



# Choice in Learning: Examination of Students' Use of Flex Time in High School

October 22, 2020





# Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and one hope you have for this school year.
- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions.
- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora\_Inst.
- **We are recording and archiving the webinar.**
  - The slides and video will be available on [aurora-institute.org](https://aurora-institute.org).

# Choice in Learning: Examination of Students' Use of Flex-Time at Legacy High School

## Part 1

October 22, 2020

Tom Schmidt  
Principal  
Legacy High School

Ben Johnson  
Assistant  
Superintendent  
Bismarck Public  
Schools

Marc Brodersen  
Senior Researcher  
REL Central

Jeanette Joyce  
Senior Researcher  
REL Central

Legacy High School Representatives  
Students  
Legacy High School

# Introductions

# REL Central – Who We Are



The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

# REL Central – North Dakota Innovative Schools Research Partnership

An alliance united by goals to identify and support the implementation of promising innovative strategies in North Dakota.

## Area of Focus



What approaches can be used to evaluate innovative education proposals and programs?



Interpreting Research on  
Student Use of Flex-Time

# Session Objectives

- **Objective 1:** To learn how flex-time can be incorporated into the school schedule to support student choice in learning.
- **Objective 2:** To learn about a study examining how students used their flex-time and how use varied by student characteristic and academic achievement level.
- **Objective 3:** To identify steps that can be taken to support students' effective use of their flex-time.

# Poll

**What is your role?**

**How familiar are you with flexible school schedules?**



# Flex Mod

*Personalized Scheduling*

***“Creating Your Legacy”***

# Legacy High School Model

## Why??

- A focus on collaboration, communication, creativity, and critical thinking is essential to prepare students for increasingly complex life and work environments in the 21st century.
- Increased personalization and student choice.

## How??

- Building design
- Flexible mod scheduling and flex-time
- Project-based learning
- 1:1 accessibility

# Example Schedule: Freshman

Day	Mod 01	Mod 02	Mod 03	Mod 04	Mod 05	Mod 06	Mod 07	Mod 08	Mod 09	Mod 10	Mod 11	Mod 12	Mod 13	Mod 14	Mod 15	Mod 16	Mod 17	Mod 18	Mod 19	Mod 20	Mod 21	Mod 22
M	Spanish I FLA131.840012 Room: A011			Global Studies SST101.840023 Room: A212				Algebra I MAT111.840024 Room: B014			PE 9/Health PED111.840045 Room: D001-N				Physical Science SCI101.840076 Room: A201			Chamber Orchestra MUS413.840017 Room: F008				
T	English 9 ENG101.840021 Room: A111			Algebra I MAT111.840024 Room: B014							Physical Science (Lg Group) SCI101g.840012 Room: F101		PE 9/Health PED111.840045 Room: D001-N			Physical Science sCI101.840076 Room: A201						
W	English 9 ENG101.840021 Room: A111				Algebra I MAT111.840024 Room: B014				Global Studies SST101.840023 Room: A212						Art I ART111.841068 Room: E001			Chamber Orchestra MUS413.740017 Room: F008				
TH	Spanish I FLA131.840012 Room: A011			English 9 ENG101.840021 Room: A111				Guidance Freshman GEN100.841135 Room: A112				PE 9/Health PED111.840045 Room: D001-N		Physical Science SCI101.840076 Room: A201			Art I ART111.841068 Room: E001					
F	Spanish I FLA131.840012 Room: A011			Global Studies SST101.840023 Room: A212				Algebra I MAT111.840024 Room: B014				Global Studies (Lg Group) SST101g.84001 Room: F101		English 9 (Lg Group) ENG101g.840015 Room: F101		Chamber Orchestra MUS413.740017 Room: F008		Art I ART111.841068 Room: E001				

