



# Expanded Learning Time in Action

*Initiatives in High-Poverty and  
High-Minority Schools and Districts*

Elena Rocha  
July 2008

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**Elena Rocha**

Center for American Progress

July 2008



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## Introduction and Summary

**I**n a world of competing priorities and limited resources, there is great need for help that is targeted to those who need it most. Arguably, too many of our nation's low-income and minority public school students fall into this category. But the reforms that are necessary to upgrade our nation's public school system and ensure that these students receive a high-quality education require considerable investment. Weighed against other policy strategies, education reform initiatives too often remain near the bottom of the list.

Nonetheless, we *are* amid a national education crisis that demands response. Too few students have the proficiency in core content areas and additional 21st century skills (see box on page 3) that are necessary for success in post-secondary educational institutions and the workplace. But there are ways to improve a number of our schools—by targeting meaningful reform initiatives to those that have historically received less support. One strategy, the expansion of learning time for high-poverty and high-minority schools, has great potential to increase student performance, close achievement gaps, expand enrichment opportunities, and change school culture to better support learning and teaching.

This report examines whether high-poverty and high-minority schools and districts are rethinking the school calendar, if they are adding learning time to the calendar in a significant way, and if they are using learning time differently. To address these questions, the Center for American Progress has conducted research over a two-and-a-half year period to identify and study schools and districts across the country with more learning time. This report identifies more than 300<sup>1</sup> current initiatives in high-poverty and high-minority schools across 30 states, implemented between 1991 and 2007. It also offers snapshots of school and district initiatives that incorporate additional learning time into the school calendar.

In presenting these initiatives, this report touches on why schools and districts choose to expand learning time, how that time was added to the calendar, and what additional time means for schools and students. This report also begins to consider the impact of more time on student achievement.

The purpose of this report is not to define expanded learning time and describe how it works. That work has already been conducted by the Center for American Progress in several reports<sup>2</sup> and by Massachusetts 2020 / The National Center on Time and Learning<sup>3</sup>—our partners in the promotion of expanded learning time. Instead, this

document focuses on the extension and use of learning time as a school improvement strategy.

Given our definition of expanded learning time (see box below), efforts identified in this report were selected based on the following criteria:

- Schools with a student population that is at least 50 percent low-income
- Schools with minority student populations in excess of 50 percent
- A combination of traditional public schools and charter schools
- A mixture of elementary, middle, and high schools

- School districts that have lengthened learning time for multiple schools

A number of school and district efforts were excluded for a variety of reasons. Many are expanded learning in name but not by definition. These programs are typically wraparound services, such as before- and after-school programming, are offered on a voluntary basis, are sometimes offered on a fee basis, or are tutoring services under No Child Left Behind's Supplemental Educational Services provision. As such, these out-of-school programs are not an extension of the official school day, week, or year for all students in the school. Other efforts were excluded because the time added was not substantial enough, fiscal constraints led to the end of initiatives,

## Defining Expanded Learning Time

The Center for American Progress, along with our partners, has carefully crafted a policy definition of expanded learning time. Aimed at high-poverty, underperforming schools, expanded learning is the lengthening of the school day, school week, or school year for all students in a given school by at least 30 percent—the equivalent of roughly two hours per day or 360 hours per year. To be effective, the concept of expanded learning requires the complete redesign of a school's educational program in a way that combines academics with enrichment for a well-rounded student experience and that supports teachers by giving them more time for planning, training, and professional development.

Core design principles of expanded learning time initiatives include:

- Schools as the focus of reform
- School redesign to add learning time, not a "tack on" of additional time
- Expansion of learning time that is significant
- Expanding time for all students in a school
- Focus on low-income schools
- Time and support to plan for a redesigned school calendar
- School leadership and support for expanded learning time
- Focus on core academics, enrichment, and teacher professional development

For more details on these design principles, see Appendix A on page 45.



and in a few cases efforts were not well-planned or implemented.

There are, however, a few exceptions noted in this report. They are included to show the ways in which expanded learning time can be implemented in a more incremental manner and the ways in which it can be targeted to meet the specific learning needs of students. Montgomery County Public Schools in Maryland, Fairfax County Public Schools in Virginia, and California's West Fresno School District, Los Penasquitos Academy, and Cunha Intermediate School do not fit our whole-school definition of expanded learning time, but they do exhibit the positive ways in which schools and districts are implementing innovative strategies to help students improve their academic performance. These partial expanded learning time programs all serve as examples of efforts to rethink the school calendar and to do so often with limited resources. These efforts are intentional, well-planned, student-focused, and provide a possible intermediary step to the full implementation of expanded learning as we have defined it.

The work that is presented in this report is the culmination of research collected over the course of the last two-and-a-half years. In doing so, we have conducted ongoing research to identify and explore schools and districts that have lengthened learning time. Research leads came primarily from periodicals and other news accounts, as well as word of mouth and deep and persistent web-based research. Efforts that looked promising led to phone interviews with school and district personnel, state administrators and agency personnel, and discussions with others who have knowledge of implemented initiatives.

The Center for American Progress sought to learn the history of each effort and the impetus for transitioning to more learning time, to understand how more time was added to the school calendar and how it is used, and to identify any trends regarding planning, implementation, and/or results. Based on this research we have made the following findings.

## Defining 21st Century Skills

21st century skills "are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century."<sup>4</sup> According to the Partnership for 21st Century Skills they include mastery of content in the core subjects<sup>5</sup> as well as those listed below:

### Life and career skills

- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Leadership and responsibility

### Information, media, and technology skills

- Information literacy
- Media literacy
- Information, communications, and technology literacy

### Learning and innovation skills

- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration

## Findings

Of the high-poverty and high-minority schools and districts identified in this report in the table on pages 8–13 some general observations can be made. The discussion below addresses three questions based on what we know thus far about the addition and use of extra learning time in these schools.

### Are Schools Adding Learning Time?

***Yes. Charter schools in particular expand learning time in a significant way and are leaders in the effort.***

By adding at least one-and-a-half hours to each school day and even several days to the school year, many charter schools meet our definition of expanded learning time.<sup>6</sup> Some, like the KIPP schools, expand time well beyond 30 percent.

Traditional public schools are also lengthening learning time, to varying degrees. Through this research we have identified several traditional public schools that have added 30 minutes to the school day, such as Centennial Place Elementary and Union Point Elementary, both located in Georgia. This expansion of time is less than 10 percent.

Identifying public schools that expand time by at least 30 percent was more difficult. This is because the flexibility and autonomy of charter schools better positions them to implement innovative strategies like expanded learning time. Additionally, charter schools operated by management organizations (see box on page 5) have an advantage in that they are based on effective models and methods and receive technical assistance and other supports, thereby better situating them to implement new reforms.

School districts have also added learning time to the school calendar for a number of their schools, but often to a lesser extent than both charter and traditional public schools. Many districts add one hour to the school day or 20 days to the school year for participating schools. This equates to an expansion of time of about 15 percent. Without conducting more in-depth case studies, it's difficult to explain why this occurrence is so. However, a district's capacity to lengthen learning time in multiple schools is a likely explanation; districts may lack the knowledge, resources, staffing, or political will to implement such a strategy. It is seemingly difficult for districts to scale a district-wide improvement strategy based on a school-level model. Because so few districts have implemented expanded learning initiatives across multiple schools, and because many of these efforts are new, districts largely lack proven, long-term models of expanded learning time implementation.

## Defining Charter Management Organizations and Education Management Organizations

Charter and education management organizations are non-profit or for-profit entities that are contracted by schools, school districts, or other authorizers to operate and manage public schools. These management organizations offer schools:

- Educational leadership
- Management expertise
- School designs, curricula, and assessments
- Consistent instructional practices
- Teacher training and professional development

They typically share knowledge and resources among each organization's schools, enabling them to scale or replicate their school model. In turn, these organizations maximize efficiency thereby giving them long-term sustainability.

In addition, expanding time by 30 percent for all students in a school undoubtedly requires additional funds, funds that could be higher or lower in various regions of the country when accounting for student demographics and cost of living.<sup>7</sup> And attracting and retaining highly qualified teachers willing to commit to work in high-needs schools for a greater number of hours per year is a challenge, but one that is not insurmountable. And finally, establishing and maintaining support from school and community leaders for whole-school redesign requires vision and great commitment.

Most of the high-poverty and high-minority schools identified here expand learning time for the elementary and middle school grades. Significantly fewer initiatives add learning time for the high school grades—where an expanded time school design becomes more challenging largely due to work opportunities for students or their participation in sports. Of the schools identified that add time for high school students, all are charter schools (also serving middle and some-

times elementary grades) except for two; the newly opened Achievable Dream Middle and High School in Newport News, VA; and the Boston Arts Academy, which is part of the Massachusetts state expanded learning time initiative.

None of the district expanded learning time initiatives identified in this report expand time for high school students. Although not a district initiative, some of Chicago's Renaissance 2010 schools (a city-wide school improvement initiative) serving high school students do in fact expand learning time.

### How is Time Added to the School Calendar?

***Learning time is added to the school calendar through a longer school day, school week, school year, or a combination of these options.***

Charter schools—those that are both independently operated and run by Education Management Organizations or

Charter Management Organizations—largely expand both the school day and school year (see table on page 19 for more details on these organizations). Despite the fact that charter schools receive less public funding than traditional public schools, the flexibility that comes along with a charter designation affords them greater opportunity to innovate and experiment, as previously discussed.

Traditional public schools, whether part of a district initiative or school-based effort, expand learning time in a variety of ways, including partial implementation. Partial implementation is the expansion of learning time for particular grades or student populations within a school. Although efforts that do not lengthen learning time for all students in a school do not meet our policy definition of expanded learning time, it's important to give credit to schools that acknowledge the traditional 6.5-hour school day or 180-day school year as too little time to give students what they need.

It is equally important to recognize that many partial expanded learning time programs are implemented without additional funding, and often despite constrained district budgets. As a result, there is a great deal to learn from these efforts regarding planning, implementation, and funding. Schools with partial implementation include West Fresno Elementary School, Los Penasquitos Academy, Manuel F. Cunha Intermediate, and participating schools in Fairfax County, Montgomery County, and New Mexico's K–3 Plus program.

District or state initiatives that add time to the school calendar for multiple schools also implement a mix of designs with varying amounts of time added to the school calendar. Pittsburgh Public Schools' Accelerated Learning Communities and

Miami-Dade's School Improvement Zone expand both the school day and year in a total of 47 schools. Missouri's Ferguson-Florissant's Extended School Year schools, Fairfax County's Project Excel schools, and Montgomery County's Summer Adventures in Learning schools have lengthened the school year for 32 participating schools. Schools participating in New Mexico's K–3 Plus pilot program also expand the school year. And 29 schools in Volusia County, West Fresno School District and the state of Massachusetts have expanded the school day.

Again, the majority of these district efforts do not expand learning time by 30 percent. Instead, they add between 7 percent and 22 percent more time depending on the model used.<sup>8</sup> But, they do exhibit commitment to lengthening learning time and provide examples of the ways in which districts can expand learning opportunities for critical student groups and for important transitional and early grades.

### Is Time Being Used Differently?

***Yes, there is great diversity in the ways in which schools are utilizing additional learning time, with designs varying in focus, content, and structure, demonstrating that schools are tailoring their programs to meet the needs of their students.***

All of the schools identified in this report increase academic learning time. Most also use the additional time to provide students with enrichment. And some place equal emphasis on character development, leadership, service, and/or community-building. Some of the schools are organized around a particular theme or set of skills, such as language and international studies, the

arts, or technology. Others focus on college preparation, incorporate workforce training or employment opportunities, or provide students with significant mentoring opportunities.

The expansion of learning time enables schools to dig deeper into subject areas to master standards. To do so, many lengthen learning blocks in key areas. Several schools provide 90-minute reading blocks, including San Diego's Gompers, Atlanta's Charles R. Drew, and Camden's LEAP Academy. Achievable Dream Academy in Newport News, VA provides 90-minute blocks in both reading and math as well as 45 minutes of character development. In contrast, West Fresno Middle School in California adds 45 minutes to each core class, and Los Penasquitos Academy in California provides 40 additional minutes for literacy and 60 minutes for science.

More time also allows schools to expand the curriculum or the learning options available to students. Grove Patterson in Toledo, OH, with its longer school day and year, provides students in every grade with foreign language instruction in either German or Spanish. And Perspectives makes online math and statistics available to students in 90-minute learning blocks. In addition, the school affords students time on a weekly basis to engage in field studies, special projects, or community action days.

Schools also structure learning opportunities in unique ways. Some integrate academics and enrichment activities into the school day or week. Others, such as East Side Charter in Wilmington, DE focus the traditional school year on academics but integrate enrichment into a mandatory summer program. Others may focus on academics during the school day but provide enrichment opportunities in the form of before- or after-school programs. And many

expanded learning schools that integrate academics and enrichment regularly also provide students with additional enrichment opportunities after school as well.

Adding learning time to a school's calendar affects countless aspects of schooling, from the educational program to the school's culture. This culture change frequently contributes to a positive learning environment, one that supports students academically and builds their 21st century learning skills.

## In the Pages Ahead

The schools and districts mentioned in these findings are identified in the table on pages 8–13. Many are also profiled in the pages ahead. After presenting 17 profiles of expanded learning time in action, we close this paper with 12 conclusions—on pages 41–44—based on what we know thus far. It is our hope that as this strategy gains additional momentum, we build on the lessons learned to facilitate implementation in high-poverty and high-minority schools.

## Programs Profiled

The following profiles on pages 14–40 of charter, traditional public school, and district initiatives, as well as partial expanded learning time programs and state sponsored initiatives, are intended to provide snapshots of expanded learning implementation across the United States. They address the unique designs of expanded learning time programs created to respond to the learning needs of students, while highlighting the strategy's purpose of meeting consistent goals—improving student performance, expanding enrichment opportunities, closing achievement gaps, and building 21st century skills.

