Innovative School Schedule Workgroup

Tiara Booker-Dwyer

January 18, 2017

Welcome
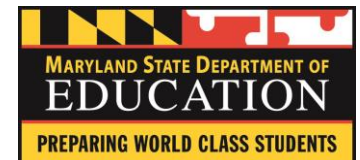
Background

☐ Education Article §7-103.1 directs the State Board to explore the use of innovative school scheduling models.

☐ Innovative school scheduling models include:

  ■ Extended year

  ■ Extended day

  ■ Other models that do not allow for prolong lapses in instructional time

Workgroup to Explore Innovative Scheduling in Maryland

☐ Innovative schedules that increase academic gains for students at different grade bands;

☐ Effective use of time for different innovative scheduling models;

☐ Effective structure, staffing, and financing models for innovative schedules; and

☐ Promising practices and lessons learned from other school systems that have implemented extended learning time programs.

Meeting Process

- Workgroup session will be organized around each charge.

- Meeting will begin with a presentation on a topic followed by a facilitated discussion.

- Discussion will lead to the development of recommendations.

Timeline

- January – March: Workgroup will meet to develop recommendations.

- April: Draft report submitted to Board. Modifications will be made based on Board recommendations.

- May: Recommendations will be released for public comment.

- June: Address public comments and prepare final report for board.

Questions to Consider

1. Which grade bands should be the priority for expanded learning time?

2. What is the most promising extended learning time model for Maryland (extended year, day, week, etc.)?

3. How should expanded learning be implemented (before/after school programs, longer class periods, teacher planning, etc.)?

Overview of Expanded Learning Time

Jennifer Davis

Senior Associate, National Policy and Partnerships

Education Redesign Lab

Harvard Graduate School of Education

Co-Founder, National Center on Time & Learning

# Presentation to Maryland Innovative School Schedule Workgroup

January 18, 2017

Jennifer Davis

Co-Founder, National Center on Time & Learning

Senior Associate, National Policy and Partnerships, Education Redesign Lab, Harvard Graduate School of Education

Our School Calendar Limits Educational Opportunity

In the past 150 years, our world has changed.
Why hasn't public education caught up?
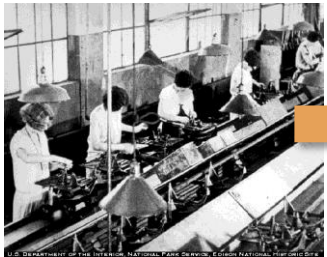
180 6 ½-hour Days

180 6 ½-hour Days

"Unyielding and relentless, the time available in a uniform six-hour day and a 180-day school year is the unacknowledged design flaw in American education."

Prisoners of Time, Report of the National Education Commission on Time and Learning, 1994

The Value of More Time for Learning

Why Educators and Policy Leaders are Increasingly Seeing Time as a Key Reform

Achievement Gap

Teacher Quality

International Competitiveness

Narrowing of the Curriculum

Working Parents

"Time alone guarantees nothing. But with it, all else is possible."

Paul Reville, Chair MA Commission on Time and Learning
Unlocking the Power of Time, November 1995

Widening achievement and opportunity gaps hold high-poverty children back from success in college and careers.

Engaging Enrichments

Individualized Instruction

Core Academics

But **adding more and better learning time** has proven to be an effective strategy in closing these gaps.

Teacher Development

National Landscape: Trends in Time Reform

Creative solutions to staffing: More schools are finding ways to staff additional time for students through hiring additional teachers, specialists or partners.

Technology: Increasingly, schools are using technology to expand learning time for students at lower cost. Personalization approaches are also significantly challenging old time-on-task models.

Summer programming: Concern about summer learning loss has caused many districts to expand programming for targeted students often using Title 1 funding.

Acceleration academies: More schools are using vacation breaks within the school year to provide additional learning time for targeted students.

Early college programs and school-to-career internships: A variety of expanded learning time models are emerging to meet the distinct needs of high school students.

New school-level autonomies: States and districts are increasingly granting new autonomies to "turnaround" schools that allow for alternative ways to staff, budget, and schedule.

Groundbreaking Research on Interventions Impacting Achievement

Extensive research on the charter school system in New York City isolated the policies and practices that most strongly correlate to higher achievement.

December 2011 NBER study Roland Fryer, Jr. and Will Dobbie

Traditionally Collected Input Measures
- Class Size
- Per Pupil Expenditure
- Percentage of Teaches with no certification
- Percentage of Teachers with an Advanced Degree

No discernable impact on school effectiveness

35 Charter Schools

Variety of educational strategies and philosophies

5 School Policies
- Frequent Teacher Feedback
- Use of data to guide instruction
- High-dosage tutoring
- Increased instructional time*
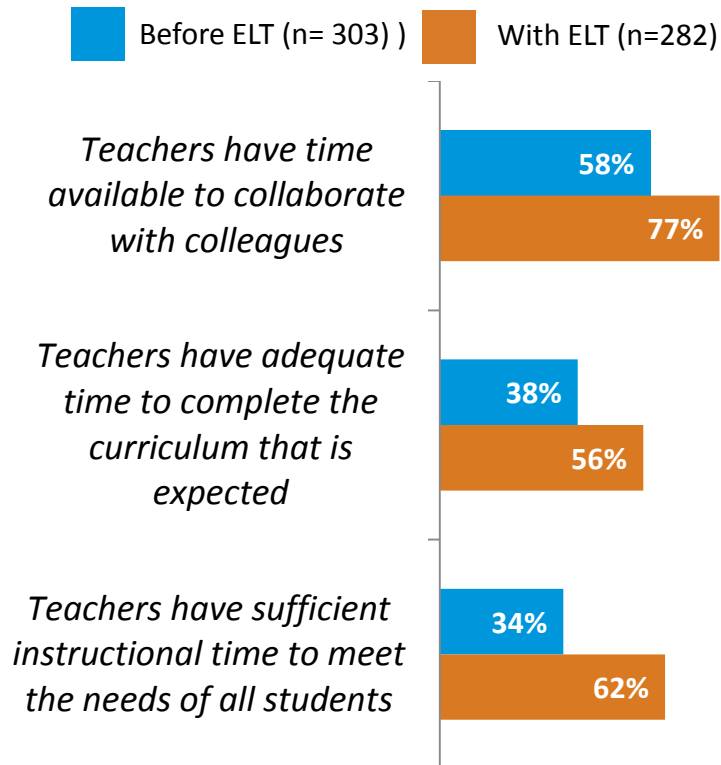- High expectations

Explain approximately 50% of the variation in school effectiveness

*The charter schools that added more than 300 hours to the school year were the highest performers

Confirms Findings of prior studies (e.g. Hoxby, Murarka, 2008)

Teachers Are Advocates for Expanded Learning Time

Percent of Teachers who Agree or Strongly Agree with the Following Statements:

■ Before ELT (n= 303))   ■ With ELT (n=282)

Statement	Before ELT	With ELT
Teachers have time available to collaborate with colleagues	58%	77%
Teachers have adequate time to complete the curriculum that is expected	38%	56%
Teachers have sufficient instructional time to meet the needs of all students	34%	62%

Percent of Teachers who Agree or Strongly Agree with the Following Statements:

Since implementing ELT…

Statement	Percent
Overall, my students are more engaged in school.	73%
Overall, my students demonstrate greater ability to work collaboratively.	74%
Overall, my students are better able to meet Common Core standards.	70%

