



More Time for Learning:

Promising Practices and Lessons Learned

**Massachusetts Expanded Learning Time Initiative
2010 Progress Report**

Mass  2020

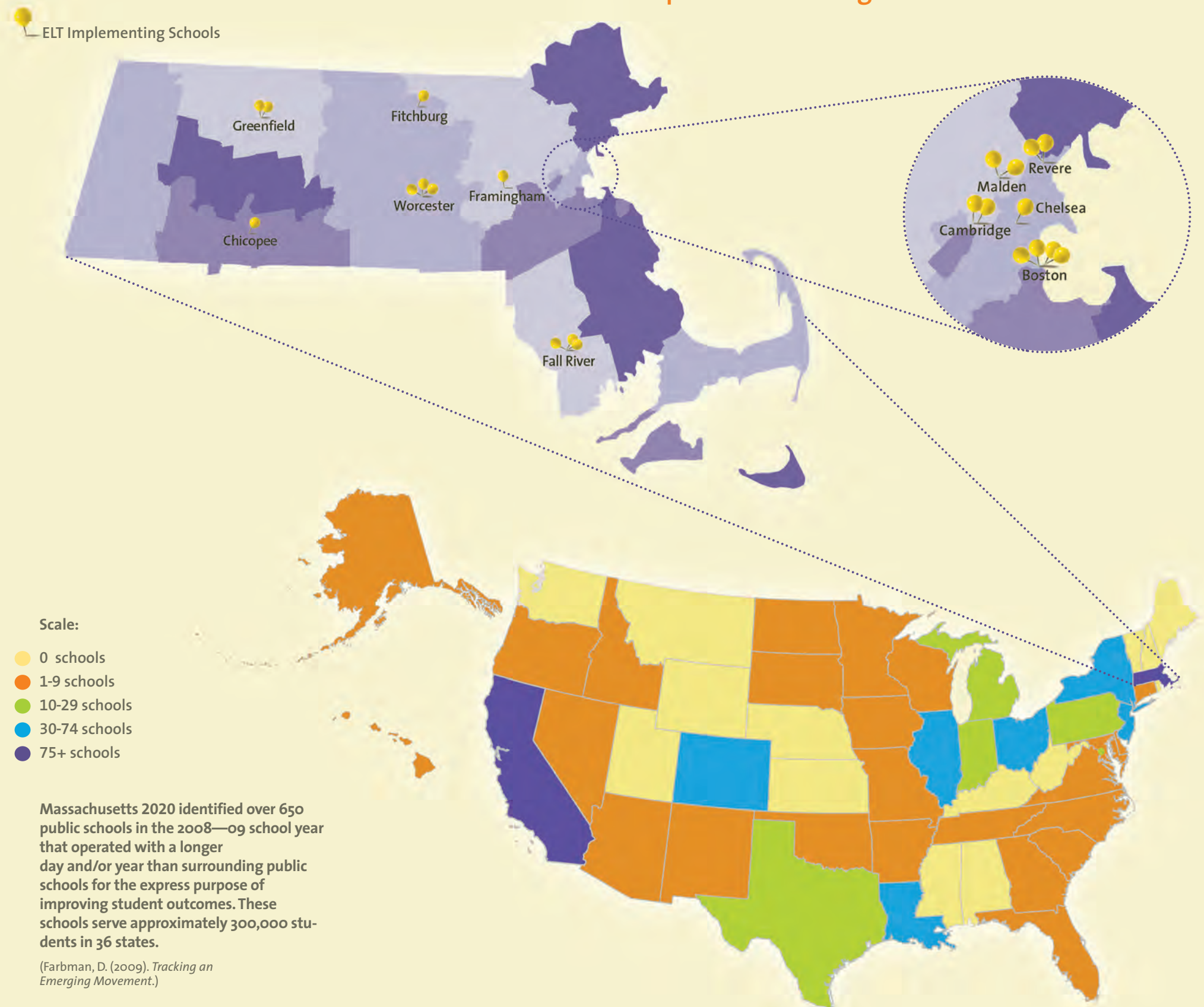
Massachusetts Expanded Learning Time Initiative Overview

Our children deserve an education that fully prepares them for the future—for success in college and in the workforce, and a healthy, fulfilled life. The Massachusetts Expanded Learning Time Initiative is redesigning and expanding the school schedule to offer children new learning and enrichment opportunities. With state resources, participating schools are expanding the school day by at least 300 hours per year for all of their students to improve student outcomes in core academic subjects, broaden enrichment opportunities, and improve instruction by adding more planning and professional development time for teachers. The vision of the Expanded Learning Time Initiative is to reshape the American school schedule to provide all students with a well-rounded education that prepares them for full engagement and participation in the economic and civic life of our 21st century global society.

Massachusetts Department of Elementary & Secondary Education Partnership

The implementation of the Expanded Learning Time Initiative is the result of a unique public-private partnership between Massachusetts 2020, the educational nonprofit that envisioned ELT, and the Massachusetts Department of Elementary and Secondary Education (ESE), the state agency responsible for overseeing it. United by their shared goal of improving education, these two entities have guided transformational reform across ELT schools by adopting complementary roles. ESE sets demanding criteria for participation and selects qualifying schools based on the strength and viability of their redesign proposals. ESE also performs school-level data analysis and evaluation, and negotiates Performance Agreements, which define measurable objectives that each school sets in the three areas related to the use of expanded time. Massachusetts 2020 provides technical assistance to schools and districts, from the planning stages through the implementation of an expanded school day, as well as advocacy, research, and the sharing of best practices around time and learning.

National Movement for More Time Pioneered by the Massachusetts Expanded Learning Time Initiative



From the Co-Founders of Massachusetts 2020

These past two years have been challenging for our nation. The economic downturn has impacted every corner of our society. Many of our venerable institutions have faltered, communities have suffered, and public

confidence in our economic stability has been shaken. Yet, from this challenging time has arisen great opportunity and promise. Few anticipated that the near collapse of our economy would give rise to a bold federal agenda to transform the landscape of public education in America.

It is indeed an exciting time to be in the education field. Attention is focused on our sector like never before, as our country's leaders continue to draw the connection between the future vitality of our nation and the strength of our educational system. In addition to taking on some of the most entrenched issues in education, the current administration has advocated for a redesign of the school calendar to better meet the needs of today's students.

It began in March 2009 when President Obama declared, "We can no longer afford an academic calendar designed when America was a nation of farmers," challenging the country to rethink the traditional school day and year. Since then, U.S. Secretary of Education Duncan has crisscrossed the nation advocating for innovative and comprehensive reform, including expanded school time to transform underperforming schools. The guidelines for the American Recovery and Reinvestment Act (ARRA), including the highly competitive Race to the Top grant, channel unprecedented federal funds to education and include lengthening the school day and year as a strategy for improving schools.

This growing momentum to take on the design flaw in American public education and add more time to the school day has drawn extraordinary attention to the Expanded Learning Time Initiative in Massachusetts. Since first implementing the Initiative in 2005, we have worked with over 100 schools across the Commonwealth, 22 of which currently operate with an expanded school day. Today, Massachusetts 2020 and its national affiliate, the National Center on Time & Learning, are resources for an ever-growing group of states and districts that are exploring expanded learning time—several of which, including Oklahoma, Alabama, and Rhode Island, have launched new initiatives this school year.

While we are encouraged by our early results, we bear the responsibility to continue to strengthen the model and document strategies that are most effective in increasing student achievement and engagement. In the following pages, you'll read about the lessons we've learned over the past four years of working with ELT schools—such as how some successful schools are using additional academic time to individualize academic supports to better meet student needs—and how we're refining our model to produce even greater student success.

You'll also get a glimpse of how the pioneering work done here in Massachusetts has inspired others to follow our lead, bolstering a national movement to provide all students with the high-quality, well-rounded education they need and deserve.



Chris Gabrieli
Chairman

Jennifer Davis
President



“ELT has been so much more than simply adding minutes to the school day; it has been an opportunity to make school a place where learning is integrated with instructional time, enrichment opportunities, customized tutoring, and homework assistance.”