## HIGH POVERTY AND HIGH MINORITY SCHOOLS AND DISTRICTS WITH EXPANDED LEARNING TIME

				EXPANSION OF LEARNING TIME			
		GRADES	CITY, STATE	DAY	WEEK	YEAR	
Charter School Initiatives							
CA	The Preuss School UCSD	6–12	La Jolla, CA	7 hours		198 days	
	Gompers Charter MS	6–8	San Diego, CA	8 hours		187 days	
	Vaughn Next Century Learning Center	PK–12	San Fernando, CA			20 additional days for 5 hours/day	
CT	Amistad Academy <sup>10</sup>	6–9	New Haven, CT	9.5 hours <sup>5</sup>		mandatory 15-day summer academy in July	
	Elm City College Prep ES and MS <sup>10</sup>	K–4, 5–8	New Haven, CT	9.5 hours <sup>5</sup>		mandatory 15-day summer academy in July	
CO	West Denver Preparatory Charter School	6–8	Denver, CO	8 hours (M–Th) <sup>12</sup>		14 additional days	
	Academy of Dover Charter School	K–6	Dover, DE	7.5 hours		200 days	
DE	East Side Charter	PK–8	Wilmington, DE	7.5 hours	full-day mandatory summer camp	204 days	
	Thomas A. Edison Charter School	K–8	Wilmington, DE	7.5 hours		205 days	
GA	Charles R. Drew <sup>10</sup>	K–8	Atlanta, GA	8 hours		196 days	
IL	Perspectives Charter South Loop <sup>10</sup>	6–12	Chicago, IL	7.5 hours			
IN	Christel House Academy <sup>10</sup>	K–8	Indianapolis, IN	8 hours		190 days	
MA	The Media and Technology Charter High School	9–12	Boston, MA	8.5 hours (M–Th) <sup>12</sup>	mandatory weekend MCAS tutoring for some	5 week summer academy for 9th graders failing a class with a C or lower	
	Codman Academy	9–12	Dorchester, MA	8 hours	20 Saturday classes for 3 hours		
	Academy of the Pacific Rim	6–12	Hyde Park, MA	individualized schedules and staggered dismissals <sup>6</sup>		190 days	
	Community Day Charter Public School	K–8	Lawrence, MA	8 hours		voluntary month-long summer program	
	Roxbury Prep <sup>8</sup>	6–8	Roxbury, MA	8.5 hours			
MN	Hiawatha Leadership Academy <sup>9</sup>	K–2	Minneapolis, MN	9 hours		mandatory 2–3 week summer school	
NC	Brooks Global Studies Extended-Year Magnet	K–5	Greensboro, NC			200 days	
	Johnson Street Global Studies Extended-Year Magnet	K–8	High Point, NC			200 days	
NJ	LEAP Academy University	PK–12	Camden, NJ	8 hours		200 days	
NV	Andre Agassi College Preparatory Academy	K–7	Las Vegas, NV	2 hours		10 additional days	
TX	Yes College Preparatory Schools	6–12	Houston, TX	9 hours (M, T, Th, F) <sup>12</sup>	mandatory Saturday school—community service, academics, enrichment depending on campus	mandatory summer school for students entering grades 6–9	
	Yes Prep Southeast	6–12	Houston, TX				
	Yes Prep North Central	6–10	Houston, TX				
	Yes Prep Southwest	6–9	Houston, TX				
	Yes Prep East End	6–7	Houston, TX				
	Yes Prep Lee	6	Houston, TX				

	YEAR	% LOW INCOME <sup>1</sup> (QUALIFY FOR FRPL)	STUDENT DEMOGRAPHICS <sup>1</sup> (IN PERCENTAGES)					
			BLACK	HISPANIC	ASIAN	WHITE	ELL	HISTORY OF ELT
	2006	98.3	12.8	58.9	22.3	6		1999
	2006	91	21	68	6	3	48	2005
	2006	99.4	1.6	97.8	0.1	0.5		1993
	2006	83.7	64.4	33	0.4	2.2		1999
	2006	78.9	75.4	22.3	0.4	2		2004
	2007	87		91	1	6	30	2006
	2007	65.3	89.7	3.2	1.1	5.3		2003
	2006	67.3	98.5	1.5				1997
	2007	87.7	93.7	4.4	0.8	1		2000
	2006	83.7	98.3	0.1				2000
	2006	84.2	60.6	35.4	0.3	3.4	3.1	2006
	2006	54.5	30.2	16.5		53.4		2002
	2007	69.1	67.2	24.2	2.9	2.9	0	2000
	2007	68.8	85.7	13.4		0.9	0	2001
	2007	50.8	54.1	14.4	3.4	25	1.3	1997
	2007	64.4	2.3	86.3	1	9.5	24.2	1999
	2007	63.9	60.7	31.4			1	1999
	2006	69.2	23.2	27.7	2.1	36	25.6	2007
	2006	25	55.2		1.7	43.1		1991
	2006	70.3	53.4	9.1	3.4	33.4		2003
	2006	77.6	45.6	53.3	0.4	0.3		1997
	2006	11.9	94.2	3.5	0.7	1.6		2001
								1998
	2006	74.3	3.8	93.6	0.8	1.8		1998
	2006	92	7	92				2003
	2006	55.6	63.4	28.8	0.7	7.2		2004
	2006	87	11	86		3		2006
	NA	NA	NA	NA	NA	NA	NA	2007

## HIGH POVERTY AND HIGH MINORITY SCHOOLS AND DISTRICTS WITH EXPANDED LEARNING TIME (CONTINUED)

				EXPANSION OF LEARNING TIME			
		GRADES	CITY, STATE	DAY	WEEK	YEAR	
<b>Traditional Public School Initiatives</b>							
CA	Los Penasquitos Academy (ES)	3–5	San Diego, CA	8 hours		15 additional days	
	Manuel F. Cunha Intermediate	6–8	Half Moon Bay, CA	one class period (ELL students at levels 4–5)			
OH	Grove Patterson Academy ES	K–8	Toledo, OH	8 hours		192 days	
MA	The Saltonstalls School	K–5	Salem, MA	8 hours		10 additional days	
	Young Achievers Science and Math Pilot School	Pk–8	Jamaica Plain, MA	8 hours (M–Th) <sup>12</sup>			
VA	An Achievable Dream Academy	K–5	Newport News, VA	8.5 hours	half-day Saturday classes for those in lowest quartile	2 mandatory intersessions, other intersessions are voluntary	
	An Achievable Dream Middle and High School	6–12	Newport News, VA	8.5 hours	half-day Saturday classes for those in lowest quartile	2 mandatory intersessions, other intersessions are voluntary	
<b>District Initiatives</b>							
CA	West Fresno USD		CA	1 hour			
	West Fresno ES	K–5	Fresno	8 hours (grades 4–6)			
	West Fresno MS	6–8	Fresno	8 hours			
FL	Miami-Dade County PS						
	<b>School Improvement Zone</b>		FL				
	39 schools (20 ES, 11 MS, 8 HS)	K–12	Miami-Dade County	1 hour		10 additional days	
	Volusia County SD						
	<b>Plus 1 Program</b>		FL	1 hour			
	Bonner ES <sup>2</sup>	K–5	Daytona Beach				
	W. F. Burns Oak Hill ES <sup>3</sup>	K–5	Oak Hill				
	Holly Hill ES	K–5	Holly Hill				
	Walter A. Hurst ES	PK–5	Holly Hill				
	Turie T. Small ES	PK–5	Daytona Beach				
	Westside ES	PK–5	Daytona Beach				
	Edith I. Starke ES <sup>4</sup>	PK–5	DeLand				
IL	Pierson ES	PK–5	Pierson				
	Seville Public School <sup>2</sup>	PK–5	Seville				
	Chicago						
MD	Renaissance 2010	PK–12	Chicago, IL	varies	varies	varies	
	Montgomery County SD						
	<b>Extended Learning Opportunities—Summer Adventures in Learning (ELO-SAIL)</b>		MD				
MO	23 schools	Elementary	Montgomery County			20 additional summer days for 4 hours/day	
	Ferguson-Florissant SD						
	<b>Extended School Year ES</b>		MO			200 days	
	Airport ES	K–5	St. Louis				
	Bermuda ES	K–6	St. Louis				
	Cool Valley ES	K–6	St. Louis				
	Holman ES	K–6	St. Louis				



	YEAR	% LOW INCOME <sup>1</sup> (QUALIFY FOR FRPL)	STUDENT DEMOGRAPHICS <sup>1</sup> (IN PERCENTAGES)					
			BLACK	HISPANIC	ASIAN	WHITE	ELL	HISTORY OF ELT
	2006	39.8	10.3	15.8	34.1	35.8		2001
	2006	35	0.8	40.8	4.6	50.7		2007
	2006	44.2	48.3	6.8		35.4		1999
	2007	30.3	4.6	23.4	1.2	68.2	17.2	1995
	2007	63.3	61	28.4	1.3	5.1	3.5	1995
	2007	59.9	95.6	2.3				1994
	2007	49.4	98.4					2007
	2006	73.2	28.3	53.9	11	4.1	37.8	2005
	2006	92.8	29.7	54.4	13.5	0.5		
	2006	93.1	25.5	52	19.2	1.7		
								2004 = partial
	2006	61.1	27.9	61.1	1.1	9.8	16	2005
	2006	41.8	15.1	14	1.4	69.3	3.8	2002 = partial 2007= schoolwide
	2006	89	71.3	5.8	0.7	22.1		
	2006	67	5.2	3.3	0.5	91		
	2006	71.3	28.6	10.7	0.6	59.8		
	2006	75.8	28.6	4.6	0.9	65.7		
	2006	83.6	83.8	2.2	0.2	13.8		
	2006	86.6	78.1	3.7		18.1		
	2006	84.7	33.9	32.7	2.3	30.6		
	2006	80.5	2	69.7	0.2	28.1		
	2006	83.9	9.7	52.4		37.9		
	2006	74.2	48.6	37.6	3.2	8.1		2004
								2002
	2006	22	22.8	20.1	14.7	42.1	9.5	
	2006	54.6	72.2	1.3	0.8	25.6	0.7	1997
	2006	88.3	96.7			3		
	2006	85.2	95.8		0.3	3.9		
	2006	95.2	95.2		0.3	4.5		
	2006	77.7	82.7	4.5	1.7	11.2		

## HIGH POVERTY AND HIGH MINORITY SCHOOLS AND DISTRICTS WITH EXPANDED LEARNING TIME (CONTINUED)

				EXPANSION OF LEARNING TIME			
		GRADES	CITY, STATE	DAY	WEEK	YEAR	
District Initiatives (continued)							
PA	Pittsburgh PS						
	Accelerated Learning Academies		PA	45 minutes	10 additional days		
	Colfax ES	K–8	Pittsburgh				
	Arlington ES	K–8	Pittsburgh				
	Murray ES	K–8	Pittsburgh				
	Rooney MS	6–8	Pittsburgh				
	Fort Pitt ES	K–5	Pittsburgh				
	Northview ES	K–5	Pittsburgh				
	Weil Technology Institute	K–8	Pittsburgh				
	M. L. King	K–8	Pittsburgh				
VA	Fairfax County PS						
	Project Excel		VA				
	20 schools	Elementary	Fairfax County	full-day Mondays	optional schoolwide year-round calendar, voluntary intersessions		
State Sponsored Initiatives							
MA	Massachusetts State Initiative		MA	2 hours			
	Clarence R. Edwards MS	6–8	Boston (Charlestown), MA				
	James P. Timilty MS <sup>7</sup>	6–8	Boston (Roxbury), MA				
	Mario Umana MS Academy	6–8	Boston (East Boston), MA				
	Dr. Martin Luther King, Jr	Pk–8	Cambridge, MA				
	Fletcher-Maynard Academy	Pk–8	Cambridge, MA				
	Matthew J. Kuss MS	6–8	Fall River, MA				
	Osborn Street School	K–5	Fall River, MA				
	Salemwood School	K–8	Malden, MA				
	Jacob Hiatt Magnet	Pk–6	Worcester, MA				
	Boston Arts Academy	9–12	Boston, MA				
	Patrick E. Bowe	Pk–5	Chicopee, MA				
	North End ES	Pk–5	Fall River, MA				
	Academy MS	5–8	Fitchburg, MA				
	Greenfield MS	5–8	Greenfield, MA				
	Newton School	K–4	Greenfield, MA				
	Ferryway	K–8	Malden, MA				
	Chandler Elementary Community School	Pk–6	Worcester, MA				
	City View	Pk–6	Worcester, MA				
NM	New Mexico DoEd						
	K–3 Plus Pilot Program <sup>11</sup>		NM				
	59 schools in 17 districts	K–3	NM	25 days			

1 School level data came from: www.schooldataconnect.org, www.greatschools.net, or www.schoolmatters.com. If information was not available on these sites, data was taken from materials on school websites.

2 Closing this year.

3 Closing next year.

4 Closing in a few years.

5 Includes 1 hour of mandatory afterschool enrichment.

6 For more information see: <http://www.masscharterschools.org/wholeschool/docs/174/APR.html>.

7 This school has a 20 year history with expanded learning time. It was originally a pilot school and is now a magnet arts high school participating in the state's expanded learning time initiative.

8 This school is an "associate member" of Uncommon Schools. It maintains its independence while sharing practices.

9 Will add a grade every year until the school serves students from kindergarten through grade 12. The school's calendar, however, is subject to change.