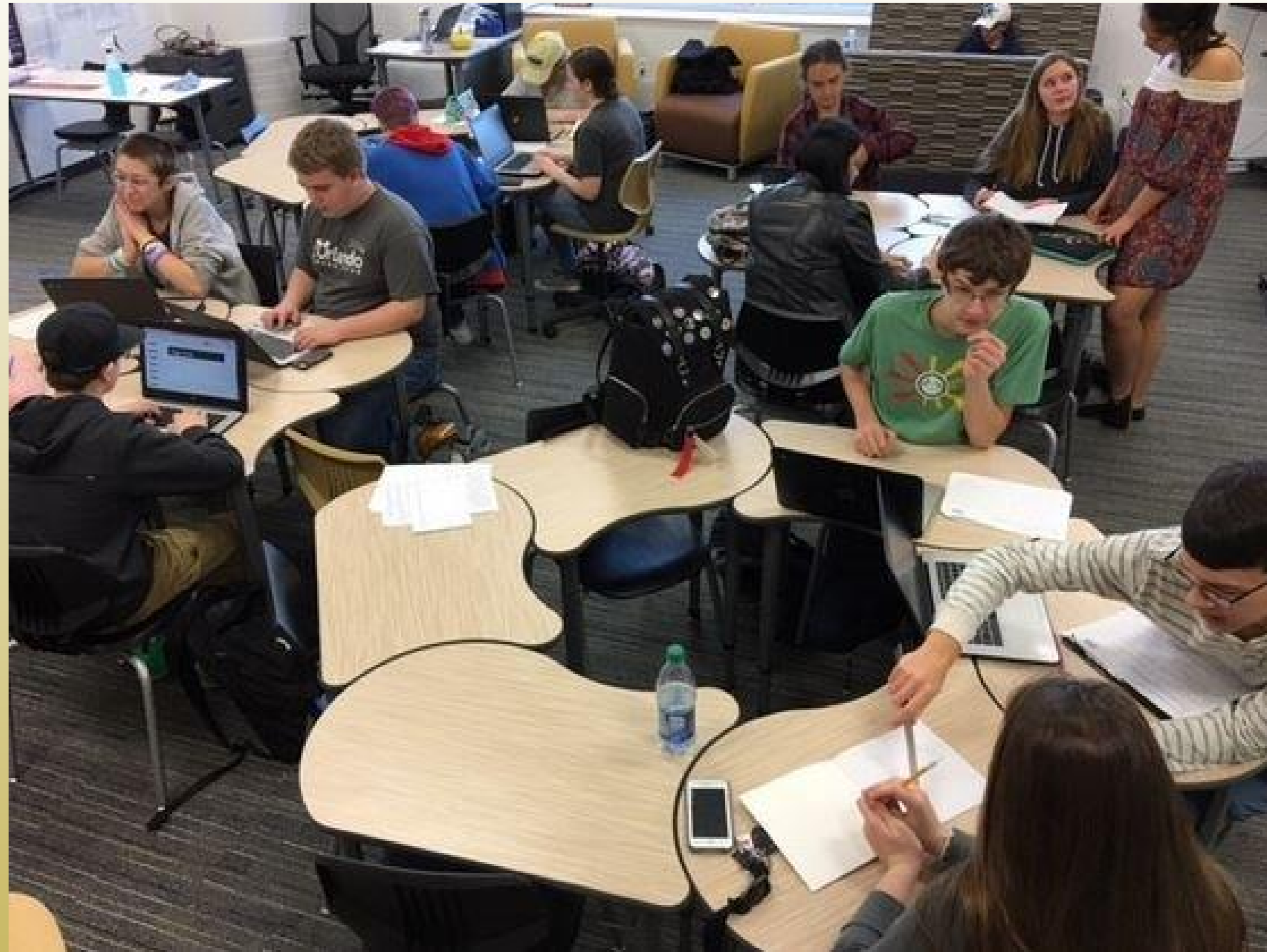
# Example Schedule: Senior

Day	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6	Mod 7	Mod 8	Mod 9	Mod 10	Mod 11	Mod 12	Mod 13	Mod 14	Mod 15	Mod 16	Mod 17	Mod 18	Mod 19	Mod 20	Mod 21	Mod 22
M	AP Computer Principles			Wind Ensemple			AP Chemistry				Speech			AP Statistics			AP Computer Science					
	C15301.840012			MUS401.840013			SCI1521.840014				ENG241.841045			MAT501.840025			CIS501.840017					
	Room: E104			Room: F006			Room: B201				Room: A114			Room: B205			Room: E104					
T				AP Chemistry			Wind Ensemple			AP Computer Principles		Speech			AP Statistics							
				SCI1521.840014			MUS401.840013			C15301.840012		ENG241.841045			MAT501.840025							
				Room: B201			Room: F006			Room: E104		Room: A114			Room: B205							
W					AP Chemistry		Wind Ensemple			AP Statistics									AP Computer Science			
					SCI1521.840014		MUS401.840013			MAT501.840025								CIS501.840017				
					Room: B201		Room: F006			Room: B205								Room: E104				
TH	AP Computer Principles							Speech					AP Statistics			AP Computer Science						
	C15301.840012							ENG241.841045					MAT501.840025			CIS501.840017						
	Room: E104							Room: A114					Room: B205			Room: E104						
F	AP Computer Principles			Wind Ensemple		AP Chemistry										AP Computer Science		Guidance Senior				
	C15301.840012			MUS401.840013		SCI1521.840014									CIS501.840017		GEN400.844068					
	Room: E104			Room: F006		Room: B201									Room: E104		Room: A109					

# Hallway View Through Garage Door



# Saber Center



# Study Background and the Student Time Log

# Overview of the Legacy High School Flex-Time Study

- The Legacy High School and REL Central partnership
- Development of the student time log and study design
- Examination of flex-time use by student subgroups

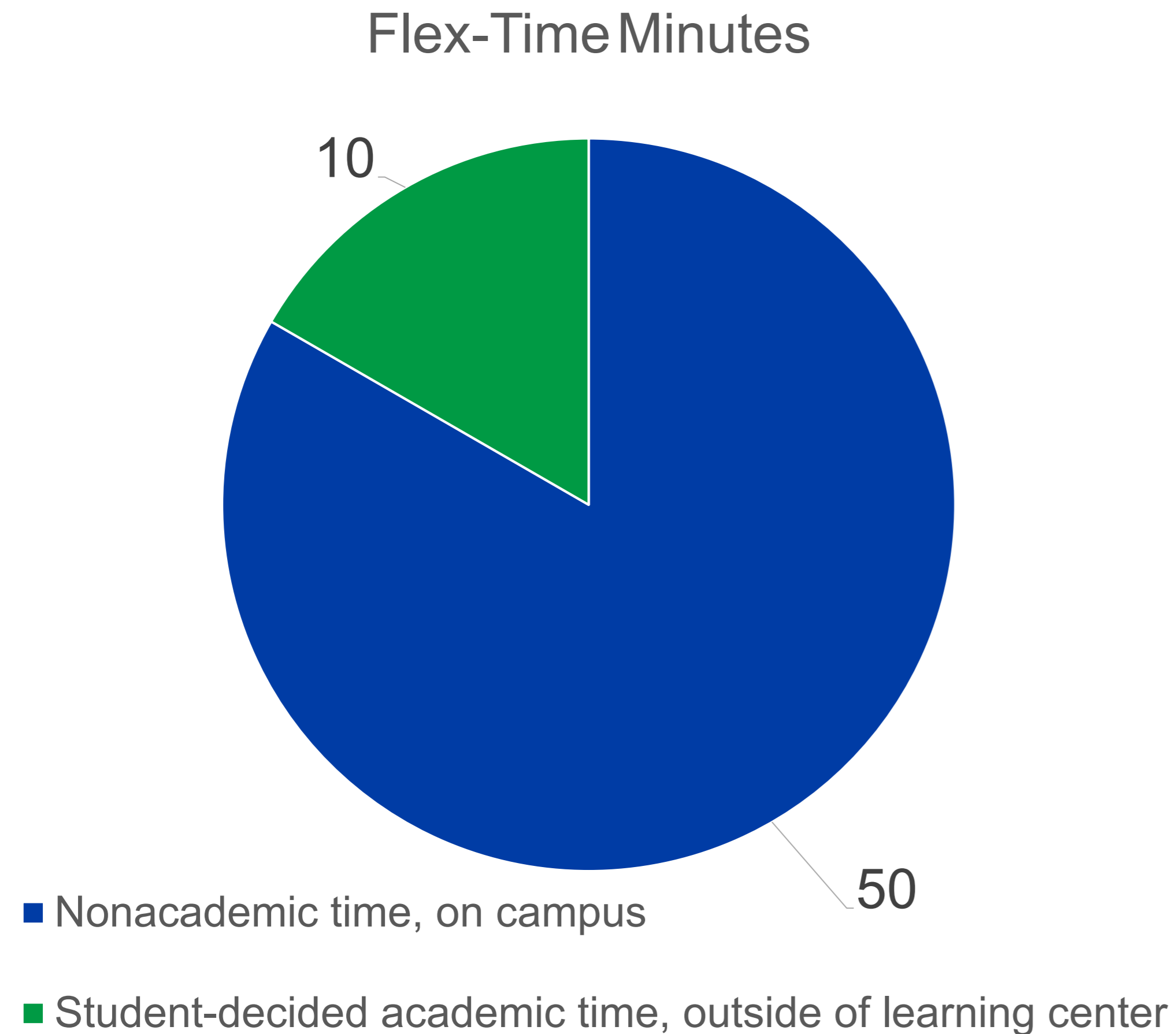
The study report, which is available [here](#), includes a version of the time log in an appendix.

