

Financing Expanded Learning Time in Schools



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A Look at Five
District Expanded-
Time Schools

January 2014



The National Center on Time & Learning (NCTL) is dedicated to expanding learning time to improve student achievement and enable a well-rounded education. Through research, public policy, and technical assistance, NCTL supports national, state, and local initiatives that add significantly more school time to help children meet the demands of the 21st century and prepare for success in college and career.

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Acknowledgements

This publication was made possible through the leadership support of The Wallace Foundation and the generosity of our funders: Carnegie Corporation of New York, The Eli and Edythe Broad Foundation, the Ford Foundation, and the W.K. Kellogg Foundation.

The Wallace Foundation

The Wallace Foundation is a national philanthropy that seeks to improve education and enrichment for disadvantaged children. The foundation funds projects to test innovative ideas for solving important social problems, conducts research to find out what works and what doesn't and to fill key knowledge gaps—and then communicates the results to help others.

We also appreciate the contributions of the following members of the NCTL team:

Jennifer Davis, *President and Co-Founder*

Blair Brown, *Vice President, Advocacy & Communications*

David Goldberg, *Vice President, National Policy & Partnerships*

Diane Sherlock, *Editorial Director*

Finally, we are very grateful to the administrators, teachers, and partners in the five profiled schools for generously sharing their valuable time with us, providing us with substantial information and insight, and demonstrating their commitment to harnessing the power of expanded school time.

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A Look at Five District Expanded-Time Schools

The Significance of Expanded Time in Schools

Over the last several years, public education in the U.S. has experienced a remarkable growth in the number of schools that have expanded their schedules beyond the conventional calendar of 180 6.5-hour days. Spurred by significant policy activity at the federal, state, and local levels, more and more educators have capitalized on opportunities to increase their school days and years to put in place a host of whole-school strategies that aim to improve educational quality and outcomes. In its latest count, National Center on Time & Learning (NCTL) identified over 1,500 of these schools, about 900 of which are district (i.e., non-charter) schools. The educators implementing these reforms at schools serving more than half a million students—the vast majority of whom come from disadvantaged backgrounds—believe that having more time in productive learning environments, offers the potential for a higher quality education and a stronger future.

Deviating from the conventional calendar is not a trivial undertaking and is usually motivated by a serious and substantial effort at school improvement. For more than a decade, many charter schools, which benefit from considerable budgeting and staffing flexibility, have operated with longer school days and years. More recently, with changes in state and federal policy, along with new research and promising examples of how more learning time can yield improved outcomes for students, the number of district schools with expanded learning time is on the rise. Even with these new opportunities, however, district schools still often face significant constraints and challenges in their efforts to implement expanded time. Financing, and then sustaining, the increased costs of an expanded-time schedule is perhaps the most significant test facing educators and policymakers interested in modifying the school calendar.

More and more educators have capitalized on opportunities to expand school time to put in place whole-school strategies that aim to improve educational quality and outcomes.

Today, the many district schools that have undergone a conversion to expanded school time (or that were established with a longer day and/or year) offer the field of education a valuable supply of information about how such expansion can be implemented despite inevitable challenges around financing, programming, and staffing. Indeed, educators and policymakers seeking to generate school improvement through expanded time would do well to learn from those who have engaged in such efforts before them. They also would benefit from understanding the wide variety of ways in which district schools have implemented, paid for, and structured expanded school time, if only to appreciate that there is no single model or set of models that defines the field. On the contrary, it might be the multiplicity of approaches that could prompt practitioners and policymakers who are currently considering expanding time in their schools to move forward with a plan that both meets

their students' specific needs and helps overcome local fiscal and logistical constraints.

The following finance study is produced by NCTL, in partnership with the educational consulting group Cross & Jofus. Taking a careful look at five different models of expanded-time district schools, this study unpacks the realities of implementing more school time—the funding sources, challenges, and opportunities—from financial and educational perspectives. We examine both these aspects because they are inextricably linked, and one cannot understand financing without describing the programming and staffing that the dollars pay for. Our hope is that the following brief case studies, together with the analysis of common themes and key findings, will offer several cost models and provide some preliminary answers to the question of how schools and districts pay for expanded learning time.

The Current Study

It has been only in the last five to seven years that district expanded-time schools existed beyond a few experimental models, and so the research on the implementation of expanded time has been quite limited.¹ The most substantive look at the practices of schools with longer days and/or years, [Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools](#), was published by NCTL in 2011. While this report describes and analyzes the ways in which educators in 30 expanded-time schools (11 of which are traditional district schools) were seeking to achieve their educational goals and best meet students' needs, it did not focus on how the schools put the financial and other operations in place to enable these practices. Further, most of the examined schools in *Time Well Spent* are charters

¹ There has been significant research around charter schools—which, until recently, represented the vast majority of expanded-time schools—but these examinations rarely addressed the finances of expanded time.

and, thus, less relevant to the current analysis.² Meanwhile, two studies of note have been produced that explore the cost and operations side of implementing expanded school time. The first, [Taking Stock of the Fiscal Costs of Expanded Learning Time](#), published by the Center for American Progress in 2008, looks at the major cost drivers associated with expanding school time, from staffing to transportation.³ Yet, even as the authors reference actual district schools, their intent was not to provide extensive analyses of the examples from which they draw, but rather to offer a general framework of the cost components of expanding school time.

The [second study on this subject](#), which offers a deeper analysis of both the costs and program elements associated with expanded time, was sponsored by the Massachusetts Department of Elementary and Secondary Education (DESE) and was intended to examine the specifics of a number of the district schools in the state's Expanded Learning Time Initiative grant program.⁴ That study comes closest to the current one, but lacks the geographical and funding diversity presented in this report.

Given the state of the research concerning what it takes to fund and implement a sound expanded-time model in district schools, we have conducted this study to address matters that are of central interest to practitioners and district leaders who may be considering the establishment of an expanded-time school of their own. Specifically, *Financing Expanded Learning Time in Schools* is designed to address the following essential questions about the five subject schools:

² Claire Kaplan and Roy Chan, *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools* (Boston, MA: National Center on Time & Learning, 2011).

³ Marguerite Roza and Karen Hawley Miles, *Taking Stock of the Fiscal Costs of Expanded Learning Time* (Washington, DC: Center for American Progress, July 2008).

⁴ Fran O'Reilly and Tammy Kolbe, *Where Does the Money Go?: Expenditures for the Massachusetts Expanded Learning Time Initiative* (Malden, MA: Massachusetts Department of Elementary and Secondary Education, December 2011).