10 Operated by charter management organizations or education management organizations.

11 K–3 Plus schools must have full-day kindergarten as a requirement for participation in the program.

12 These and other early dismissal days are for teacher planning and professional development.

	YEAR	% LOW INCOME <sup>1</sup> (QUALIFY FOR FRPL)	STUDENT DEMOGRAPHICS <sup>1</sup> (IN PERCENTAGES)					HISTORY OF ELT
			BLACK	HISPANIC	ASIAN	WHITE	ELL	
	2006	60.2	60.7	0.8	1.6	36.7		2006
	2006	37.3	42.8	4.5	7.9	44.8		
	2006	81.4	44.2			55.5		
	2006	88.9	67.5		1.8	30.1		
	2006	81.7	66.8	0.4		32.8		
	2006	72.1	98	0.6		1.4		
	2006	85	97.7			1.3		
	2006	75.7	99.2		0.9			
	2006	75.2	89.5	0.6	1.1	8.8		
	2007	21.8	10.6	16.8	18.3	47.9	14.1	1999
								2006
	2007	86.6	32.4	41.6	16.1	8.7	17.4	2006
	2007	84.4	49.5	42.7	2.7	2.2	13.1	2006
	2007	88.5	10.9	63.2	3.4	21.4	29.9	2006
	2007	56.2	52.1	9.2	18.4	18.4	8.3	2006
	2007	61.8	55.8	22.1	6	13.8	6.5	2006
	2007	86.9	12.1	15.8	3.8	67.1	2.8	2006
	2007	82.8	13.8	10.3	3.5	70.7	1.7	2006
	2007	62.8	25.5	22.2	9.6	37.8	7.8	2006
	2007	60.2	18.8	45.8	3.9	29.6	21.6	2006
	2007	56.1	43.9	31.6	3.9	16.2	2.9	2007
	2007	89.7	3.7	47.3	0.7	45	16.5	2007
	2007	59.5	8.6	17.8	3.4	67.8	12.6	2007
	2007	77.1	8.9	56.5	5.2	28.6	7.1	2007
	2007	54.8	3.9	9.9	3.1	78.7	3.9	2007
	2007	73.8	2.1	14.9	2.6	76.9	8.2	2007
	2007	60.3	20.2	19.7	21.2	33.3	11.5	2007
	2007	98.1	12.1	57.1	8.9	14.3	36.5	2007
	2007	84	12.6	46	2.8	33.5	21.7	2007
								2003
	2006	55.7	2.5	54	1.3	31.1	19.2	

## Charter School Initiatives

### **Perspectives Charter Schools, South Loop Campus, A Renaissance 2010 School, Chicago, Illinois**

A successful, high-minority and high-poverty school that we had the opportunity to visit is Perspectives Charter School, South Loop Campus.<sup>9</sup> Now 10 years old, this school was one of the first five charter schools to open in Illinois. Today, Perspectives operates four charters schools on two campuses, the South Loop Campus and the Calumet campus,<sup>10</sup> and has plans to replicate in an additional six schools including the Math and Science Academy opening in Fall 2008.<sup>11</sup> Perspectives is a Renaissance 2010 school—a city-wide effort to reform Chicago Public Schools (see district profile on page 29).

#### ***The Perspectives Model***

With a model that focuses on five key elements—a disciplined life, academic rigor, community engagement, family involvement, and professional development—Perspectives has created a new school design and school culture for its students. The critical student-focused element of this model, a disciplined life, encompasses 26 guiding principles of character development, including 10 principles on self perception, seven on communication, and nine on productivity. These five elements together support character development and 21st century skills, such as teamwork, by encouraging student collaboration via working groups.

#### ***Use of Time***

Perspectives South Loop currently serves 352 students in grades six through 12 from the Auburn Gresham area. Students in grades six through eight use the first floor of the school building while high school students are located on the second. Upon entering the school, students are an average of two to three years behind grade level. With a rigorous college preparation curriculum, Perspectives makes use of a longer school day to help their students meet and exceed proficiency.

The South Loop Campus school has a 7.5-hour school day<sup>12</sup> which is considerably longer than the district's standard 5-hour-and-45-minute school day. Some students even stay longer to engage in afterschool activities, such as Urban Gateways' education

through the arts program, or to participate in a homework club.<sup>13</sup> In addition to the longer school day, the Perspectives school week structures learning time in a unique way to balance academics, enrichment, and community building.

Mondays, Tuesdays, Thursdays, and Fridays focus on the academic curriculum. Wednesdays are field study, project, and community action days. These activities expand learning beyond the school building, turning the city and all it has to offer into the classroom. It's also a way to integrate other Perspectives teachers and leaders and community-based partners into the learning process. The structure of Wednesday's programming and the use of partners to support and expand learning opportunities also provide teachers with dedicated time to participate in professional development and planning while students are engaged in structured learning opportunities.

The use of technology is also embedded into the teaching and learning process in several ways. Mobile computer labs, for instance, are available to teachers for use in the classroom. Middle and high school students can participate in Agile Mind, an online math and statistics service providing 90-minute learning blocks, access to additional instructors, and a college prep curriculum. Students in grades seven through 11 are also able to access other virtual, or online, classes. Students, for example, can take honors-level courses in preparation for Advanced Placement classes. Participating students can be online together while an instructor uses a white board to guide learning online. With state support, these courses are free to students and schools as long as state guidelines for use are followed.

At the high school level, foreign language instruction, mentoring, and internships, and college counseling are part of the learning experience. Every high school student receives instruction in Spanish, and ninth and 11th graders are able to participate in an internship program that pairs students with mentors to receive guidance, support, and help with networking and communication. In preparation for life after high school, 10th and 11th graders work with college counselors<sup>14</sup> while upperclassmen participate in once-a-week ACT college entrance exam preparation classes.

Although the school has a 10-year history, it has only been experimenting with expanded learning time since 2006, when Perspectives became part of the Renaissance 2010 initiative. School leaders therefore consider the model a work in progress. Staff are continuously discussing what works and are dedicated to making adjustments where necessary. This school year, for example, classes are taught in learning blocks of various lengths—Monday and Friday classes are 50 minutes long while Tuesday and Thursday classes are twice that. However, this schedule has not been very popular with middle school students so it is expected that the schedule will change for them in the coming year, maintaining 50-minute classes.

### **Leadership**

The Perspectives model has a unique leadership philosophy: leadership is widely shared and every adult in the building is considered critical to student learning. Principals serve as school leaders and lend their support to all staff. Instructional leaders, or master teachers, work with other teachers to coach

them, help them plan and improve their instructional practices and assessments, and to evaluate their effectiveness. Even the school chef is a leader responsible for promoting healthy living and opening students up to cultural experiences by preparing ethnic foods for the three meals a day that are offered to every student.<sup>15</sup>

Simply put, what the school model asks of teachers is what brings them to Perspectives. Admittedly, it's also why working at Perspectives can sometimes be challenging. To balance teachers' experiences, they participate in monthly professional development, and receive a \$500 stipend to take advantage of additional opportunities, such as conferences, to help them build on their craft and network with other professionals. Team teaching also takes place in classrooms serving a number of students with individual education plans. In addition to in-school responsibilities, teachers can volunteer to participate in afterschool programs. Those who stay receive a stipend to compensate them for their additional time.

### ***Assessments and Achievement***

At the beginning of each school year a diagnostic test is given to students. Interim assessments occur every six weeks and are intended to give teachers an update on their students' progress. These assessments provide valuable information to teachers so that they can modify their instructional practices to support student learning. This is particularly important given the school's goal of growing student learning four years in just one academic calendar year.

To graduate from Perspectives with a high school diploma, students must either be accepted into a college, university,

trade school, or the military, or secure a job that will ensure self-sufficiency and self-sustainability. To get to this point after entering Perspectives behind grade level, students must make academic and personal development strides. According to Chicago Public Schools data, students at Perspectives have been increasing their scores on the Illinois Standards Achievement Test every year since 2003.<sup>16</sup> ACT college entrance exam scores among the high school's juniors are also strong. Their score of 17 is higher than the district average of 15 (after excluding magnet schools). Despite student growth, the school has had its ups and downs. While Perspectives had not made adequate yearly progress, or AYP, under the guidelines of the No Child Left Behind Act in the past, it did make AYP for every student group for the first time in Spring 2007.<sup>17</sup>

### **East Side Charter School, Wilmington, Delaware**

East Side Charter School, serving 330 students in pre-kindergarten to grade eight from throughout New Castle County, has had an expanded school calendar since its inception in 1997. The school's founders, who were employees of or had some connection to the Wilmington Housing Authority, made three observations: area students needed a longer school year to keep them engaged; most students weren't getting sufficient enrichment opportunities, and the three-month summer vacation was causing learning loss.

### ***Use of Time***

In response to these challenges, East Side Charter makes use of additional learning time and keeps classes small at

16 students per class. The school day is 7.5 hours long, beginning at 8 a.m. and ending at 3:30 p.m. The school year is also longer, running from September through July, including a mandatory summer camp for all students.

The additional learning time during the school year is used for strictly academic purposes. In contrast, the mandatory summer camp combines academics with enrichment. Summer camp, which runs from the last week in June through the entire month of July, provides students with a full day of activities. From 8:00 a.m. to 12:30 p.m. students focus on their academics while the remainder of the day (ending at 3:30 p.m.) offers students engaging enrichment activities.

In addition to a longer school day and school year, approximately 90 students stay afterschool for tutoring and homework assistance.

### ***Support and Learning Partners***

To support learning, the school works with numerous partners, including banks and law firms, and other public and private schools. Currently, East Side has four major partners<sup>18</sup> who contribute to the school in two important ways, financially and through a mentorship program. Together, these organizations supply the school with 104 individual mentors who provide guidance and support to students. Additional financial and community support for the school's expansion of learning time comes from foundations.<sup>19</sup>

In addition to broad-based community encouragement, East Side Charter School parents are supportive of the school and its use of added learning time.

They are appreciative of the educational experiences their children are receiving. And according to the school's principal, there has been little resistance from teachers. To support East Side teachers, they receive additional compensation for the extra time worked.

### ***Challenge***

Every year, the school faces a similar challenge. Located in a community of very mobile families, the school is consistently receiving a new cohort of students. Each year, 15-to-20 percent of the school's student population is new, coming from all over the county. And each year these new students need to be indoctrinated into the school's environment and structure.<sup>20</sup> Although students are making some academic gains, there are serious progress challenges in this school. However, academic performance has improved—something the principal attributes to the use of more learning time.

### **Amistad Academy and Achievement First Schools, New Haven, Connecticut**

#### ***Use of Time***

Amistad Academy is a public charter school serving students in New Haven, Connecticut in the fifth through eighth grades. Students are selected through a lottery system. Founded in 1999, Amistad Academy is a college preparatory school that lengthens the school day by 1.5 hours to concentrate on mathematics and English language arts. The school has a mandatory 15-day summer academy to focus on core academics, and offers before and after-school programming and tutoring.

In addition to the longer school day, Amistad offers Encore!, the school's afterschool enrichment program, which provides students with daily instruction in theater, karate, dance, and web design, for example. Encore! has been so successful that it has been replicated in other schools, among them Gompers Charter Middle School in San Diego, CA.

During the school's initial years, leaders were focused on closing the learning gap, securing high-quality teachers, and creating a supportive learning environment for students. These efforts paid off as the school saw its students make significant academic gains. Amistad students routinely score higher on state and national reading, writing, and math tests than many of their peers in wealthier school districts. In fact, Amistad has succeeded in closing the achievement gap of its students.

### ***Achievement First***

Amistad's success has led to the creation and launch of Achievement First, a non-profit charter management organization

dedicated to sharing Amistad's model with other low-performing schools (see table on page 19). Today, there are 12 Achievement First schools in New Haven, Connecticut and Brooklyn, New York, serving students in kindergarten through grade 12. Achievement First schools focus on both academics and character development. The core curriculum includes a daily three-hour reading block, additional time for math and writing each day, physical education or music, and history or science daily.

### ***Teachers***

Teachers at Achievement First schools are assessed every six weeks and use the results to inform instruction. They also receive 13 days of professional development and work in collaboration with other teachers to provide strong learning opportunities to students. Teachers, parents, and students of Achievement First schools are required to sign a contract demonstrating their commitment to learning and student support.

## **New York City Charter Schools and Expanded Learning Time**

A July 2007 study of New York City charter schools by Caroline M. Hoxby and Sonali Murarka analyzed 47 charters during the 2005–2006 school year. They conclude that 45.5 percent of these schools have a school day that is at least 8 hours long, and 57 percent of these schools have a school year that is at least 190 days long.<sup>21</sup> Of all the students attending New York City charter schools, 54.8 percent attend a school with a longer day and 64 percent attend a school with a longer school year<sup>22</sup> (20 percent have a school year that is longer than 200 days).<sup>23</sup> The study notes that many of the charter schools with an expanded school year also expand the school day. Most importantly, it finds a statistically significant association between a longer school year and student achievement. This study is ongoing; Hoxby notes that her findings are preliminary.



## Charter Management Organizations & Education Management Organizations

Because charter schools are leading the way in lengthening learning time for students, and because management organizations are increasingly running schools, it is important to discuss the use of time by Charter Management Organizations and Education Management Organizations. A key design principle of several EMO and CMO models includes the expansion of learning time. Given their leadership and management expertise, resources and support systems, and knowledge sharing, these organizations are well-positioned to implement and manage innovative teaching and learning strategies. Achievement First, Aspire, Lighthouse Academies, Nobel Street Schools, DC Prep, Mastery Charter Schools, Uncommon Schools, Perspectives, and Mosaica have lengthened the school day, year, or both for all of the schools they manage (see table below for details).