# Student Time Log

- In the time log, students record how much flex-time they had that day.
- Students then record how much of their flex-time they spent on a variety of activities:
  - Student-determined versus teacher-determined flex-time
  - Academic versus nonacademic flex-time
  - Flex-time spent on nonacademic activities
    - On campus versus off campus
  - Flex-time spent on academic activities:
    - In a Saber Center, meeting with a teacher, working on coursework, practicing art/music, on extracurricular activities, seeking guidance/counseling, other
  - Flex-time spent on academic subjects:
    - Math, science, English language arts, social studies, physical education, art/music, foreign languages, other

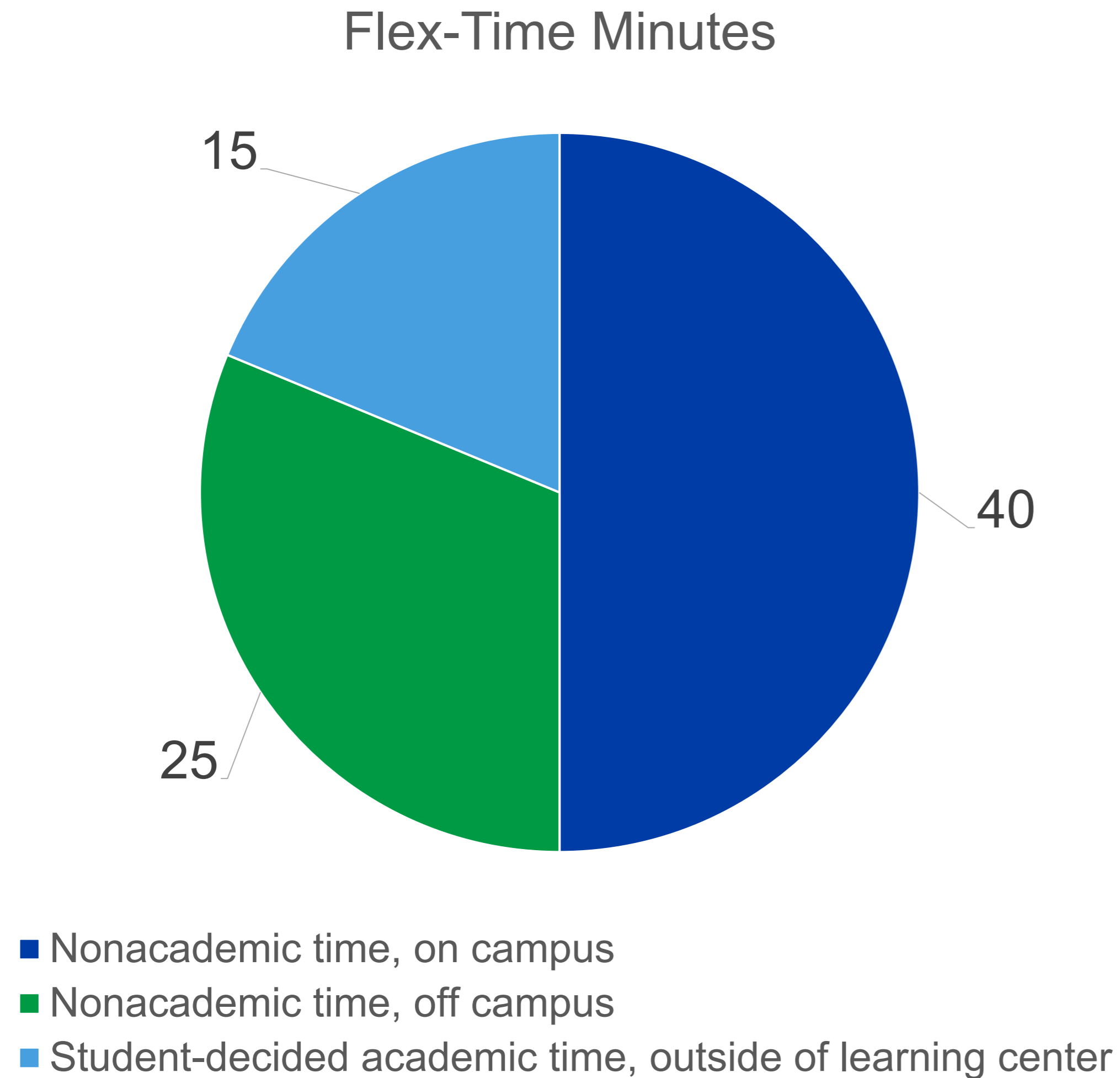
# Breakout Activity

# Breakout Room – Student A



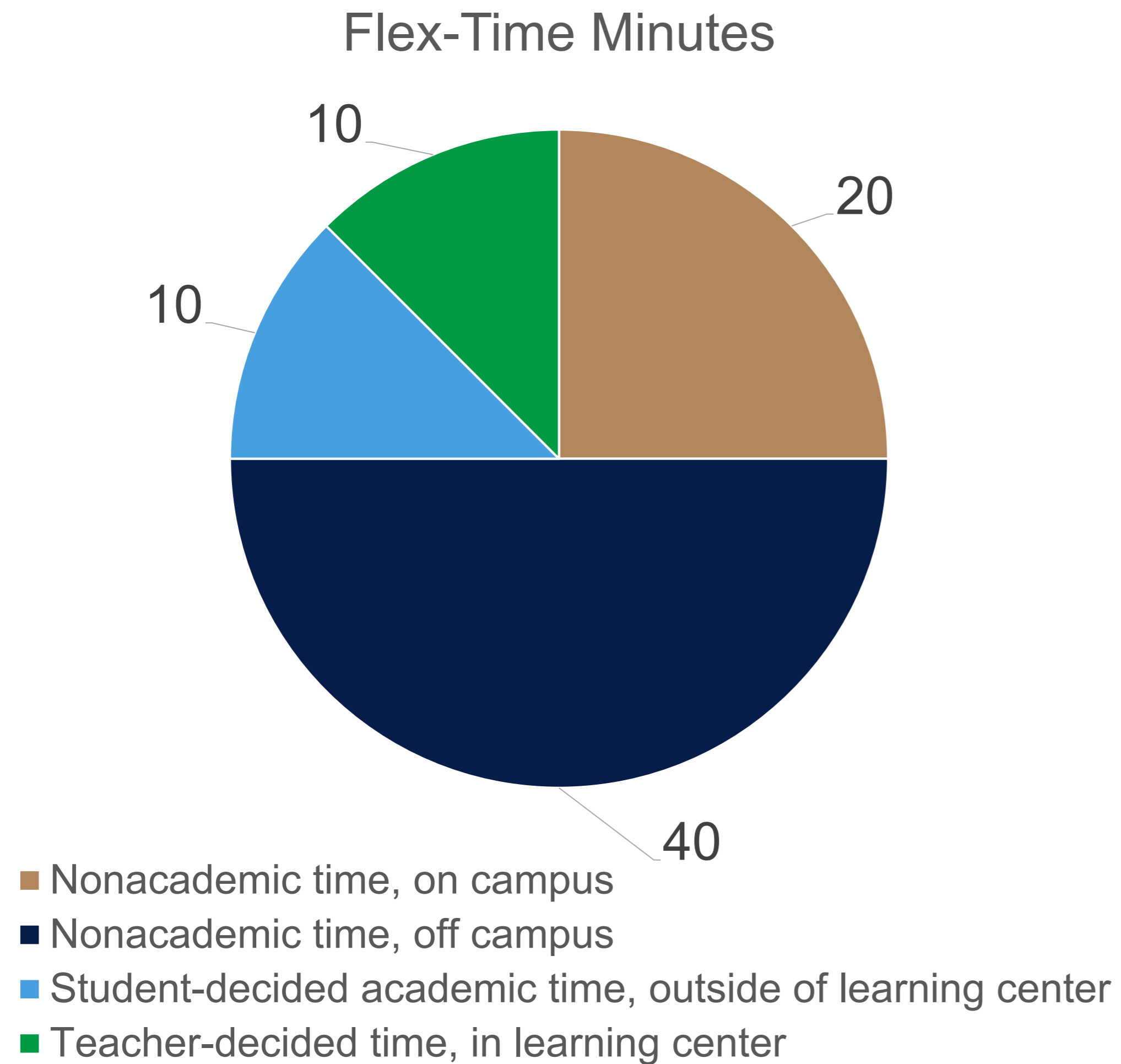
- Freshman
- Male
- 60 minutes of flex-time
- Struggling in math
- Fill out the time log based on how you think this student realistically used their flex-time!

