

ABSTRACT

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The Relationship Between Types Of Instructional
Schedules and School Performance Scores

On Louisiana Public High Schools

(Major Professor: Fred H. Groves, Ph.D.)

With the 1994 publication of *Prisoners of Time*, by the National Education Commission on Time and Learning, many schools are trying to find ways to increase the amount of time students interact with teachers. One way schools are achieving this goal is by implementing one of several types of alternative schedules (any schedule that differs from the norm of six to seven periods a day). The first purpose of this study was to determine if the type of instructional schedule a school implements could predict a school's School Performance Score. The results of the multiple regression indicated that there are four variables (the percent of minority students, percent of students who are eligible for free or reduced lunch, Title I status, and locale of the school) that predicted School Performance Scores. However, the variables for types of scheduling did not predict School Performance Scores. The second purpose of this study was to determine if there was a significant difference between school that have implemented an alternative schedule and schools that have continued to use a traditional schedule. The results of the correlated t-test indicated that there was no significant difference between the mean School Performance Score of schools under a traditional schedule and those that have implemented an alternative schedule.

Additionally, the results of the qualitative interviews with principals and teachers indicated that how a school implements its alternative schedule, and whether the school voluntarily changed to an alternative schedule or was mandated to do so, influences their School Performance Score. The qualitative data also revealed another factor, such as school autonomy, which the quantitative data did not uncover.