### CHARTER MANAGEMENT AND EDUCATION MANAGEMENT MODELS *A brief snapshot of CMO and EMO expanding learning time programs*

MANAGEMENT ORGANIZATION	STATES	DESCRIPTION
Achievement First	CT, NY	Achievement First expands the school day by at least 1.5 hours and expands the year by 15 days via a three-week Summer Academy in July. Achievement First runs a total of 12 schools in CT and NY.
Aspire	CA	Aspire expands learning time 15 percent through school days that average 7.5 hours (1 hour longer than average state schools) and a school year that is 190 days for their 21 CA schools.
Lighthouse Academies*	DC, IL, IN, NY, OH	Lighthouse Academies have an 8-hour school day and a 190-day school year for their 10 schools in NY, IL, OH, IN, and DC.
Nobel Street Schools*	IL	The five Nobel Street Charter Schools expand learning time by at least 25 percent with school days that are about 7.5 hours long and a school year that is two weeks longer.
DC Prep	DC	DC Prep's two district schools expand learning time by 30 percent through an expansion of the school day. Elementary school students through the third grade attend school for 8 hours a day while fourth and fifth graders have an 8.5-hour school day. Middle school students in grades six through eight have a 9-hour school day.
Mastery Charter Schools	PA	Mastery Charter Schools manages four schools in PA with an expanded school year that is 190 days long.
Uncommon Schools	NJ, NY	Uncommon Schools expand both the school day and school year for its five NY and NJ schools. Each school has a slightly different school calendar but typically has an 8.5-hour school day and a longer school year, and some of the schools even offer Saturday classes.
Perspectives Charter Schools*	IL	The four Perspectives schools in IL expand the school day for their students with a school day that 7.5 hours long.
KIPP**	AR, CA, CO, DC, GA, IL, IN, LA, MA, MD, MO, NC, NJ, NY, OK, TN, TX	KIPPs 57 schools around the country expand learning time by approximately 62 percent with a longer school day, week, and year. The KIPP school day is 8 hours long and half-day Saturday classes are scheduled monthly or bimonthly. Students also attend class for an additional three weeks during the summer.
Mosaica Education, Inc.	AZ, CO, DC, GA, IL, IN, MI, OH, PA	Mosaica runs 34 schools in the U.S. in nine states and provides students with a school day that is 1 hour longer and a school year with 20 additional days.

\* Some of the schools managed by these organizations are part of Chicago's Renaissance 2010 initiative.

\*\* In 2008, KIPP will open new schools in Ohio, Minnesota, and Pennsylvania.

In addition, other management organizations expand learning time for some, but not all, of the schools they manage. For example, 25 of the schools run by Edison Schools—an education management organization—have student calendars that exceed the average 180-day school year (see table below). The length of the school

year in these schools varies from 185 days to 200 days. The majority also have a longer school day ranging from about 7.5 hours to 9 hours a day. These Edison Schools with longer calendars are located in California, Colorado, Georgia, Illinois, Indiana, Iowa, Minnesota, Missouri, New York, Ohio, Pennsylvania, and Wisconsin.

### EDISON SCHOOLS AND AN EXPANDED SCHOOL CALENDAR

*Varied approaches to expanded learning time*

EDISON SCHOOL	LOCATION	HOURS PER DAY	DAYS PER YEAR
San Jose-Edison Academy	West Covina, CA	8 hours	184 days
Wyatt-Edison Charter School	Denver, CO	8 hours	187 days
Omar D. Blair School	Denver, CO	7 hours, 15 minutes	190 days
Charles R. Drew Charter School	Atlanta, GA	8 hours	195 days
Jefferson-Edison Elementary School	Davenport, IA	7 hours, 35 minutes	188 days
Chicago International Charter School—Longwood Campus	Chicago, IL	7.5 hours	195 days
Franklin-Edison School	Peoria, IL	7.5 hours	186 days
Loucks Edison Junior Academy	Peoria, IL	7.5 hours	186 days
Northmoor-Edison School	Peoria, IL	8 hours	186 days
Rolling Acres Junior Academy	Peoria, IL	7.5 hours	186 days
Jeremiah Gray-Edison Elementary School	Indianapolis, IN	7 hours, 55 minutes	189 days
Rosa Parks-Edison Elementary School	Indianapolis, IN	7 hours, 55 minutes	189 days
Kenwood-Edison Charter School	Duluth, MN	7.5 hours	195 days
Raleigh-Edison Academy	Duluth, MN	7.5 hours	195 days
Washburn-Edison Junior Academy	Duluth, MN	7.5 hours	195 days
Allen-Edison Village School	Kansas City, MO	8.5 hours	188 days
Confluence Academy—Old North Campus	St. Louis, MO	9 hours	193 days
Confluence Academy—Walnut Park Campus	St. Louis, MO	9 hours	193 days
Derrick Thomas Academy	Kansas City, MO	8 hours	195 days
Riverhead Charter School	Riverhead, NY	8 hours	185 days
The Dayton Academy	Dayton, OH	8 hours	188 days
Dayton View Academy	Dayton, OH	8 hours	188 days
The Renaissance Academy—Edison Charter School	Phoenixville, PA	8 hours	200 days
Renaissance Advantage Charter School	Philadelphia, PA	7 hours	187 days
Business and Economics Academy of Milwaukee	Milwaukee, WI	8 hours	195 days

Source: Edison Schools.<sup>24</sup>

## Traditional Public School Initiatives

### Grove Patterson Academy Elementary School, Toledo, Ohio

Grove Patterson Academy Elementary School, a traditional public school serving students in grades kindergarten through eight, has a nine-year history of expanded learning time. The original impetus to expand time was three-fold. First, a traditional school day would not provide enough time for the school to cover all that they wanted to teach. Second, more learning time would provide students with the opportunity to not only get up to speed but to get ahead academically. And finally, more learning time would allow the school to provide foreign language instruction to every student to help them develop a competitive skill and to help with their English language development as well.

#### *Use of Time*

Students at Grove Patterson Elementary attend class from 8:00 a.m. to 4:00 p.m. In addition to their 8-hour school day, the school year has been expanded to 192 days. Every morning, from 8:25 a.m. to 9:50 a.m. students engage in uninterrupted reading. As a major focus of the academic curriculum,<sup>25</sup> the school does not deviate from this dedicated reading time. Following reading is a period for the arts.<sup>26</sup> Students at Grove Patterson also get 45 minutes for lunch, dedicated “get fit” time for physical activities, and extra time to work with math specialists. All students are also required to take a foreign language. The school offers two language tracks, one in Spanish and one in German. Students follow their selected track throughout their K–8 experience at Grove Patterson.

#### *Teachers*

In addition to the use of expanded learning time, the school also practices looping to support student learning. In other words, students stay with the same teacher for two consecutive years—a strategy that has proven to have a profound impact on learning. The structure of the school schedule also provides substantial time for teachers to plan and work collaboratively. In fact, the school’s staff meets once a week for a three-hour period to collaborate across grade levels on curriculum and student progress. This common planning period is led by Grove Patterson lead teachers.

Additional supports and staff group activities are also part of the Grove Patterson teaching experience and help to combat the threat of teacher burnout. While there is great energy and stamina among the school’s teachers, and although they believe in the

program and find their jobs gratifying, the potential for burnout does exist. But according to the principal, Grove Patterson teachers understand the school design and structure before they walk into the building. Every potential Grove Patterson teacher is interviewed and introduced to the demands and rewards of teaching at this school.

### **Support**

To expand learning time in excess of 30 percent, successful implementation depended on the heavy involvement of the teachers union early on. Together, the union, the school board, and the president of the administrators union participated in the planning process and worked through challenges to reach agreement on issues such as compensation for the additional time worked and allocation of time to engage in professional development.

Parental support has also contributed to the success of the school's design. The school's principal reports that parents love the longer school day and students themselves are excited to be at school. Admittedly, there are days when students and even teachers grow tired, but they are far outweighed by the positive days. Grove Patterson draws students from across the city—it is not a neighborhood school—and students are selected through a lottery system. The fact that parents are willing to travel across the city to take their children to school is a demonstration of parental buy-in and support for the school's efforts, according to the principal.

Perhaps one of the elements leading to such support is the school's constant contact with families. In fact, Grove Patterson teachers have phones in their class-

rooms—a testament to their commitment to family outreach. In addition, the school works with parents to support a strong educational experience at home. Parents must commit to an agreement allowing no more than four tardies per quarter, agreeing to participate in regular homework sessions, agreeing to nightly reading and the signing of a reading sheet, and volunteering 10 hours per family per year. Parents are also informed that their children will be assessed every eight weeks to monitor their progress, thereby enabling the school to make data-driven decisions regarding instruction.

### **Achievement**

Grove Patterson students are achieving and have made adequate yearly progress every year for the last six years. Implementation of a longer school day and year, looping, a focus on literacy and foreign language, and inclusion of parents and the teacher's union in the design of the school have helped to make it a success.

### **An Achievable Dream Academy and Achievable Dream Middle and High School, Newport News, Virginia**

An Achievable Dream Academy in Newport News, Virginia first became an expanded learning school 13 years ago when it instituted a longer school day. Six years later, in 2000 (while maintaining the longer school day) the Academy became a year-round school with four nine-week sessions followed by three weeks of break. Established through a partnership with the school district and the city of Newport News, the school has operated under the guidelines of the district but has been given additional flexibility traditionally afforded to charter schools.

### ***The Academy Model***

Serving students in kindergarten through eighth grade, the Academy grew out of an afterschool tennis and tutoring program. In keeping with the history and tradition of the school, all Academy students participate in tennis. Another unique characteristic of the Academy is its mission—to promote social, academic, and moral education, known as S.A.M.E.<sup>27</sup> To fulfill this mission, the school focuses on character development such as etiquette, conflict resolution, and healthy living as well as academic excellence. Students are taught reading and writing in 90-minute learning blocks that incorporate science and social studies. Students also participate in enrichment activities such as art, music, physical education, and computers and technology.

With a modified school calendar, mandatory intersession learning opportunities, a longer school day, and voluntary half-day Saturday classes for students in the lowest quartile, the Academy successfully closed the achievement gap for the first time in 2002.

### ***Expansion of Achievable Dream***

In 2007, after years of success, the Academy expanded with the opening of the Achievable Dream Middle and High School. Now reorganized, students in kindergarten through second grade attend An Achievable Dream Preparatory School, students in grades three through five attend An Achievable Dream Academy, and students in grades six through nine attend Achievable Dream Middle and High School. With each school year, the Middle and High School will add an additional grade until it serves students through grade 12.

### ***Use of Time***

The school day and school year continue to be expanded for students attending the Academy and the Middle and High School. The school day is 8.5 hours long with a school year of 210 days including three mandatory 10-day intersessions. Students are tested during the nine-week session and the data is used to help teachers identify students' areas of need which are addressed during the intersessions.

### ***Support***

Achievable Dream has received wide support from parents who understand the benefit of more time on student achievement. Parents are required to sign a contract to demonstrate their commitment and support of the school's S.A.M.E. mission. Further, the Academy has benefited from minimal teacher turnover. To ensure teachers understand the demands of working in an expanded learning time school, the Achievable Dream leaders clearly define what will be expected of their teachers. To support the needs of these teachers, the school provides professional development and compensation for the additional time worked.

Achievable Dream expands learning time in a significant way—approximately 50 percent. To do so, it receives funding from the city to compensate teachers for the expanded time, as well as funds from local businesses, grants from the U.S. Departments of Education and Justice, and money raised from school fundraisers. But the school's efforts have paid off. Achievable Dream has successfully closed the achievement gap and exceeded federal and state annual yearly progress requirements.

## School District Initiatives

### Volusia County School District's Plus One program, Florida

#### *Use of Time*

Volusia County School District's Plus One program adds one hour to the school day for Title I (low-income) schools that are in "corrective action"<sup>28</sup> under the No Child Left Behind Act. The additional hour is used for academic purposes, allowing more time to be spent in core content areas such as math, English language arts, literacy, science, and social studies. During the added hour, teachers use hands-on and enrichment activities to support learning. They are also encouraged to work with students in small groups and to monitor student growth. To utilize the best instructional practices, teachers work collaboratively with one another and with "resource and special area teachers" to align instruction with standards and student needs.

To become a Plus One school,<sup>29</sup> the school must be identified for improvement and in "corrective action," and have wide support from school faculty; 80 percent of the faculty must vote to adopt the program. After the staff has voted, the School Advisory Council, consisting of representatives from all stakeholder groups (teachers, parents, support staff, and students)<sup>30</sup> must give their approval. Following this approval, the request to be a Plus One school is submitted to the superintendent who gives final consent and allocates funds to support the expansion of learning time. Once proposals are adopted, the school must begin a planning process and reach out to parents to build understanding of the program.

Initially, schools in the district were able to partially implement the Plus One program. After a few years, however, the district decided to no longer allow partial implementation. Beginning with the 2007–2008 school year, all of the County's participating schools were required to implement the Plus One program on a schoolwide basis. Currently, there are nine district schools with the Plus One program, including a few rural schools.

More recent changes have been made to strengthen learning opportunities for students. In the Fall of 2008, the school superintendent will have the authority to mandate the Plus One program in Title I schools that are entering "restructuring" without the faculty vote. In these schools, the Volusia Teachers Union will have the opportunity to provide input to the superintendent on a Plus One manual to be used in schools participating in the program.

## Challenges

Due to a budget crisis, the district has decided to close a handful of small schools, among them are four elementary schools with the Plus One program: Bonner Elementary School and Seville Public School will be closing this year, W.F. Burns Oak Hill Elementary will close next year, and Edith I. Starke elementary will close in two years.<sup>31</sup> Some of the students at these schools may miss out on the additional learning time. Others, like those currently at Bonner, could continue to benefit. Bonner students, for example, will be transferred to Palm Terrace Elementary School. If Palm Terrace chooses, the district will allow it to implement the longer school day and provide funds to support the expansion of time.

Fiscal constraints also make it impossible for all of the schools interested in Plus One to implement the program. According to the County's coordinator of elementary and school improvement services, many schools are desperate for Plus One but likely won't receive funding. Schools with higher percentages of low-income students receive priority consideration. This means that many of the County's Title I schools with lower poverty rankings won't receive funding for the additional learning hour.