Source: Survey administered to TC schools pre-ELT (Spring 2013) and post-ELT (Spring 2014). Questions selected from TELLS survey.
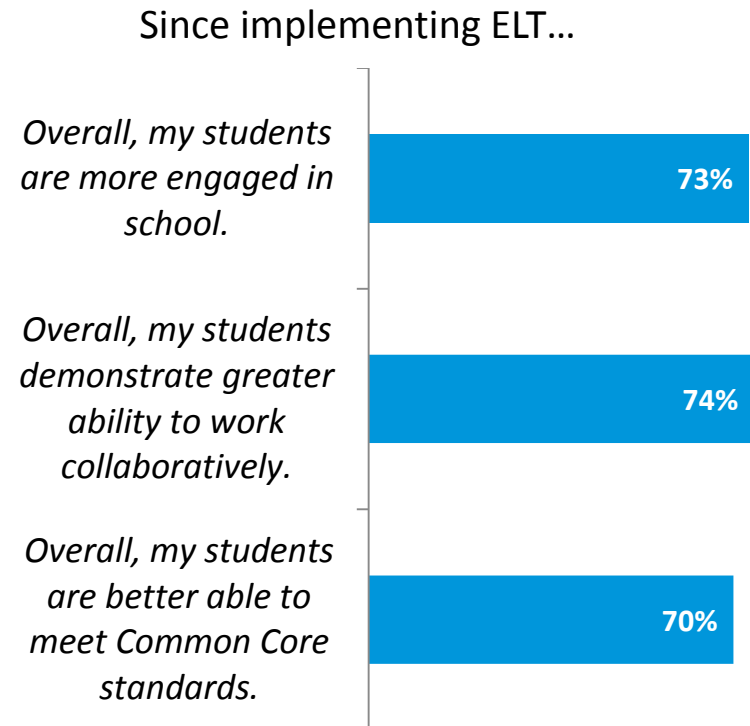
Source: Spring 2014 survey administered to teachers at TC schools in Massachusetts, New York, Connecticut and Colorado (n=282).

# What We Mean By Expanded Learning Time
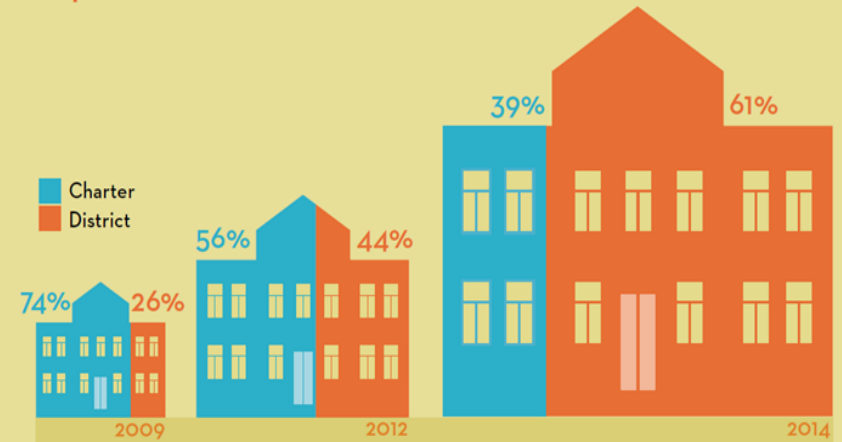
Expanded Learning Time means...

- **Significantly more learning time** for all students,
  particularly in high-poverty schools

- A **balanced approach** to the school day
  meaning more time for core academics, enrichment, and teacher collaboration

- A catalyst for **school redesign and turnaround**

- Better integration of **community partnerships** and expertise into the school day

- **Deeper implementation** of school and district priorities
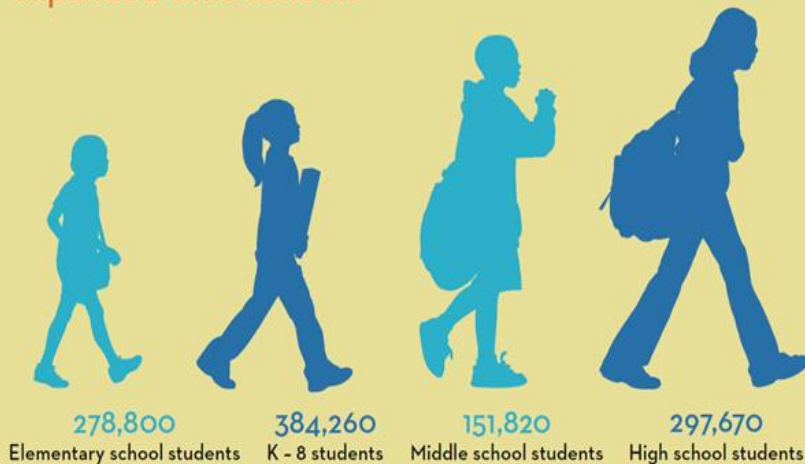
Momentum is Building for School Redesign

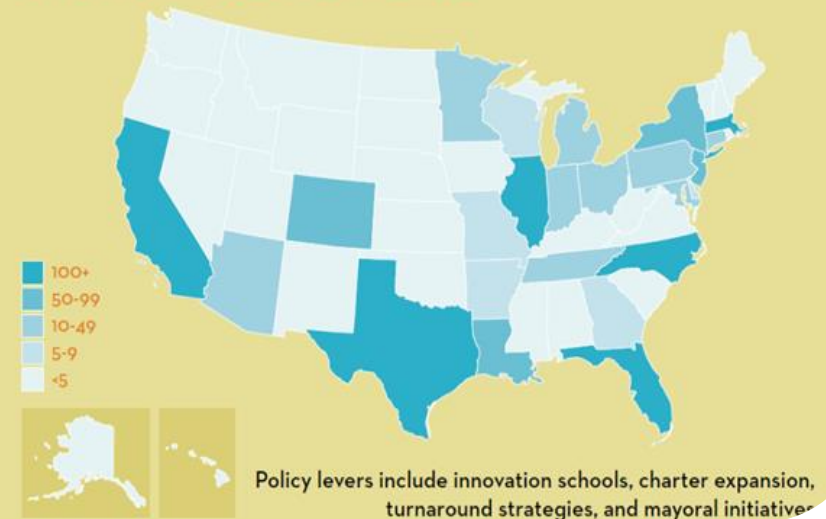**In the last two years, expanded-time schools have doubled in number and total enrollment***

2,009
1,079
655
2009   2012   2014

1,177,625
520,000
300,000
2009   2012   2014
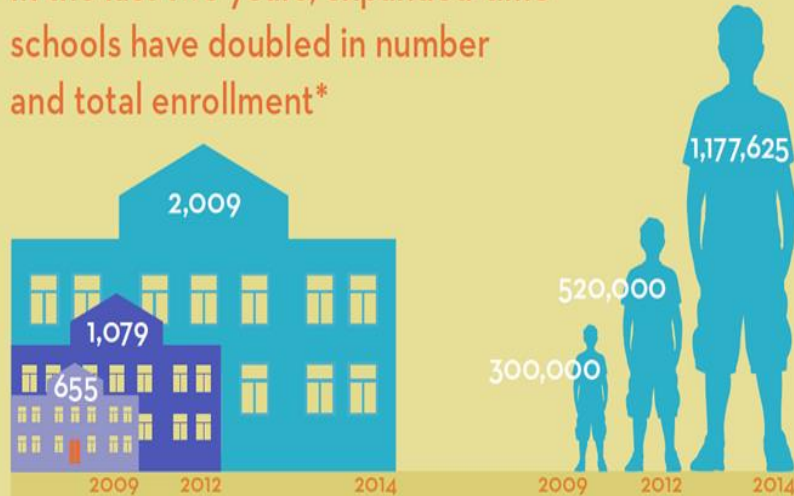
Expanded-time district schools now outnumber expanded-time charter schools