# Breakout Room – Student B



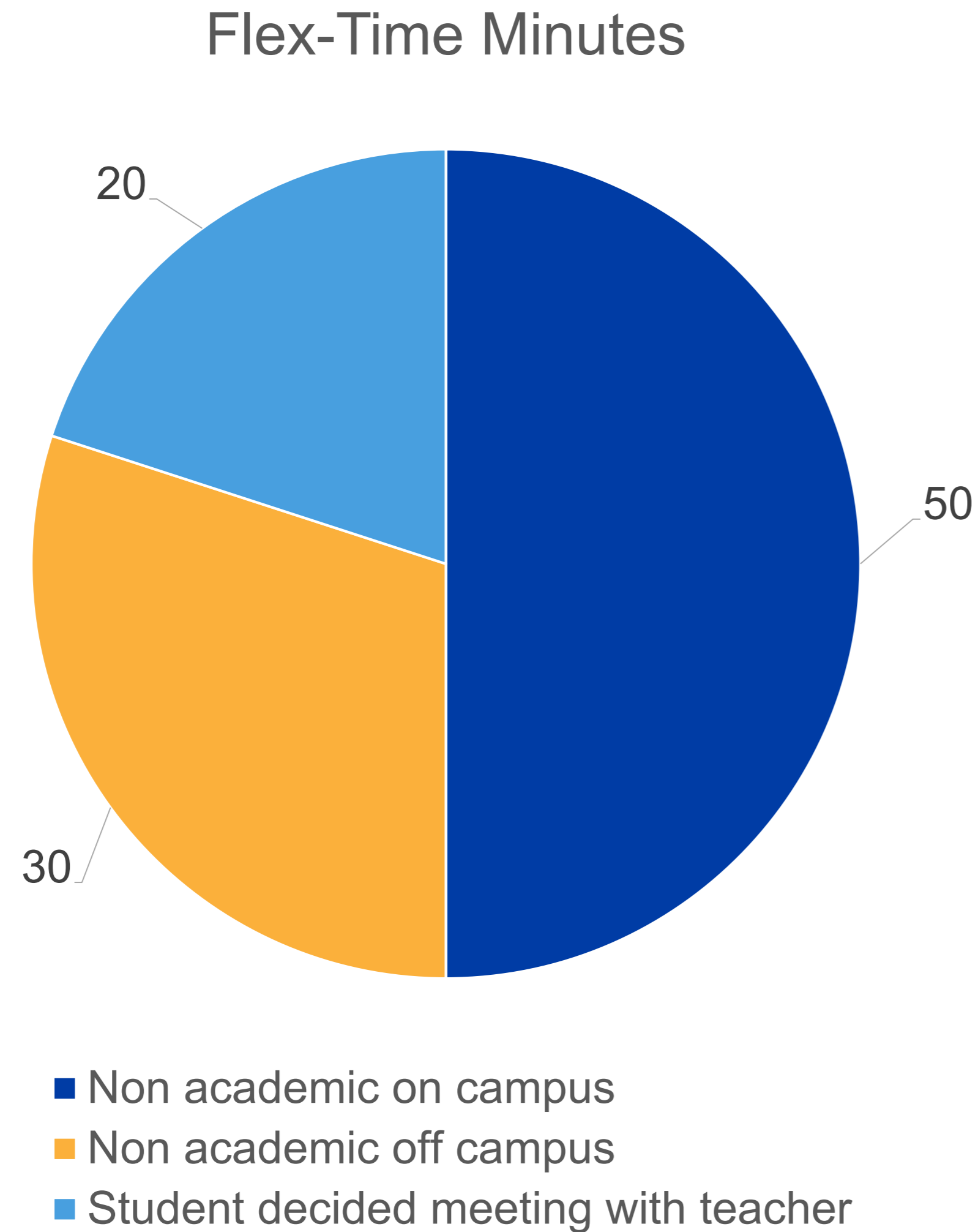
- Sophomore
- Female
- 80 min of flex-time
- Struggling in reading
- Fill out the time log based on how you think this student realistically used their flex-time!

# Breakout Room – Student C



- Junior
- Male
- 80 minutes of flex-time
- Struggling in math and reading
- Fill out the time log based on how you think this student realistically used their flex-time!