## Teachers

As a district response to school improvement under NCLB, the additional hour is funded with Title I money. Because the program is schoolwide, all school teachers and full-time paraprofessionals participate. As such, the district and the Volusia Teachers Organization have an agreement regarding compensation for teachers with a longer work day.

## Success

The school district's expansion of learning time has been viewed by the state of Florida as a positive strategy in helping to boost learning. Consequently, the state just adopted the Plus One program for implementation in other elementary schools designated as D or F schools, starting in Fall 2008. The expansion will be paid for with new state money instead of state Title I funds. Plus One in Volusia County, however, will continue to be paid for with district Title I funds because it does not have any D or F schools to qualify them for state program funds.

## Miami-Dade County Public Schools' School Improvement Zone, Florida

In 2004, the Miami-Dade County Public Schools superintendent<sup>32</sup> created the School Improvement Zone to help many of the district's most underperforming schools. He sought to improve student and school performance and remedy the low performance feeder patterns between primary and secondary schools in the district. To do so, he established criteria to identify the schools for inclusion in the School Improvement Zone. Selected schools had at least a three-year history of low performance, were high-poverty schools, were part of the district's low performance feeder patterns, and had strong school leadership.

The School Improvement Zone includes 39 schools: 20 elementary, 11 middle, and eight high schools. Partial implementation of the Zone began with the 2004–2005 school year, with full-scale implementation the following year. Enrolling more than 43,000 students, the Zone's schools serve a student population that is 66 percent



African American, 30 percent Hispanic, 78 percent low-income, and 17 percent English-language learners.

### **Use of Time**

Schools in the School Improvement Zone expand the school day by one hour and lengthen the school year by two weeks. With a concentrated focus on literacy, the School Improvement Zone aims to enhance student comprehension and critical thinking skills while also focusing on mathematics. In addition, the School Improvement Zone emphasizes character development and enables students to participate in enrichment classes in what is known as the Academic Improvement Period.

Professional development is a major component of the School Improvement Zone, and is offered to all teachers and staff. Professional development teams help to: guide reading, math, and science instruction; analyze student-level data; provide content area support; and help teachers build learning communities. Teachers in the Zone are compensated for their extra time, receiving a 20 percent increase in pay.

### **Achievement**

While there have been gains in academic achievement, they are larger in elementary schools than middle and high schools. When the School Improvement Zone first began, there were nine schools ranked “F” and no schools ranked “A” under the Florida school grading system. Now there are three “F” schools and two “A” schools. Results also show other positive outcomes, such as increased attendance, decreased suspensions, increased parental involvement, and school improvement.

Although the Zone has made progress, it was created as a three-year pilot. Now concluding their third year, Zone schools face great uncertainty. Will the district continue to lengthen learning time for these schools? How can it sustain such a large-scale effort? What will happen to school and student performance if the district is unable to continue providing an expanded school schedule? Despite the many questions surrounding the future of the Zone, it’s undeniable that the strategies put in place have had a positive effect. In fact, the School Improvement Zone has served as a model in school turnaround.

### **Pittsburgh Public Schools’ Accelerated Learning Academies, Pennsylvania**

In 2006, the Pittsburgh school superintendent created a school improvement plan that includes the expansion of learning time for the district’s most underperforming schools. Known as Accelerated Learning Academies, these schools lengthen the school day by 45 minutes and add 10 days to the school year. Currently, eight district schools are Accelerated Learning Academies; two serve students in grades K through five, one serves students in grades six through eight, and five serve K through eight students.

First implemented during the 2006–2007 school year, the Academies are modeled after proven standards- and research-based practices including America’s Choice,<sup>33</sup> Talent Development Middle Grades Program,<sup>34</sup> the Institute for Learning’s disciplinary literacy program,<sup>35</sup> and the Knowledge is Power Program.<sup>36</sup> With a focus on rigor and high expectations, the Academies provide extensive support to both students and teachers.



### ***Use of Time***

To help ensure that students are on a path to academic success, the Academies closely monitor student performance. They conduct benchmark testing four times a year and end-of-unit tests in core classes to determine what skills students need to further develop. These assessments measure academic-related skills such as comprehension, context, and clues. The Academies utilize the additional learning time for differentiated instruction to reinforce skills that students have not yet mastered. Because the differentiated instruction is based on skill level, students are frequently in mixed-grade classes.

### ***Student and Teacher Support***

In addition to the expansion of learning time, Accelerated Learning Academies implement a managed curriculum, broaden the instructional practices used to teach, and provide specialized support and resources to students who need additional academic or social help. For students who are several grades behind, the Academies also offer a “ramp-up” program.<sup>37</sup> They also provide ongoing professional development to teachers and promote collaboration and working in teams.

In addition to professional development opportunities, each school has a leadership team consisting of the principal, assistant principal, literacy and math coaches, and teachers from each grade level or content area. This team assesses student needs based on data and matches these needs with resources and instructional practices to create a quality learning environment for students. The leadership team develops a focus for

future instruction, and works with teachers to help support implementation of each particular focus. Additionally, the teams work with Academy principals to set professional development and meeting opportunities for school staff.

### ***Leadership***

A unique aspect of the Accelerated Learning Academies is the fact that principals are on performance-based contracts—meaning that a portion of their pay is dependent on their performance.<sup>38</sup> Even the school superintendent has signed a similar contract. To help meet expectations and create a strong learning environment, the district has taken steps to build a strong teaching force within the Academies. In an agreement with the Pittsburgh Federation of Teachers, teachers selected to work in the Accelerated Learning Academies are not permitted to transfer out of the school for three years. They are, however, compensated \$6,300 per year for working a longer school day and year.<sup>39</sup>

### ***Partnerships***

To help make these Academies successful, outside support is necessary. Each participating school establishes a partnership with a community-based organization to help provide academic support and enrichment activities to students. The schools are also encouraged to reach out to parents and engage them in their child’s learning. To assist in this area, each school has a “parent engagement specialist” to facilitate communication between the school, families, and school partners. Parents largely support the Accelerated Learning Academies

and their use of additional learning time. More affluent parents at one of the Academies, however, have not responded as favorably to the expansion of learning time as parents of students at the other Academy schools.

### **Achievement**

Because the Academies are in their second year of implementation, it's still early in assessing their effects. However, the district is seeing an upward trend in student learning and that it is helping the Academies achieve their objectives. Forthcoming Pennsylvania System of School Assessment results will help to determine the extent of academic growth among students in the Accelerated Learning Academies.

### **Chicago Public Schools' Renaissance 2010 Initiative, Illinois**

Over the years, the Chicago community has demonstrated a deep commitment to school reform. Two years ago, the city of Chicago and Chicago Public Schools announced a bold initiative to transform the city's chronically underperforming schools by creating 100 new schools to better serve students and their neighborhoods. Known as the Renaissance 2010 initiative, Renaissance schools receive a greater degree of autonomy than other Chicago public schools. This autonomy enables them to be innovative and design education programs that fundamentally change schools and school culture. In exchange for greater flexibility, Renaissance schools are held to a high degree of accountability for school and student success.

To be selected as a Renaissance school, proposals must take full advantage of every possible lever to support student learning and boost academic achievement. One of these levers is the expansion of learning time. While it is not a requirement for Renaissance 2010 schools to lengthen the school day, week, or year, many do so as a critical component of school redesign, and as a vehicle to help them meet the rigorous academic goals set for their students. Other critical levers include a small-school design; significant and meaningful teacher professional development; inclusion or hiring of specialized staff to meet specific student needs or help make implementation successful; intense parental and community involvement; and partnerships with community-based organizations, businesses, and other entities.

Currently, there are 55 Renaissance schools with an additional 21 schools opening in fall 2008. These schools are predominantly charter schools<sup>40</sup> while a handful are contract schools, and the remaining are performance schools.<sup>41</sup> Contract schools are managed by independent nonprofit organizations and are therefore free from the majority of district policies.<sup>42</sup> Performance schools function much like traditional Chicago Public Schools and are run by the district and can be free from some district policies.<sup>43</sup>

According to data from the Renaissance Schools Fund, the fundraising and strategic arm of the Renaissance 2010 initiative, the length of the district's school year is approximately 170 days long. The average elementary schools in the district spend approximately 239 instructional minutes per day in core classes<sup>44</sup> while the high schools spend about 280 instructional minutes per day

**RENAISSANCE SCHOOLS VS. CHICAGO PUBLIC SCHOOLS*****A comparison of the average number of days and hours of instruction***

	CHICAGO PUBLIC SCHOOLS	RENAISSANCE SCHOOLS*
<b>Instructional Days Per Year</b>		
Elementary	170	181
High School	170	182
<b>Instructional Minutes per Day in Core Classes</b>		
Elementary	239	317
High School	280	349

\*Self-reported data from Renaissance 2010 schools.  
Source: Renaissance Schools Fund.

in core classes. In comparison, Renaissance schools have a school calendar that is at least 10 days longer and spend more than an additional hour a day on instruction in core classes.

In fact, a few Renaissance schools have a school year in excess of 190 days. Chicago International Charter School's Ralph Ellison campus has a school year that is 195 days long.<sup>45</sup> The Nobel Street schools have perhaps that greatest number of instructional minutes—420 minutes a day (see table above).<sup>46</sup>

### **West Fresno School District, California**

The West Fresno School District consists of just two schools—West Fresno Elementary School and West Fresno Middle School. Both are low-performing, high-poverty schools that have been struggling for a number of years. Since the fall of 2005, when the current state administrator took the helm, learning time has been expanded for elementary school students<sup>47</sup> in grades four and five, and middle school students in grades six through eight. The school day for these students is 8 hours long with classes beginning at 8:15 a.m. and ending at 4:15 p.m.

The decision to transition to an expanded day schedule came in 2005 when the district's leadership team—comprised of staff, the principals, and the state administrator—decided that more learning time was the strategy that could help their students move forward academically. In fact, a district audit of instructional minutes concluded that additional time needed to be added to the day, even though West Fresno already had more instructional minutes than what was mandated by the state.

### ***Use of Time***

Prior to this decision, the district focused solely on academics, ignoring the important role that enrichment plays in student engagement and learning. Students were offered few choices. For instance, the only sport offered was wrestling, and there were no electives or pathways to an elective program once students left the district for high school. Now, the district model focuses on both academics and enrichment and provides students with a learning environment that is much more supportive, replacing the district's previous "social worker" approach to delivering education. At the middle school level, for example, 45 minutes have been added to each core class and students now have the opportunity to take an elective.

### Leadership

Expanding the school day means much more to the district than educating students for 8 hours a day. It's a strategy to change the mindset of staff, parents, and the community at large, and to improve the quality of education. The current state administrator who helped usher in the longer school day believes it demonstrates that the district is dedicated to better serving its students; expanding learning time is a way to fundamentally change school culture. This strategy shows two very critical elements of education. First, the West Fresno elementary and middle schools are capable of providing children with a high-quality education. Second, the school's adults genuinely like and care about their students and they are committed to helping them learn and grow.

Expanding learning time is also considered a strategy to change the way people view a school or district's commitment to quality education. Prior to the state administrator's arrival, the district had been taken over by the state largely due to financial reasons. Between the district's takeover and the transition to a longer school day, a large number of parents requested waivers to transfer their children to schools in other districts. The state administrator saw these parents as concerned and active members of the community, vital to improving the quality of education and to the success of the district. As such, the state administrator began to deny waiver requests and focused additional attention on turning around West Fresno schools—even hiring a marketing expert to conduct public relations to help change mindsets about the schools. The state administrator considered expanded learning time a key to making this happen.

To move the district forward, the state administrator also had to make difficult decisions. Key among them was prioritizing potential uses of the school's categorical money and reallocating the funds thereby enabling him to implement expanded learning time.

### Challenges

Although the district is working hard to take steps forward, it still faces challenges. At the end of the existing school year, the state administrator plans to reconsider the expanded school schedule for elementary fourth and fifth graders. The reason: some teacher burnout at the elementary school level. Because the state administrator is concentrating efforts on recruiting and retaining the best teachers and ensuring quality professional development opportunities for them, he must consider the effect of burnout and whether the use of more time is counterproductive to efforts to build a strong teaching force. If learning time in these elementary grades is ultimately decreased from the 8-hour day, the state administrator is still committed to a school day that is longer than what is mandated by the state. His decision regarding the expansion of time in the early grades will not affect the middle school calendar; he will maintain the existing longer school day for the district's middle school students.

Another challenge is the pushback the state administrator has received from some of the more veteran teachers and kindergarten teachers who do not favor a longer school day. The professional day for district teachers is from 7:30 a.m. to 3:30 p.m. Even though teachers who opt into the longer school day are compensated an additional \$30 a day, some teachers

have not yet bought into the strategy. In contrast, there is great support for and acceptance of a longer school day from newer teachers who the principal believes are adaptable and energetic.

A procedural challenge faced by the district involves busing. The district prefers to transport younger and older students on different buses so as to avoid incidents such as bullying. Scheduling buses in proper increments to serve students in the different grades can be difficult. Adding to this challenge is the fact that the elementary students in grades one through three do not have an expanded day schedule and get out of class at 2:45 p.m., while students in all-day kindergarten get out at 1:45 p.m.<sup>48</sup> If the administrator chooses to do away with the longer school day for the elementary grades, this issue will be less of a challenge.

### ***Assessment and Achievement***

Given these and other district challenges, one might ask whether students are making learning gains. According to the state administrator, students are slowly growing academically. They have hit all self-testing marks this year, giving hope that the district will soon be in NCLB safe harbor status<sup>49</sup> for the first time. He attributes the growth that has been made to the longer school day and support from teachers and school staff, and parents and community members who have responded positively to the added time.

He also acknowledges, however, that the elementary and middle schools are still low-performing. West Fresno Elementary has not met adequate yearly progress since 2003. And while students met their Academic Performance Index or

API growth targets in 2004 and 2005, they missed their targets in 2006 and 2007. West Fresno Middle School has not met adequate yearly progress since 2003 nor has it met its API growth targets since 2004.

