

# STAND STRONGER: 4X4 SCHEDULE

**TRAINING:** CHSS is offering a webinar on how to implement a 4x4 schedule for the upcoming school year.

**DATES:** Tuesday, 4/20 from 2-3pm (Pacific) OR Wednesday, 4/21 from 9-10am (Pacific)

**REGISTER:** Click on these links: [Tuesday 4/20](#) | [Wednesday 4/21](#)

Ninth graders are three to five times [more likely to fail](#) a course than students at any other grade level, and students across all achievement levels experience a decline in GPA from eighth to ninth grade. [Research](#) attributes this decline in academic performance to students feeling less well known or supported by adults; students feeling overwhelmed by the sheer number of transitions they must make daily; and students' inability, because of their underdeveloped executive functioning capacities, to effectively manage the increase in the number of courses they take.

An analysis of the performance of ninth graders in our partner schools this year surfaced a compelling, although not surprising, result: **Students with fewer courses each term stay on track at significantly higher rates.** Staying on track is defined as earning one quarter of the credits needed to graduate and earning no more than one F during the ninth grade year. A 4x4 schedule reduces the number of courses per day (to four) and extends the length of each class; by doing so, students and teachers have more manageable schedules, fewer transitions, more chances to build authentic relationships and the opportunity to cover course content in greater depth.

Among [76 schools across 6 states](#), students in schools who adopted 4x4 schedules scored 11 points higher on ninth grade on-track rates than their counterparts at schools who maintained traditional schedules (74% to 63%). This performance difference persisted across all racial groups. Significantly, the gaps were wider for students enrolled in English language learner (66% to 45%) and special education services (70% to 55%) and for those who qualified for free or reduced-price lunch (75% to 55%).



## RESOURCES:

[An Analysis of Research on Block Scheduling](#)

[The 4x4 Plan \(Educational Leadership\)](#)

[White Paper: The Effects of Block Scheduling and Traditional Scheduling on High School Student Achievement \(2019\)](#)

[Optimal Scheduling for Secondary Schools](#)

[Block Scheduling \(Northeast and Islands Regional Educational Laboratory\): Innovations with time](#)

[The Effects of Block Scheduling \(The School Superintendents Association\)](#)

[Sample 4x4 Block Schedule configurations 1 of 2](#)  
[Sample 4x4 Block Schedule configurations 2 of 2](#)

[Trends and Issues in High School Scheduling](#)

[Time for Change? Findings from a survey of Time Use in Schools](#)

[Unlocking Time \(produced by abl\), a website and product for districts looking to use innovative scheduling to optimize learning](#)

[National Education Commission on Time and Learning. Prisoner of Time: Report of the National Education Commission on Time and Learning. Washington, D.C.: U.S. Government Printing Office, 1994](#)

**[REGISTER TO LEARN MORE ABOUT HOW TO START A 9TH GRADE SUCCESS PROGRAM.](#)**