Dr. Paul Dakin, *Superintendent, Revere Public Schools*

TIME

July 27, 2009

“One of the nation’s most closely watched experiments”

WALL STREET JOURNAL

March 10, 2010

“Nearly every young American needs to learn more than most are learning today.”

The Boston Globe

May 12, 2010

“Research has documented how adding hours can revitalize the culture of a school.”

CNN

March 17, 2010

“Students benefit from longer school days”

Massachusetts is heralded nationally for being the first in the nation to enact a state policy to redesign and expand the learning day for all students to advance academic achievement, broaden enrichment opportunities, and improve instruction. The Expanded Learning Time (ELT) Initiative has gained momentum over the past several years due to the strong advocacy and leadership of Governor Deval Patrick, Massachusetts Secretary of Education Paul Reville, and the Massachusetts Legislature, especially the chairpersons of the Education Committee, Representative Marty Walz and Senator Rob O’Leary. While many important education programs in the state have been impacted by

dwindling state coffers, the state leadership’s continued commitment and support of this innovative program has been critical to its ongoing success.

Today, the 22 ELT schools serving over 12,200 students across the state are models to the Commonwealth and the entire country for how schools can be transformed when teachers, administrators, parents, and the community work together to add learning time and broaden what schools should offer. As the national momentum for expanded learning time continues to build, the Massachusetts ELT Initiative continues to be recognized for its promising results for students, teachers, and schools.

The Pioneers

District	Cohort	School	Grades served
Boston	2006	Mario Umana Middle School Academy	6-8
Boston	2006	Clarence R. Edwards Middle School	6-8
Boston	2006	James P. Timilty Middle School	6-8
Cambridge	2006	Dr. Martin Luther King, Jr. School	K-8
Cambridge	2006	Fletcher-Maynard Academy	K-8
Fall River	2006	Carlton M. Viveiros School*	K-5
Fall River	2006	Matthew J. Kuss Middle School	6-8
Malden	2006	Salemwood School	K-8
Worcester	2006	Jacob Hiatt Magnet School	K-6
Boston	2007	Boston Arts Academy	9-12
Chicopee	2007	Patrick E. Bowe School	K-5
Fall River	2007	North End/Frank M. Silvia Elementary	K-5
Greenfield	2007	Newton School	K-3
Greenfield	2007	Greenfield Middle School	4-7
Malden	2007	Ferryway School	K-8
Worcester	2007	Chandler Elementary Community School	K-6
Worcester	2007	City View Discovery School	K-6
Chelsea	2008	Joseph A. Browne Middle School	5-8
Fitchburg	2008	Longsjo Middle School**	5-8
Framingham	2008	Brophy Elementary School	K-5
Revere	2008	Garfield Middle School	6-8
Revere	2008	A.C. Whelan Elementary School	K-5
TOTAL STUDENTS SERVED			12,200

*Note—In September 2008, the Viveiros School was created by the merger of six elementary schools in Fall River. Two of these schools, the N.B. Borden and the Osborne, were ELT schools prior to the creation of the Viveiros.

**Note—In September 2009, the Longsjo School was created by the merger of two ELT schools the Academy Middle School and BF Brown Arts Vision School.

Governor Deval Patrick visits the Jacob Hiatt Magnet School in January 2008

Expanded learning time is a key component for the next phase of education reform in Massachusetts. Educators need more time to deliver the academic and enrichment instruction necessary to develop the whole child, as we build a world-class education system that prepares students for success in a global 21st century economy.

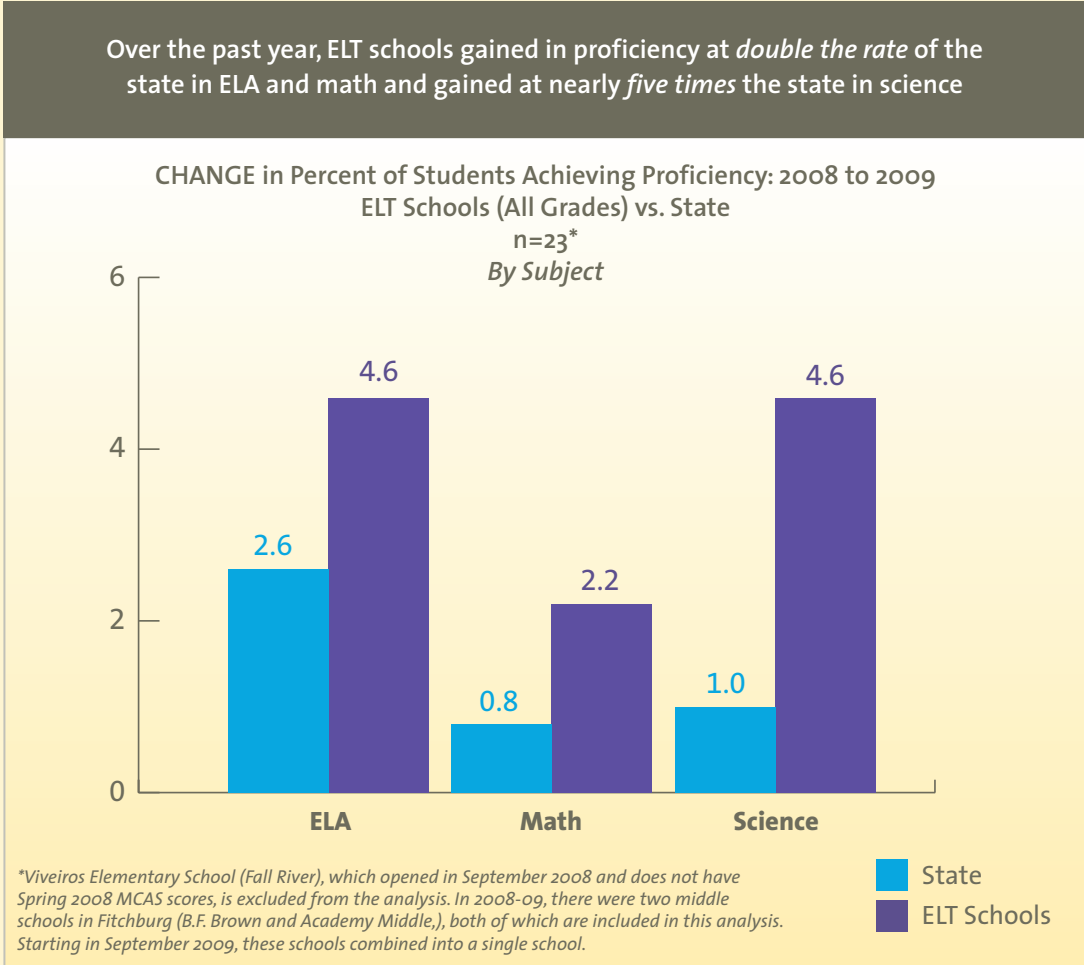
Massachusetts Governor **Deval L. Patrick**



Impact of Expanded Learning Time

Since first implementing Expanded Learning Time, participating Massachusetts schools have shown promising academic gains. The redesign of the school day to add 300 more hours per year for all students has translated into improvement trends across all tested subjects. Last year, all participating schools saw achievement gains in

English language arts (ELA), math, and science compared to the state averages. Specifically, these schools gained in proficiency at double the rate of the state in ELA and math and gained at nearly five times the rate of the state in science across all grades.



