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TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D. *KBS*
DATE: April 25, 2017
SUBJECT: Innovative School Schedule Workgroup Draft Recommendations

PURPOSE:

The purpose of this agenda item is to share recommendations developed by the Innovative School Schedule Workgroup on innovative school schedules that enhance student achievement.

BACKGROUND/HISTORICAL PERSPECTIVE:

Nationally, the traditional school calendar consists of 180 days and approximately 720-1080 instructional hours¹. Momentum is growing to move beyond the traditional calendar to increase learning time. Several school systems across the nation have begun lengthening the school day, week, or year to accelerate student learning in low-performing schools².

Education Article §7-103.1 directs the Maryland State Board of Education to, “....*explore the use of innovative school scheduling models, including extended year, year-round schooling, or other school scheduling models that do not allow for prolonged lapses in instructional time, in low-performing or at-risk public schools. The State Board shall encourage county boards to use the school scheduling models that are determined to be most effective in enhancing student achievement in low-performing or at-risk public schools.*”

On October 25, 2016, State Board of Education members requested that the Maryland State Department of Education undertake a study and develop recommendations that will be used to inform State Board members on innovative school scheduling models.

Citations:

1. Rowland, J. (2014, October). *Number of Instructional Days/Hours in the School Year*. Retrieved from <http://www.ecs.org/clearinghouse/01/15/05/11505.pdf>
2. McMurrer, J., Fizzell, M., & Yoshioka, N. (2015, January). *Expanded Learning Time A Summary of Findings from Case Studies in Four States*.

EXECUTIVE SUMMARY:

The Maryland State Department of Education led a workgroup to explore innovative school scheduling models. The workgroup reviewed effective practices and explored impacts of innovative school schedules, with a focus on expanding the school day and year.

The workgroup was charged to identify:

- 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;
- Promising practices and lessons learned from other school systems that have implemented extended learning time programs (Massachusetts, Illinois, California, New York, etc.).

The Innovative School Schedule Workgroup met once a month from January through March 2017. Workgroup members reviewed and discussed research for and implementation of innovative school schedules. National experts and representatives from local school systems were invited to present research findings and implementation strategies to the workgroup. Presentations from the National Center on Time and Learning, Center on Education Policy, Montgomery County Public Schools, and New Song Academy in Baltimore City along with reviews from education articles helped to inform recommendations.

ACTION:

It is being requested that the State Board provide feedback on draft recommendations developed by the Innovative School Schedule Workgroup.

Attachment: Innovative School Schedule Presentation



Innovative School Schedule Workgroup

Draft Recommendations

Tiara Booker-Dwyer

April 25, 2017

State Board of Education Meeting



Exploring Innovative School Schedules

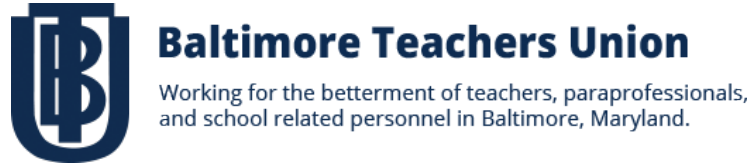
Education Article §7-103.1 directs the State Board to explore the use of innovative school scheduling models that do not allow for prolonged lapses in instructional time in low-performing or at-risk public schools.



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.