- How much do different schools pay for expanded time and, specifically, how much does an expanded-time program cost on a per hour and a per student basis?
- How are the costs associated with expanded time allocated across various categories of school expenditures?
- What are the key sources of funding to cover the costs of each school's expanded-time model?
- What do these extra dollars pay for, in terms of the school's educational program, and what are the benefits for teaching and learning, as reported by practitioners at the school?

TABLE 1.1
Summary of School Information and Costs

School/ District/ District Per Pupil Expenditure	Grades/ # Students/ % Low Income	Added Time			
		Total Additional Student Hours (annual)	Total Additional Expenditure	Per Pupil Additional/ Cost Per Hour	Makes possible....
Griffith Elementary Balsz (Phoenix), AZ \$9,430	K – 6 600 studs. LI: 85%	132	\$174,000	\$ 290 \$ 2.20	<ul style="list-style-type: none"> ✓ Daily intervention blocks ✓ Shift of more instructional days to occur before state assessment ✓ Weekly professional development
Dr. Orlando Edreira Academy Elizabeth, NJ \$17,143	K – 8 524 studs. LI: 81%	430	\$717,294	\$ 1,369 \$ 3.18	<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 \$ 3.84	<ul style="list-style-type: none"> ✓ Daily tutoring ✓ Enrichment (both partner staff and school faculty as instructors) ✓ Weekly professional development
Elmhurst Community Prep (ECP) Oakland, CA \$10,583	6 – 8 350 studs. LI: 90%	432	\$711,000	\$ 2,031 \$ 4.70	<ul style="list-style-type: none"> ✓ Daily intervention blocks ✓ Partner-run enrichment programming ✓ Weekly professional development
Orchard Gardens Pilot School (OGPS) Boston, MA \$16,902	PK – 8 833 studs. LI: 73%	K – 5: 180 6 – 8: 540	K – 5: \$559,376 6 – 8: \$405,068	K – 5: \$ 942 \$ 5.23 6 – 8: \$ 1,695 \$ 3.14	<ul style="list-style-type: none"> ✓ Additional class time (K – 8) ✓ Academic support (6 – 8) ✓ Partner-run enrichment/apprenticeships (6 – 8) ✓ Weekly professional development

To investigate these questions, we present an analysis of five schools from diverse locations around the country, which serve a variety of populations (by size, grade, and demography), and with a wide range of average per pupil expenditures (from a low of \$8,585 to a high of \$17,143). The funding and cost structures of these sites also differ considerably, demonstrating the significant variation built into the still-young cohort of district expanded-time schools. Yet, there is also much that the five schools share: Each was selected because it serves a largely high-poverty student body and is located in an urban area. (See Table 1.1, page 6, for details.) Importantly, too, these schools were selected for review specifically because each is high-performing or high-growth in at least one subject, in terms of students' performance on state assessments.

Collecting the information from these schools entailed interviews with the principals and finance staff, and, in some cases, with teachers as well. Financial data were gathered from either the school itself or from its district. Cross & Joftus and NCTL researchers also examined a variety of documents produced by the schools, including handbooks and communications to parents and the community. Cross & Joftus collected data from Griffith, Elmhurst Community Prep, and McGlone, while NCTL researchers focused on Dr. Orlando Edreira Academy and Orchard Gardens. Both organizations contributed to the drafting of key findings and cross-site conclusions.

Each of the case studies of the five schools featured in *Financing Expanded Learning Time in Schools* are structured as follows: First, a discussion of the school's individual educational program; second, an analysis of the costs and funding of the school's expanded-time structure; and, third, a brief review of the challenges involved in sustaining the school's particular model. In the cases, we focus on the financial sustainability of the expanded-time models and also touch on other issues that, at the broadest level, affect the likelihood that each school can continue to operate its particular model, at least as it currently exists. Following the case studies, the concluding chapter offers some observations and

considerations for policymakers, education leaders, and practitioners who are seeking to expand time at their schools.

Key Findings

Substantial variation exists among the five schools regarding the ways in which their additional time is funded and how each organizes staffing and directs spending.

What makes these differences particularly interesting is that the programming enhancements each school has put in place as a result of having more time are actually fairly consistent across sites (and, in fact, consistent with those of many other expanded-time schools). The three programmatic enhancements are: (a) a designated period every day (or most days) for intensive tutoring or other type of intervention support; (b) an expansion of enrichment classes and activities; and (c) more dedicated time for teacher collaboration and professional development.

In the findings listed below—separated funding and costs—we describe the various ways the profiled schools support these expanded educational opportunities.

Funding

- The five expanded-time schools in this study have secured a range of funding—including from federal, state, local, and philanthropic sources. Specifically, two of the sites (Orchard Gardens and Elmhurst Community Prep) created their expanded-time models using federal School Improvement Grants; two more (Griffith and Edreira Academy) direct primarily state monies to fund expanded time; and one (McGlone) uses its site-based budget autonomy and philanthropic support to build in extra teacher time and a tutoring system. Other featured sites also raise or utilize philanthropic funds to supplement the public sources.

- Each school (or overseeing district) secures and allocates funding with the specific aim of paying for costs associated with more school time, even as, in some cases, the additional costs quickly become absorbed into the overall budget and become hard to separate as distinct from the standard costs of education.
- None of the five schools is guaranteed continued funding to support its expanded time. For this reason, administrators must continue to prove the positive effects of the investment and periodically secure additional resources or make cost reallocation choices to cover the expenditures associated with a longer school day and/or year based on their educational priorities.
- All five schools face sustainability pressures, regardless of the source of funding, but school leaders are finding ways to continue to fund the expanded-time model. Such continuation is especially notable at the two schools that relied on the federal School Improvement Grant program to fund their longer school day initially, since this significant funding timed out after three years. Still, administrators have found ways to continue the model even after these grants have ended.

Costs

- None of the five schools profiled here offers a cost-neutral approach to expanded learning time. Instead, each dedicates additional dollars above the baseline average district per pupil expenditure to support the expanded school schedule. The costs of expanded time across the five schools range from almost \$1,695 per child increase for 540 added hours (at Orchard Gardens in Boston) to just under \$290 per child increase for 132 hours (at Griffith in Phoenix) (See Table 1.2.)
- In all cases, increasing time is cost-efficient, relative to the costs of the regular school day.

That is, the percent increase in time is greater than the percent increase in costs. Specifically, across all five sites examined herein, the average amount of time added neared 30 percent more, while the added costs were less than 10 percent more than the district per pupil expenditure. (See Table 1.2.) Ultimately, the cost of the expanded-time models across the five schools arises from the interplay among educational programming decisions, staffing approaches, the general costs of education for that location (which vary considerably), and the amount and nature of the funding available.