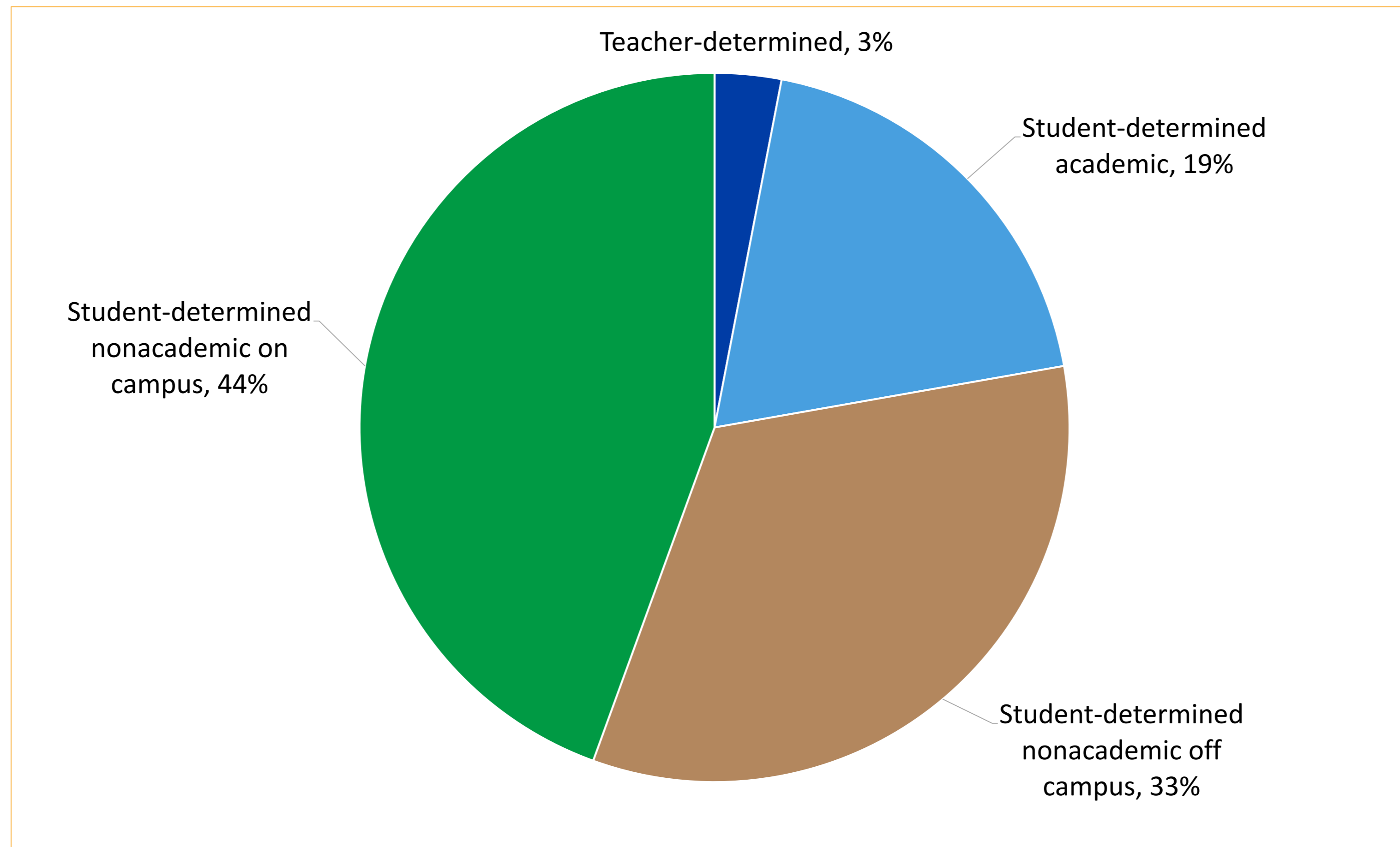
# Breakout Room – Student D



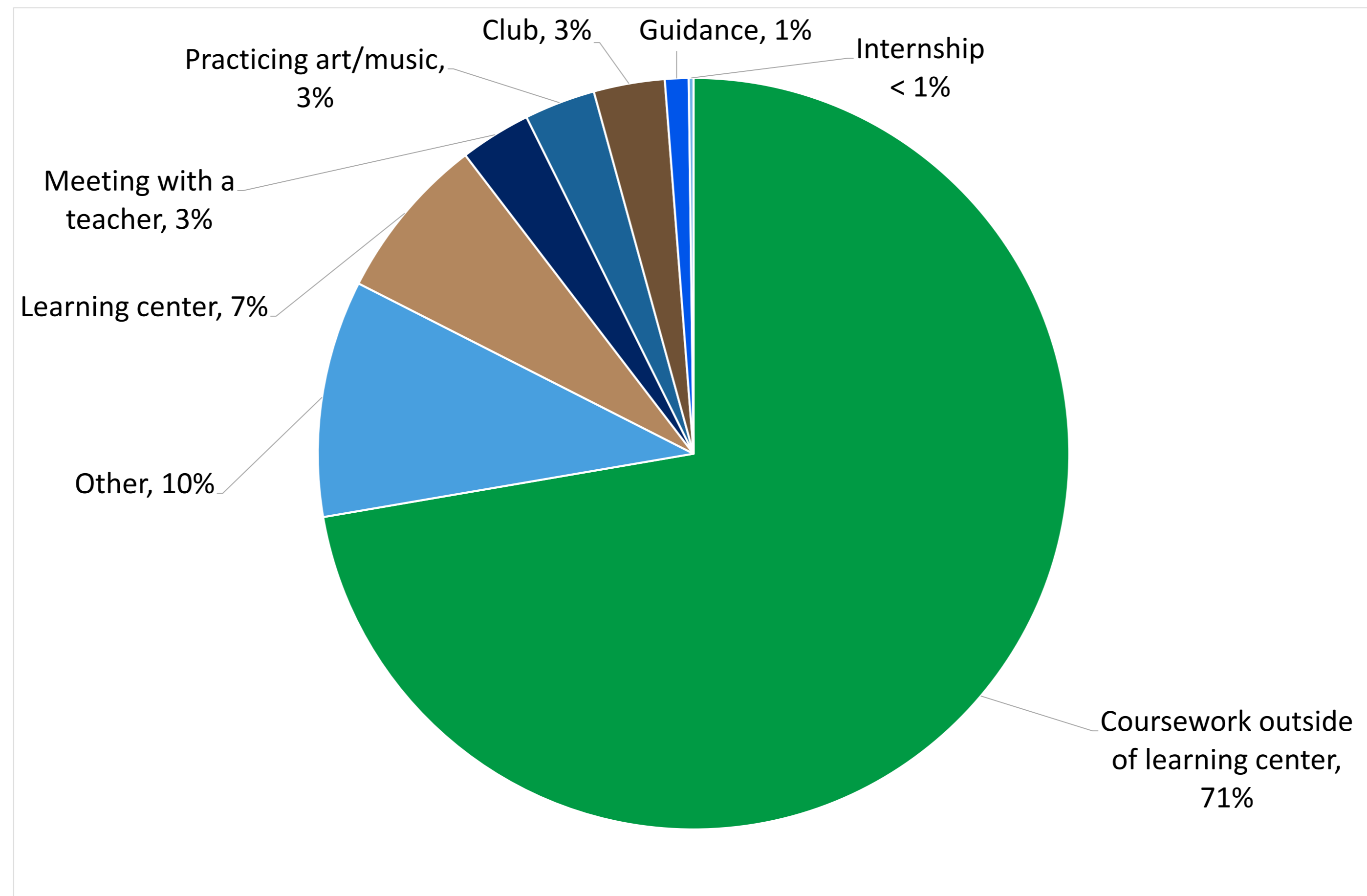
- Senior
- Female
- 100 minutes of flex-time
- Excelling in math and reading
- Fill out the time log based on how you think this student realistically used their flex-time!

