Narrowing the Achievement Gap By Expanding Time in School

FREE WEBINAR:
August 10, 2011  1:30 p.m. EDT
Nora Fleming
Contributing Writer, Education Week
Narrowing the Achievement Gap by Expanding Time in School: What Educators Need to Consider

Expert Presenters:

Jennifer Davis, co-founder & president, National Center for Time and Learning

Emily McCann, president, Citizen Schools
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24hrs.
Narrowing the Achievement Gap by Expanding Time in School

Jennifer Davis
Co-Founder & President
NCTL is dedicated to expanding learning time to improve student achievement and enable a well-rounded education.

Through research, public policy, and technical assistance, we support national, state, and local initiatives that add significantly more school time to help children meet the demands of the 21st century.
National Landscape:
Growing Momentum to Expand Learning Time

“We can no longer afford an academic calendar designed when America was a nation of farmers... That calendar may have once made sense, but today, it puts us at a competitive disadvantage.”

- President Barack Obama, March 9, 2009

Education Leaders Highly Focused on Four Core Concerns:

The Unrelenting Achievement Gap
Narrowing Curriculum Arts, Phys. Ed, Social Studies
Teacher Quality
International Competition
The Need for More Learning Time
Narrowing of the Curriculum

Since NCLB, schools have spent more than half of their time on ELA and Math, while reducing the amount of time spent on Science, Social Studies, Art, Music and Physical Education.

Percentage of Time Spent in Elementary Schools: Before and After NCLB

<table>
<thead>
<tr>
<th></th>
<th>NCLB</th>
<th>Pre-NCLB</th>
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<tbody>
<tr>
<td>ELA and Math</td>
<td>58%</td>
<td>41%</td>
</tr>
<tr>
<td>Science and Social Studies</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Art, Music, and PE</td>
<td>12%</td>
<td>17%</td>
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<tr>
<td>Recess</td>
<td>10%</td>
<td>12%</td>
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Source: Center on Education Policy, Feb. 2008
The Need for More Learning Time: Teacher Effectiveness

Surveys of 300,000 teachers in 10 states and 1 district found that nearly half of educators do not believe they have sufficient instructional time to meet the needs of all students.

Adequate Time to Collaborate with Colleagues

- Disagree: 48%
- Agree: 44%
- Neither: 7%

Adequate Time to Meet All Students’ Needs

- Disagree: 49%
- Agree: 43%
- Neither: 7%

Compiled from surveys of 10 states conducted by the New Teacher Center. States surveyed: AL, CO, IL, KS, ME, MD, MA, NC, VT, WV. 
http://newteachercenter.org/tlcsurvey/index.php
Massachusetts Expanded Learning Time (ELT) Initiative

- A state policy initiative launched in 2005 with $500,000 in state funds to support school planning; currently **19 schools** and **10,500+** students are participating with **$13.9M** in state funding

- **Partnership** between Massachusetts Department of Elementary and Secondary Education and NCTL’s state affiliate, Massachusetts 2020, with the support of the Governor, the Legislature, and multiple state agencies

- Schools, with district support, participate in a **competitive grant program** to redesign their schedules and add at least 300 more hours (25-30%) for **ALL** students in the school; teacher agreements are negotiated locally

- Added time focused on three areas: **academics, enrichment, and teacher planning and professional development**

- State funds **$1,300** per pupil for implementing schools; performance agreement required
100+ organizations partner with ELT schools in MA

Junior Achievement
Ecotarium
BOSTON BALLET
Tufts University
Generations Incorporated
genzyme
UMASS
CITIZEN SCHOOLS
Tenacity
YMCA
We build strong kids, strong families, strong communities.
SMILES Mentoring Program
MGH 1811
Young Audiences of Massachusetts
ARTS FOR LEARNING
CitySprouts
Schoolyard gardening in public schools
Saint Anne's Hospital
The Positive Place For Kids
Boys & Girls Clubs of America
Fulfilling the Promise of Expanded Learning Time

Percent of Students Scoring Proficient, Grades 6 – 8 (2006 – 2010)

Edwards and Kuss Middle School

Edwards: 2006 - 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>MATH</th>
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<tbody>
<tr>
<td>06</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>07</td>
<td>39</td>
<td>25</td>
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<td>08</td>
<td>39</td>
<td>31</td>
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<tr>
<td>09</td>
<td>52</td>
<td>42</td>
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<tr>
<td>10</td>
<td>56</td>
<td>41</td>
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</table>

Kuss: 2006 - 2010

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<tr>
<th>Year</th>
<th>ELA</th>
<th>MATH</th>
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<tr>
<td>06</td>
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NOTES:
* Proficiency rates aggregated and weighted across Grades 6 – 8
Obama Administration Policies Driving National Momentum to Expand Learning Time
Annual Hours of Some Expanded-Time Models Compared to National Average

- Achievement First: 1,560
- Apollo 20 (Houston): 1,365
- Balsas School District (Phoenix): 1,535
- Citizen Schools ELT Model: 1,320
- Expanded Learning Time (MA): 1,602
- KIPP: 1,750
- Recovery School District (New Orleans): 1,530
- Uncommon Schools: 1,600
- NATIONAL AVERAGE: 1,200
NCTL’s Expanded Learning Time Principles

- At least 300 hours of additional learning time for all students
- A balanced approach to the school day: more time for core academics, engaging enrichment activities, and teacher collaboration
- A catalyst for school redesign and turnaround
- Enables deeper implementation of school-wide and district priorities
- Deeper integration of community partners into the school day
High Performing Expanded-Time Schools Use Time to ...