TABLE 1.2
Additional Student Hours vs. Total Additional Costs

School (State)	Additional Student Hours (Annual)/ Percent Increase in Hrs.*	Additional Per Pupil Expenditure (PPE)*	Approximate PPE Percent Increase (vs. District PPE)
Griffith Elementary (AZ)	132 (11%)	\$290	3%
Edreira Academy (NJ)	430 (37%)	\$1,369	8%
McGlone Elementary (CO)	243 (20%)	\$934	11%
Elmhurst Community Prep (CA)	432 (41%)	\$2,031	19%
Orchard Gardens (MA)	K – 5: 180 (16%)	K – 5: \$942	K – 5: 6%
	6 – 8: 6 – 8:	6 – 8:	6 – 8:
	540 (45%)	\$1,695	10%
AVERAGE	28.6%		9.5%

* Additional as compared to pre-expanded-time schedule or to surrounding district schools.

- In all schools, staffing represents the largest share of costs, although in one of these schools—Elmhurst Community Prep—the bulk of staff costs are managed through contracts with community-based organizations.
- In the four schools that pay district certified teachers more to work all, or some portion, of the additional instructional hours, the percent of increased pay is not as great as the increase in the number of hours worked. In fact, for every 10 percent increase in time, teacher salaries rise, on average, by 6 percent. (See Table 1.3.)

* * *

Despite the variation in both sources of funding and implementation approaches observed across the five profiled expanded learning time schools, one overarching theme unites these sites: At each school, there is a group of leaders and practitioners who have worked very hard, and with a fair degree of flexibility and creativity, to realize the redesign of their educational program around an expanded day and/or year. These dedicated educators have asserted their collective will to take advantage of available funding, flexibilities, and opportunities around staffing and partnerships to put in place their school’s particular expanded-time model, in ways that are feasible, effective, and potentially sustainable. Given how the current system of American public education is still organized to maintain the traditional school schedule and calendar, the mere fact that these educators have enabled their schools to create innovative models of expanded time is, in itself, a considerable achievement. Indeed, these schools, and the educators who lead them, are true pioneers.

TABLE 1.3
Additional Hours Worked vs. Teacher Pay

School	Additional Teacher Hours (Annual)/ Percent Increase in Hrs.*	Additional Teacher Pay (percent)*	Ratio (Pay: Hours)
McGlone Elementary	301 (20%)	10%	0.49
Griffith Elementary	140 (11%)	9%	0.90
Edreira Academy	430 (37%)	18%	0.50
Orchard Gardens	200 (18%)	11 %	0.68
AVERAGE	21.1%		0.64

* Additional as compared to pre-expanded-time schedule or to surrounding district schools.

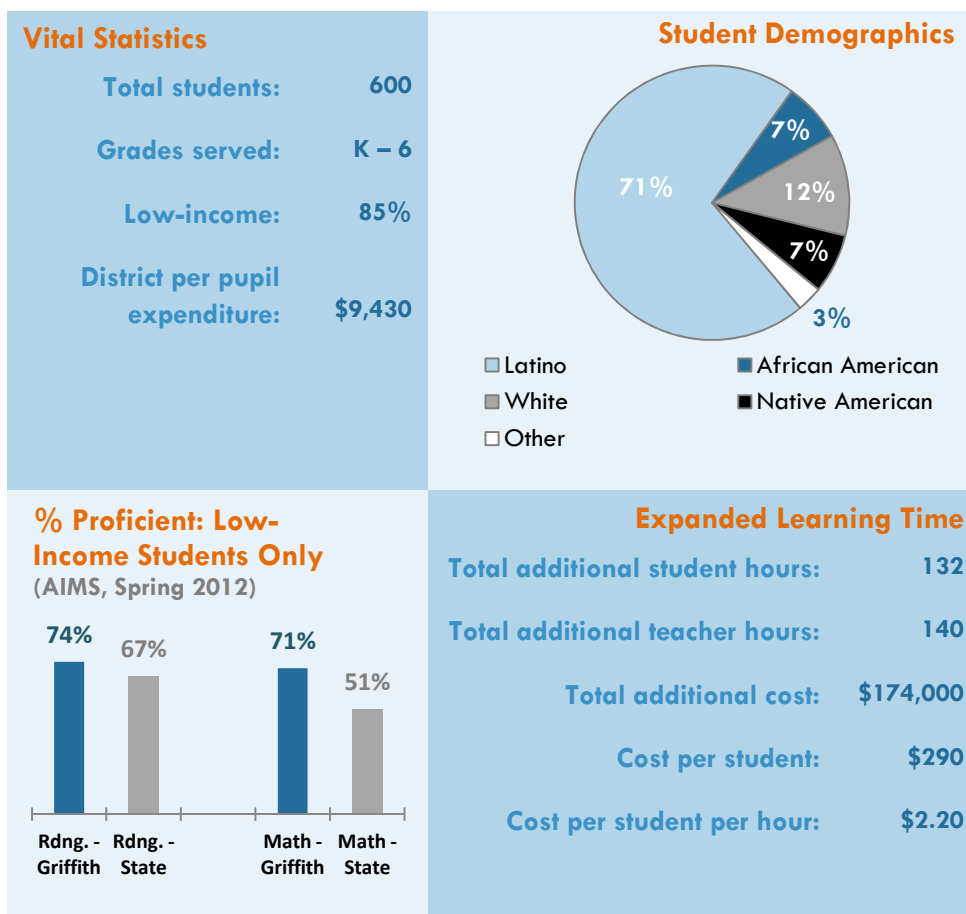
NOTE: Elmhurst Community Prep does not extend time for teachers in its model and, thus, offers no additional compensation.

Griffith Elementary School

Phoenix, AZ

A longer school year supported with state and local funds

Griffith Elementary School, located in Phoenix, Arizona, has significantly increased its number of instructional days as part of a set of strategies to improve outcomes for students. With 85 percent of its students qualifying for free or reduced-price lunch, Griffith is one of five schools in the small Balsz School District. In 2009, the entire district, taking advantage of a state funding mechanism that would provide additional dollars to districts that operated with a longer school year, expanded the number of its instructional days in all schools— from the traditional 180 to 200. Balsz made this dramatic calendar shift in an effort to raise achievement in all schools, with particular focus on two of its other elementary schools (not Griffith) that were failing to meet academic targets. Since then, both schools’



students have made strong achievement gains in grades 3 and 4. Meanwhile, Griffith was recognized by the National Center for Education Achievement/ACT as a 2012 All Subject Higher Performing School. Using the state funding provision that provides additional dollars for districts that have expanded school time, Griffith annually receives an extra \$133,000 to support 132 extra hours of instruction.