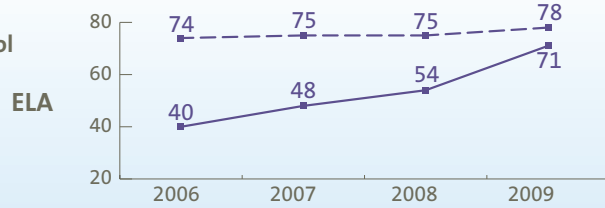
“Time was crucial to the transformation at Edwards Middle School. We had to have it to rethink how we were teaching, how we used data, and how we could give all of our students the best supports possible to meet their individual needs. **None of that could have been done without more time in our school day.**”

Jeff Riley, Former Principal, Clarence R. Edwards Middle School
Current Academic Superintendent for Boston Middle and K-8 Schools

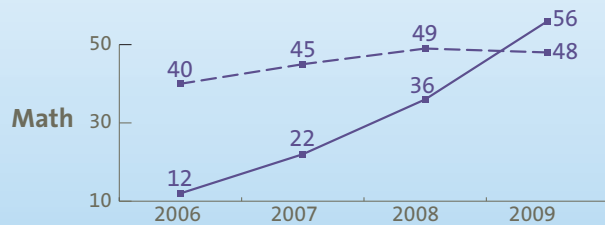
The exit grades of the most effective ELT schools have dramatically narrowed, or in some instances entirely closed, the gap with the state in both ELA and math.

Edwards Boston

Percent of 8th Graders Achieving Proficiency at Edwards Middle School 2006-2009
Edwards vs. State

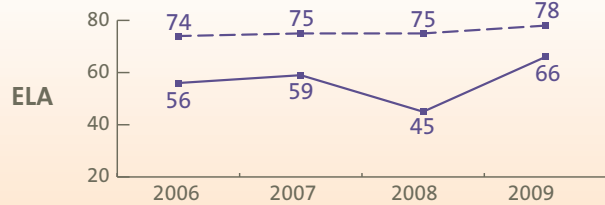


—■— Grade 8—Edwards
--■-- Grade 8—State

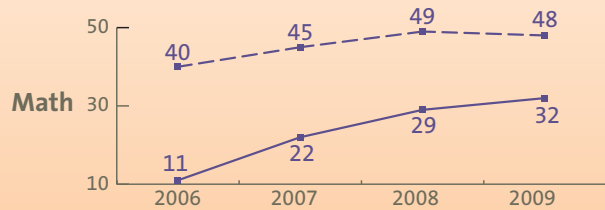


Kuss Fall River

Percent of 8th Graders Achieving Proficiency at Kuss Middle School 2006-2009
Kuss vs. State

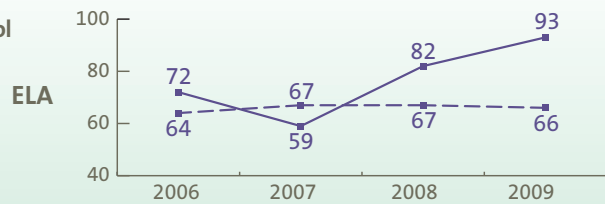


—■— Grade 8—Kuss
--■-- Grade 8—State

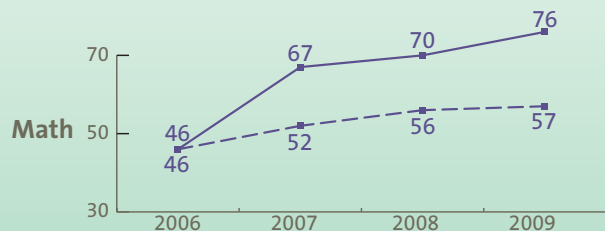


Hiatt Worcester

Percent of 6th Graders Achieving Proficiency at Hiatt Elementary School 2006-2009
Hiatt vs. State



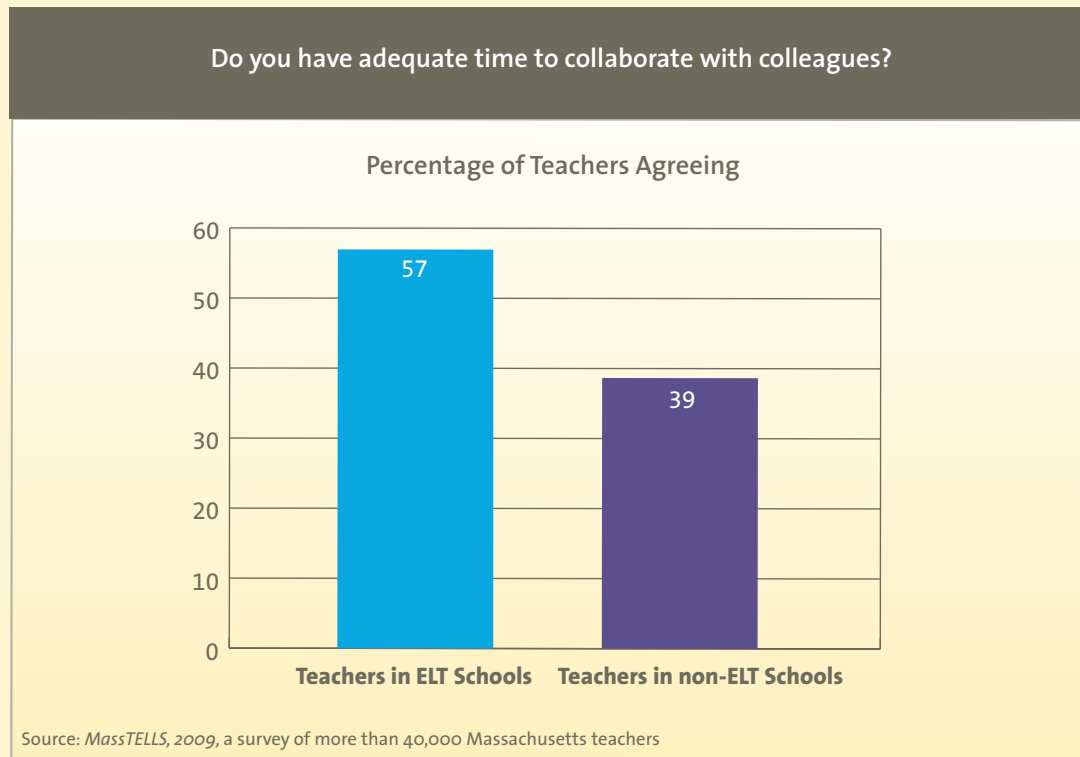
—■— Grade 6—Hiatt
--■-- Grade 6—State



Note: The exit grade is the year in which a student leaves a level of education. For example, in school districts that have elementary, middle, and high schools, grades 5, 8, and 12 are typically considered the exit grades. For a student who has been continuously enrolled in an ELT school for several years, achievement at the exit grade is a particularly meaningful measure of the impact of the additional time.

Other Indicators of Success

- **Broadened opportunities for students.** All participating schools have adopted engaging enrichment programming in areas such as the arts, music, drama, sports, and technology, often provided through community partnerships. While helping students develop essential cognitive, physical, and social skills, these activities also engage students more deeply in school, as they explore new interests and often discover new passions and hidden talents.
- **Increased student demand.** In many cases, ELT schools have become schools of choice for families. For example, over the course of just three years, Edwards Middle School in Boston went from being under-enrolled to having a waiting list.
- **Higher teacher satisfaction.** Teachers have benefited from more time, too. In both independent evaluations and the Mass TeLLS report, ELT teachers report higher satisfaction with the amount of time they have for instruction, for meeting individual students' needs, for preparation and collaboration, for involvement in school policy, and even for being a teacher.
- **Stronger partnerships.** Community partnerships play a critical role in expanding the school day. The redesigned and expanded school day allows for a broader array of enrichment programming and student support services. Over 150 partnerships are in place across the ELT network, integrating after-school and youth development programs, arts and cultural institutions, health and mental health agencies, and institutions of higher education into the new school day.



“ELT has allowed us daily common planning time; in my opinion, this allowance is a priceless gift to teachers. Cooperative learning and collaborative planning are keys to teaching and gaining knowledge.”

Kathy Sullivan, Grade 5 Teacher, Salemwood School, Malden



“Our ELT partnership with the Ferryway School created opportunities for the YWCA to work with high-risk students who tend not to join after-school activities and who might not otherwise be aware of the agency’s services, especially the youth enrichment services.”

Peg Crowe,
*Director of Teen Programming,
 YWCA of Malden*

More than 150 organizations partner with ELT schools to broaden opportunities for Massachusetts students:



Young Audiences of Massachusetts
 Developing The Next Generation of Creative Thinkers



“Expanded Learning Time has helped me to achieve the academic potential that teachers expect of me, and it has also helped me to see how fun school can really be.”