- Charter
- District

74%   26%
2009

56%   44%
2012

39%   61%
2014

Students of all ages enrolled in expanded-time schools

278,800
Elementary school students

384,260
K – 8 students

151,820
Middle school students

297,670
High school students

Growth of expanded-time schools fueled by policy and push to innovate

- 100+
- 50-99
- 10-49
- 5-9
- <5

Policy levers include innovation schools, charter expansion, turnaround strategies, and mayoral initiatives

Time is a Resource, Not a Strategy

Time is a resource, like 💵 money or 🏫 school autonomy

Resources

Practices

Outcomes

Expanded Learning Time

Practices at High-Performing Schools

Transformational Gains
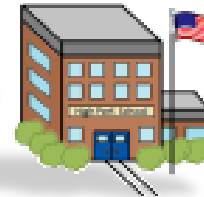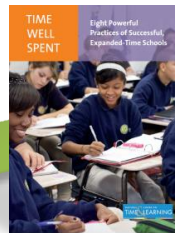
Modest Gains

Little to No Gains

Leveraging Time to Drive School Success

TIME WELL SPENT

Eight Powerful Practices of Successful, Expanded-Time Schools

As documented in NCTL's foundational report, *Time Well Spent*

Time to coach and develop teachers and continuously strengthen instruction

People

Time for teachers to assess student understanding, analyze and, respond to to data

Data

Time

Time to build high expectations for achievement and behavior

School Culture

Time for a rigorous and well-rounded education that prepares students for success in college and careers.

12 11 1 10 2 9 3 8 4 7 5 6

19

Eight Powerful Practices

High-Performing, Expanded-Time Schools…

Optimize Time for Student Learning

- Make Every Minute Count
- Prioritize Time According to Focused Learning Goals
- Individualize Learning Time and Instruction Based on Student Needs

Use Time to Help Students Thrive in School and Beyond

- Use Time to Build a School Culture of High Expectations and Mutual Accountability
- Use Time to Provide a Well-Rounded Education
- Use Time to Prepare Students for College and Career

Dedicate Time to Improve Teacher Effectiveness

- Use Time to Continuously Strengthen Instruction
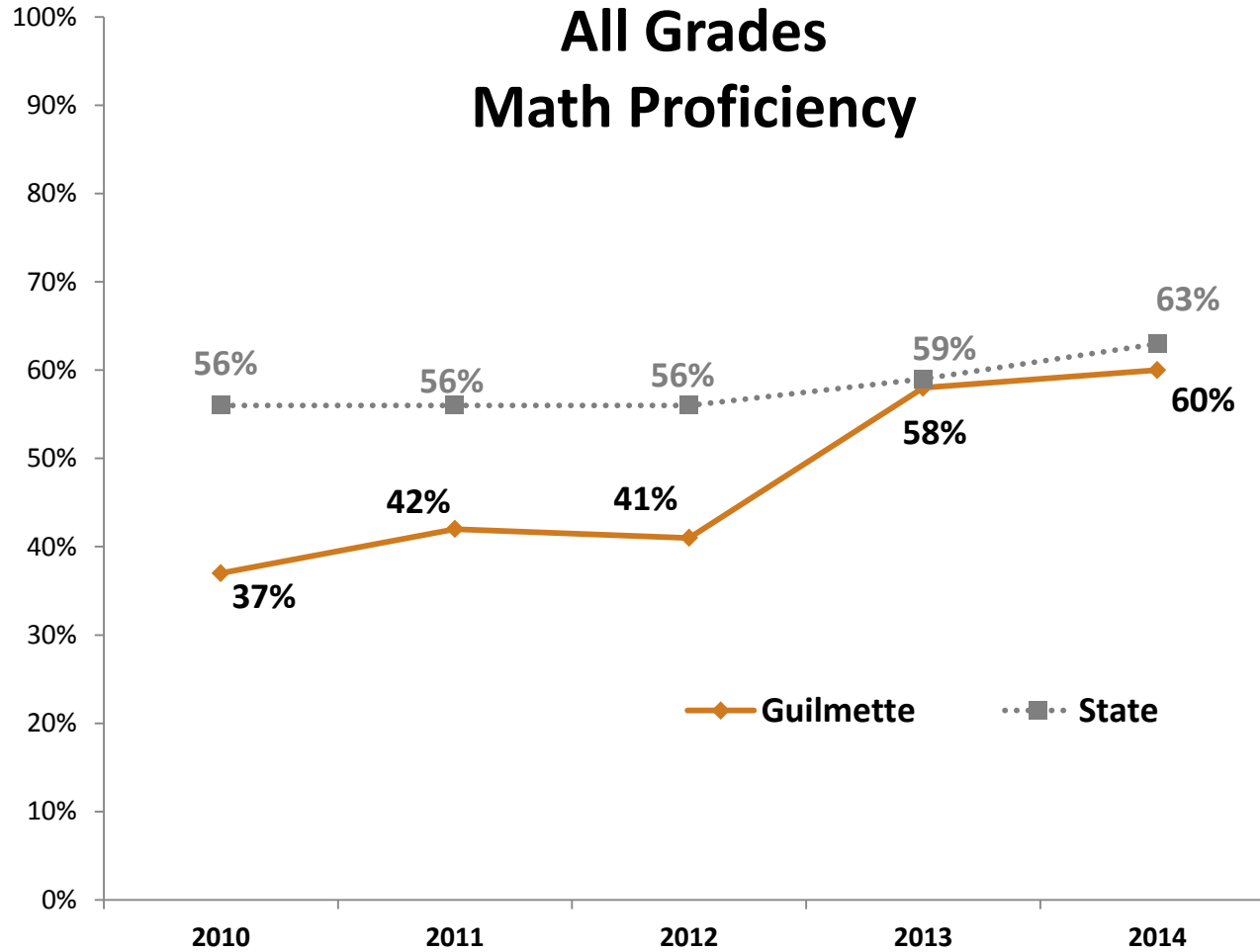- Use Time to Relentlessly Assess, Analyze, and Respond to Student Data

Innovative School Schedules: Elementary, Middle and High School

Lawrence, MA: Guilmette Elementary Sample Schedule: 3rd Grade Student

	Monday/ Wednesday	Tuesday/ Thursday	Friday	
7:30 – 8:00	Morning Meeting/Procedures		7:30 – 7:55	Morning Mtg
8:05 – 10:20	Reader's Wkshp	Math	8:00 – 9:00	Learning Lab/targeted acceleration and intervention
	Writer's Wkshp	Social Studies	9:00 – 9:45	Reader's Wkshp
10:20 – 11:30	Specials		9:50 – 10:30	Specials
			10:35 – 11:50	Math
11:30 – 12:15	Lunch			
12:20 – 2:25	Math	Reader's Wkshp	11:50 – 12:30	Lunch
	Science	Writer's Wkshp	12:30 – 3:00	Enrichment
2:30 – 3:35	Targeted Intervention & Acceleration			

Lawrence, MA: Guilmette Elementary School

**All Grades
Math Proficiency**

Guilmette: 37% (2010), 42% (2011), 41% (2012), 58% (2013), 60% (2014)

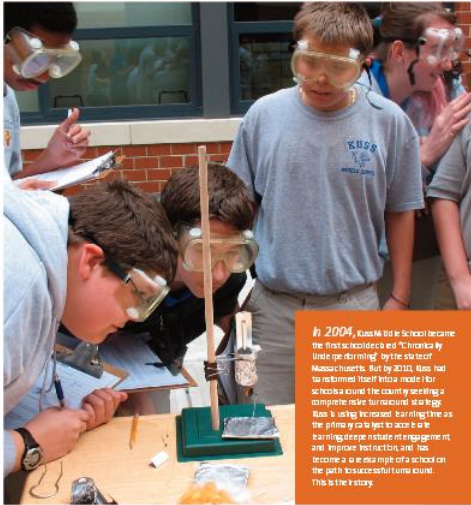State: 56% (2010), 56% (2011), 56% (2012), 59% (2013), 63% (2014)