Griffith’s Expanded-Time Model

In 2008, Balsz schools had been performing so poorly that the district was in danger of being taken over by the state. Enrollment and budgets were declining, and community support was low. The then-

TABLE 2.1
Changes to Griffith Elementary School Calendar

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

new superintendent, Jeffrey Smith, began discussions with school leaders, teachers, and committees at each district school about strategies they could implement to improve student outcomes. Previously, leadership had implemented a district-wide “stretched” calendar, with an earlier all-school start date (late July) and more evenly-spaced school breaks throughout the year (i.e., no long summer break).

According to teachers at Griffith, that revised academic year, which still offered just 180 school days per year in total, did seem to help offset summer learning loss and also provided the district’s schools with a greater number of instructional days before state testing took place in the spring. Even with this restructuring, however, Balsz educators realized that, throughout the district, more instruction was needed to better serve its large at-risk student population. So, in 2009, the district moved to add a significant number of days to its school year.

Balsz accomplished the calendar expansion by tapping into a little-used provision of the state school funding formula that provides 5 percent more state funding to districts that lengthen the school calendar by at least 20 days. Balsz officially added these 20 days (yielding a total of 132 more annual student hours) to the school year. While the organization and

length of the school day itself have remained the same (with the exception of the weekly early-release day to allow for teacher collaboration and development), all district students now receive four additional weeks of instruction every year. All district staff members are expected to work the full 200-day schedule.

Table 2.1 shows that the district fits in the additional 20 days by shortening each break in fall, winter, and spring by one week (for a total of 15 days gained) and then adding one week to the end of the school year, lengthening the school year by those five days. The addition of 20 6.5-hour days translates to 132 more school hours. Balsz also shifts spring break to occur after state testing. This expanded calendar—featuring extra time and a new placement of spring break—builds in two additional weeks for Balsz teachers and students to prepare for the Arizona state assessments (AIMS) in the spring.

At Griffith, the augmented and restructured school calendar has led the school principal, Alexis Wilson, to claim three major educational benefits that have helped to boost student achievement.

More time for targeted support in reading and math

With its expanded instructional year, Griffith has sufficient time to offer targeted students daily

intervention blocks in reading and, for those in higher grades, in math as well. These intensive supports are designed to help students work on building phonics skills and reading fluency and for what the principal calls “re-teaching.” In math, students receive additional practice, reinforcements, and enrichments of key concepts and skills. Each week, students receiving the math intervention take a mini-assessment to check if they are ready to advance.

Shifting instructional content to earlier in year

The additional days have resulted in an instructional shift, where students (at Griffith and throughout the district) have four full weeks more to learn the material that will be included on the state assessments. Not only are teachers able to cover a greater portion of the curricula prior to the exams—thereby increasing students’ familiarity with the subject matter—they also report having the flexibility to go into depth on some topics because they do not feel pressured to rush through the content.

Teachers report that the school’s shorter summer break facilitates a quicker and easier transition for students into the new school year.

Further, having five to six weeks of school *following* the administration of the state assessments generates greater vertical alignment of the school’s overall curriculum (i.e., grade-to-grade development), by giving teachers the time to review and reinforce key concepts for their students and to better prepare them to advance to the next grade. Significantly, Griffith teachers also report that the school’s shorter summer break facilitates a quicker and easier transition for students into the new school year. These teachers spend less time than they had in past school years reviewing material and reminding students of discipline procedures.

Extra time for teacher professional development and data review

The expanded year has enabled the school some flexibility to build-in a weekly early release day for students, so that teachers can meet for two hours of professional development and data review. The purpose of these regular sessions is to hone instructional practices and work together to align curricula around the revised schedule. With this weekly time, the school is more effectively supporting teachers and building their capacity as educators.

Costs and Funding

The additional cost of Griffith’s 20 more days of school for the 2011– 2012 school year was approximately \$174,000. This figure represents about \$290 per student, or \$2.20 per student hour. Table 2.2 (see following page) details Griffith’s costs to provide these additional days. When the 20 days were added to Griffith’s calendar, the school’s instructional staff received a 9 percent pay raise to compensate for an estimated 11 percent increase in required work time. During the 2011– 2012 school year, this pay raise for 23 teachers totaled \$126,000. The remaining \$48,000 in additional costs for the 20 days includes supplemental salary costs for non-instructional staff and small amounts for supplies, utilities/maintenance, and transportation. There are no extra costs for the school’s two administrators, who, as 12-month employees, were not included in the pay raise agreement, nor any additional costs for employee benefits, which are fixed.

At Griffith (and throughout the district), funds to support the longer school year are covered largely by Arizona through, as noted previously, the provision in the state funding formula that enables districts that add 20 days to “earn” an additional 5 percent of funding. In fact, the supplemental state funds cover approximately 80 percent of the additional cost for the longer school year. (See Table 2.3, page 13.)

TABLE 2.2
Expenditures for Griffith’s Expanded Year

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	

TABLE 2.3
Funding Sources for Griffith’s Expanded Year

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	

Because the longer school year at Griffith Elementary was implemented as part of a district-wide approach to improving achievement (rather than the decision of leaders at Griffith or any individual school), Balsz School District provides the resources needed to close the gap between the total additional cost of the longer school year and the supplemental funds provided by the state. Understanding the funding of the expanded year at Griffith begins with a review

of district finances. Balsz derives additional funds for the longer school year through a modest tax increase approved by local voters. Arizona law allows school districts in the state to implement property tax increases, or overrides, for up to 15 percent of the state’s “revenue control limit,” pending such voter approval. With successful passage of this “Maintenance and Operations Override” (M&O) each time that it has been on the ballot—every five years,

including most recently in 2012—Balsz then dedicates a portion of the additional, voter-approved revenue to fill the gap between state funds and expenses associated with the expanded time. (The M&O also supports many other educational services in the district, such as arts and physical education.)

Meanwhile, the school district is also pursuing public and private sources to support further improvements. With rising test scores, Balsz is enjoying a spate of good publicity, which, in turn, is attracting new foundations and corporate supporters. For instance, the district was awarded a \$2 million dollar grant for teacher and leadership development from the Ellis Center for Educational Excellence.

Implications for Sustainability

State funding for the expanded school year at Griffith Elementary appears to be very stable, with the provision that supports the expansion now in place for over a decade, weathering the ups and down of the state budget process. Because funding the expanded year also must rely on the continued support of local voters to pass an override (filling in the gap between the actual cost and the state funding), district leadership is aware that such sustained support cannot be assumed. To promote the work of the district (and the 200-day year), Balsz Superintendent Jeff Smith is leading a low-key community campaign called “Believe in Balsz.”

Despite the relative stability of funding, emerging local demographic and school-based realities (while not all narrowly financial in nature) are likely to have significant implications for both the Balsz School District and Griffith Elementary as they continue to operate with the 200-day calendar.