Joseph Mosely, 8th grade student, Kuss Middle School

Important Lessons Learned About Expanding Learning Time

During the first few years of implementation, several schools have demonstrated that expanded time can have a catalytic affect on achievement. While overall results are promising and show meaningful gains, not all schools are excelling at the same rate. Simply adding time to the school day does not guarantee improved outcomes. How each school utilizes

time to improve instruction, focus on specific goals, and implement a coherent and strategic plan determines the success it will have. A look at the highest performing expanded time schools reveals several common characteristics, and we explore these factors in more detail in the following pages.

Successful Expanded Learning Time schools:

- Are highly focused in their approach to adding significantly more time, concentrating on a small number of key goals
- Are relentless in their use of data to drive continuous improvement and strengthen core instruction
- Add core academic time that allows teachers to individualize support for students and accelerate achievement
- Strategically add time for teachers to collaborate to strengthen instruction
- Engage students in high quality enrichment programs that build skills, interests, and self confidence



Successful ELT schools are highly focused in their approach to adding significantly more time, concentrating on a small number of key goals

There is inadequate research at this time to define the optimum number of hours high-poverty schools need for their students to succeed at high levels, but an analysis of the most successful expanded-time schools shows that they add at least 25 percent more time. All participating schools in the Massachusetts ELT Initiative add 300 hours to their school schedules, but how they utilize and focus that time varies across the network. Schools, particularly schools with large numbers of low-income students, are faced with many competing challenges and priorities. Too often, with all the best intentions, schools and districts take on myriad new initiatives and programs they believe will help support their students and teachers and improve achievement. With staff pulled in many different directions, however, it is hard to make real progress. The temptation of “initiative overload” can be particularly high for ELT schools. Faced with the opportunity more time provides,

schools sometimes go overboard and add too many different programs, losing focus on what they are trying to accomplish.

We have found that the most successful ELT schools add time in very thoughtful and focused ways. For these schools, implementation of ELT is driven by a **school-wide instructional focus**. A school-wide instructional focus is: 1) based on a data-driven assessment of student needs, 2) identified collaboratively by the entire school faculty, and 3) publicly displayed and widely understood by the entire school community. Once established, this focus drives the implementation of every element of an expanded school day, from instructional improvements in all classes to decision-making and resource allocation. With a clear focus in mind, schools are able to accelerate student growth and make substantial improvements in instruction.



School Spotlight:

Jacob Hiatt Magnet School's Focus on Open Response Writing, Worcester, MA

AT A GLANCE:

Jacob Hiatt Magnet School

Principal: Patricia Gaudette

Grades served: PreK-6

Number of students: 461

School Schedule: 7:50–3:35

School Demographics:

% Special Ed–13.2

% Limited English–26

% Low-income–65.5

The Jacob Hiatt Magnet School in Worcester, Massachusetts, has been an ELT school since 2006. Over the past four years, Hiatt has refined its implementation of additional learning time, guided by the realization that with a more focused approach it could strengthen core instruction and maximize the effectiveness of additional time. Rather than

attempting to improve every aspect of the school's work all at once, the school leadership led the faculty through a collaborative process aimed at developing one school-wide instructional focus. While continuing to teach all subjects, the faculty would work together closely to improve instruction and student performance in this focus area,

which could be woven across disciplines.

The team started by analyzing student performance data to understand the key areas where students were showing particular weaknesses. Almost immediately, faculty recognized that students were scoring very poorly on open response questions. Out of a maximum score of 4 on the Massachusetts Comprehensive Assessment System (MCAS) scoring rubric, students were scoring zeros and ones on open response questions. Students were leaving these questions blank or struggling with even a rudimentary written response. Faculty also recognized that open response writing and the skills associated with it (analyzing text; making claims; identifying evidence) cut across all subject areas and are foundational for academic success. Therefore, the faculty decided on a school-wide instructional focus on open response writing and crafted the following instructional focus statement that is clearly posted throughout the school:

Jacob Hiatt Magnet School's Instructional Focus Statement

All Jacob Hiatt Magnet School students will show measurable growth in their ability to read and respond to open response questions, using details and relevant information from all text for support. Teachers will implement writing strategies for open response questions to support our instructional focus. Success will be measured by student performance on MCAS 4-point rubric and school performance-based writing assessments.

The faculty worked together to establish goals for student improvement in this area and created data displays for every classroom that would reflect how students were progressing. They also settled on three school-wide best practices for teaching open response writing and have worked to ensure that all teachers implement these practices every day, in every classroom.

The focus on writing drives how time and resources are deployed at Hiatt. Additional time was added to the daily schedule for literacy and writing, including a daily, two-hour, uninterrupted literacy block. Open response writing is woven into other core subject areas—math,

science, social studies—so students understand that writing isn't something you work on during one isolated class. Even Hiatt specialty teachers (art, music, PE, technology) and community partners are oriented to the focus and best practices so they can integrate a writing component into enrichment classes using these same teaching strategies. Writing permeates the entire school day, all the way through its 3:35 p.m. dismissal.

Hiatt's Instructional Leadership Team has also organized the additional time for teacher collaboration and professional development around the school-wide instructional focus and uses the time to improve each teacher's

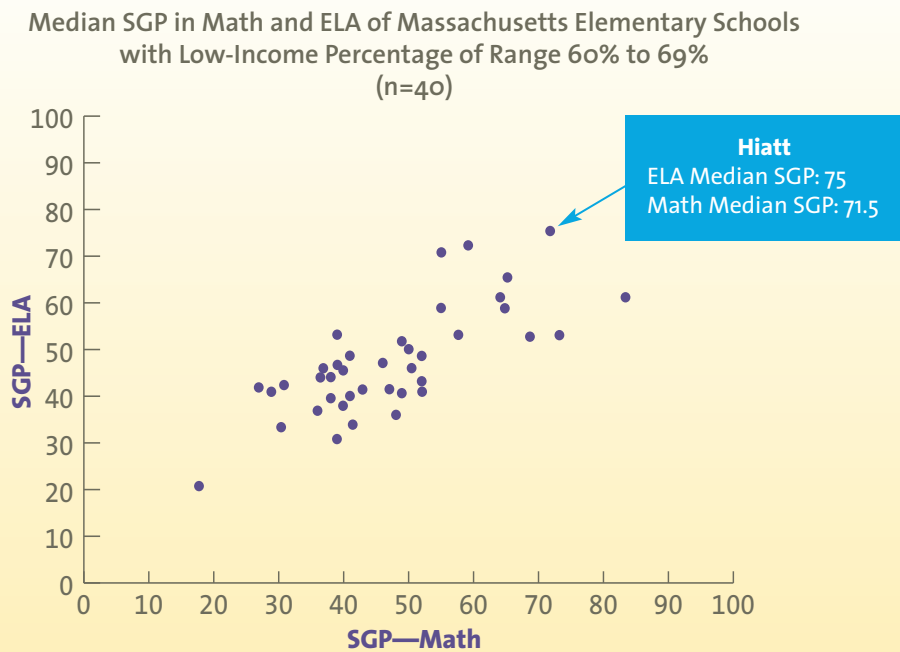
ability to implement the identified school-wide practices. Hiatt employs multiple teacher collaboration strategies, including a weekly 45-minute collaborative planning session for each grade level team; monthly “instructional rounds” (an observation and feedback protocol based on medical rounds), which allow teachers to observe one another to build expertise and refine their practice; and 18 annual hours of professional development explicitly structured around their instructional focus.

By establishing a school-wide focus and using it to guide their new school day over the past two years, Hiatt has seen significant improvement in the quality of student writing across grade levels as measured by school and district interim assessments and MCAS. In particular, their growth data (2008 to 2009) puts them in the top 5% (ELA) and 7% (math) of schools in the Commonwealth.