Legend: Guilmette, State

Kuss Middle School Launched ELT in 2006
Fall River, MA

Kuss Middle School: Expanding Time to Accelerate School Improvement

Before Expanding Learning Time…

- First school in Massachusetts taken over by state for low performance (2004)
- About 40% of students proficient in ELA; 15% in math
- Declining enrollment

After Expanding Learning Time…

- Narrowing achievement gap with state; 8th grade has entirely closed gap (2012)
- Range of enrichment opportunities
- Student waiting list

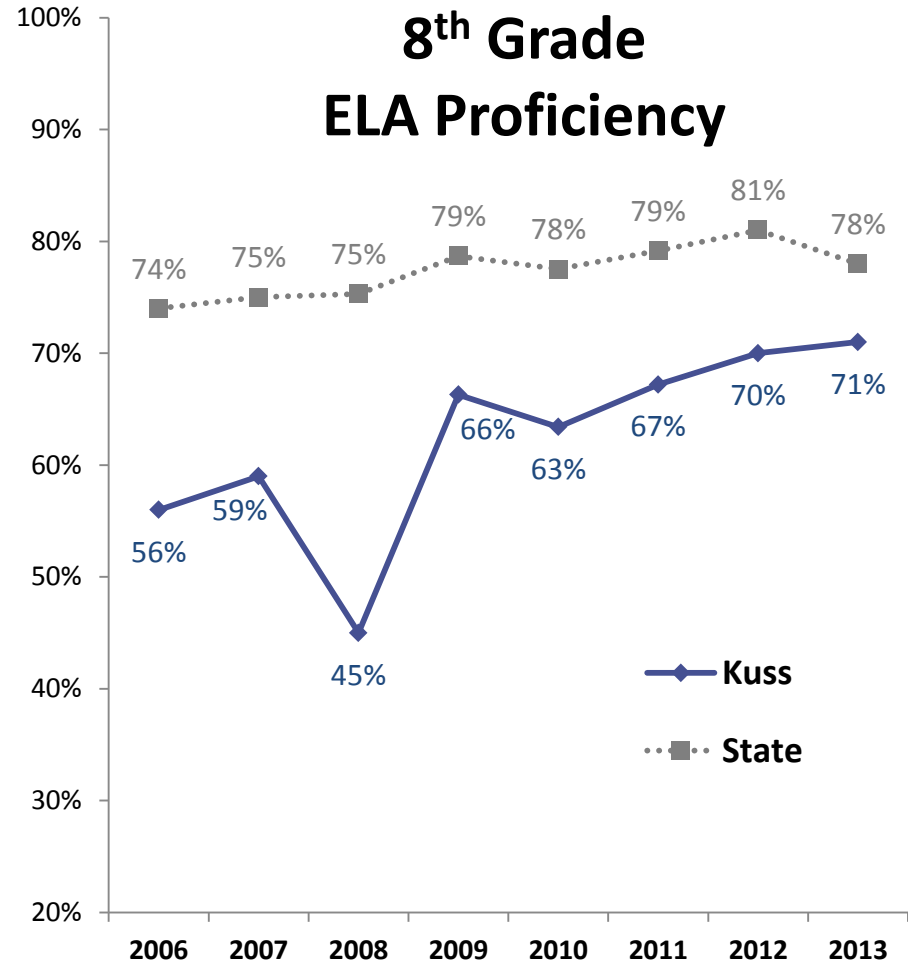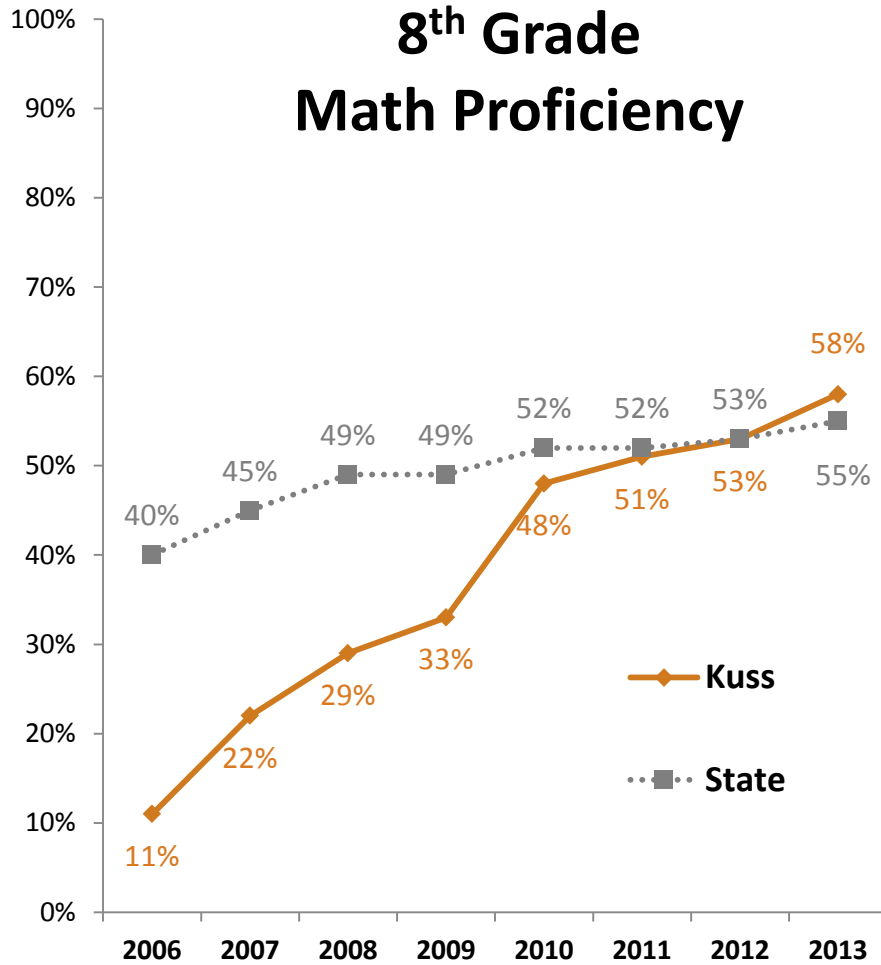# Building a Better School Day: Kuss Middle School

The Impact of Having Additional Time

- ✓ **Flexible schedules** for students that allow them to have additional intervention or enrichment classes depending on their individual needs

- ✓ **Enhanced science** instruction – more science every week plus science enrichment classes

- ✓ Stronger partnerships **integrated** throughout the day (e.g. YMCA, Boys & Girls Club)

- ✓ **Increased enrollment and attendance**

- ✓ High Rates of **teacher satisfaction**

> **"The gift of time has allowed our staff to create new and exciting ways for our students to learn and achieve. These new approaches have, in turn, informed classroom instruction throughout our day."**
>
> Nancy Mullen
> Kuss Middle School Principal, 2005-2012

Proficiency Rates: Kuss vs. State (2006-2012)

8th Grade Math Proficiency

Kuss: 11% (2006), 22% (2007), 29% (2008), 33% (2009), 48% (2010), 51% (2011), 53% (2012), 58% (2013)

State: 40% (2006), 45% (2007), 49% (2008), 49% (2009), 52% (2010), 52% (2011), 53% (2012), 55% (2013)

8th Grade ELA Proficiency

Kuss: 56% (2006), 59% (2007), 45% (2008), 66% (2009), 63% (2010), 67% (2011), 70% (2012), 71% (2013)

State: 74% (2006), 75% (2007), 75% (2008), 79% (2009), 78% (2010), 79% (2011), 81% (2012), 78% (2013)

Preparing Students for Post Secondary Success: Internships and College Readiness

**Brooklyn Generation School
Brooklyn, NY**

- School is in session 200 days
- Students participate in Intensives every 12-13 weeks – a 4-week immersion in an elective course of their choice
- Intensives courses are developed and taught by a dedicated corps of Intensives teachers
- Course options expose students to careers while still building academic skills (e.g. graphic design, forensics, architecture, fashion design, and law)

Sample 11th Grade Schedule		
	Regular Session	4-week Intensive
9:00-10:20	Algebra 2	Technology Today Intensive
10:20-10:50	Advisory	
10:50-11:05	Break	
11:05-12:25	Humanities	
12:25-1:05	Lunch	Lunch
1:05-2:00	Physics	Internship (NYU Tech Lab)
2:00-2:55	Sketching	
2:55-3:50	Civil Rights	

Preparing Students for Post Secondary Success: Internships and College Readiness

To offer Intensives and a longer school year Brookline Generations has two sets of teachers.