Enrollment

Griffith Elementary and Balsz district leaders had hoped that the longer school year would attract new families from neighboring districts—families that would bring additional state resources with them. But, as of this writing, this hope has not materialized. In fact, since the local housing market crashed, Griffith

enrollments have declined by 25 percent. Movement across districts has been minimal, and only a few new students from out of the area have enrolled at the school. (Arizona allows students to enroll in schools outside their home district, and the money essentially follows the student since state funding amounts are based on enrollment.) While the expanded school calendar has not yet spurred significant new enrollment from other districts, it has fueled interest from a variety of public and private organizations and partners that are bringing supplementary resources to drive further improvements.

Increased pressure on hiring timelines

Throughout Balsz School District, the shorter summer break means a more rapid turnaround between closing out one year and starting a new year, which, in turn, puts greater pressure on the hiring schedule. With the academic year starting in mid-July, many schools in the district are still filling open positions at the start of school. Such a tight timeline could threaten instructional quality, if teachers are not in place by the start of the new school year or do not have sufficient preparation time before the school year begins.

Teacher turnover

Griffith Elementary and Balsz district leaders were initially concerned that the shift to a longer school year would create more staff turnover, prompted by employees who prefer a shorter school year seeking employment in other districts. While the staff attrition rate for the district has, in fact, been higher than average over the last few years, there is no clear data on the reasons for the turnover. In 2012, Griffith lost 10 teachers from its staff of 23. Although many of these educators left for the usual personal and professional reasons, a few did cite the longer school year as the reason for seeking a teaching position elsewhere.

To meet this challenge, the district has adapted its recruiting and marketing strategies to highlight the extra pay Balsz teachers receive and specifically includes an appeal to candidates who are interested in joining a district focused on innovation. With this

approach and commitment in mind, Balsz district leaders are hopeful that the turnover will subside over time, as the teaching cadre adapts to the new, longer schedule.

* * *

Despite these challenges, there is little doubt that the expanded-year initiative at Griffith, along with that of the entire Balsz School District, has proven to be successful. In fact, as a result of Balsz's success, more district leaders in Arizona are interested in expanding learning time. In 2013, a group of education leaders and advocates began working with the Arizona legislature on a proposal to increase the state's contribution to districts that implement 200-day

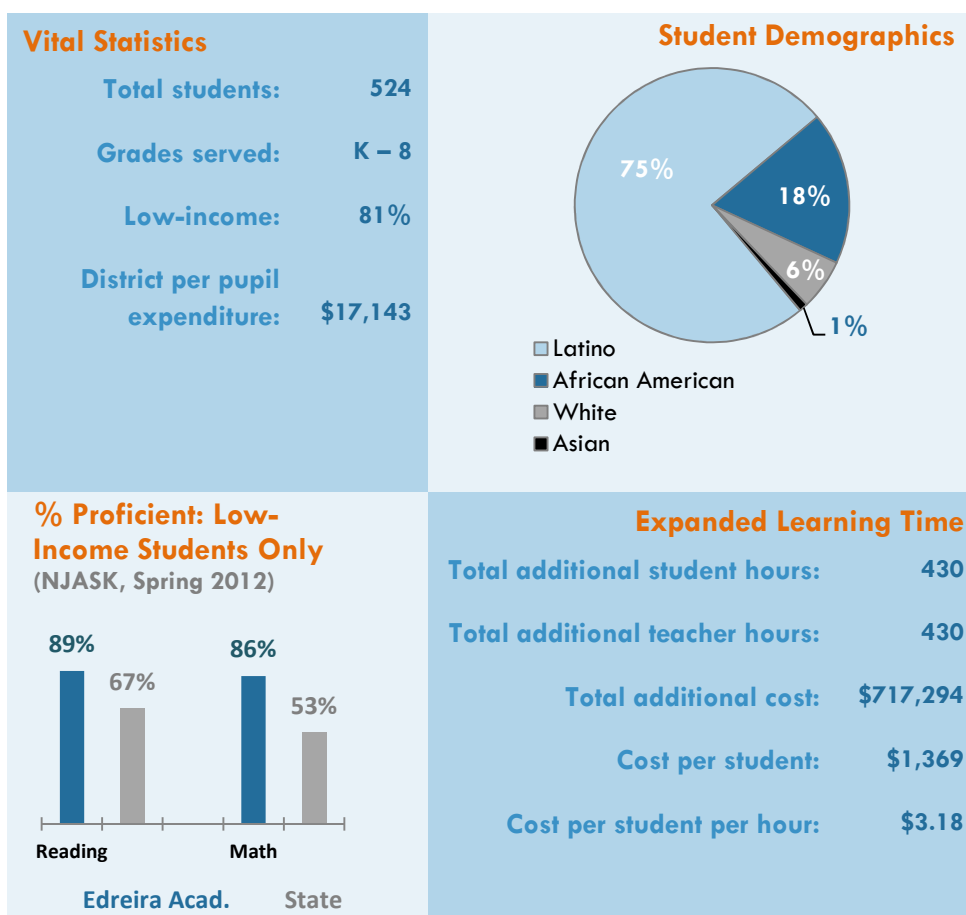
calendars, from 5 percent to 8 percent of a district's state-formula funds. This supplement would likely prompt more districts to expand their calendars, because the extra funding would come much closer to covering the full cost of the additional days. Another modification Arizona lawmakers are considering would allow individual schools to access funding specifically to expand school time—in contrast to the present situation, where an entire district must expand its calendar in order for any school to have access to funding. At the time of this writing, such a proposal has not yet been enacted, even as both Griffith Elementary School and Balsz School District have done a great deal to demonstrate first-hand for Arizonans the potential of more learning time to boost student achievement.

Dr. Orlando Edreira Academy

Elizabeth, NJ

An expanded-time school becomes a model for the whole district

Dr. Orlando Edreira Academy, named after a long-time local education leader and known locally as School 26, is situated in a mixed-income neighborhood of Elizabeth, New Jersey. Since it opened in fall 1998, the school has featured a longer year (200 days) and a longer day (8 hours) and is one of four lottery K – 8 schools in the district, meaning that a student from anywhere in the district can enroll there, provided space is available. The school serves a majority minority population and over 80 percent of the students qualify as low-income. In 2010, after a court ruling ordered the state to distribute more school finance dollars to Elizabeth to meet equity requirements, the entire district—30 schools in all—converted to a longer school day. (See box, page 19, for details on Elizabeth’s transition to district-wide expanded time.) The time expansion was a deliberate effort to follow the lead of School 26 and a few other district schools, which were demonstrating a very high level of academic performance among their students. (In 2012, for its academic achievement, School 26 ranked in the 97th percentile of schools statewide with similar demographic profiles.) Because the entire Elizabeth district now has an 8-hour day (though not a longer year), the costs associated with the expanded school time—calculated at \$717,294—have been absorbed by the overall district budget, which funds much of the added expense of having more time.