Workgroup Members and Presenters





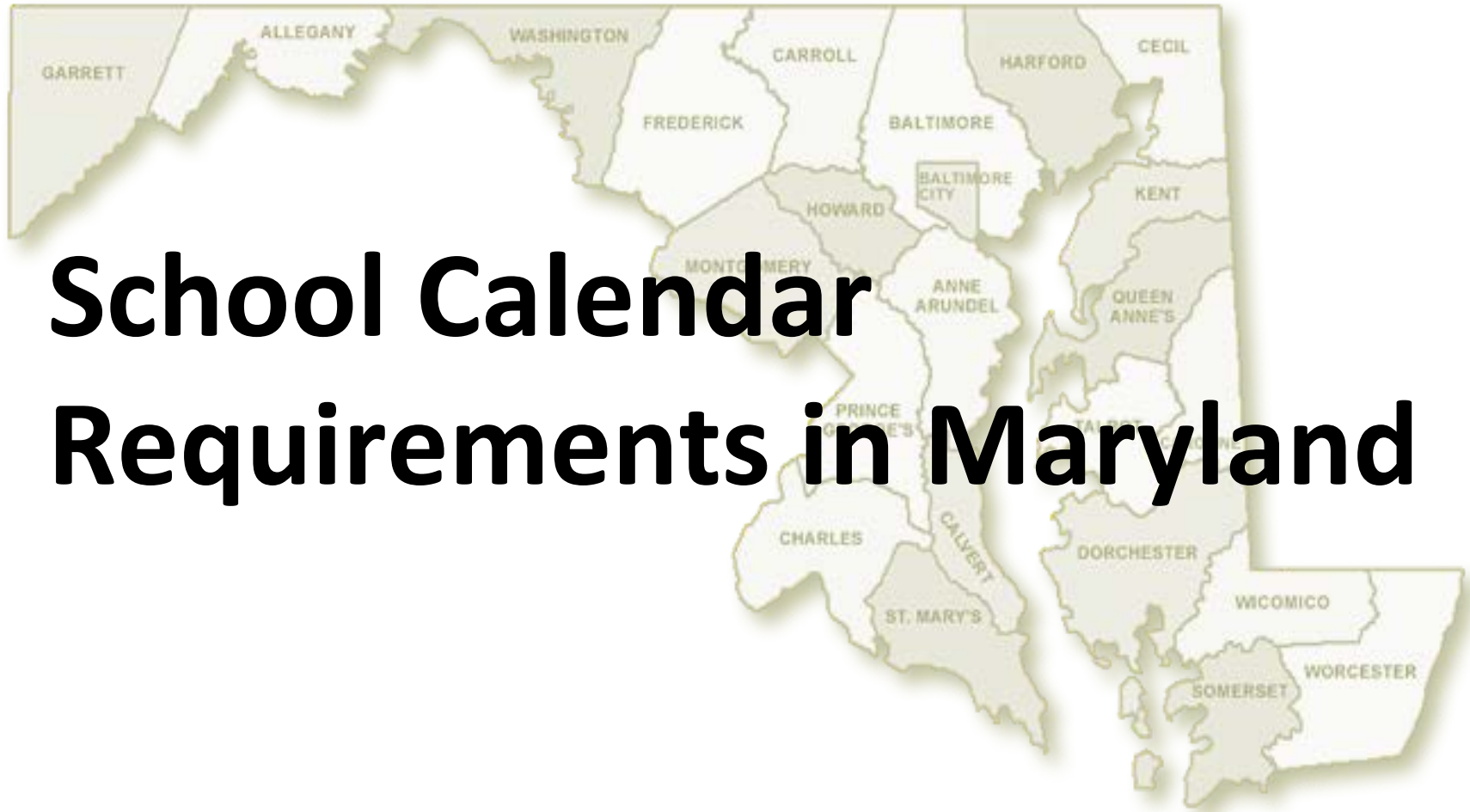
Timeline

- January – March: Workgroup met to develop recommendations.
- **April:** Draft recommendations submitted to the State Board. Modifications will be made based on Board feedback.
- May: Recommendations will be released for public comment.
- June: Address public comments and prepare final report for the State Board.