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Gr 9	Students	Regular Classes				INT.	Regular Classes			INT	Regular Classes	
	Teachers					OFF				OFF		
Gr 10	Students	Regular Classes			INT.	Regular Classes		INT.	Regular Classes			
	Teachers				OFF			OFF				
Gr 11	Students	Regular Classes		INT.	Regular classes				INT.	Regular Classes		
	Teachers			OFF					OFF			
Gr 12	Students	INT	Regular Classes								INT	
	Teachers	OFF									OFF	

Intensive Teachers (All grades)	INT	OFF	Intensive Classes		OFF	Intensive classes		

State Policy Activity on Expanded Learning Time

Schools Succeeding with More Time

> *"…the (ELT) initiative has moved out of the experimental stage and into the mainstream of high-poverty schools."*
> *"Longer School Days Pay Off for Kids in Struggling Cities,"*
> *Boston Globe* Editorial, April 2, 2013

Lawrence

Boston
Cambridge
Chelsea
Everett
Malden
Revere

Worcester

Springfield

Fall River
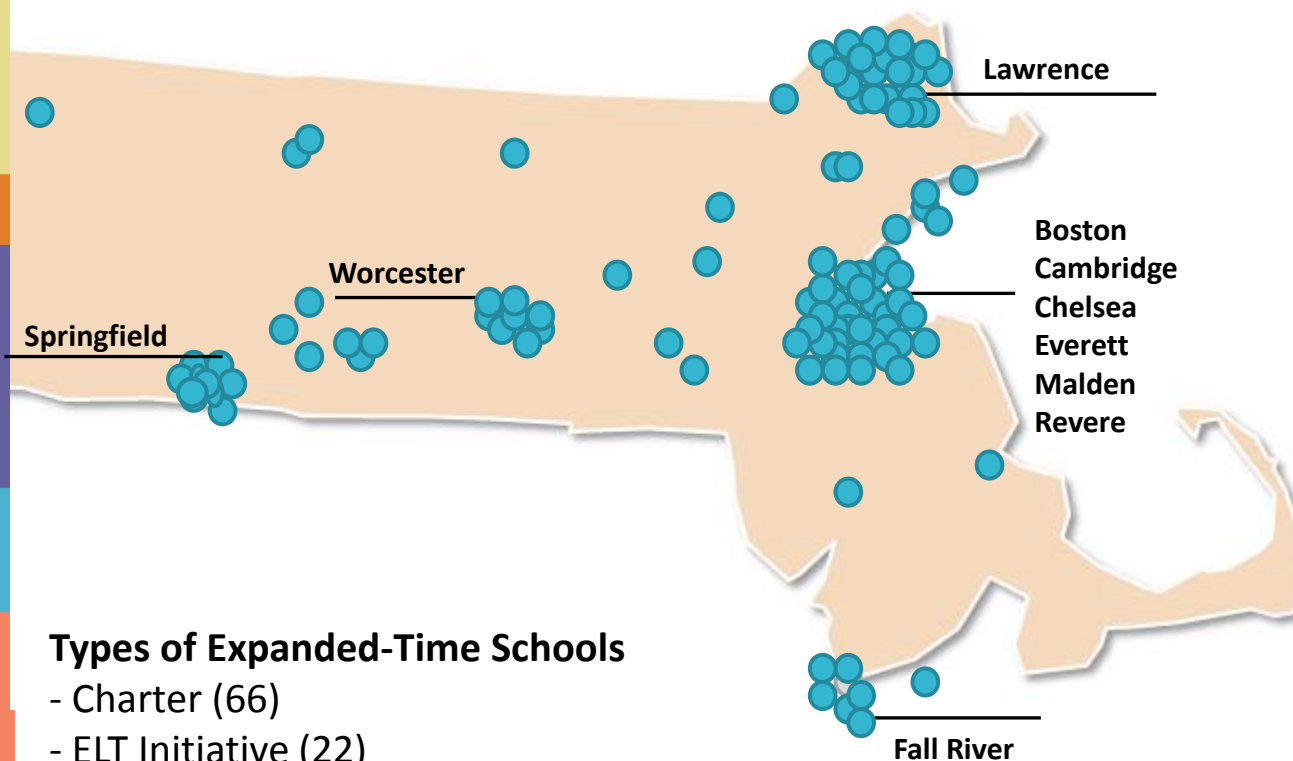
Types of Expanded-Time Schools
- Charter (66)
- ELT Initiative (22)
- Other district (e.g., Lawrence, SIG, etc.) (47)

Our network of ELT schools are **twice as likely to be high-growth** compared to other low-income MA schools

Percentage of High-Growth Low-Income Schools in MA (2014)

ELA

State	Network
13%	25%

Math

State	Network
15%	30%

Low-income schools: Schools with at least 50% low-income population (FRPL) in 2014
State: N = 400 low-income non-expanded time schools with SGP reported
ELT Network: N = 20 low-income expanded-time schools with 2014 outcomes
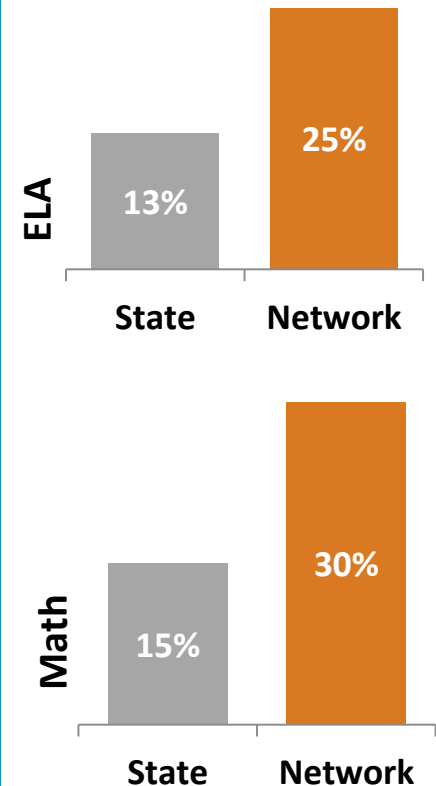
Policy Initiatives Across the U.S. Are Promoting the Growth of Expanded Time School Redesign

Federal Policy

➢ School Improvement Grant (SIG) program: Required Increased Learning Time (ILT)

➢ ESSA: Enables 21st Century Community Learning Center (CCLC) program to support ELT (as well as after-school and summer programming)

State Policy

➢ More district schools are expanding their school day/year with state funding support —MA launched the ELT Initiative in 2005, with NY following in 2013

➢ A dozen states have passed "innovation" and/or "turnaround" laws in the last few years enabling flexibilities in learning time

Massachusetts	Connecticut	Illinois
2005: Launched competitive grant program for ELT pilot; today 22 schools are funded through a $14.1M line-item. **2010: Ed reform law provides more schools with scheduling flexibility.**	**2012:** **Passed a law creating the Commissioner's Network and Alliance Districts to help turnaround under performing schools and districts.**	**2011:** **Passed a law enabling the flexibility for Chicago Public School District to lengthen the school day/year.**
Florida	**New York**	**Tennessee**
2012: **Passed a law requiring the lowest performing 300 elementary schools to increase the school day by one hour for reading intervention.**	**2013-2014:** **State Budget includes $24 Million for Competitive Grant Program to create Expanded Learning Time Schools.**	**2010:** **Created the Achievement School District, a state-wide turnaround effort for the lowest 5% of schools.**

NATIONAL CENTER ON
TIME & LEARNING

State Policies: Innovation Laws

Recent laws in 10 states provide school districts with autonomies and flexibilities over staffing, budgets, and scheduling.

