school, protect magnet rights, too. I understand the need to help students that are not achieving but it was said that students in the arts are less likely to fail. This proposed change cannot be a positive for the magnet art students and therefore Enloe may be a less desirable option for them

Don's see how elective dedicated teaching staff will cope well under this proposed schedule.

Not enough year long options for Arts electives.

I have another student at our base high school which is block and our family does not find it to be better.

If your student needs the year long elective for a class do they reisk skipping a possible study hall review for fall AP classes to continue an elective which enriches their time in high school?

My main concern is that good students will be unfairly impacted by the block schedule. AP tests will not be well prepared by block schedule.

Failure students will still fail no matter what you do. This is fundamental thing. Family and society influences are very hard to change. If they themselves don't want to change, school can't change them.

Does Enloe want to drive away good/highly successful students?

Families can get plenty of AP classes at their base schools but Enloe has a superior arts program which I would hate to see compromised.

I see the data but I would that that it's because of what you all are doing with the under-achieving students changing the schedule will only bring down the numbers because it will hurt the achievers. Basically, I think that the proposal just an attempt to change things without any data suggesting that it helps students. **DO NOT DO THIS.**

I am concerned that a possible change in the current schedule may upset our teachers so as to move them to accept jobs elsewhere.

As I have heard, block scheduling will result in a year's worth of courses being covered in one semester. I am concerned that the new schedule will result in problems relating to EOCs. For example, when a student take math in the first semester, he will not be tested until the EOCs in spring - a gap of about 5 months. Similarly, AP classes would end i the fall, but AP exams are given nationally one day in the spring.

I am concerned about if Enloe goes to block, I will not be able to take as many courses I am interested in. Also, how will taking a language work? On block, it could be a year before I can take the next level.

The high school I attended (Great Neck S, one of the top public HS in the US) had a complex schedule of 9 classes in 8 periods:

4x50 minutes, 5 classes (rotating, each class 4 days/wk)

5x40 minutes, 4 classes incl lunch periods (every day)

It wasn't that hard t deal with, you just had to remember what day of the week it was. It is another way to get more instructional time. Note that one of the 40-minute classes was lunch and recess.

AP's taken in the first semester will be largely forgotten by the time of AP national test in May. Performance will be compromised.

Longer class hours won't benefit for low performance students-they simply don't have that focus span.

Electives (For example Orchestra) are affected negatively.

Many parents were at the Orchestra Concert and couldn't make the meeting tonight.

The change to block scheduling seems to be a move toward the dismantling of the magnet program.

For pairings of the A/B classes, students will b e a limited if they don't want those specific pairings.

One of my main concerns would be the loss of magnet students to Enloe. As a magnet parent one of the reasons we chose Enloe was for the non- block schedule. It seems that it is more difficult to balance the Arts with the academics the skinny period can't be the answer to everything.

One of the issues I hear constantly is that schedule management is very difficult with block scheduling.

We hear a lot about positive impacts of the block schedule.

Are there any known downsides to this model? Why don't we see them presented?

I came here tonight because my daughters C&C teacher told her that if Enloe changes to a block schedule, they will lose the magnet status. Is there any truth to this?

The number presented do not mean much as Green Hope, Broughton, and Enloe are vastly different in terms of population.

Enloe despite its black community is still achieving higher than the Preppy school of Broughton or the Geek school such as Green Hope. The presentation is heavily biased in favor of block schedules and presents false facts.

What exactly about the longer periods improves achievement/ (i.e. relationship between teacher/student, experimental approach etc etc)

Concerned that these class times (i.e. 80 min) is too long for child to remain focused for effective learning.

Concerned that these class times are too long for teachers to remain effective.

We need data on performance on AP exams which show 5 scores. 3 is not a passing grade. You should not claim AP success for less than a 5. Language must be continuous but no high performing child can take 9 years in one language.

Students taking AP courses will have to wait for 6 months before they can take final exams. Loss of continuity will greatly affect their ability to perform well in the final exams.

Students might not be able to participate in EMT programs.

AP exams only in spring.

Too long to sit.

Overcrowding in classes.

Take away Enloe's specialness.

Less arts classes

Enloe' test score going down even though reduced level down.

If block schedule is impeded majority of students loose academic excellence as a long term goal. Good students will get lazy.

Have extra care on students who fail/cannot cope with current system who may be very few.