- Make Every Minute Count
- Focus on Core Instructional Goals
- Build a School Culture of High Expectations
- Relentlessly Analyze and Respond to Data
- Continuously Strengthen Instruction
- Individualize Instruction
- Provide a Well-Rounded Education
- Prepare Students for College and the Workplace
Join innovative education leaders from across the nation for this extraordinary gathering on the power of expanded learning time to prepare students for college and career success, presented by the National Center on Time & Learning and the Harvard Graduate School of Education. To register and review the agenda please visit us at:

www.timeandlearning.org

Follow us on Twitter to view updates, learn promising practices and hear stories of schools from across the country that are expanding learning time to benefit students:

@expanding_time
Partner-Dependent Expanded Learning Time

Narrowing the Achievement Gap by Expanding Time in School: What Educators Need to Consider

Emily McCann
President, Citizen Schools

Education Week Webinar
Over the last 40 years, school costs have grown significantly but results have been flat......and time in the classroom remains flat despite the rising costs.
Our education system is stuck in a box.

Agrarian-era schedule

Industrial-era design

Limited teacher pipeline
Vision: Close the opportunity and achievement gaps by expanding the learning day and engaging students in real-world learning, ensuring that all children graduate high school ready to succeed in college and careers.
# THE EXPANDED LEARNING DAY

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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**9 HOUR DAY**

- **Snack**
- **Academic Support** 60 Min.
- **Apprenticeships** 90 Min.
- **College to Career Connections** 60 Min.
- **Explore!** 60 Min.

**Transition around 3pm**

**Dismissal around 6pm**

- **SATURDAY**
  - **Academic Support** 60 Min.
  - **Apprenticeships** 90 Min.
  - **College to Career Connections**

www.citizenschools.org
Citizen Schools Program

“SECOND SHIFT” STAFFING
ACADEMIC PRACTICE
REAL WORLD LEARNING
FAMILY ENGAGEMENT
COLLEGE TO CAREER EXPOSURE
Citizen Schools draws on two key pools of talent.

**TEACHING FELLOWS**
- Lead academic support and college/career readiness curriculum
- Co-teach apprenticeships
- Recent college graduates, many enrolled in a Master’s in education
- AmeriCorps supported

**CITIZEN TEACHERS**
- Community volunteers
- Experts from a wide variety of professions from law to journalism to technology
- Volunteer to teach 90 minutes a week for 11 weeks
In 2011-12, Citizen Schools will partner with 19 Expanded Learning Time schools across six states and nine communities. We run aligned after-school programs in seven additional communities, encompassing one additional state.
Citizen Schools’ focus is on the middle school years.

**Why Middle School?**

- **Middle School Slide**
  - U.S. NAEP scores fall steadily from 4th to 12th grade with a precipitous fall in the middle school years

- **Correlation to Graduation**
  - Attendance, behavior and academic achievement are highly correlated with high school graduation

- **Inflection Point**
  - Cognitive, physical & emotional changes
  - Active producers vs. passive consumers
  - Search for relevance
Last year, public funds covered 82 percent of direct costs, with private funds covering remaining direct costs and all indirect costs.

**NEW MONEY**

- In some cases, schools have been able to utilize new funding streams such as SIG and the state-funded Massachusetts ELT initiative

**REALLOCATION**

- A majority of Citizen Schools partner schools have chosen to implement ELT without the benefit of any special additional funding

**BLEND**

- Some schools are using a blend of new and repurposed money
An independent evaluation found Citizen Schools’ program is associated with significant results for our alumni through high school.

**ENGAGEMENT**

- Citizen Schools attendance is higher than matched peers, reducing absenteeism by 43%

**ACHIEVEMENT**

- 9 out of 10 Citizen Schools alumni passed state exit exams in math and English, closing the achievement gap with state averages

**GRADUATION**

- Citizen Schools participants had a 20% higher high school graduation rate than matched peers (71% vs. 59%)
Based on data from five schools that have piloted ELT with Citizen Schools, for one to four years, average annual proficiency gains have been much larger than previous years’ gains.

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**6th Grade Math Proficiency**

- **School + CS-ELT**: +9.2 pts/yr
- **School Alone**: +0.7 pts/yr

8.5 pts/yr gains
Our flagship ELT partnership with the Edwards Middle School in Boston has reversed the state-wide achievement gap in Math in three years.

![State Exam Proficiency Rates: Grade 8 Math](chart.png)

- Massachusetts
- Boston Public Schools
- Edwards Middle School
KEY SUCCESS FACTORS TO IMPLEMENT HIGH QUALITY PARTNERSHIP-DEPENDENT ELT SITES

- Strong school and CBO leadership at the building level
- Shared data and training across first and second shift educators, along with alignment of curriculum
- High-quality, second-shift educators provided by CBO partners
- Enough time – at least 300 hours
- Foundational culture of achievement
Our strategy over the next three years is a fierce focus on “validating” ELT and creating conditions for scale and sustainability.

**IMPACT**
- Significant gains in proficiency and engagement
- Community of practice

**SCALE**
- 25+ Citizen School partner sites in key low-income districts
- Volunteers

**SUSTAINABILITY**
- $1,800 - $2,000 direct cost per student
- Funding model that relies equally on public funding and private philanthropy
- 100% public funding over time
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