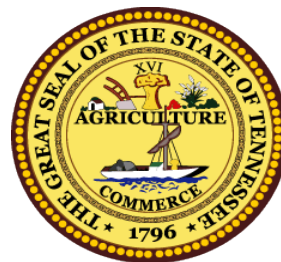

Alabama

Arkansas

Colorado

Connecticut

Kentucky

Massachusetts

Maine

Tennessee

Washington

West Virginia

Financing Expanded Learning Time

Snapshot of Expanded-Time Costs

SCHOOL	DISTRICT PPE	ADDITIONAL TIME			
		Hours Added (Annual)	Total Cost	Per Student	Per Student Hour
Griffith Elementary Phoenix, AZ	$9,430	132	$174,000	$ 290	$ 2.20
Edreira Academy Elizabeth, NJ	$17,143	430	$717,294	$ 1,369	$ 3.18
McGlone Elementary Denver, CO	$8,585	243	$560,400	$ 934	$ 3.84
Elmhurst Prep Oakland, CA	$10,583	432	$711,000	$ 2,031	$ 4.70
OG (K – 5) Boston, MA	$16,902	180	$559,376	$ 942	$ 5.23
OG (6 – 8) Boston, MA	$16,902	540	$405,068	$ 1,695	$ 3.14

Effectively Expanding Learning Time in an Era of Limited Resources

Cost Considerations

Successful Expanded Time Schools

Staffing
Flexible roles reduce costs, consider using community partners

Student Support
Deployment of SPED, guidance, Title I and support resources

Flexible Scheduling
Stagger days and years for staff to increase student learning time

Policies
Align education priorities to expenditures and allow for more local flexibility

Technology
Use new technology to expand time, reduce costs, and create flexibility

Student-Teacher Ratios
Alter ratios to save costs while increasing learning time for all

Moving Beyond the Teacher Day = the Student Day

Simplistic Approach to an Expanded School Day
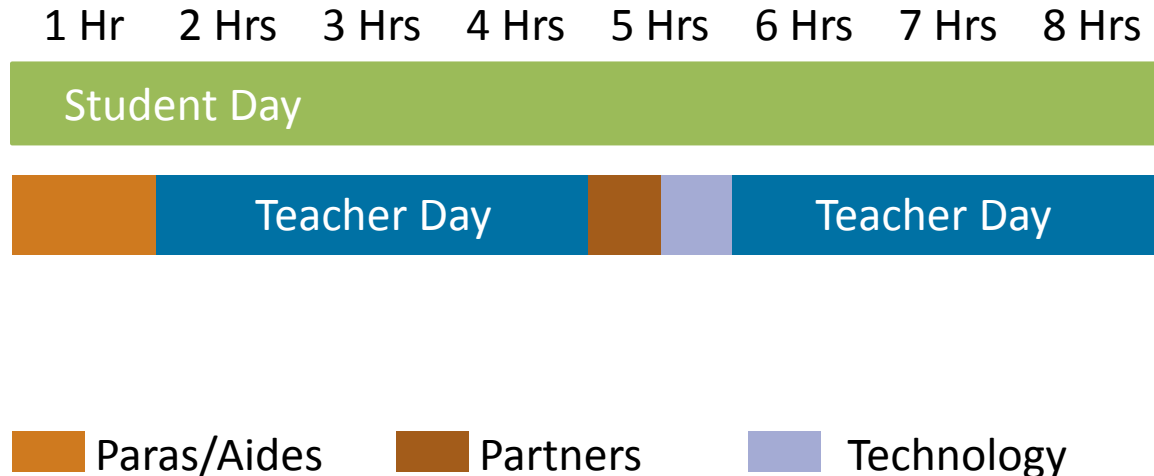
| 1 Hr | 2 Hrs | 3 Hrs | 4 Hrs | 5 Hrs | 6 Hrs | 7 Hrs | 8 Hrs |

Student Day

Teacher Day

Costs →
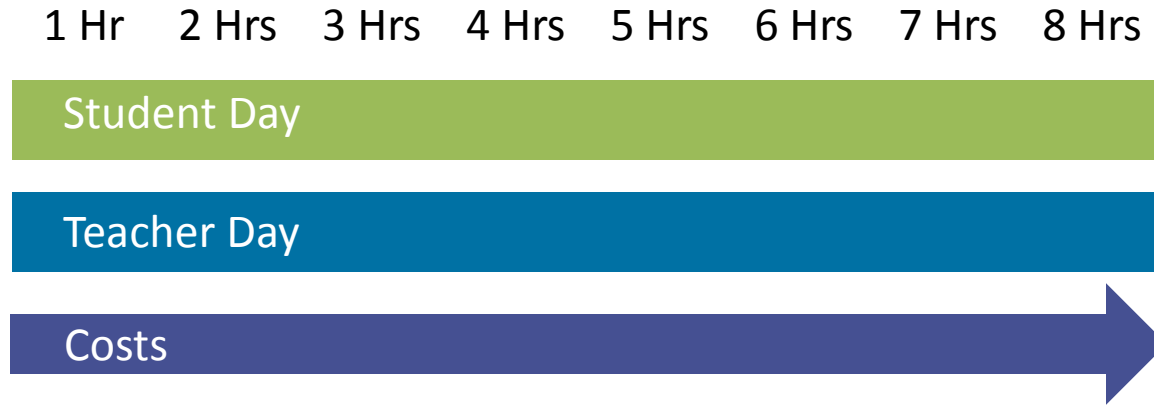
Drawbacks
- ✓ Costly
- ✓ Difficult to negotiate
- ✓ May not suit student or teacher needs

Creative & Flexible Approach to an Expanded Day

| 1 Hr | 2 Hrs | 3 Hrs | 4 Hrs | 5 Hrs | 6 Hrs | 7 Hrs | 8 Hrs |

Student Day

Teacher Day   Teacher Day

Benefits
- ✓ More cost effective
- ✓ Brings in outside expertise
- ✓ Provides scheduling flexibility for teacher prep, PD, and collaboration

▮ Paras/Aides   ▮ Partners   ▮ Technology

More than 150 organizations partner with ELT schools to broaden opportunities for Massachusetts students
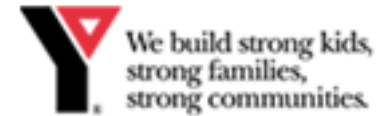
Tools and Resources to Support Schools

Planning Tools

Scheduling Tool
Building an expanded schedule based on priorities

School Time Analysis Tool
Assessing time use for students and teachers across the year

Classroom Time Analysis Tool
Assessing time use in the classroom

Assessment Tools

Conditions of Collaboration
Assessing time for collaboration, culture, leadership and decision-making

High Quality Instruction
Assessing learning environment, curriculum, assessments, content delivery

ELT Diagnostic
Assessing quality of ELT implementation across 7 essential elements