# Study Findings and Discussion

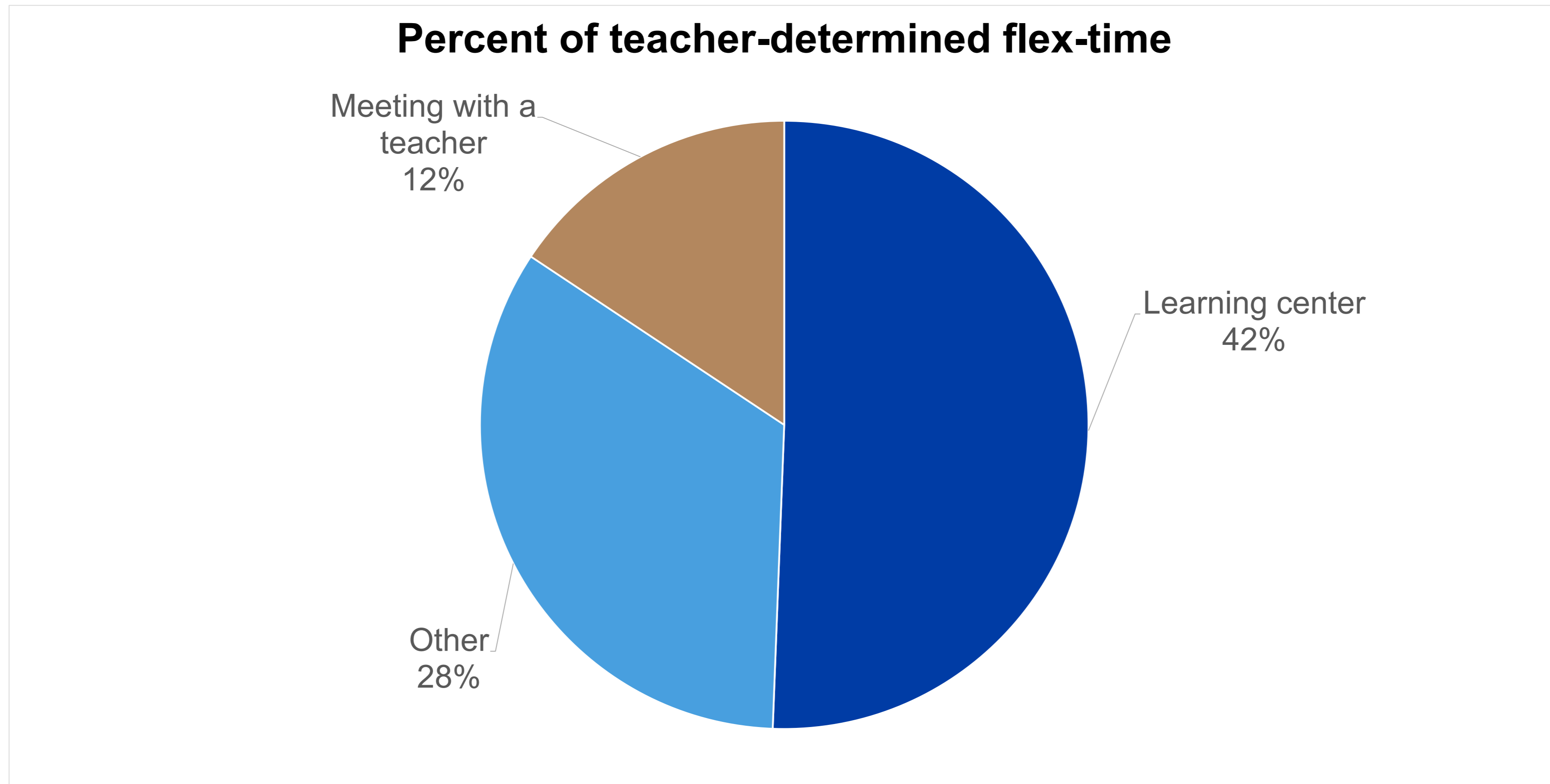
# Students Spent Most of Their Flex-Time Engaged in Nonacademic Activities On Campus



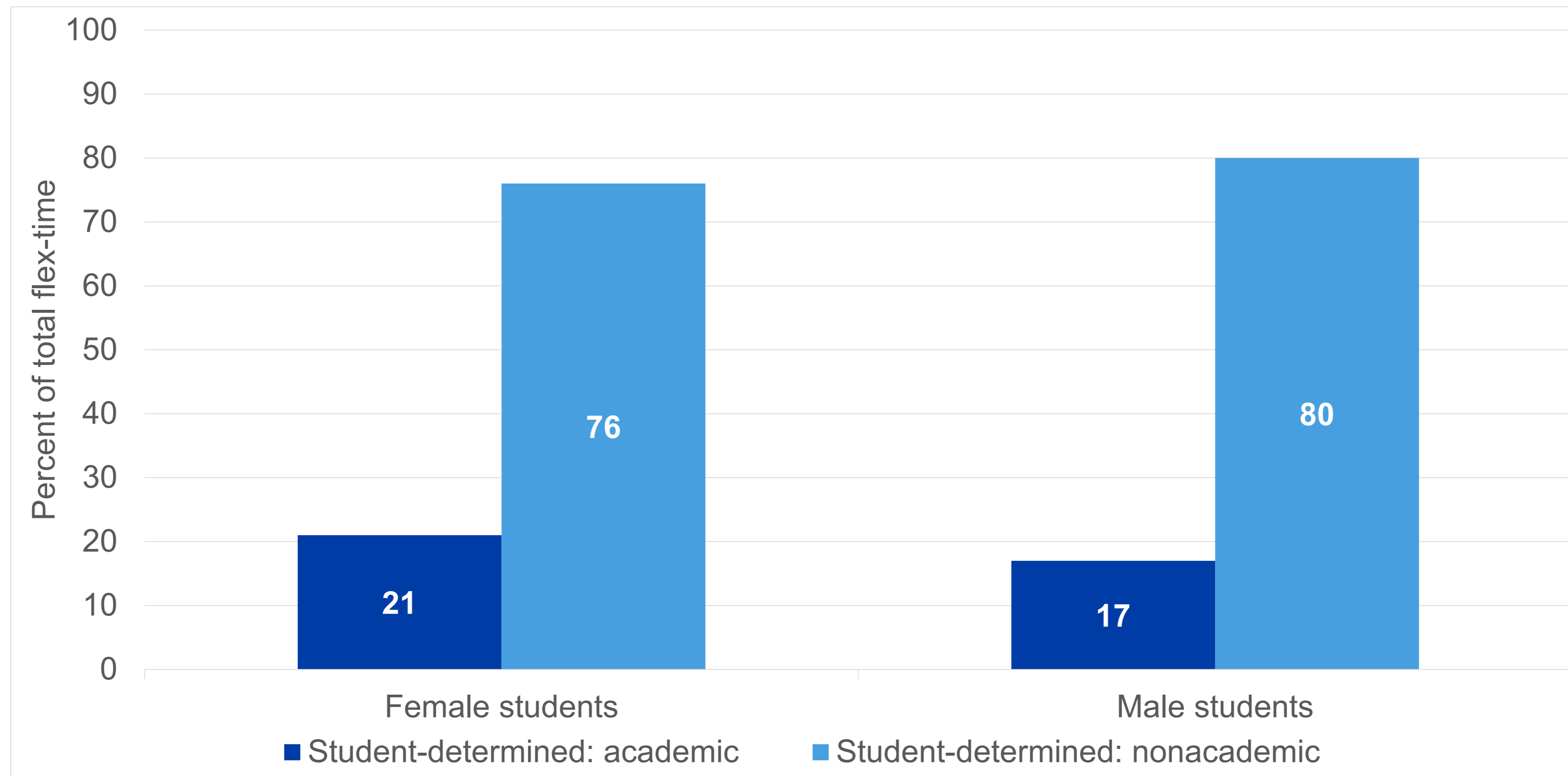
# The Majority of Students' Academic-Focused Flex-Time Was Spent Working on Coursework Outside of the Learning Centers