Edreira's Expanded-Time Model

In 1997, the district broke ground on a new school which, from the beginning, was intended to be a “state-of-the-art program in a state-of-the-art facility.” As part of this effort, the school board, together with the district leadership, decided to open the school—originally called the Westminster Academy and renamed for Dr. Orlando Edreira in 2007—with an extended day and year, creative scheduling, and a host of partnerships. During the 2011–2012 school year, at the urging of Superintendent Pablo Muñoz, School 26 began the process of becoming certified as an International Baccalaureate® (IB) school and was formally approved as what is called a “candidate school” in 2012. Currently, Dr. Orlando Edreira Academy is the only candidate IB school in New Jersey with both a primary- and middle-school grades program, and it is one of the few IB schools anywhere serving such a high proportion of students who receive free- or reduced-price lunch.

Edreira Academy offers a wide array of enrichment classes, with two foreign languages required of all students.

To enact and realize the goals articulated by International Baccalaureate, the non-profit educational foundation that approves schools for inclusion in its program, School 26 offers cross-disciplinary courses and a wide array of enrichment classes and groups, along with two languages and designated time daily for teachers to collaborate.

Cross-disciplinary curriculum

Teachers at School 26 are clear in their desire to collaborate with colleagues across disciplines, not only as they formulate particular lesson plans, but also as they consider how each subject class might develop and advance a certain shared set of skills. Much of this work is driven by the requirements of the IB foundation, which requires all its elementary schools to systematize learning into certain themes (e.g., how the world works, how we communicate,

etc.). At each IB school, faculty shape and realign the standard district curriculum around these themes. As School 26 Principal Howard Teitelbaum explains, “The idea is that you are going to do learning around certain larger concepts, and then the content [required by the district] supports that concept.”

Because many of the IB themes are taught through social studies and science, all School 26 students at the elementary level take these classes five days each week. Then, in middle school, Dr. Orlando Edreira Academy science and social studies teachers actually co-teach the literacy classes for some portion of the class period. The co-teaching often works by having one teacher instruct on the content, while the other teacher acts to model the learning process. This method helps students better appreciate how they can acquire and apply knowledge, as well as how to overcome difficult or challenging material.

Even with this less traditional approach to education, School 26 still includes a daily “intervention block” in middle school, for students who need further support in content mastery; while students who may have the knowledge base, but are less engaged, are provided more social-emotional supports in groups of six or seven students each. Those students who do not need this academic and/or social support have the opportunity to take an additional enrichment class.

Enrichment and foreign languages

As detailed in the schedule (page 18), School 26 offers a broad array of enrichment activities, ranging from visual arts to technology, from music to student government. More than the variety and the breadth of the activities offered, however, the school concentrates on developing depth in these pursuits. For example, School 26 has an accomplished music program, including jazz band and honors chorus. And within these activities, teachers specifically focus on the rigors of learning an instrument and honing the skills of practice and performance. Also, in keeping with both IB requirements and the general educational philosophy of the school, every Dr. Orlando Edreira Academy student learns both Spanish and Mandarin. Overall, as the principal

Sample Schedule Elementary Grades

7:30 AM	Homeroom (7:30 – 7:50)
	Mandarin (3x/week) Spanish (2x/week) (7:50 – 8:31)
	Language Arts (8:31 – 9:53)
	Soc. Studies (9:53 – 10:34)
	Lunch & Recess (10:34– 11:19)
	Writing (2x/week) Art/Music (3x/week) (11:19 – 12:04)
12:00 PM	Math (12:04– 1:30)
	Gym (2x/week) Library/Music/Tech. (1x/week) (1:30 – 2:11)
	Science (2:11 – 2:52)
3:30 PM	Health (2x/week) Intervention (3x/week) (2:52 – 3:33)

Sample Schedule Middle Grades

	Homeroom (7:30 – 7:50)
	L.E.A.D.S (Humanities) (7:50 – 9:53)
	Electives (9:53– 10:34)
	Gym (2x/week) World Language (3x/week) (65 min.)
	Lunch (25 min.)
	Math (12:04 – 1:30)
	Science (1:30 – 2:11)
	Intervention/Electives (2:11 – 2:52)
	Electives (2:52 – 3:33)

affirms: “The goal of the expanded day and year is not simply to increase the number of minutes that students are exposed to particular subjects but to expand the richness of the program, to make sure that students have a broad experience in school.”

Collaborative planning

School 26 teachers have common planning every day, sometimes by subject (i.e., cross-grade or “vertical”) and sometimes by grade level (“horizontal”). The purpose of these sessions is to coordinate lesson plans and to help ensure that the content of each class aligns with the learning themes and then, especially at

the middle school level, that each individual class is aligned with one another.

To facilitate this process, a content map for all classes and subjects across the entire school is posted in the teachers’ work room, so that each teacher can understand how his/her own teaching fits into the broader curriculum. With the goal of making learning more cohesive, integrated, and comprehensive for students, the map also furthers the specialist teachers’ efforts to align the content in their classrooms with that of teachers in either the self-contained classrooms (at the elementary school level) or the subject-area

History of Expanded Time in Elizabeth, New Jersey

Elizabeth, New Jersey is one of only a very small number of districts in the U.S. that has committed to a longer day for all its schools, including its six high schools. The district-wide transition to an 8-hour day began in 2006 when the Board approved three new magnet schools to open with a day like that of School 26 (though not with an extended year). The one high school in the district also required an 8-hour day for all students. (Since then, the high school has broken into six separate academies, and the longer day remains.) More Elizabeth schools converted to 8-hour days during the 2009 – 2010 school year, when district leadership provided the six lowest-performing schools with an additional 90 minutes per day. This additional time was directed primarily toward a period of the day that was reserved for additional interventions in English language arts (ELA) and math.

When Elizabeth received word the following year that the state of New Jersey would be raising the district's *baseline* funding by an additional \$81.7 million in order to meet an equity-funding mandate from the Supreme Court of New Jersey, district leaders decided to convert the remaining 14 K – 8 schools to a longer day as well. The total cost of the conversion was calculated at just over \$4 million (in added teacher pay), plus another \$1.2 million for teacher stipends to staff after-school programming that would run until 6 PM daily. Throughout this process of augmenting the number of expanded-time schools, the pay structure for additional teacher time established at School 26 since its founding became the model adopted by the rest of the district.

classes (at the middle school level). All School 26 teachers also do “macro planning” over the summer to map out their year, and then they develop individual lesson plans over the course of each week.