Jacob Hiatt Magnet School’s School-wide Best Practices

- Core instructional time will be dedicated to work on open response questions in every classroom, every day.
- Instruction on open response questions will include the school-wide use of T-charts to organize and present material in a consistent manner throughout the building.
- This instruction will include modeled writing by every teacher, in every classroom, every day.

In a group of elementary schools with similar proportion of low-income students (60%-69%) to the Hiatt (at 65%) the median Student Growth Percentile (SGP) of students at the Hiatt in 2009 was the **highest in the state in ELA and the third highest in math.**



The state’s new Student Growth Percentile (SGP) measure tracks an individual student’s rate of change in achievement on MCAS compared to other students with a similar achievement history. The higher the median SGP of students in a school, the higher their growth compared to their peers in other schools.

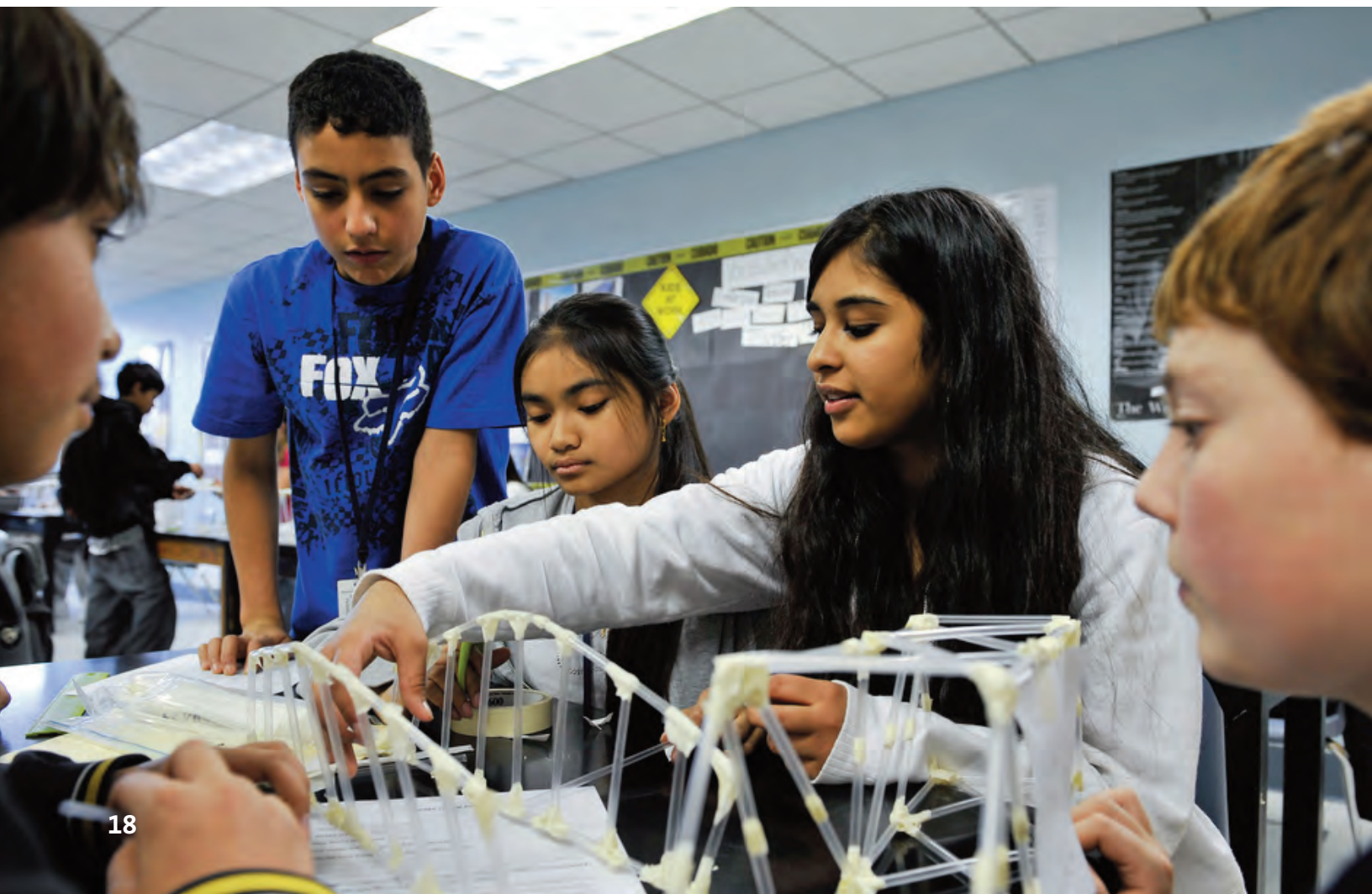


Successful ELT schools are relentless in their use of data to drive continuous improvement and strengthen core instruction

Schools that are successful in their adoption of ELT tend to constantly use data to understand student strengths and weaknesses, make improvements to instruction, and identify instructional supports that can respond to specific student needs. These schools continuously use data to assess student progress, allocating time and teaching resources so that each student achieves at high levels.

One of the most important tools for understanding student progress is frequent, well-designed formative assessments. These tests, often delivered four to six times per year, help teachers understand how well students

are mastering specific standards so they can identify when materials need to be re-taught or taught in different ways. While most schools and districts have formative assessments, delays in scoring the assessments and a lack of sustained focus and analysis of their results can render them irrelevant. By contrast, schools that set specific goals for student achievement, use the assessment results regularly to measure progress toward those goals, promptly review and discuss the results, and develop relevant action plans for responding to what the data say, can see dramatic improvements in student achievement.



School Spotlight:

Using Data to Accelerate Achievement at Garfield Middle School, Revere, MA

AT A GLANCE: Garfield Middle School

Principal: Patricia Massa
Grades served: 6-8
Number of students: 430
School Schedule: 7:30-4:00

School Demographics:

% Special Ed-10.5
% Limited English-9
% Low-income-83

Garfield Middle School is a science and technology-focused school in Revere, Massachusetts, that expanded its school day in 2008. From the start, Garfield has demonstrated a commitment to the use of data to guide its expanded learning time implementation.

Using Data to Identify School-wide Academic Focus and Best Practices:

Recognizing that improvements in student achievement would be difficult to accomplish if all staff were not guided by the same learning objectives, Garfield began its redesign process with an extensive review of student performance data that engaged the entire school faculty. Examining student results on the statewide ELA and math assessments, the faculty noticed that Garfield students possessed the necessary basic skills but struggled with the application of this knowledge to solve problems. Armed with this analysis, the staff decided on the following school-wide instructional focus: **developing students' critical thinking and higher-order skills, cultivating each student's ability to appropriately apply what he or she knows.** The school used a similarly data-driven process to hone in on its three best practices: *questioning* to foster deeper student understand-

ing, *modeling* and *thinking* routines. The school's professional development plan centers on strengthening instruction within the focus area.

Using Data to Strengthen Core Instructional Practice:

Teachers at Garfield Middle School use the insights gleaned from student assessment data to differentiate and modify their instructional practices. School staff conduct a question-by-question review of yearly statewide assessments. Teachers at each grade level use the results of this item analysis to establish a grade-level action plan meant to identify student strengths, pinpoint areas in need of improvement, and decide upon the strategies teachers will use to address identified needs. On a quarterly basis, benchmark assessments are administered and outcomes are used to determine and reflect upon individual student needs. This quarterly process culminates in the development of appropriate student-level action plans for each child.

Using Data to Provide Targeted Academic Support:

Students at the Garfield who scored warning or needs improvement on the previous year's MCAS are assigned to academic support classes based upon their individual ELA and math needs. These courses, which feature small class sizes and are led by Garfield teachers, help students reach proficiency by re-teaching concepts and reviewing key standards.

Making It Public—Displaying Data to Keep

Everyone Focused on Goals: Garfield leadership and academic faculty wanted students, community partners, and parents to share their goals and understand progress. They recognized that improving student achievement would take everyone's focus and effort. In every Garfield classroom and in other common areas are large displays of student progress toward specific academic goals and objectives. These displays celebrate student progress, keep everyone focused, and create a sense of collaborative purpose—we are all working together for the same results.