Videos

Collaborative Lesson Planning at UP Academy Boston

Grade Level Meetings at Silvia Elementary School

Sharing Schoolwide Instructional Strategies at Silvia Elementary School

Instructional Rounds at Hiatt Elementary School
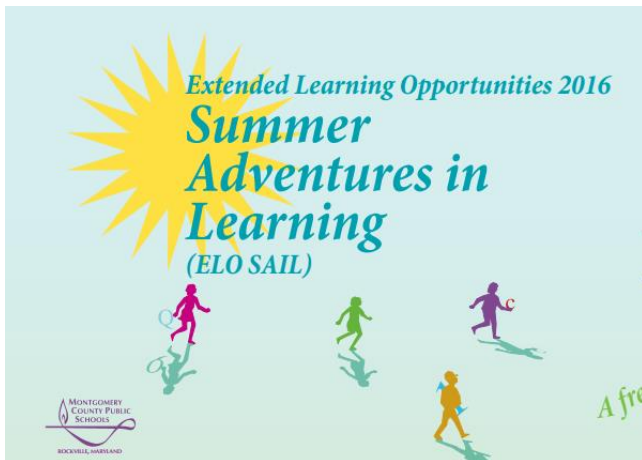
Contact

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Group Discussion

Extended Learning Time Programs in Montgomery County Public Schools

Deann Collins, Director and

Nichelle Owens-Jones, Supervisor

Division of Title I and

Early Childhood Programs and Services

Changing the Trajectory through Summer Programming

Maryland State Department of Education
Innovative School Schedule Workgroup
January 18, 2017

Presenters

- Dr. Deann Collins, director, Division of Title I and Early Childhood Programs and Services

  Deann_M_Collins@mcpsmd.org

- Ms. Nichelle Owens, supervisor, Division of Title I and Early Childhood Programs and Services

  Nichelle_D_Owens@mcpsmd.org

Objectives

- Share MCPS' summer learning programming model for students in Title I schools.

- Discuss programs' impact on student performance.

- Discuss highlights and challenges associated with implementing these programs.

# Division of Title I and Early Childhood Programs and Services

Mission

- The mission of the Division of Title I and Early Childhood Programs and Services is to provide customized support to identified schools impacted by poverty for the purpose of implementing and monitoring the requirements of the *Elementary and Secondary Education Act* and to provide comprehensive, research-based services to young children, ensuring their school success through partnerships with families, schools, and the community.
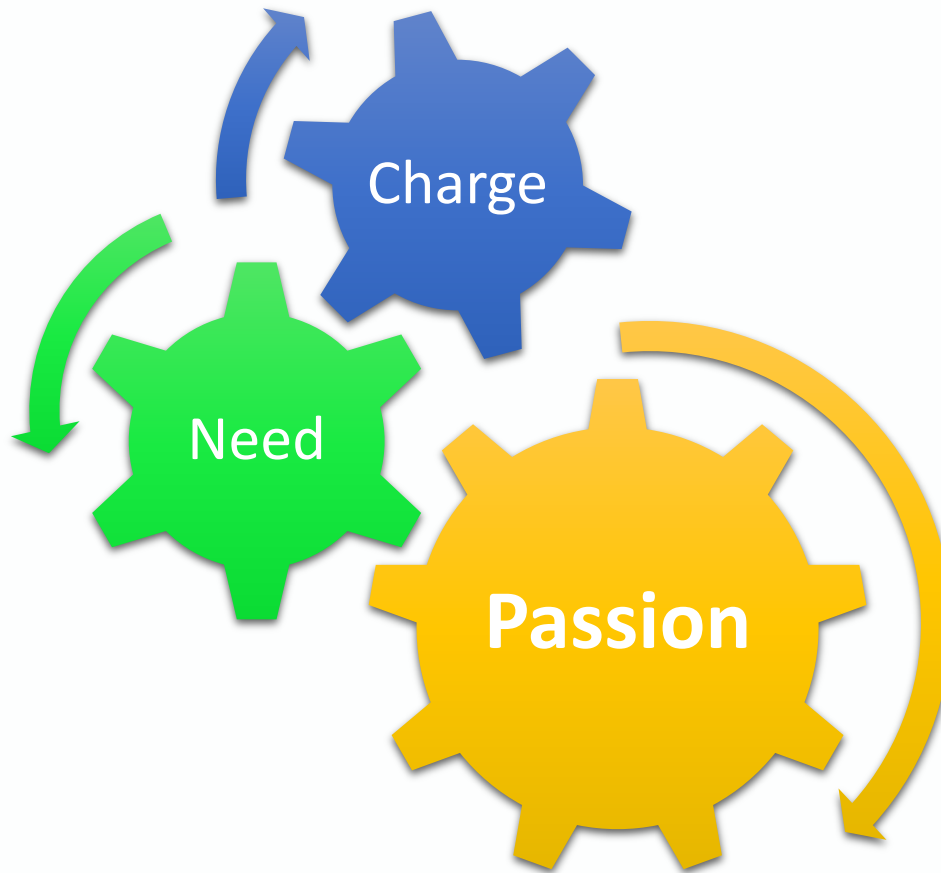
  We accomplish this by providing technical assistance to support:

  - instructional programs, school improvement, and student achievement;
  - parent, family, and community involvement; and
  - program administration and fiscal compliance.

Beliefs

Equity

Access

Opportunity
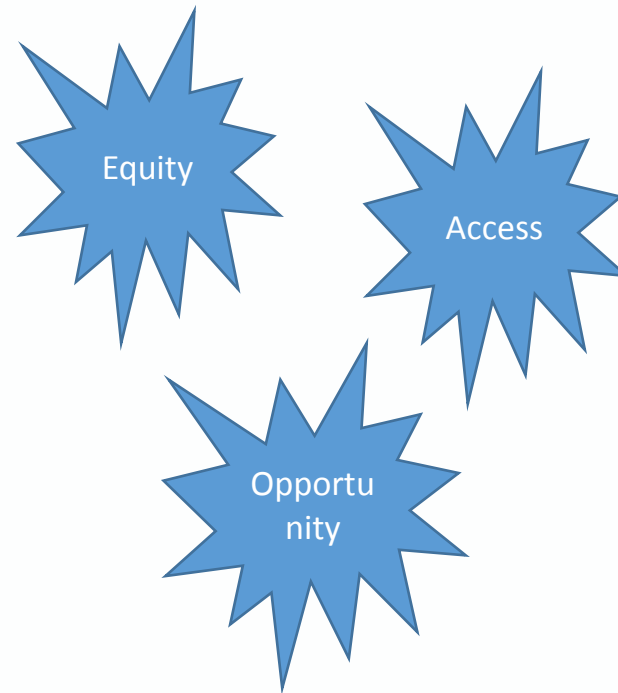
Demographic Data: 2016–2017 MCPS Title I

- 25 Title I schools
- 15,820 students (Pre-K to Grade 5)
- 44.3% English Language Learners
- 10.7% Special Education
- 76% Free and Reduced-price Meals Service (FARMS)

- 62.5% Hispanic/Latino
- 23.7% Black or African American
- 5.2% White
- 6.3% Asian
- 2.1% Two or More Races
- 0.2% American Indian