Costs and Funding

At the Dr. Orlando Edreira Academy, the annual cost of the additional 20 days of school and 90 minutes per day is \$717,294. This figure translates to \$1,369 per student, or \$3.18 per student hour. Table 3.1 (page 20) details the costs for the additional school time. Not surprisingly, the majority of costs—\$638,351—of Dr. Orlando Edreira Academy's expanded-day and expanded-year schedule are associated with additional days and hours of pay for instructional staff.

As noted above, for many years, School 26 was the only expanded-time school in the district and, during this period, it maintained a pay rate for its teachers that was 18.4 percent higher than base salary. When the six lowest-performing schools in the district converted to a longer day (but not a longer year) in 2009, teachers in those schools who worked the

additional 90 minutes per day received an extra 8.4 percent salary above base. Such a calculation was derived from the School 26 contract, which had already specified that its teachers would receive 8.4 percent additional pay for working 8 hours a day and 10 percent more pay for working 20 additional days each year (i.e., for a total of 18.4 percent.)

As indicated in Table 3.2 (page 21), funds to support the longer school day and year are covered mostly by Elizabeth Public Schools. According to district leadership, the district has prioritized spending at the school and classroom levels, with a particularly strong commitment to expanded time for students. In fact, Superintendent Muñoz and the Elizabeth School Board demonstrated this commitment fully in the school budget for 2010 – 2011, a year in which the district faced a significant cut in funding from the state. (Elizabeth receives more than 80 percent of its total revenues of nearly \$500 million from the state.) It had been just the previous year that the district had converted its six lowest-performing K – 8 schools to an 8-hour day, and, when faced with a large deficit caused by the loss of millions of state dollars, leadership could have saved \$3 million by returning these schools to a regular day

TABLE 3.1
Expenditures for School 26’s Expanded Day and Year

Cost Category	Amount	Notes
Instructional Salaries	\$ 638,351	Includes additional salary costs for the 45 FTE instructional staff at the school—teachers and paraprofessionals
Administrative Salaries	\$ 55,652	Includes additional salary for the principal, vice principal (12-month positions) and two administrative secretaries
Other Staff Salaries	\$ 9,002	Includes additional salary costs for parent liaison
Benefits	\$ 0	No additional costs; benefits already provided for all staff
Contracted Services	\$ 0	N/A
Supplies and Materials	\$ 0	None that can be attributed to expanded time only
Facilities	\$ 0	None that can be attributed to expanded time only
Transportation	\$ 14,289	Added costs of running bus routes for 20 additional days
TOTAL	\$ 717,294	

and, in turn, reverting teacher salaries back to baseline levels. Instead, district leaders opted to maintain these six expanded-day schools, while cutting about 400 positions from the district overall. The cuts were mostly from support staff and led, in some cases, to slightly larger class sizes across the district.

The following year (2011 – 2012), the Supreme Court of New Jersey ruled that the state needed to restore funding to previous levels in the neediest New Jersey districts. As a result, Elizabeth received an additional \$81.7 million for that year and ongoing (i.e., raising the baseline level of state funding by that amount), prompting Muñoz’s decision to convert every school in the district, including the high schools, to an 8-hour day. The total cost of this district-wide conversion came to \$4 million in additional teacher salaries annually. The bulk of the unanticipated dollars from the state was directed to hiring an additional 100 classroom teachers and over 300 instructional coaches in literacy and math.

In the most recent budget, for school year 2013 – 2014, Elizabeth once again faced a *relative* decline in

revenues because the additional \$7 million from the state (versus the amount provided in the previous academic year) did not rise as fast as district costs, especially those related to increases in teacher salaries resulting from a new collective bargaining agreement. Once again, in the face of declining revenues, the Elizabeth Board of Education has opted to maintain expanded-day schedules for the entire district. Rather than eliminate or scale back expanded time, the district is making other operational cuts.

Implications for Sustainability

Throughout the vicissitudes of both the state and district budget processes, the expanded-time program (and its costs) at School 26 has remained somewhat outside the decision matrix; the school was never under threat of losing its additional time. Because the school opened in 1998 with an expanded day and year, Dr. Orlando Edreira Academy appears to maintain a special status in the district. Because they work a greater number of hours, staff at School 26 continue to be higher-paid as a group than teachers at any other Elizabeth school.

TABLE 3.2
Funding Sources for School 26’s Expanded Day and Year

Funding Type	Description of Funding	Amount	Timeframe
Local/District*	General funds	\$ 565,568	Ongoing
Federal	Title I and Title III funds	\$ 151,726	Ongoing
TOTAL		\$ 717,294	

* Over 80% of local education funds come from the state.

Currently, this staff’s salary structure does not appear to be under threat of any cuts. Moreover, School 26’s standing as the only IB school in the district has helped to secure its distinctive place among all Elizabeth’s K – 8 schools. Further, because this IB status is enhanced by the expanded schedule, it seems relatively protected at present from reductions or substantial changes. Nevertheless, additional strains on the district budget may ultimately have some impact on Elizabeth’s capacity to maintain the expanded schedule (at least the 20 additional instructional days) at School 26.

Rising costs of expanded day/year

In the latest round of collective bargaining, the teachers’ union and the district have agreed to increase the additional percentage that Elizabeth teachers are paid for their additional hours worked. Starting in school year 2013 – 2014, Elizabeth teachers working in expanded-day schools will receive a salary boost of 9.2 percent for working an 8-hour day (i.e., up from 8.4 percent, which has been the historic increase in pay associated with the longer school day). In 2014 – 15, this raise will grow an additional 0.8 percent, bringing the total higher pay for the longer day to 10 percent. Teachers working in School 26 also will receive successive 0.8 percent raises over the coming two years, bringing their total augmented pay to 19.2 percent and 20.0 percent, respectively, for the next two school years. In addition to these specific increases pegged to

increased time, the district also has agreed to a 3 percent raise in teachers’ base salaries.

* * *

One of the most remarkable features of School 26 is the stability of its teaching staff. Principal Howard Teitelbaum, who has been at the school since the 2010 – 11 school year, reports that he has not had to replace a single teacher and that many of the Dr. Orlando Edreira Academy teachers have been there since the school opened in 1998, or shortly thereafter. In fact, from the start, the significantly longer schedule at School 26 has attracted teachers who like to define themselves as, what one teacher called, “change agents.” And the vast majority of these teachers have chosen to continue their work at School 26.