As such, the schools are at the top of the state's list of chronically underperforming schools. But with such a designation comes additional and welcomed state support for the West Fresno School District. Despite these realities, the state administrator has set an ambitious goal—to be a distinguished school by the year 2012.

### **Ferguson-Florissant School District's Extended School Year Program, Missouri**

After extensive research on strategies to boost student achievement, Ferguson-Florissant School District decided to expand learning time in 1997 when it implemented a longer school year in four low-performing elementary schools. By adding five weeks to the school calendar, students in these schools have a school year that is 200 days long. Initially added to the end of the traditional school year, the district restructured the calendar three years ago to move the added weeks to the beginning of the school year.

Instituted as a strategy to help improve student performance and combat summer learning loss, the district's four participating schools focus on instruction in core subjects and use a portion of the added days for review and to address retention-related issues. According to the district's executive director for Elementary Education, the program began as an eight-year pilot but has continued beyond those years because of the

student progress that has resulted. The four Extended School Year schools have seen consistent and steady improvement. In fact, students in these schools are progressing academically at a faster rate than many of their peers in other area elementary schools.

In addition to this program, the district has begun to experiment with an

expanded school day. Walnut Grove Elementary School in St. Louis now has a school day that is one hour longer. The additional time is used strictly for academic purposes—for instruction in math and reading. As the district continues with both expanded learning time strategies, it plans to assess and compare the effects of each program on student learning to guide further decision making.

## Partial Expanded Learning Time Programs

Many schools and districts across the country are targeting strategies to meet the specific learning needs of students. Expanding learning time for particular grades or student populations within a school is one such strategy. Because this approach is not schoolwide, these efforts do not meet our policy definition of expanded learning time. However, the partial implementation of expanded learning remains proof that the traditional school calendar provides too little time to give students all that they need to ensure academic and lifelong success.

The following profiles of partial expanded learning time programs document their intentionality, student-focus, and designs. They are examples of the tough financial trade-offs that schools and districts often have to make regarding the services that are provided to support student learning. They also demonstrate that expanded learning time can be implemented incrementally, as an intermediary step to full implementation.

### Los Penasquitos Academy, San Diego, California

San Diego County's Poway School District is home to several affluent schools. It's also the home of Los Penasquitos Elementary School, serving a student body that is 70 percent minority, 43 percent low-income, and one-third second language learners. The elementary school is also home to Los Penasquitos Academy, a school within a school.<sup>50</sup>

#### *The Expansion of Time*

Influenced by the Knowledge Is Power Program, or KIPP school design, the Academy's founders and several of its teachers conducted site visits of KIPP schools. Together, they sought to relate the KIPP model to their school and the Academy soon began to take off. Currently in its seventh year, the Academy serves students in grades four and five, has a school day that begins one hour early and ends one hour later, and a school year that is three to four weeks longer than what is standard to the district. All in all, Los Penasquitos Academy expands learning time for its students by more than 40 percent. A major goal of the Academy is to create success in the public school system. And according to the school's co-principal, expanding learning time is a strategy to accomplish this success. "It's the right thing to do," said the co-principal.<sup>51</sup>

Students at the elementary school are eligible to attend the Academy. Those interested must sign up to participate in the Academy, at which point their names are entered into a

lottery. Students selected from the lottery, and their parents then attend a contract signing ceremony where they agree to abide by the structure and design of the Academy's education program. It's important to note that the Academy is not selective; it does not assess student achievement in determining who gets selected to participate. Instead, the Academy's student body mirrors that of the elementary school that houses it in terms of academic performance and student demographics.

Current there are 148 students participating in the Academy, and an additional 100 students on a waiting list—a trend that the Academy sees yearly. Students are divided into two fourth-grade classes and two fifth-grade classes. To help prepare students for the transition to a longer school day and year, third graders are allowed to participate in an Academy prep class, which seeks to acclimate students to spending more time in school.

### **Use of Time**

The Academy's additional learning time is used to focus on academics. The added time enables classes to dig deeper into subject content in order to build mastery of the standards, not to rush through an

expanded curriculum. Los Penasquitos is also very data-driven and utilizes the additional time to analyze student-level data to help guide teaching and learning. Even though the school and its Academy serve elementary school-aged children, there is a strong college preparation expectation that guides the entire school's efforts.

### **Partnerships**

To help foster learning, the Academy has established an interesting partnership with Hewlett Packard Co. HP sponsors one hour of the Academy's school day for science education known as the "HP Science Hour," and donates materials for use during this time. In addition, both the Academy and the elementary school have great partnerships schoolwide. Northrop Grumman Corp., for example, sponsors all fourth graders in both the Academy and the elementary school. And The New Hope Church located in the neighborhood provides a safe harbor program for students, offering supervised care after school.

### **Cost**

The Academy's cost to add learning time has been a major factor in its size and the

## **No Excuses University**

Los Penasquitos' school leaders have been committed to changing the school's culture in order to foster success throughout the entire building. As a result, they created the "No Excuses University," or NEU, five years ago, an initiative largely based on the efforts of Geoffrey Canada's Harlem Children's Zone. First implemented in Los Penasquitos, NEU is now a network of K–8 schools with a common goal—to promote academic success and college readiness for every student. Currently, there are 20 NEU schools in the network serving approximately 13,000 students. To help schools change their culture, NEU founders offer staff development institutes to share successful strategies with teachers, as well as onsite trainings for schools and districts.<sup>52</sup>



number of grades eligible to participate. The Academy's co-principal reports that it costs between \$125,000 and \$150,000 in additional funds to expand learning time for its fourth and fifth graders, mostly to compensate teachers for the extra time they spend in the classroom. Given the challenges that may arise when working additional hours, the co-principal admits that the Academy is a "labor of love" for its teachers. Los Penasquitos entered into a Memoranda of Understanding with the local union, and has drawn its teachers from seven other area schools selected because of their principal's support for the mission of the Academy. Because all of these additional funds come from donations and grants, the Academy is at risk of losing its financial base every year.

### ***Assessment and Academics***

To lose funding for the Academy would be devastating for its students and even the state. According to the Academy's co-principal, the state has yet to find another school with similar demographics that is performing as well. The school and its Academy are therefore shining stars in the district. Los Penasquitos has not missed adequate yearly progress since enactment of the No Child Left Behind Act.<sup>53</sup> In fact, the school's Academic Performance Index scores are 100 points higher across the district, according to one of the co-principals. As such, the school is in the top 10 percent of the state's schools and in the top 10 percent of schools with a similar composition.<sup>54</sup> The Academy's leaders are convinced that its success has contributed to increases in overall student achievement for the whole school.

The success of the Academy is attributed to its staff members, who according to the co-principal are "the engine that

drives this whole thing!" But the Academy staff do not work alone. There is a great deal of teacher collaboration across the Academy and the elementary school. In other words, all teachers in the building support the Academy and its goals.

Realistically, the Academy is a choice program. Students have to want to be a part of the Academy in order to be entered into the lottery selection process. So it's conceivable that the Academy's academic success may in part be associated with the fact that students must opt in. But it's also as likely that such success is a result of the additional time that students spend in school learning.

### **Manuel F. Cunha Intermediate, Half Moon Bay, CA**

Manuel F. Cunha Intermediate in Half Moon Bay, CA has implemented a partial expanded learning time program to meet the needs of its English language learners. The school's principal has expanded learning time by creating a mandatory "zero period" for a subset of its English language learner or ELL student population. In California, the proficiency of English language learners is categorized on a scale of one to five. Cunha Intermediate students categorized at levels four and five<sup>55</sup> are required by the principal to participate in zero period—a class period added to the beginning of the traditional school day.

### ***The Model***

Currently there are a total of 87 participating students placed into four classes of approximately 22 students each. In addition to adding learning time to focus on English language develop-

ment, the school's principal decided to mainstream these students into core classes. The principal and his teachers are committed to providing English language learners access to mainstream curriculum, and are careful not to place level four and five students in sheltered classes, thereby segregating them from their peers.

With such a commitment to the schools' English language learners, why focus on those who are more proficient? The school's principal explains that he wants to provide rigor to help raise the bar for these students and to ensure their academic success all the way through high school. He believes that level four and five English language learners can more quickly be ushered into mainstream classes and that in doing so he will also be able to see results sooner.

When implementing the added class period, the principal was careful to make sure that students didn't feel that participation was punitive. He spoke to each of the zero-period classes to explain why he added more time for them, and feels confident that his students "get it" and understand his intentions. Although not all zero period students like the early start time, he reports that both ELLs and their native-speaking peers enjoy being in mainstreamed classes together.

### **Impact**

The current school year is the first year in which zero period has been implemented. Thus far, the principal is pleased with the early results, and believes that zero period is having a positive effect on student performance. Plans for next year include participation for ELL students

categorized at levels one through three as well. It should be noted that the principal previously experimented with after-school programming for his ELL student population but had lukewarm success with his efforts.

### **Teacher Support**

What makes this strategy work are the teachers who staff zero period. The principal feels that they are excellent teachers who are motivated and have strong connections with students; they are the teachers that the students want to be with. The four zero-period teachers currently include a social studies teacher, a technology teacher, a science teacher, and a drama teacher, each of whom are compensated for the additional time with the school's Title I funds. While there is concern among teachers about how the added time will affect them long-term, so far they have not experienced any major problems.

### **Montgomery County Public Schools, Extended Learning Opportunities—Summer Adventures in Learning, Maryland**

In 2002, Montgomery County Public Schools created the Extended Learning Opportunities-Summer Adventures in Learning, or ELO-SAIL program. According to the supervisor of the program, ELO-SAIL came out of an effort to create more academic learning time for low-income students and English language learners. To close achievement gaps and combat summer slide the district considered a year-round schedule but ultimately opted for this summer, early start program.

### **Use of Time**

This voluntary program lengthens the school year for participating students in kindergarten through grade five in Title I elementary schools by providing students with an additional 20 learning days. The 20 days are added to the beginning of the school calendar, and provide four hours of learning time to students each day. During the 2007–2008 school year, 23 district schools participated in the program, serving almost 5,000 students.

The program gives students a head start on the academic year by focusing on literacy, math, and enrichment. Participating students spend two hours in a literacy block, one hour in a math block, and one hour engaged in enrichment activities. Students in the program also receive breakfast and lunch, and transportation is provided by the district.

### **Leadership**

A unique characteristic about each participating school's program is that it's typically managed by an assistant principal. As an extension of the school year, she or he runs the program in a way that mirrors the traditional school year. Managing the summer program provides assistant principals with aspirations of becoming a school principal an opportunity to broaden their management skills.

Teachers who lead the literacy, math, and enrichment classes are district teachers hired to work the additional 20 days. These teachers are paid their regular hourly rate for the additional time they spend teaching. Every year the district receives an overwhelming amount of applications for the program. Last year,

they hired 322 of the teachers who had applied. As is evident, the ELO-SAIL program is widely supported by school staff.

### **Achievement**

While it's difficult to assess the effect of this program on student learning, it's evident that the county's students are performing relatively well. Currently, there are no Title I schools in the Montgomery County Public School system that have been identified for improvement. This means that the district's student groups are all making adequate yearly progress. According to the program supervisor, "With the ELO program we are able to get the child comfortably into the education environment. By the time they show up on the first day of school they look like little college students because they know where everything is in the school."

### **Fairfax County Public Schools' Project Excel, Virginia**

In 1997, Fairfax County Public Schools appointed a new school superintendent.<sup>56</sup> One of the first things the superintendent did in his new capacity was to identify the county's lowest-performing elementary schools and develop a strategy to turn them around. A significant part of the strategy for these 20 "Project Excel" schools was to modify the school calendar to better support student learning, particularly in the area of literacy.

### **School Calendar Models**

Today, there are two Project Excel models that address the traditional school calendar—an extended Monday schedule

and a modified school calendar. Traditionally, district schools have a shortened Monday schedule to allow for professional development opportunities such as common teacher planning, training, site-based staff development, or attendance at conferences. Project Excel's extended Monday schedule adds approximately two hours to the Monday school day for all students in a school. Currently there are 16 district schools with this model.

In addition, there are four schools with a modified school calendar. This calendar allows for nine weeks in school followed by three weeks off. Although maintaining the 180-day school year, the year-round schedule begins in late July or early August and ends in June. A modified school calendar is typically implemented to combat summer learning loss by restructuring the school year to avoid a three-month summer break. During the intersession breaks, additional learning and enrichment opportunities are available to students on a voluntary basis. To move to this schedule, the school community has to show overwhelming support of the idea through a vote. Those who do not support a modified school calendar have the choice to opt out, although very few have done so.

With the clear purpose of closing achievement gaps and improving school performance, the superintendent sought to maximize learning time across the whole school year. To do so, he had to make tough financial decisions and reallocate district money to internally finance Project Excel activities. These funds are in addition to the district's per-pupil allocation. To help schools redesign their school calendar, the district provides technical assistance, and teachers in the schools with an extended Monday sched-

ule receive a 7.5 percent salary increase to compensate them for the additional 15 percent of time worked. The superintendent's efforts to assist the district's low-performing schools continue today and have resulted in academic achievement gains over the years.

### ***A New Summer Model***

Another district intervention that creates additional learning time for students is the redesign of the district's traditional summer school program. Fairfax County Public Schools has decided to move away from a remediation model in favor of intervention. Beginning with the 2008 school year, schools will be adding 15 days to the start of the school year for select students. At the elementary school level, this three-week intervention will provide students with three hours of daily instruction and will provide teachers with an hour for planning. Each school will be given the autonomy to design an intervention program that will best meet the needs of their participating students.

To add this learning time to the school year, the district is extending teacher contracts. Each school will receive between two and seven extended teacher contracts depending on poverty level, English language learners, school achievement, and size. The district will support this effort with preexisting summer school funds. At the middle school level, the program will provide site-based learning focusing on literacy and numeracy, and at the high school level, the added time will be used for English language instruction, acceleration, remediation, and helping students meet graduation requirements. The program will be offered tuition-free to the district's elementary and middle schools.