Title I Summer Programming

Equity

Access
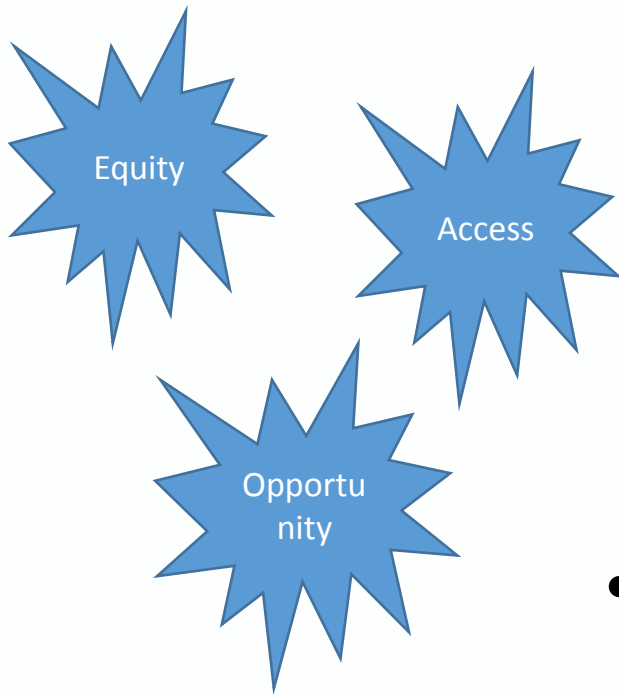
Opportunity

- Extended Learning Opportunities
  - Summer Adventures in Learning (ELO SAIL)
  - Summer Title I Enrichment Program (ELO STEP)

- Building Educated Leaders for Life (BELL)

Research

Faucet Theory

Summer Slide

- Disproportionately impacts students from low-income families

- Contributes to gaps in performance on academic assessments

- Gaps are cumulative

— Alexander, K., Entwisle, D., & Olson, L. (2000). Keep the Faucet Flowing, *American Educator,* Fall 2001, Retrieved from http://www.aft.org/periodical/american-educator/fall-2001/keep-faucet-flowing.

— McCombs et al. (2011). Making Summer Count: How Summer Programs Can Boost Children's Learning. RAND Education and The Wallace Foundation. Retrieved from http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf.

MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS

Research—National Summer Learning Association

- Quality summer learning opportunities help to—
  - support students' academic success in the following school year
  - stimulate positive social relationships
  - narrow the achievement gap
  - enrich students' developmental experiences
  - alleviate the burden that working parents feel summer brings in regard to finding safe and engaging places for their children

- Summer learning loss accounts for—
  - a 49-point difference on a standardized reading battery test between low- and high-income students in the elementary years
  - a 73-point difference by age nine
  - a 119-point difference by high school

— Weiss, H., Little, P., Bouffard, S., Deschenes, S., & Malone, H. (2009). The Federal Role in Out-of-School Learning: After-School, Summer Learning, and Family Involvement as Critical Learning Supports. *Harvard Family Research Project.*

Our Calendar

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Extended Learning Opportunities – Summer Adventures in Learning (ELO SAIL)

Overview

- 4 weeks*
- 4 hours per day
- Transportation
- Breakfast and Lunch
- Staffing
  - Registrar
  - Teachers
  - Paraeducators
  - Cafeteria Support
  - Summer Secretary

Students

- Grades K, 1, and 2
- Projected enrollment – 3,700
- Students impacted by homelessness
- Non-public students receiving Title I services

Curriculum

- Review and preview content
- Mathematics
  - Number Sense
- Reading focus
  - Informational Text w/language & vocabulary
- Science Fridays

Extended Learning Opportunities – Summer Title I Enrichment Program (ELO STEP)

Overview
- 4 weeks*
- 4 hours per day
- Transportation
- Breakfast and Lunch
- Staffing
  - Registrar
  - Teachers
  - Cafeteria Support
  - Summer Secretary

Students
- Grades 3, 4, and 5
- Students meeting or exceeding performance targets
- Projected enrollment – 1,130

Curriculum
- Nurture critical and creative thinking skills through engaging, hands-on, rigorous instruction
- Internally-developed curriculum
- NASA curriculum

Building Educated Leaders for Life (BELL)

Overview

- 5 weeks
- 6.5 hours per day
- Transportation
- Breakfast and Lunch
- Staffing
  - Program Manager
  - Program Assistant
  - Instructional Coach
  - Academic Teachers
  - Enrichment Teachers
  - English Language Learner Specialist

Students

- Grades 3, 4, and 5
- Projected enrollment – 1,050
- Students impacted by homelessness
- Non-public students receiving Title I services

Curriculum

- Scholastic and Do the Math
  - Mathematics
  - Reading focus
- Enrichment
  - arts,
  - music,
  - health and fitness,
  - technology, and
  - American sign language

ELO Program Evaluation

Reading/Language Arts

- Kindergarteners attending ELO SAIL performed better than non-ELO SAIL students.

- In Grades 1 and 2, a greater percentage of ELO SAIL participants increased or maintained reading levels compared to non-ELO SAIL students.

Mathematics

- Non-ELO SAIL kindergarteners performed slightly better than those attending ELO SAIL.

- In Grades 1 and 2, ELO SAIL students showed higher gains than non-ELO SAIL students.

— Copper-Martin, E., Wolanin, N., Jang, S., Modarresi, S., & Zhao, H. (2016). Impact of the Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) Program on Student Academic Performance: Part 1, Results from Fall 2012 to Fall 2015. Montgomery County Public Schools.

ELO Program Feedback—Administrators

Strengths

- "The teachers were dedicated, caring professionals that did not treat this as an easy summer program. They had high expectations, met with small groups regularly, and designed purposeful learning experiences for their students."

- "Instruction and student engagement. Students were excited and happy to participate."

- "Parents were very supportive and gave feedback about how valuable they thought the program was."

- "Kindergarten Tool Kits, Scholastic Book Packs, Science Fridays"

- "Coordination with BELL went smoothly."

- "Comprehensive updates from central office."

Areas of Improvement

- "It is challenging when neither administrator's home school is the school you are leading. It is also challenging to be housed at a school where many other programs are going on at the same time and you are sharing common facilities."

- "Additional ESOL support would be beneficial. When so many students are coming for the first time with no English, it would be helpful to have more than one ESOL person."

- "More clearly marked buses for each of the programs with route numbers that are not easily confused."

ELO Program Feedback - Teachers

Strengths

- "My students loved Science Fridays, and I felt that the week leading up to Friday helped give them the background knowledge they needed to participate and actively engage in the hands-on activities."

- "Collaboration; Easy Access to Administrators; Materials; Copy machine; Administration support."

- "Good structure, focus around science (when I asked students what their favorite part of the program was during our last morning meeting, they all enthusiastically said Science Fridays.)"

- "Support from our home school administrator and office staff. Working with a team to plan for instruction. Planning materials were very helpful. Building services were helpful during the day."

Areas of Improvement

- "Teachers need more time to set up, particularly if they are not working in their home school."

- "It would be helpful to know what type of student data will be needed prior to the beginning of the program."

- "The reading curriculum for Grade 2 (main idea) can be a little difficult for some students at this point in their reading development. However, with support, most students were able to grasp the concept."

BELL Program Data and Feedback

Assessment Data

- Reading Skills
  - Scholars gained an average of at least 1.5 months of reading skills.

- Mathematics Skills
  - Scholars gained an average of at least 2 months of mathematics skills.

Teacher and Parent Feedback

- Teachers reported that the program structure and resources helped scholars achieve their personalized goals.

- Parents reported the model boosted their involvement in their child's education .

— Building Educated Leaders for Life. (2016). *Summer Learning Partnership Report: Montgomery County Public Schools.*

The Last Word

Wrap-Up

Questions

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Group Discussion

Next Meeting
February 1, 2017

- ☐ Presentations From:
  - ■ Center on Education Policy
  - ■ New Song Academy
- ☐ Modify Draft Recommendations
- ☐ Future Meeting Dates:
  - ■ March 8, 2017 – Anne Arundel County Public Library (Odenton Branch)
  - ■ March 22, 2017 (snow date)
  - ■ April 27, 2017 – Virtual Meeting
  - ■ June 7, 2017 - MDOT