Public data displays like this one help Garfield Middle School carefully monitor student goals and growth over the course of the school year.



Successful ELT schools add core academic time that allows teachers to individualize support for students and accelerate achievement

The process of expanding learning time entails much more than tacking on hours at the end of the traditional school day or year. Schools that are most effective in their efforts to expand learning time have redesigned their entire school day, while maintaining a sharp focus on specific goals for improvement. These schools use the additional time to accelerate learning in core academic subjects by making meaningful improvements to the quality of instruction and providing the supports and interventions that allow all students to achieve at high levels.

Some schools leverage the additional academic time to provide an additional block of academic support tailored to students' specific academic needs. These schools use data to identify particular student weaknesses and then provide small-group instruction to review and re-teach key topics students have not yet mastered. Other schools expand learning time within existing core classes, lengthening academic blocks to allow teachers to cover more material, offer students more opportunity to practice what they are learning, or engage students in hands-on learning that deepens their understanding and retention. Regardless of the scheduling approach, successful ELT schools

carefully design the additional academic time to meet specific academic goals and work to monitor and improve instruction throughout the day to ensure that all time for academics is being used effectively.

Guiding principles for using additional academic time to accelerate student achievement:

- Additional time for academics is not “more of the same”—additional academic time is added thoughtfully in response to student needs and addresses specific gaps in the curriculum and student knowledge
- During some portion of the day, instruction is personalized based on a data-driven assessment of student needs, ensuring that every student is receiving the academic support needed to succeed.
- Achievement goals are communicated school-wide in a coherent and purposeful way, with all academic time directed toward meeting these goals.
- School leadership is highly focused on ensuring quality of instruction through ongoing assessment, lesson modeling, and supportive feedback.

Some Ways Schools Add Time for Academics

- Longer learning blocks for some subjects: Additional instructional time for students within existing classes—same teacher and students
- Designated blocks for targeted instruction: Smaller classes led by specialized teachers in which students are grouped by academic needs
- Double classes: Two math and/or ELA classes daily with the same or different teachers in which students are grouped according to need and benefit from targeted interventions—each class focuses on slightly different work

School Spotlight:

Academic Leagues at Clarence R. Edwards Middle School

AT A GLANCE: Edwards Middle School

Principal: Justin Vernon
Grades served: 6-8
Number of students: 496
Daily Schedule:
 M-Th: 7:20am-3:45pm
 Fridays: 7:20am-11:45am

School Demographics:
 % Special Ed-32.1
 % Limited English-23.6
 % Low-income-89.4

Once one of the lowest performing middle schools in Boston, the Edwards is now one of the most successful turnaround schools in the state. A key to its success has been the use of additional time to augment and reinforce student learning through an academic support strategy it calls Academic Leagues. Led by Edwards teachers and featuring small class sizes of 10-15 students, leagues meet one hour each

day Monday through Thursday to provide each student with tailored academic support in math, ELA, or science, based on their individual needs.

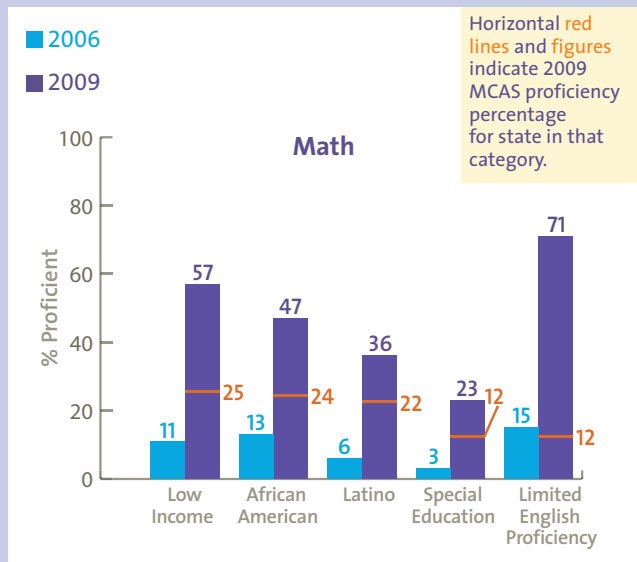
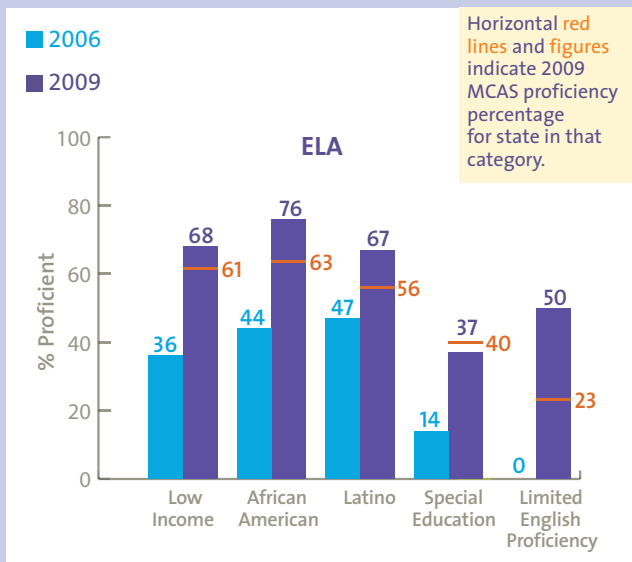
Students are assigned to leagues based on a thorough review of their academic progress including standardized test scores, interim assessments, and class grades, which are reviewed at the beginning of the year and again in January. Students who are struggling in math are assigned a math league all four days; those struggling in ELA are assigned an ELA league all four days; and those who are proficient in ELA and math receive extra support in science.

When students are struggling in both areas or are severely underperforming in one area, the instructional leadership team is creative in identifying the right set of supports for the student. While most students participate in an elective class of their choosing directly following academic leagues four days a week, some struggling students scale back their elective classes to two days and participate in an additional academic support block. The other two days a week, this student participates in his/her first choice elective, such as musical theater or football.

The Edwards has benefited from a partnership with Achievement Network, a national nonprofit organization that provides schools with data-driven strategies to identify and close gaps in student learning through frequent, standards-aligned assessments and targeted interventions. Teachers determine what content to cover in the leagues based on the results of these assessments, which detail information about the particular standards students need to review.

This strategy of highly differentiated, data-driven instruction provided in small groups an additional four hours per week has been instrumental in closing achievement gaps at the Edwards. In fact, students in every subgroup have shown dramatic gains.

Gains in Edwards Sub-group Performance



Successful ELT schools strategically add time for teachers to collaborate to strengthen instruction

Schools that are effective in adopting ELT are highly deliberate about how they make use of the additional time, including time allocated for teacher collaboration. These schools use additional time to build a professional culture of teacher leadership and collaboration through designated blocks of common planning time and on-site targeted professional development, focused on strengthening instructional practice and meeting school-wide achievement goals. While all ELT schools are required to expand time for teacher collaboration as part of their redesign, some schools have been more successful than others in making sure this time is used effectively to strengthen instruction.

Guiding principles to support effective teacher collaboration:

- There is a high level of structure and protocol in meetings—agendas are planned in advance, a facilitator is assigned, specific goals are set for what will be accomplished in the meeting, and clear follow-up tasks are identified and assigned.
 - While some discussion of school logistics and student behavior is necessary, a significant portion of time is reserved to focus specifically on strategies to improve instruction.
 - Teachers are grouped in ways that are relevant to the specific goals of the meeting, and teachers have opportunities to meet both with team members and others in their department.
 - Professional development is guided by the school-wide instructional focus and extensive analysis of teacher and student needs.
- The instructional leader is actively engaged to make the time meaningful.

“Through our collaboration meetings, we are trying to change the idea that teaching is an independent practice.”