## State Sponsored Initiatives

In addition to the above district, public school, and charter school initiatives, two states have passed legislation to expand learning time for multiple schools in multiple districts. The Massachusetts legislature first passed legislation to support the planning and implementation of expanded learning time in 2005. The following year, in 2006, the New Mexico legislature passed legislation to extend an early childhood education pilot program to provide expanded learning opportunities to students through grade three.

Both efforts address the importance of state support in expanding learning time for a large number of students.

### Expanded Learning Time Initiative, Massachusetts

In 2005, Massachusetts became the first state to undertake a state-wide effort to implement whole-school expanded learning time in multiple schools. With the appropriation of new state funds, the Massachusetts initiative supports the planning and implementation of an expanded school day. All in all, participating schools increase learning time by at least 25 percent. During the first year of implementation (2006–2007 school year), 10 schools in five districts participated. Now in their second year of implementation, 18 schools are participating, with many more in the planning phase.

Based on data from the initiative's original 10 schools, achievement gains have been made. In just one year, these schools saw a 100 percent increase in the number of schools making adequate yearly progress in math, and a 40 percent increase in the number of schools making adequate yearly progress in English language arts.

To provide students with a well-rounded educational experience, participating schools use a longer school day to focus on academics, enrichment, and the development of 21st century skills. To provide students with engaging enrichment opportunities, Massachusetts expanded learning time schools partner with community-based organizations, such as CitySprouts, Science Club for Girls, Medicine Wheel, Citizen Schools, the YMCA, and the Boys & Girls Club. Other partners include community colleges, universities, and municipal organizations such as a museum, hospital and historical society.

The Massachusetts initiative, although new, has taught us a great deal about the planning, implementation, and evaluation of expanded learning time efforts. In addition to

establishing partnerships, making such a large-scale effort possible requires:

- State funding and commitment
- Time to plan thoroughly and carefully
- Buy-in from all stakeholders, including teachers and unions, parents, and the community
- Technical assistance
- Use of data to drive decision-making
- Alignment of student needs with curriculum and state standards

As additional Massachusetts schools implement a longer school day, and as more data becomes available, we can expect to learn more about the effects of added learning time on student achievement.

### **K–3 Plus Pilot Program, New Mexico**

The state of New Mexico has piloted a program to expand learning time for students in kindergarten through grade three in high-poverty schools. By adding no less than 25 days to the school calendar—typically at the beginning of the school year—the K–3 Plus Pilot Program intends to document the effect of additional learning time on student performance. Specifically, the program seeks to measure “the effect of additional time on literacy, numeracy and social skills development,”<sup>57</sup> and to narrow the achievement gap between these students and their more affluent peers.

Initially designed as a three-year pilot program for kindergartners, it was expanded in 2006 at the request of the

state legislature to include grades one through three, transforming the concept into the current six-year K–3 Plus Pilot Program. According to the New Mexico Public Education Department, data from the first three years of the K–Plus program showed that additional meaningful instruction significantly improved student learning. “Students attending K–Plus entered Kindergarten able to pass the September DIBELS assessment whereas some 68 percent of all students entering Kindergarten, without K–Plus, could not pass the same assessment.”<sup>58</sup>

First introduced by a state legislator, the idea gained the support of the legislative finance committee and the legislative education study committee. It then received unanimous approval by the legislature, and is now funded through 2013. Administered through the state’s Public Education Department, Early Childhood Education Bureau, eligible schools must have a student population that is at least 85 percent low-income.<sup>59</sup>

Since the pilot’s expansion, requests to participate have increased. Currently there are 17 districts participating in the pilot, serving more than 5,600 students from 59 schools. The added time for participating students must be used to focus on math and reading and language arts. Instruction during the added time is led by each school’s teaching staff. Schools participating in the K–3 program must provide their teachers with professional development opportunities,<sup>60</sup> including training in the areas of literacy, math, and data entry and analysis.

## Conclusion

**T**hese profiles represent a small portion of the schools nationwide that have lengthened learning time. They are telling examples of the ways in which expanded learning time initiatives have been designed and implemented. They demonstrate that parents, teachers, administrators, business leaders, and policy makers are indeed reconsidering the quantity and use of traditional learning time.

Whether these efforts were a reaction to poor student performance, wide achievement gaps, No Child Left Behind, parental or community discontent, or global demands for graduates with 21st century skills, schools and districts are meaningfully experimenting with the expansion of learning time.

Whatever the reason, our analysis of existing expanded learning efforts provides a road-map for others to consider how the expansion of learning time might work for them. Conversely, our analysis also highlights where there are holes in the information available to us. Below are 12 conclusions that warrant consideration as the expanded learning time movement progresses.

### 12 Conclusions (Thus Far)

***There is a lack of a common definition of expanded learning time.*** Although the Center for American Progress and our partners have established and promoted a unified policy definition, there is not a common understanding of what more learning time is, and what it means at the school and district levels. Many believe it is simply the existence of an afterschool program, transition to full-day kindergarten, or that school doors are opened for hours greater than the length of the school day. Still others define expanded learning time as tutoring or homework assistance. These notions overlook three critical components of effective expanded learning time programs—whole school redesign, inclusion of all students in a school, and alignment of academics and enrichment with curriculum and standards.

***Many schools do not publicize the fact that they expand learning time.*** This makes it especially difficult to identify and study these efforts, particularly among traditional public schools. Schools run by charter or education management organizations, however, are more likely to acknowledge the added learning time, making it easier to share models and best practices. Lack of familiarity with the definition of expanded learning time makes it difficult to identify whether what a school is advertising is really expanded learning or add-on services.



***The amount of learning time added to the school calendar varies greatly across the efforts.*** Many initiatives expand learning time by less than the 30 percent we recommend. These efforts include district initiatives, traditional public schools, and some independently-run charter schools as well. In contrast, there are outliers and exceptions, for example schools that expand time well beyond 30 percent. The 57 Knowledge Is Power Program schools located across the nation expand learning time by more than 60 percent.

***Long-term funding is a critical issue in the success of expanded learning time.*** Lack of funds can prevent schools from lengthening learning time, can affect the quality of initiatives or their outcomes, can sunset programs (including those that are successful), or can lead to partial implementation, which in turn causes schools to sacrifice the critical principle of whole school design. Without long-term sustainability, efforts to lengthen learning time are susceptible. Miami-Dade's School Improvement Zone, for example, was a three-year pilot program with funding that is slated to end this summer. In addition, many expanded learning time programs, such as The New School at South Shore in Seattle, WA, and the University Park Campus School in Worcester, MA, no longer exist because of lack of sufficient funding. While high-quality, well-designed, and well-implemented education programs are generally costly, their price does not necessarily outweigh the short- and long-term benefits to students.

***Many expanded learning time efforts are new efforts.*** As with the implementation of many new reform strategies, it often takes years before the effect can be

measured or attributed in part or whole to a particular reform strategy. As such, a number of expanded learning time schools can not show student or school improvement based solely on adequate yearly progress or even state assessments. Analysis of student achievement data over multiple years and the tracking of student growth over time, however, can and may demonstrate improvements in student performance that could be attributed to additional learning time.

***Multiple evaluations of expanded learning time efforts have not been conducted.*** Lack of rigorous, longitudinal, scientifically-based research makes it difficult to draw correlations between more learning time and academic achievement. And as many observers have pointed out, expanding learning time also includes the implementation of several other reforms, making it more difficult to isolate the effects of more time alone on student achievement. Similarly, a lack of evaluation prevents us from learning about the mistakes, challenges, or successes of implemented efforts and building on what we know. There are reports, however, that highlight the effects of more time on student achievement, but these evaluations are new and few in number.<sup>61</sup>

***A national survey of expanded learning time schools is needed.*** A survey to identify the size and scope of the expanded learning time movement would uncover a more accurate number of schools with longer school days, weeks, or years. This survey would quantify the amount of time being added to the school calendar, identify how the time is added, and identify how the additional time is being used. If appropriate, the survey could also determine whether ini-



tatives were modeled after specific efforts, and most importantly if the expansion of learning time is associated with student achievement, school success, and/or teacher career development.<sup>62</sup>

***Expanding learning time does not have to be legislated.*** While the passage of legislation will make it easier from the financial, planning, and implementation perspectives, schools and districts can take it upon themselves to design and implement initiatives. Many such existing efforts were made possible by school leaders willing to try something different, and by making tough decisions regarding the allocation of existing dollars. Fairfax County Public Schools' Project Excel is just one example of this. Collaborative efforts among school leaders and community stakeholders can also make way for expanded learning time schools. Grove Patterson Academy in Ohio, for example, was created based on cooperation between administrators, teachers, and union representatives. Still other efforts can grow out of local dissatisfaction with area schools; Gompers Charter Middle School was the result of a parent-led movement to transform the pre-existing school into a charter school to enhance the quality of education for their children.

***School partners are integral to the expansion of learning time.*** Many efforts to lengthen the day, week, or year were made possible by partnerships or agreements with universities, businesses, foundations, cities, school districts, or community improvement initiatives. Gompers Charter Middle School in San Diego was formed in partnership with the University of California-San Diego, and was modeled in part after Amistad Academy in New Haven, CT. LEAP Academy was born out of an initiative at Rutgers' Center for Strategic Urban Community

Leadership to expand opportunity for Camden, NJ residents. An Achievable Dream Academy in Newport News, VA and Chicago's Renaissance 2010 initiative were both established in partnership with their respective school districts and cities. Community-based organizations with a track record of success are also essential partners that offer schools enrichment activities and academic and staffing support.

***Teacher burnout is a legitimate concern in schools with a longer day, week, or year.*** As with most professional jobs, stretching employees too thin can affect productivity, quality of work, and attitude or work ethic. Providing teachers and school staff with the necessary and appropriate supports, setting and clearly communicating goals and expectations, and sharing leadership among school personnel can help to alleviate the risk of burnout. For example, building into the expanded school calendar dedicated time for planning, collaboration, professional development, and group activities lessens the demands on teachers and creates a supportive environment in which to work. Grove Patterson in Toledo, Ohio does just this.

***Many efforts to expand learning time likely did not involve a formal time audit.*** A formal audit of how in-school time was structured and being used is, to a certain extent, not necessarily essential. That's because administrators and teachers know that the 6.5-hour school day and the 180-day school year is not enough time for many students. It's not enough time for teachers and schools to do what is being asked of them, and it's not enough time for students, particularly those who are significantly behind, to catch up and/or excel. Additionally, the three-month

summer gap contributes to learning loss, causing teachers to spend time in the fall re-teaching what students lost from the previous school year. Needless to say, schools should carefully review their schedules before adding learning time so that they can maximize all in-school time to support student learning.

***Implementing expanded learning time in high schools presents a particular challenge.*** High school-level expanded learning time programs face hurdles that elementary and middle schools do not. Because many high school students work, some out of economic necessity, requiring them to spend more time in school may put them at the disadvantage of having to choose between school and work. In addition, many students engage in sports and other programming afterschool. However, this is not to say that there aren't successful high school models with additional learning time, among them Codman Academy and the Academy of the Pacific Rim in Massachusetts, LEAP Academy in Camden, NJ, and Vaughn Next Century Learning Center in San Fernando, CA. High school expanded learning time designs must be carefully crafted to engage students in learning and may combine classroom instruction with workforce training or paid work opportunities such as apprenticeships.

### Final Thoughts

These 12 conclusions, together with lessons learned from existing expanded learning time initiatives, represent the current reality of education in America:

- The traditional 6.5-hour school day and 180-day school year is insufficient for 21st century learning
- Students, schools, and districts want to excel
- School improvement strategies are increasingly becoming bolder and more comprehensive
- Schools and districts are embracing new, schoolwide reform strategies
- The expansion of learning time is gaining momentum across the United States

While the majority of the expanded learning time efforts identified in this report were not the result of passed legislation, state and/or federal support for this strategy is critical. State legislation similar to that of The Massachusetts Expanding Learning Time to Support Student Success initiative or the proposed federal Expanded Learning Time Demonstration Act<sup>63</sup> will allow for the careful and thorough planning of high-quality expanded learning time school designs and their implementation and evaluation. Such legislation will also contribute to the long-term sustainability of these initiatives to support student learning.

Whole-school improvement strategies, like expanded learning time, that redesign a school's entire education program, and that are targeted to the schools and students who need the most supports, can have a great effect on educational outcomes and strengthen our public school system.

# Appendix A

## Eight Core Principles of Expanded Learning Time Initiatives

***School as the Focus of Reform.*** While learning can take place in many settings, NCTL's focus is on helping schools add learning time within a redesigned school schedule in order to improve academic achievement and close achievement gaps.

***Redesign vs. Tack On.*** A policy that calls for “redesigning” a school day (and ideally the year, too) is the preferable approach to just adding additional time at the end of the school day. Just adding an extra hour (or a few days) to the school day/year will likely not have the desired impact. This school redesign process includes a thoughtful review of how time is currently being used and what student data shows the needs are.

***Significant Additional Time.*** The NCTL would like to see states/districts add significantly more time to the schedule—no less than one hour a day or ideally roughly 300 additional hours to the annual school schedule.

***All Children in A School.*** The policy approach should focus on all students in a school—a redesign of the entire school for all students.

***Focus on Poor Children.*** The NCTL's priority focus is to support state efforts to closing achievement gaps between ethnic and socioeconomic groups.

***Time and Support to Plan.*** Significant planning time, ideally with the help of a facilitator/support organization, is needed for districts and schools to thoughtfully add time. Ideally, the process would be inclusive and involve the teachers, administrators, and school partners who will be responsible for implementing the new school day/year.

