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A Comparative Analysis of Algebra I End-of-Course Test Scores
by Schedule Type and Student Demographics

ABSTRACT

The purpose of this study was to determine the impact scheduling has on first-year-high-school students' test scores on the South Carolina Algebra I End-of-Course (EOC) assessment. The study compared existing empirical data from two southeastern high schools from the same school district using 4 X 4 block schedules from 2011-2014 and modified block (A/B) schedules from the years 2014-2016. South Carolina Algebra I EOC test scores for first-time ninth grade students from these high schools were collected and analyzed. Descriptive statistics were used to report sample sizes, means, as well as standard deviations for each of the independent variables. Descriptive statistics were also reported to provide data from 2011-2016 regarding gender, ethnicity, and socioeconomic status. Independent t-tests and a regression analysis were conducted to compare and analyze the mean differences of SC Algebra I EOC test scores of students on 4 X 4 block schedules and modified (A/B) block schedules from 2011-2016.