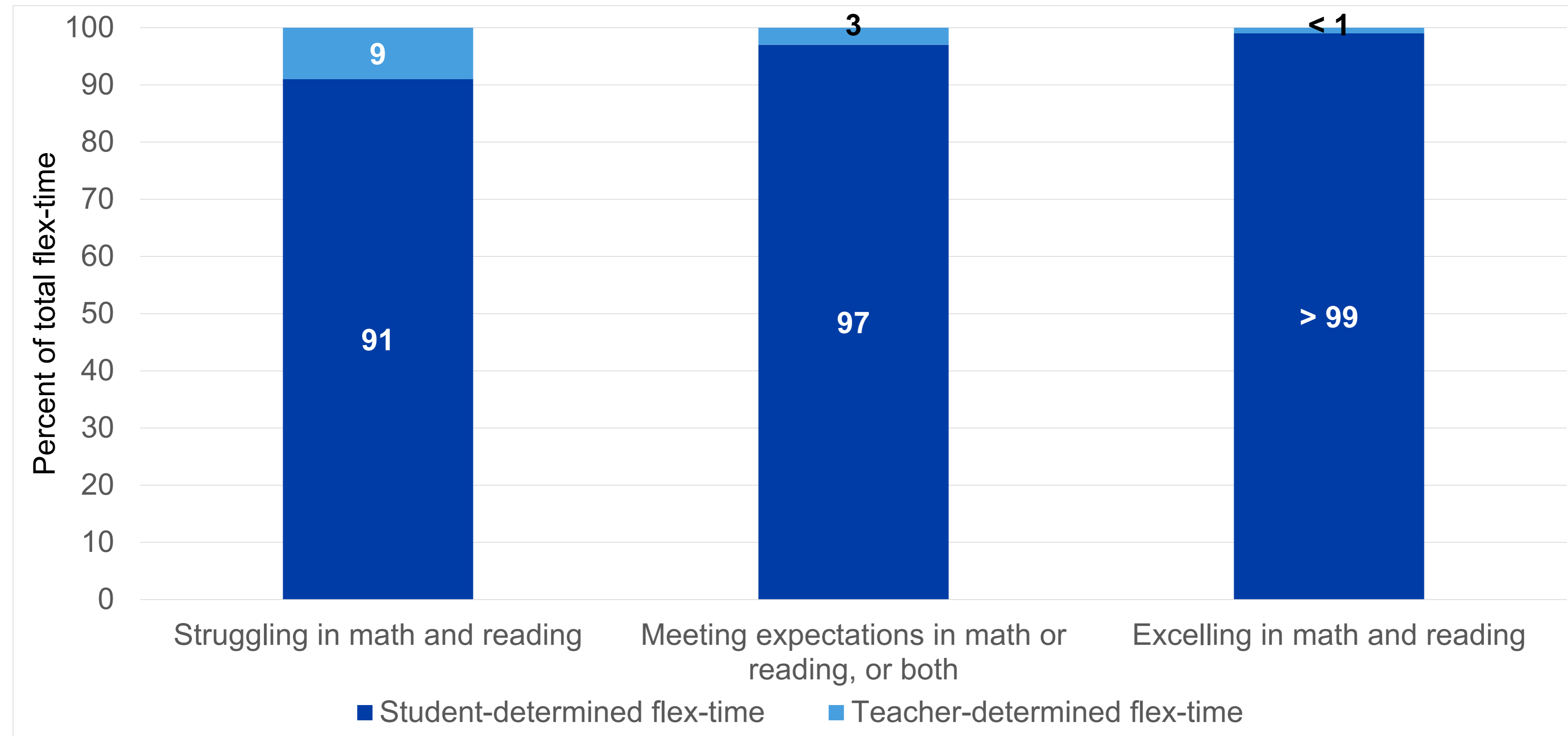
# The Majority of Students' Teacher-Determined Time Was Spent in the Learning Centers



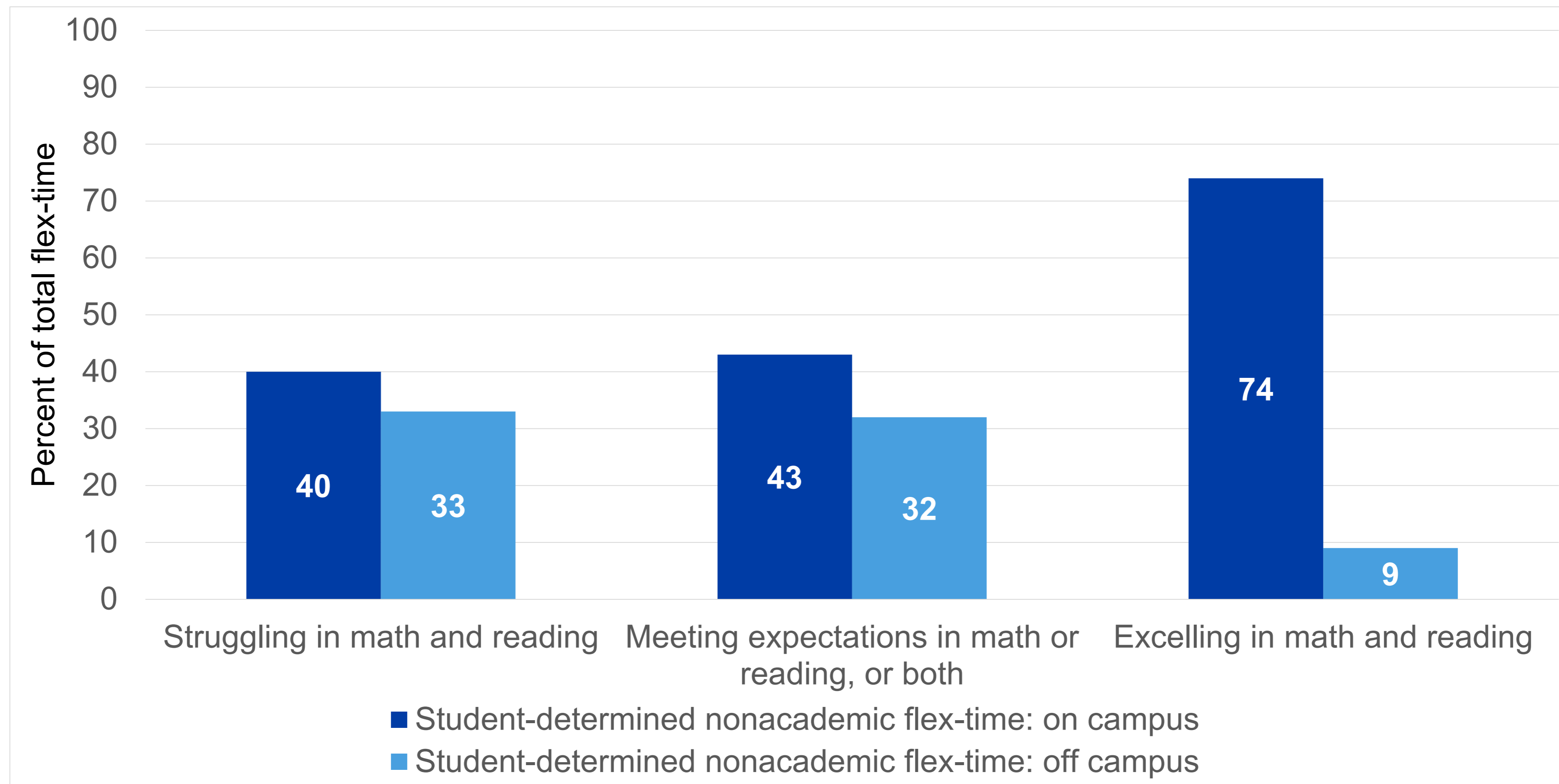
# Female Students Used More of Their Flex-Time for Academics Than Male Students Did



