**The Effect of Instructional Time Frequency on Seventh and Eighth Grade Mathematics Achievement Scores**

Allison L. Temple, EdD

Omaha Public Schools, Nebraska

Postal Address: 2109 South Mineral Drive, Papillion, NE 68046

Phone: 402-880-1205

[Allison.hacker@gmail.com](mailto:Allison.hacker@gmail.com)

Shereeza F. Mohammed, PhD (Corresponding Author)

Walden University

Postal Address: 4223 Granite Glen Loop, Wesley Chapel, Florida 33544 U.S.A.

Tel: 813-406-6025

[Shereeza.mohammed@mail.waldenu.edu](mailto:Shereeza.mohammed@mail.waldenu.edu)

**Abstract**

To achieve the goal of 100% proficiency for all students in mathematics, a middle school in a large urban public school district in Omaha, Nebraska increased the frequency of instructional time on mathematics instruction for a group of seventh and eighth grade students. The purpose of this study was to determine if there was a statistically significant difference between the frequency of mathematics instruction, provided daily versus every-other-day, and the performance of seventh and eighth grade students on the Nebraska State Accountability Mathematics Assessment (NeSA-M). The Continuous Improvement Theory and Bloom’s Mastery Learning model were used as the framework to investigate math achievement. A quantitative causal-comparative study was conducted using ex post facto data to analyze the mean differences in NeSA-M scale scores from 2012-2013 to 2013-2014 school years for seventh and eighth grade students through an independent sample *t* test. The unexpected results of this study demonstrate the influence of increased instructional time on the growth on middle school students’ NeSA scale scores.

*Keywords*: Achievement in mathematics, Block scheduling, Frequency of math offerings, Seventh grade and Eight grade.