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

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**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.