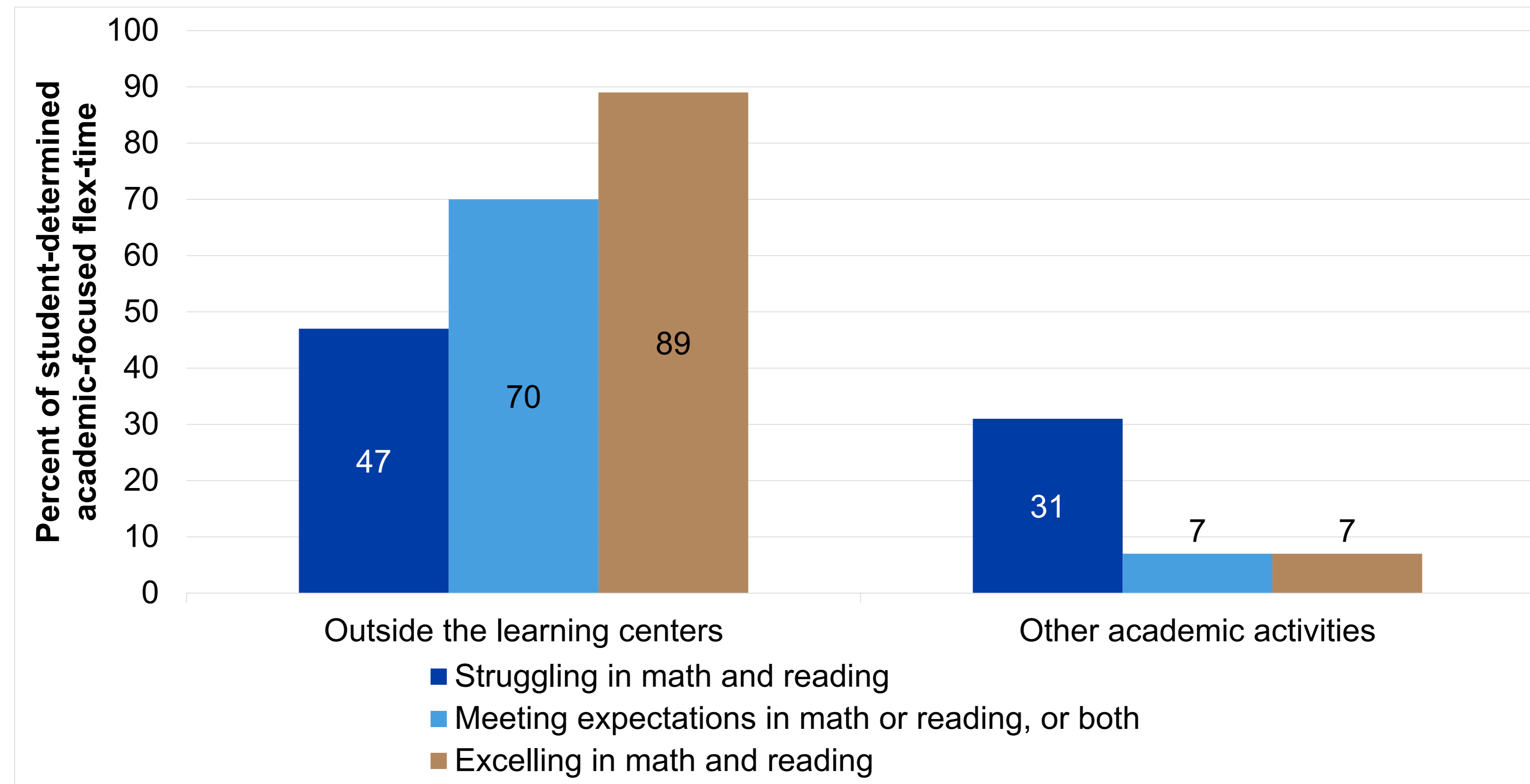
# Students Who Were Struggling Academically Had More Teacher-Determined Flex-Time Than Other Students Did



# Excelling Students Spent More of Their Nonacademic Flex-Time On Campus Than Other Students Did



# Struggling Students Spent More of Their Academic Flex-Time on “Other” Activities and Less Working on Coursework Outside of the Learning Centers



# What's Happening at Legacy High School Now?

# Questions and Discussion: How Would You Support Students' Flex-Time Use?



# Thank You

Please visit our website and follow us on Twitter for information about our events, priorities, and alliances, and for access to our many free resources.

[ies.gov/ncee/edlabs/regions/central/index.asp](http://ies.gov/ncee/edlabs/regions/central/index.asp)

@RELCentral

Or contact us at [RELCentral@MarzanoResearch.com](mailto:RELCentral@MarzanoResearch.com)

*This presentation was prepared under Contract ED-IES-17-C-0005 by Regional Educational Laboratory Central, administered by Marzano Research.  
The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of names, commercial products, or organizations imply endorsement by the U.S. Government.*



# Quick Feedback

One-Minute Survey: [https://www.surveymonkey.com/r/AuroraWebinar\\_10-22-20](https://www.surveymonkey.com/r/AuroraWebinar_10-22-20)



# Symposium Webinar Series

1. **Competency-Based Education Systems: Performance Assessment Using Proficiency Scales |**  
November 5, 2020 | 2 pm ET
2. **Deeper Competency-Based Learning: Making Equitable, Student-Centered, Sustainable Shifts |**  
November 10, 2020 | 2 pm ET
3. **Designing Engaging, Purposeful, Rigorous Tasks for Remote and In-Person Learning |**  
November 12, 2020 | 2 pm ET
4. **Supporting the Learner Throughout Their Competency-Based Journey: Examining Tech Standards |** November 17, 2020 | 2 pm ET

<https://aurora-institute.org/events-webinars/>



INSTITUTE

*Symposium 2020*

OCTOBER 26-28, 2020 | **VIRTUAL**

Attendee Registration Is Open: <https://aurora-institute.org/symposium2020/>