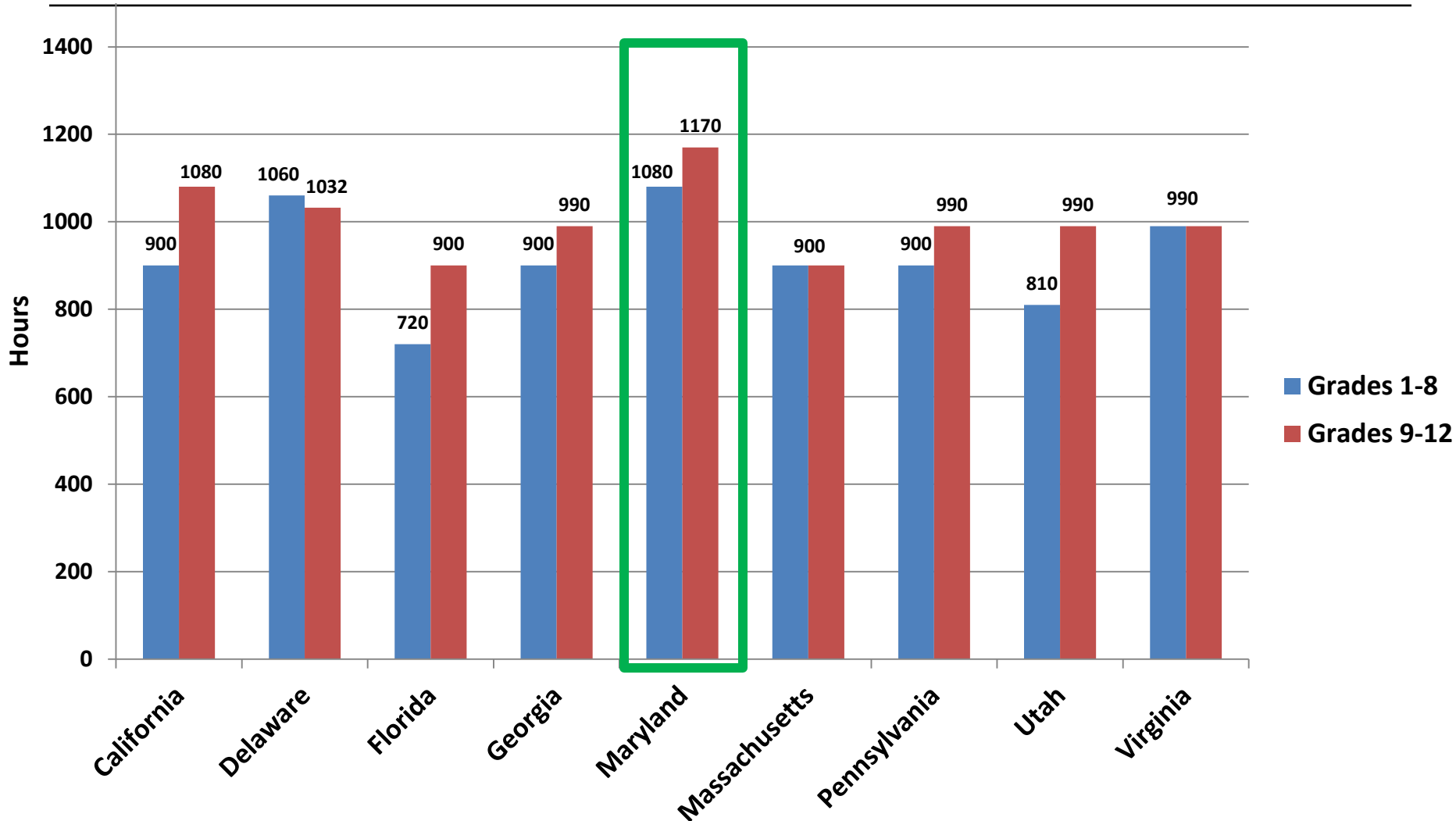
MARYLAND STATE DEPARTMENT OF
EDUCATION

PREPARING WORLD CLASS STUDENTS



School Calendar Requirements in Maryland


Maryland Requires More Hours than Most States with 180-Day Calendar





Maryland School Calendar Requirements

- Schools required to be open for pupil attendance for 180 days and
 - 1,080 hours for grades K-8
 - 1,170 hours for grades 9-12
- 3-10 days must be included in calendars to make-up days lost for emergency school closings.
- Required days and hours must be completed in a ten-month period.
- School must open after Labor Day and close by June 15.



Several School Systems Implement “Innovative Schedules”

- Extended Year Learning
 - Baltimore County
- Saturday School
 - Prince George’s County – High Point High School
- Summer Programs
 - Montgomery County - ELO SAIL
- Flexible School Schedules
 - Frederick County - Lynx



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Innovative School Schedule Recommendations



Review of Recommendations

- Rationale
 - Case Studies
 - Meta-Analytic Reviews
 - Promising Practices and Lesson Learned from other States
- Challenges
 - Potential Barriers to Implementation
- State Actions
 - Recommendations to Overcome Barriers



Recommendations are for All Schools and All Students

- Education Article §7-103.1 identifies low-performing or at-risk public schools.
- Research supports that adding additional time for instruction in English Language Arts and mathematics increased academic gains for **all** students.
- Differentiating how additional time is spent will provide the opportunity to better meet the needs of all learners.

Recommendation 1:

Extend the school year instead of extending the school day or week.

Rationale

- Reduces summer learning loss.
- Prevents adding additional hours to the beginning or end of the school day which can impact transportation schedules, athletic schedules, and healthy school hours initiatives.

Challenges

- Costs
- Hiring timelines

State Actions

- Modify regulations
 - Example: Allow school systems to go beyond ten months.