***Voluntary Participation.*** Schools should ideally volunteer to participate in this process rather than having the change thrust upon them. Without strong school leadership and school staff support, and a stable school environment, the change is not likely to have as positive an effect.

***Balanced, Three-Pronged Programming.*** To promote student engagement and ensure students have access to a well-rounded education, the additional time should include not just more core academic time, but also expanded enrichment opportunities. Also, expanded teacher planning and professional development time should be a key aspect of the new school day/year.

Source: The National Center on Time and Learning<sup>64</sup>

## Appendix B

### Profile Contact Information

#### **An Achievable Dream**

10858 Warwick Blvd. Ste. A  
Newport News, VA 23601  
(757) 599-9472

#### **Amistad Academy**

407 James Street  
New Haven, CT 06513  
(203) 773-0390

#### **Chicago Public Schools**

The Office of New Schools  
125 S. Clark Street  
Chicago, IL 60603  
(773) 553-1530

#### **Cunha Intermediate School**

Kelly Ave & Church Street  
Half Moon Bay, CA 94019  
(650) 712-7190

#### **East Side Charter School**

3000 North Claymont Street  
Wilmington, DE 19804  
(302) 762-5834

#### **Fairfax County Public Schools**

8115 Gatehouse Rd.  
Falls Church, VA 22042  
(571) 423-1000

#### **Ferguson-Florissant School District**

1005 Waterford Drive  
Florissant, MO 63033  
(314) 506-9082

#### **Grove Patterson Academy Elementary School**

3301 Upton Avenue  
Toledo, OH 43613  
(419) 671-3350

#### **Los Penasquitos Academy**

14125 Cuca Street  
San Diego, CA 92129  
(858) 672-3600

#### **Massachusetts 2020**

One Beacon Street  
34th Floor  
Boston, MA 02108

#### **Miami-Dade County Public Schools**

1450 NE Second Avenue  
Miami, FL 33132  
(305) 995-1000

#### **Montgomery County Public Schools**

850 Hungerford Drive  
Rockville, MD 20850  
(301) 279-3873

#### **New Mexico Public Education Department**

300 Don Gaspar  
Santa Fe, NM 87501-2786  
(505) 827-5800

#### **Perspectives Charter School, South Loop Campus**

1930 S. Archer  
Chicago, IL 60616  
(312) 225-7400

#### **Pittsburgh Public Schools**

341 S. Bellfield Avenue  
Pittsburgh, PA 15213  
(412) 622-3703

#### **Volusia County School District**

200 N Clara Ave  
DeLand, FL 32720  
(386) 255-6475

#### **West Fresno School District**

2888 South Ivy Avenue  
Fresno, CA 93706  
(559) 485-2272

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## About the Author

### Elena Rocha

Elena Rocha is an education consultant with experience and expertise in expanded learning time, the education of English language learners and bilingual education, early childhood education, standards-based education, and the education of low-income and minority students.

Prior to becoming a consultant, Elena was a Senior Education Analyst at the Center for American Progress. In her five years with the Center, she was instrumental in the development of the organization's education agenda and creation of "Getting Smarter, Becoming Fairer: A Progressive Education Agenda for a Stronger Nation," the final report of the Center's Renewing Our Schools, Securing Our Future National Task Force on Public Education.

She also served as a principal partner in the Center's work with the U.S. Chamber of Commerce and helped to develop "Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness." She frequently traveled with the Chamber to address an array of audiences on the performance of their state's education system.

Elena holds a master's degree in public service and administration from Texas A&M University and a bachelor's degree in cultural anthropology and Mexican-American studies from the University of Arizona. Prior to joining the Center, Elena held positions with KEI Pearson, Centro Alameda, Inc., and the National Association for Bilingual Education (NABE). She has been a member of the Young Women Leaders Board at American University's Women & Politics Institute for the last two years.

## Endnotes

- 1 Approximately 200 schools are identified in the table on pages 8–13. Additional expanded learning time schools are identified in the tables on page 19 and 20.
- 2 Reports include “Choosing More Time for Students: The What, Why, and How of Expanded Learning,” “The Massachusetts Expanding Learning Time to Support Student Success Initiative,” “Expanding Learning Time in High Schools,” and “Expanding Learning Time Through Supplemental Educational Services.”
- 3 Reports include “Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement,” and “Time for a New Day: Broadening Opportunities for Massachusetts School Children.”
- 4 Partnership for 21st Century Skills. Available at: [http://www.21stcenturyskills.org/documents/frameworkflyer\\_072307.pdf](http://www.21stcenturyskills.org/documents/frameworkflyer_072307.pdf).
- 5 Core subjects according to the Partnership include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.
- 6 Many charter schools initially opened as an expanded learning time school, where as others transitioned from the traditional public school calendar to one with additional learning time.
- 7 Per pupil costs at KIPP schools range from \$1,100 to \$1,500. For more on KIPP funding see: [www.kipp.org](http://www.kipp.org). The Massachusetts expanded learning time initiative allocates \$1,300 per student. For more on Massachusetts funding see: [www.mass2020.org](http://www.mass2020.org). Note that these costs are in addition to each district’s per pupil allocation based on local and state distribution of public funds.
- 8 Calculations to measure the amount of time added are based on the length of the average U.S. school calendar consisting of a 180-day school year and 6.5-hour school days.
- 9 For more information on this school see the Illinois Charter School Annual Report, March 2007. Available at: [http://www.isbe.net/charter/pdf/charter\\_annual\\_07.pdf](http://www.isbe.net/charter/pdf/charter_annual_07.pdf).
- 10 Three schools are located at Calumet and opened in the fall of 2006: the Middle School which serves 7th and 8th graders, the School of Technology serving 9th and 10th graders, and the High School serving grades 9 through 10. Together, these three Calumet schools plan to serve 7th through 12th graders.
- 11 The Academy, developed in partnership with the Illinois Institute of Technology, will serve 6th through 9th graders.
- 12 Middle school students attend classes from 8:30 a.m.–3:30 p.m. while high school students go to class from 8:30 a.m.–4:09 p.m.
- 13 The homework club is led by a school instructor and held in the school’s library.
- 14 To support student transitions from high school to post-secondary education, a “college mom” is designated whose responsibility is to stay in contact with students once they have graduated to offer support and encouragement.
- 15 Meals provided to students include breakfast, lunch, and an afterschool snack/meal.
- 16 Chicago Public Schools, Office of New Schools, 2005/2006 Annual Performance Report. Available at: [http://www.ren2010.cps.k12.il.us/docs/CPS\\_FINAL.pdf](http://www.ren2010.cps.k12.il.us/docs/CPS_FINAL.pdf).
- 17 Perspectives Charter Schools Spring 2007 Newsletter. Available at: <http://www.perspectivescs.org/documents/spring07.pdf>. Additional resources available at: <http://www.suntimes.com/pcds/html/schools/2007/cache/PERSPECTIVESCHARTERHIGH0.html> and [http://www.cps.k12.il.us/Schools/hsdirectory/HS\\_Directory.pdf](http://www.cps.k12.il.us/Schools/hsdirectory/HS_Directory.pdf).
- 18 Hercules Inc., Barclay Bank, Nuclear Electric Insurance, Ltd, and Potter, Anderson and Corroon LLP.
- 19 Wachovia Foundation, Crozier Foundation, G-Unit Foundation, and other entities such as the Rotary Club of Wilmington.
- 20 If the school is over-subscribed, students are selected from a lottery system.
- 21 Caroline M. Hoxby and Sonali Murarka, “New York City’s Charter Schools Overall Report,” Cambridge, MA: New York City Charter Schools Evaluation Project, June 2007. Available at: [http://www.nber.org/~schools/charterschoolseval/nyc\\_charter\\_schools\\_report\\_july2007.pdf](http://www.nber.org/~schools/charterschoolseval/nyc_charter_schools_report_july2007.pdf).
- 22 Ibid.
- 23 Caroline M. Hoxby and Sonali Murarka, “Charter Schools in New York City: Who Enrolls and How They Affect their Students’ Achievement,” National Bureau of Economic Research, 2007. Available at: [http://www.nber.org/~schools/charterschoolseval/nyc\\_charter\\_schools\\_technical\\_report\\_july2007.pdf](http://www.nber.org/~schools/charterschoolseval/nyc_charter_schools_technical_report_july2007.pdf).
- 24 Information provided by Edison Schools via email.
- 25 The school is a big believer in Success For All and uses it in their school.
- 26 Grove Patterson has received an Arts in Education grant.
- 27 The S.A.M.E. philosophy has been replicated in schools in Illinois, Louisiana, Florida, and Maryland, according to the Academy’s director.



- 28 Schools are identified for "Corrective Action" after having missed AYP marks for four years. Schools in corrective action are required to 1) offer families the option of transferring their children to another school in a district that has met their AYP goals and 2) provide students with Supplemental Educational Services (i.e. tutoring). In addition, districts must also either: replace staff, institute a new curriculum, decrease management authority, appoint outside help to advise the school, expand the school day or year, or reorganize the school's structure. For more information see The Commission on No Child Left Behind, "Beyond NCLB: Fulfilling the Promise to Our Nation's Children," 2007. Available at: [http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLB\\_Book.pdf](http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLB_Book.pdf).
- 29 The school district's Plus One Manual can be found here by clicking on "Plus One" <http://www.volusia.k12.fl.us/title/programs.htm>.
- 30 For more on the School Advisory Council see: <http://www.volusia.k12.fl.us/sac/Election%20Packet%2008-09.doc>.
- 31 For more on Volusia closures see: <http://www.volusia.k12.fl.us/external/043108SpMin.pdf>.
- 32 Rudy Crew served as Chancellor of the New York City Board of Education from 1995–1999 before becoming the Miami-Dade County Public Schools Superintendent.
- 33 For more on America's Choice see: <http://www.americaschoice.org/>.
- 34 For more on Talent Development see: <http://web.jhu.edu/CSOS/tdmg/index.html>.
- 35 For more on the Institute for Learning see: <http://ifl.lrdc.pitt.edu/ifl/index.php>.
- 36 For more on KIPP see: <http://www.kipp.org/>.
- 37 Pittsburgh Public Schools Accelerated Learning Academies Frequently Asked Questions. Available at: <http://www.pps.k12.pa.us/1431107251091897/lib/1431107251091897/alafaq.pdf?1431107251091897Nav=l&NodeID=1842>.
- 38 Dan Goldhaber, "Principal Compensation: More Research Needed on a Promising Reform," Center for American Progress, 2007. Available at: [http://www.americanprogress.org/issues/2007/12/pdf/principal\\_pay.pdf](http://www.americanprogress.org/issues/2007/12/pdf/principal_pay.pdf).
- 39 Pittsburgh Federation of Teachers new contract article. Available at: <http://www.pps.k12.pa.us/1431107251091897/lib/1431107251091897/alacontractarticle4-06.pdf?1431107251091897Nav=l&NodeID=1847>.
- 40 Thirty-eight of the 55 schools are charter schools.
- 41 For more information on the difference between charter, contract, and performance schools, see: [www.ren2010.cps.k12.il.us/types.shtml](http://www.ren2010.cps.k12.il.us/types.shtml).
- 42 Teachers and staff of contract schools are employees of the nonprofit organization and have 401(k)s as opposed to pension plans.
- 43 Teachers and staff of performance schools are employees of CPS and follow the district's salary scale. The Renaissance Schools Fund helps compensate teacher salaries for the expanded learning hours they work.
- 44 Core classes include English language arts, math, humanities, science, history, social studies, and foreign language.
- 45 For more on Chicago International Charter Schools see: <http://www.cicsellison.org/faq/>.
- 46 Data provided by the Renaissance Schools Fund.
- 47 Kindergarten is also now full-day. The kindergarten day begins at 8:15 a.m. and ends at 1:45 p.m.
- 48 This challenge helps to make the case for whole-school expanded learning time while also acknowledging the necessary financial support for schoolwide implementation.
- 49 Under No Child Left Behind, Safe Harbor status can be achieved by reducing "the number of children in each subgroup not meeting proficiency by 10 percent." For more information see: The Commission on No Child Left Behind, "Beyond NCLB: Fulfilling the Promise to Our Nation's Children," 2007. Available at: [http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLB\\_Book.pdf](http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLB_Book.pdf).
- 50 For more on Los Penasquitos Elementary School or the Academy see: <http://www.lospenacademy.com/>.
- 51 From Los Penasquitos Academy co-principal interview.
- 52 For more on the No Excuses University see: <http://turnaroundschools.com/>.
- 53 The school has five student subgroups, all of which have been making AYP consistently.
- 54 From Los Penasquitos Academy co-principal interview.
- 55 Level 4 and 5 ELL students score basic to proficient on state tests, according to the principal.
- 56 Daniel Domenech became superintendent of Fairfax County Public Schools in 1997.
- 57 New Mexico House Bill 198. Available at: <http://www.ped.state.nm.us/EarlyChildhood/dl08/k3plus/HB0198final.pdf>.
- 58 Interview with an employee from the New Mexico Public Education Department
- 59 Low-income as determined by eligibility for the federal Free and Reduced Price Lunch program.
- 60 These opportunities are provided by the New Mexico Public Education Department.
- 61 One such study is Massachusetts 2020, "Time for a New Day: Broadening Opportunities for Massachusetts Schoolchildren," 2007. Available at: <http://www.mass2020.org/Final%20ELT%20Annual%20Report.pdf>. Another report is the KIPP 2007 Report Card available at: <http://www.kipp.org/>.
- 62 The National Center on Time and Learning recently distributed a survey to schools around the country in an attempt to gain data on expanded learning time efforts. Survey results will be used to create a national database on expanded learning time and will likely be launched to the public in the fall of 2008.
- 63 The Expanded Learning Time Demonstration Act, H.R. 3642, was introduced in the U.S. House of Representatives by Donald M. Payne (D-NJ) in September of 2007.
- 64 From an internal National Center on Time and Learning technical assistance document.





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