Amrita Sahni,
Director
of Instruction,
Edwards Middle
School, Boston



School Spotlight:

Teacher Collaboration at Dr. Martin Luther King Jr. School, Cambridge, MA

AT A GLANCE:

Dr. MLK Jr. K-8 School

Principal: Gerald Yung

Grades served: K-8

Number of students: 260

School Schedule: 7:55–3:55

School Demographics:

% Special Ed–19.4

% Limited English–11

% Low-income–67

After their first year of ELT in 2006-07, the faculty and leadership of the Dr. Martin Luther King, Jr. School determined that they were not reaping all the potential benefits of expanded time, especially in the area of teacher planning and collaboration. While the new schedule offered two and a half hours for teacher planning and collaboration each week, the time was

fragmented into 30-minute sections, which made it difficult to have the types of discussions about instructional practices that faculty had hoped for. A clear focus for the meetings, with goals, guidelines, and protocols, had not been established, resulting in meetings that were highly variable in their effectiveness and productivity. To improve the school's approach to teacher collaboration time, two significant changes were made to collaboration time:

- **Longer, uninterrupted blocks for collaborative planning:** The leadership team reorganized the school schedule, creating three 45-minute blocks for teacher collaboration time each week. During this time, students are in Mandarin Chinese classes with the school's Mandarin teachers (Mandarin has been offered at MLK to all students, grades K-8, for 15 years) and each classroom's Lesley University teaching intern. Teachers, teachers' aides, special educators, and instructional coaches all participate in collaborative planning.

- **Clear goals and purpose established for meetings:** Surveys of teachers and instructional coaches revealed that faculty wanted time to focus more squarely on differentiated instruction. This was particularly important given the diversity of MLK students; teachers needed to modify and extend lessons to make them appropriately challenging for all children. Thus, during teacher planning time, there is now an intensive focus on collaborative lesson planning, with the goal of incorporating effective differentiated instruction into the lessons. Everyone participating in these meetings is involved in jointly developing the week's lessons in math and literacy.

The inclusive nature of these meetings has led to a higher level of instructional coordination at MLK. For example, because the special education teachers and aides are now part of planning teams, the MLK teachers have found that every teacher in a classroom now clearly understands the goals and structure of each lesson. Teachers, special education teachers, and teaching interns are better able to divide teaching roles and responsibilities across the expanded core classes, including mini-lessons, small-group work, and workshop times.

With both of these improvements, faculty has noted a significant improvement in the quality of conversation and the overall productivity of the meetings. Discussions have become more centered on instruction and student learning, tend to be more thought-provoking, and are a greater catalyst for creating high-quality lesson plans.

Multiple Types of Teacher Collaboration

An important element of the Expanded Learning Time Initiative is a focus on providing teachers with the support they need to be effective in the classroom. Over the past three years, ELT schools have demonstrated several effective practices for incorporating more time for teachers to communicate, collaborate, and learn from each other during the school day.

- **Teacher demonstrations:** One teacher demonstrates a lesson to the entire faculty followed by discussion of the teaching practice modeled
- **Rounds:** A small group of teachers travel to another teacher's classroom to observe and then all meet together to discuss observations and provide feedback
- **Grade-level team meetings:** Teachers work together to coordinate across subjects and discuss specific student needs
- **Department meetings:** Teachers meet by subject to discuss specific instructional strategies, review student work, and plan together
- **Learning walks and classroom observations:** Teachers are encouraged to visit each other's classrooms to learn and to provide feedback
- **Collaborative lesson planning:** Teachers work together to plan lessons

School Spotlight:

Instructional Rounds at Jacob Hiatt Magnet School, Worcester, MA

Sometimes schools can encourage teacher collaboration and improve instruction without structuring that collaboration through traditional grade-level or department meetings. The Jacob Hiatt Magnet School tried just such an approach when it implemented its program of “rounds.”

A “round” engages small groups of teachers in understanding the teaching-learning process at work within a particular classroom. The round is prearranged and teachers are identified to participate either as observers or as a host teacher. The principal arranges coverage for teachers to participate in rounds periodically through the school year.

As a first step, each observing group receives an orientation regarding the classroom activity from the host teacher in a pre-rounds meeting. Then the group of teachers attends the class at a specified time and observes the lesson. A round might focus on a particular area of

teaching practice, on a particular approach in implementing a particular curriculum, on understanding children’s learning process and knowledge-building in a particular context, or on all three of these domains of classroom activity at once. Afterward, a post-rounds meeting is arranged, which the principal or assistant principal attends to help facilitate. At the post-round meeting, a discussion takes place regarding the specific teaching practices observed, feedback is provided, and ideas for improving instruction are discussed. Rounds questions are developed in advance to guide the post-round reflection.

The practice of rounds, an idea that comes from the medical profession, has been enormously popular at Hiatt. Teachers value the feedback they receive and the opportunity to see how others approach similar lessons and instructional challenges.

“After our first year of ELT, we realized we had done a lot to increase opportunities for our students but that our teachers actually had less time to collaborate than before. So we’ve done a lot of work over the past three years to make sure our teachers have more opportunities to learn from one another, and we’ve really shaped teacher time around improving instruction in open response writing.”

Mary Labuski, Assistant Principal,
Jacob Hiatt Magnet School, Worcester





Dear President Obama,

I go to the A.C. Whelan School and I'm in the fourth grade. This is my second year with an eight hour school day. If you want all kids to get a good education, then eight hours is just right. Come and see what it's like here in the A.C. Whelan. You will be surprised how well we are doing in this school!

Marcos Esmurria, 4th grade student, A.C. Whelan Elementary School, Revere
in a letter to President Barack Obama, September 2009

Successful ELT schools engage students in high-quality enrichment programs that build skills, interests, and self confidence

In addition to adding time for core academics and teacher collaboration, schools add time for students to participate in new and engaging enrichment programming—often provided in partnership with community organizations—such as dance, drama, music, art, and sports. In recent years, under pressure to focus on tested subjects like math and English, many traditional district schools have cut back on these kinds of classes. However, research shows—and experienced educators know—that these types of activities play a fundamental role in helping students gain new skills and interests, build self-confidence, and become more deeply engaged in school and learning. In many schools, these enrichment activities play an important role in helping students develop 21st century skills such as teamwork, problem-solving, public speaking, and the ability to communicate ideas clearly. Enrichment classes can also be used to reinforce learning and teach standards in new hands-on ways.

Guiding principles of effective enrichment programming:

- Enrichment programming supports the school-wide instructional focus, using data

to identify student learning needs and designing programming to meets those needs.

- Schools offer opportunities for sequential instruction and specialization in order to build mastery.
- Schools focus on a manageable number of high-quality programs and partnerships.
- Schools develop program standards and gather and analyze feedback from students and teachers to identify which programs are successful.
- Schools maintain the same school rules and norms for behavior across both academic and enrichment courses.
- Enrichment programming builds a positive school climate by providing opportunities for students to experience success, for teachers and other caring adults to share their passions, and for families and the broader community to engage in school through culminating events that showcase student work.

How Do Schools Add Time for Enrichment?

Four common models for structuring additional enrichment time have emerged across ELT schools. Schools often add one or more of the following:

- **Extracurricular electives:** Typically designed to build new skills and expose students to new topics (e.g., musical theater, rock band, digital photography, martial arts, etc.)
- **Academic electives:** Taught by subject teachers with curriculum aligned with state standards to reinforce learning or teach subject matter with a more hands-on, project-based approach (e.g., forensics, robotics, environmental science)
- **Unified arts classes:** Standard specialty classes such as art, music, and drama offered more frequently or for longer duration
- **Embedded enrichment classes:** Enrichment projects take place during an expanded core academic class, often in partnership with cultural or community partners

School Spotlight:

Theater Programming at Matthew J. Kuss Middle School Fall River, MA

AT A GLANCE: Kuss Middle School

Principal: Nancy Mullen
Grades served: 6-8
Number of students: 530
School Schedule: 7:18-3:30

School Demographics:

% Special Ed-24.5
% Limited English-1
% Low-income-83

In expanding their school day, Kuss Middle School—a struggling school with a high-need population—wanted to incorporate enrichment opportunities that were typically unavailable to their students, including programs that capitalized on the skills and talents of their faculty, while building student mastery. From this focus emerged a theater program

that has become a centerpiece of their expanded school schedule.