Example School: Griffith Elementary School (Arizona)

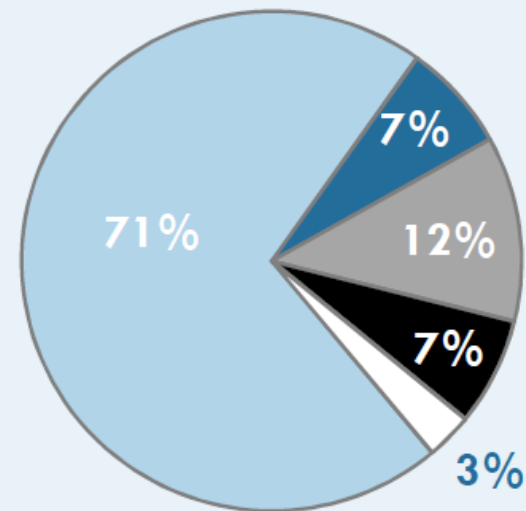
Time Category	Pre- Expanded-Year Schedule (180 Days)	Expanded-Year Schedule (200 Days)
School start time	8:00am	8:00am
School end time	3:00pm	3:00pm (Wed. @ 1:00pm)
School Starts	Late July	Late July
Fall Break	10 days	5 days
Winter Break	15 days	10 days
Spring Break	10 days	5 days
School Ends	Early June	Mid-June (one week later)
Summer Break	35 days	30 days

Demographics

Vital Statistics

Total students:	600
Grades served:	K – 6
Low-income:	85%
District per pupil expenditure:	\$9,430

Student Demographics



□ Latino
□ White
□ Other

■ African American
■ Native American

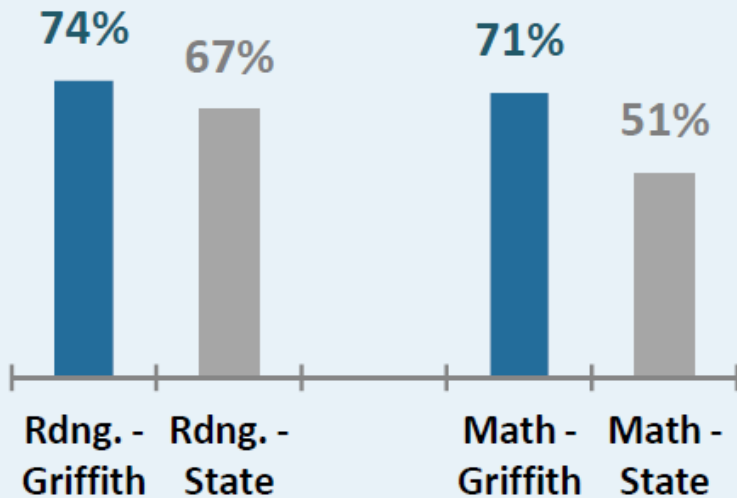


Use of Extended Time

- Targeted support in reading and mathematics.
 - Daily intervention blocks
- Four additional weeks of content coverage prior to state exams.
- Six additional weeks after the exam to begin reviewing content for the next grade.

Results

% Proficient: Low-Income Students Only (AIMS, Spring 2012)



Expanded Learning Time

Total additional student hours: 132

Total additional teacher hours: 140

Total additional cost: \$174,000

Cost per student: \$290

Cost per student per hour: \$2.20

Additional Costs

Cost Category	Amount	Notes
Instructional Salaries	\$126,000	Including additional salary costs for the 23 instructional staff at the school—teachers, coaches, librarians, etc.
Administrative Salaries	\$0	N/A—both school administrators were already 12-month employees
Other Staff Salaries	\$36,000	Includes additional salary costs for attendance clerk, instructional assistants, bus drivers, and nurses
Benefits	\$0	No additional costs; benefits already provided for all staff
Contracted Services	\$0	The school does not contract with any outside providers to cover the additional time
Supplies and Materials	\$3,000	Includes additional custodial/maintenance supplies
Facilities	\$4,000	Includes water, sewer, trash, electric, and phone
Transportation	\$5,000	School transportation costs are relatively low, because most students walk to school; additional costs include: fuel/maintenance for one regular bus and one special education bus (during the added 20 days)
TOTAL	\$174,000	

Funding Sources

Funding Type	Description of Funding	Amount	Timeframe
Local/District	Maintenance and Operations Override	\$41,000	Ongoing (must be approved every five years)
State	State provides additional funds for schools that extend calendar to 200 days	\$133,000	Ongoing
TOTAL		\$174,000	

Property taxes were increased to support extended time schedules in the school district.

Recommendation 2:

Provide funding for school systems to plan, pilot, implement, and sustain innovative schedules.

Rationale

- Additional costs are incurred as a result of adding additional time to the school calendar.
- Cost can range between \$2.20 to \$5.23 per pupil per hour in schools that add between 132 and 540 hours.

State Actions

- Identify funding opportunities.
- Offer competitive grants.

Example Costs

School/ District/ District Per Pupil Expenditure	Grades/ # Students/ % Low Income	Added Time			Makes possible....
		Total Additional Student Hours (annual)	Total Additional Expenditure	Per Pupil Additional/ Cost Per Hour	
Griffith Elementary Balsz (Phoenix), AZ \$9,430	K – 6 600 studs. LI: 85%	132	\$174,000	\$ 290	<ul style="list-style-type: none"> ✓ Daily intervention blocks ✓ Shift of more instructional days to occur before state assessment
Dr. Orlando Edreira Academy Elizabeth, NJ \$17,143	K – 8 524 studs. LI: 81%	430	\$717,294	\$ 1,369	<ul style="list-style-type: none"> ✓ Cross-disciplinary curriculum and classes ✓ Enrichment and foreign languages ✓ Collaborative planning for teachers
McGlone Elementary Denver, CO \$ 8,585	PK – 5 600 studs. LI: 97%	243	\$560,400	\$ 934	<ul style="list-style-type: none"> ✓ Daily tutoring ✓ Enrichment (both partner staff and school faculty as instructors)
				\$ 3.18	<ul style="list-style-type: none"> ✓ Weekly professional development
				\$ 3.84	<ul style="list-style-type: none"> ✓ Weekly professional development

Recommendation 3:

Provide leadership, guidance, and technical assistance to local school system leaders on the implementation of innovative school schedules.

Rationale

- Innovative school schedules are most impactful when they are implemented as part of a comprehensive school improvement strategy.

State Actions

- Dedicate personnel to coordinate, monitor, support, and assess the implementation and effectiveness of innovative schedules.

Recommendation 4:

Define metrics and an accountability structure to assess effectiveness for strategies implemented as part of innovative schedules.

Rationale

- Assessing effectiveness is essential for informing future practices.

Challenges

- Difficult to equate student achievement to a single reform effort.

State Actions

- Identify opportunities for connections in the accountability system.

Recommendation 5:

Include a significant amount of high-quality, structured time beyond the traditional school schedule.

Rationale

- Adding 25% or more instructional time beyond the traditional school calendar coupled with high-quality learning experiences and high academic expectations had the greatest impact on academic outcomes for all students.
- High quality experiences:
 - Data-driven instruction
 - Frequent teacher feedback
 - Tutoring

Recommendation 6:

Focus innovative schedules on advancing academic studies in core content areas, enrichment opportunities, and health services for students.

Rationale

- **Core Content Areas** – provide the opportunity for students to advance their studies in math, ELA, social studies, and science. Allow students to participate in dual enrollment opportunities.
- **Enrichment Opportunities** – provide the opportunity for students to extend their knowledge of the arts; participate in internships or apprenticeships; or engage in project-based learning experiences.
- **Health Services** – provide the opportunity for students to participate in services related to fostering healthy physical and mental well-being.

Recommendation 7:

Provide time for educators to enhance their professional practice.

Rationale

- High performing extended learning time schools devote more time to teacher development than school with traditional schedules.

Challenges

- Scheduling time during the school day for collaborative and independent professional learning opportunities.

State Actions

- Provide professional learning opportunities and resources on innovative approaches to staffing and scheduling.



Example:

Brooklyn Generation School (New York)

- Two sets of teachers
 - Foundation and Studio Teachers
 - College and Career Intensive Teachers
- Teachers have 2 week professional development time every four weeks.
- Teachers have daily collaborative time scheduled.

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	Regular Classes				OFF	Regular Classes			OFF	Regular Classes	
Gr 10	Students	Regular Classes			INT.	Regular Classes	INT.	Regular Classes				
	Teachers	Regular Classes			OFF	Regular Classes	OFF	Regular Classes				
Gr 11	Students	Regular Classes	INT.	Regular classes				INT.	Regular Classes			
	Teachers	Regular Classes	OFF	Regular classes				OFF	Regular Classes			
Gr 12	Students	INT	Regular Classes								INT	
	Teachers	OFF	Regular Classes								OFF	

Recommendation 8:

Utilize certificated educators to facilitate academic instruction when implementing additional time in core content areas.

Rationale

- Increased learning time programs that utilized certificated educators had a statistically significant positive effect on students' literacy and math achievement compared to programs that utilized educators that were not certified.

Challenges

- Shortage of certified educators in high-need areas (math, world language, etc.).

State Actions

- Identify creative solutions to expand the pool of certificated educators in high-need areas.

Recommendation 9:

Include opportunities for community partners and institutions of higher education to engage students in enrichment opportunities and health services.

Rationale

- Partnerships will provide the opportunity to leverage resources, involve the community, and extend learning beyond the traditional school setting.

Challenges

- Finding qualified partners.

State Actions

- Establish criteria and a vetting process for school partners.



Next Steps

- ❑ Modify recommendations based on feedback from State Board.
- ❑ Share recommendations and receive feedback from a variety of stakeholders.
- ❑ Prepare final report for State Board.