In 2005, the year prior to implementing ELT, Kuss began offering a voluntary after-school theater class for a small group of students, led by English Language Arts teacher Charles Jodoin. When they received the ELT grant in 2006, they incorporated theater into the school schedule as a twice-weekly elective, and began putting on two performances each year: a fall drama and a spring musical. Over the past four years, under the leadership of Jodoin, the programming has expanded to engage additional Kuss teachers; they now offer a comprehensive menu of theater electives that include acting workshops, technical theater (set and lighting design), and costume design. Each year, over 100 students—a quarter of the student body—participate in these courses and contribute to each production. The 25 to 30 cast members also make an out-of-school commitment, with rehearsals extending up to 10 hours a week *beyond* the school day.

Kuss's decision to produce dramatic pieces like *McBeth*, *Antigone*, and *Jane Eyre*, in addition to musicals like *Peter Pan* and *Little Shop of Horrors*, was deliberate. These classics, which

are traditionally part of the high school English curriculum, expose students to literature early in their middle school career. They explicitly build students' English Language Arts skills, requiring them to do deep readings to interpret the text, learn advanced vocabulary, and discuss key concepts like character and theme before they can bring the words to life on stage. The program also challenges assumptions about what a majority low-income, urban middle school can accomplish. Several students who have played the lead role in these productions had previously struggled in their English class. Their experience in the program has built confidence and skills that are serving students well beyond middle school.

In addition to the ELA support built into the acting workshops, all of the theater electives are designed to build teamwork, leadership, and communication skills. Because students have the opportunity to participate in these electives over the course of three years as they progress through middle school, these skills are nurtured over time to *build mastery*. Each year, Kuss graduates a number of students who have participated in theater for their entire middle school experience—a full six productions and who enter high school as seasoned performers, designers, and technicians. These alumni have begun to return to the middle school to assist in the theater program, act as mentors, and stay connected with the “theater family” they found at Kuss.

Theater has brought a sense of community, pride, and teamwork to Kuss Middle School, and it has engaged the greater Fall River community in the school through public performances, business sponsorships, and frequent coverage by the local press.

“That first year, people thought we were crazy—a chronically underperforming middle school doing Shakespeare? But with high expectations, lots of encouragement, and the right tools, our students absolutely rise to the occasion.”

Charles Jodoin, ELA and Theater teacher, Kuss Middle School, Fall River

School Spotlight:

Integrating Arts and Literacy with Young Audiences at Salemwood K-8 School, Malden, MA

The Salemwood School, now in its fourth year of implementing ELT, has a school-wide focus on reading comprehension. In the first year of ELT, Salemwood offered a wide variety of enrichment programming, much of it led by partners and concentrated on Wednesdays while teachers participated in professional development. The school found this approach somewhat chaotic and fragmented, with teachers, partners, and students all reporting a palpable disconnect between enrichment and academics. As the school community worked to streamline enrichment offerings in support of the school's academic focus and to integrate them more seamlessly into the schedule, it forged a new partnership with Young Audiences of Massachusetts to deliver arts-based literacy programming to third and fourth graders. Now in its second year, this specialized programming is offered in addition to daily "Exploratory" classes (60 minutes/day of PE, art, music, and computers at the K-4 level) and a weekly 45-minute "ACE" (Academic and Creative Extensions) elective.

A small team of teaching artists—recruited, trained and managed by Young Audiences, with the Salemwood principal and a lead teacher providing guidance—work in classrooms over the course of five weeks to engage students in arts experiences to support reading comprehension and language acquisition. The artists' 70-minute weekly workshops are aligned

with the *Reading Streets* English Language Arts curriculum (adopted district-wide in Malden in 2008), with each session bringing a *Reading Streets* story to life through the medium of storytelling, theater, or dance. The teaching artists design activities that help students interpret the text, reinforce the weekly vocabulary words, and help them grasp key concepts such as metaphor, main idea, and character.

Salemwood teachers are present for each workshop, providing critical classroom management support to the teaching artists and ensuring alignment with *Reading Streets* and the focus on comprehension. They are also able to learn creative teaching techniques from the artists that they can utilize throughout the year. As one Salemwood teacher explains: "One specific strategy [a teaching artist] used that worked exceedingly well was doing a hand sign whenever she used a given vocabulary word. The students were able to remember that word's meaning much more easily and doing the gesture alone cued them when they forgot." After the workshops are complete, Salemwood teachers are able to integrate strategies like this into their lessons.

AT A GLANCE: Salemwood K-8 School

Principal: Carol Keenan (5-8) and Jonathan Ponds (K-4)
Grades served: K-8
Number of students: 1,128
School Schedule: 7:45–3:25

School Demographics:

% Special Ed—12.9
% Limited English—17.4
% Low-income—72.9

Rounding Out an Expanded Day

Community-based Health and Wellness Programs Address Important Need in ELT Schools

During the ELT planning process, many schools identified health and wellness as a critical component of educating "the whole child" and an area where they hoped to devote additional time in their new school day. As a result, a number of promising partnerships have emerged across Massachusetts between ELT schools and local **YMCAs, Boys & Girls Clubs, and community health centers** that enable students to participate in a wide array of health and wellness activities throughout the school day.

By partnering with well-established, community-based institutions like these, ELT schools in **Boston, Fall River, Greenfield, and Worcester** have incorporated classes

such as swimming, nutrition, rock-climbing, and dance into their enrichment offerings, and have been able to better connect families with critical health services. Through such partnerships, students in ELT schools are able to access specialized staff and facilities, and these programs are able to serve hundreds of children and youth—in some cases, entire schools—each year. These partnerships have also served as a successful recruitment strategy for community-based organizations, which can introduce hard-to-reach students to their programs during the expanded school day and then continue to serve them during out-of-school hours, especially summer.



“Enrichment offerings give our students something to look forward to, to build self confidence, provide discipline, develop teamwork, instill responsibility, and develop “cultural capital” that is invaluable to our specific student population. In the end, this is what keeps our students engaged in school.”

Alexandra Montes-McNeil, Principal, Umana Middle School Academy, Boston

Working to Sustain and Strengthen Our Success

Massachusetts 2020 and the Massachusetts Department of Elementary and Secondary Education (ESE) continue to work hand in hand to support and strengthen implementation of the Expanded Learning Time Initiative across all 22 schools.

Technical Assistance to Improve Outcomes

Schools that increase learning time need to ensure that time is used well. The Massachusetts Department of Elementary and Secondary Education, Massachusetts 2020, and Focus on Results, a leading national school and district improvement organization, work together to help the ELT schools continue to improve implementation and ensure that every minute is used to improve academic outcomes and deepen student engagement.

This partnership combines Massachusetts 2020's expertise and knowledge of expanded learning time practices with Focus on Results' long track record of supporting schools and districts in making lasting improvements in student performance, school leadership, and decision making. Together the organizations help the ELT schools clarify, align, and accelerate the work the school and its staff are already doing. Our approach combines bi-monthly Leadership Team Sessions, on-site coaching, district capacity building, and the sharing of best ELT practices. This assistance helps ELT schools develop a school-wide instructional focus, utilize data to improve

student outcomes, strengthen teacher collaboration, and strategically use all their resources, especially additional time, to ensure that expanded learning creates a better school day for students and teachers.

Performance Agreements to Clarify Expectations and Improve Accountability

Beginning in the 2009-2010 school year, ESE and Massachusetts 2020 worked together to implement a formal review process that requires participating schools to define explicit, measurable objectives they seek to achieve with more time. With support from Massachusetts 2020 and ESE, all ELT schools are now required to create a *Performance Agreement*, which sets specific objectives for their school in three key categories:

- **Academic Achievement Gains**
- **More Effective Teaching**
- **More Engaged, Well-rounded Students**

Schools will be held accountable to these outcomes based on student performance and growth, as well as on-site review of school practices. The ELT Performance Agreements seek to strengthen implementation by establishing clear expectations and keeping schools, districts, state officials, and support organizations like Massachusetts 2020 focused on a common set of goals.



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