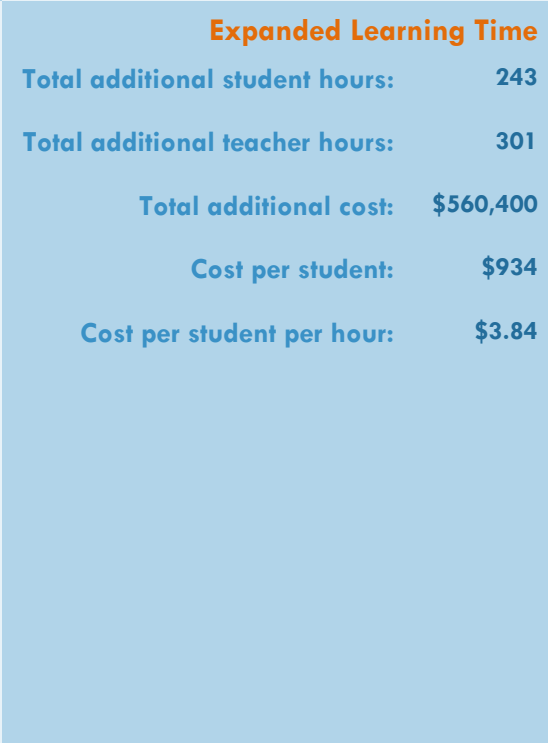
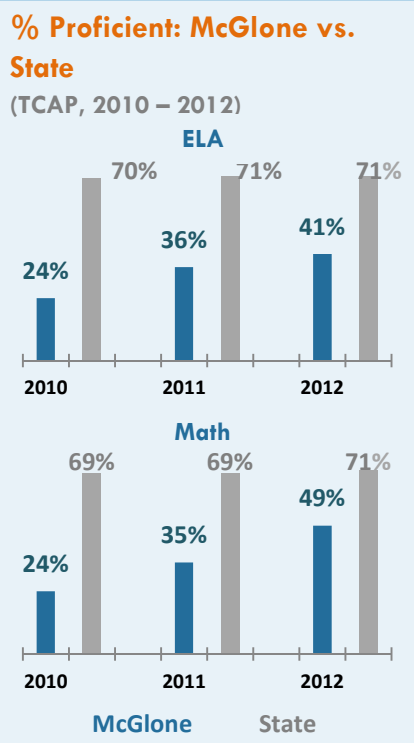
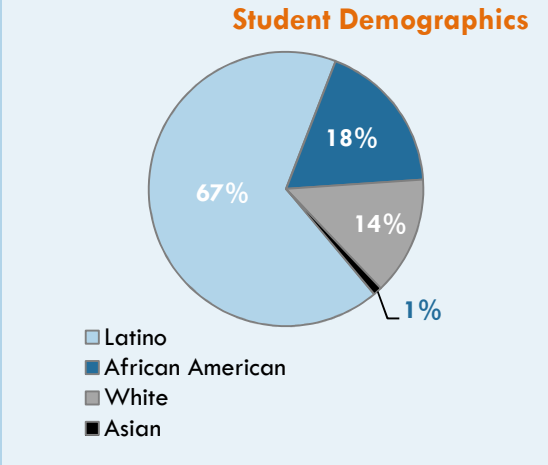
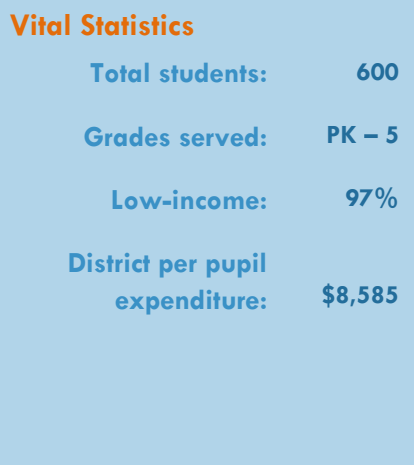
Further, both School 26 teachers and administrators report that there is a high level of trust among the adults in the building, such that teachers accept new challenges and are, in turn, entrusted to implement good instruction. Teachers speak glowingly, for example, of the school’s effort to become a fully-certified International Baccalaureate school and have come to understand how it can support their teaching and their students’ learning, even though it was the superintendent and principal who had initiated the effort. This shared history and “culture of enthusiasm,” as one teacher describes the overall climate, bodes well for the future of School 26’s innovative expanded learning time program.

McGlone Elementary School

Denver, CO

A longer day and year as part of a comprehensive school turnaround plan

In 2010, McGlone Elementary School, located in Denver, Colorado, embarked on an ambitious and comprehensive effort to turnaround the school’s academic performance. A key element of the school’s turnaround strategy has been to expand learning time for its students by nearly 250 hours per year. Serving 600 mostly high-poverty students, McGlone has made significant progress in just two years. From 2011 to 2012, the school saw double-digit gains in the number of its third- and fourth-grade students scoring proficient or advanced on both math and English language arts (ELA) state standardized tests. These gains put McGlone in the top 1 percent of schools in the state of Colorado for growth performance.* McGlone is part of the Denver Summit Schools Network, a group of ten “turnaround schools”—those identified as chronically underperforming



* Colorado’s growth measure compares students’ year-to-year growth in test scores with the scores of students who scored similarly on state tests in previous years.

and targeted for substantial overhaul to boost student achievement and improve culture—that have been partnering with Blueprint Schools Network, a national nonprofit organization that works closely with schools and districts to implement and monitor its research-based Blueprint school reform model.* One of the key strategies of the Blueprint framework is more time for learning, and, at McGlone, Blueprint has infused private funds into the school budget to cover most of the costs of the expanded schedule—estimated to be \$560,400, or \$934 per student. To reallocate funds from the existing school budget, Blueprint also has worked with the McGlone principal in an effort to leverage the school’s status as a Colorado Innovation School. With this status as part of its whole school reform plan, McGlone was granted greater autonomy in areas such as curriculum and instruction, staffing, budgeting, the use of time, and professional development. As they strive to implement a sustainable expanded-time model, McGlone’s leaders have blended both existing resources and new outside resources to deepen and broaden learning time for their students.

McGlone’s Expanded-Time Model

As part of its turnaround strategy, McGlone Elementary has both added days to its calendar and lengthened its daily school schedule. In the 2012 – 2013 school year, the model (which has been adjusted slightly each year) included 9 more days of school and 1 additional hour for students each day, producing a total of 243 additional hours per year for all students. As shown in the schedule (page 25),

* Blueprint’s model for school reform centers on five key strategies: 1) Excellence in leadership and instruction, 2) Increasing instructional time, 3) Fostering a no-excuses culture of high expectations, 4) Frequent assessments to improve instruction, and 5) Daily tutoring in critical growth years. This framework is derived from ongoing research on common practices of schools capable of closing the achievement gap between low-income students and their higher-income peers (Dobbie and Fryer, 2013). Blueprint was founded to implement these practices within traditional public schools.

McGlone’s students are in school from 8:00 AM to about 4:00 PM, five days a week.

At McGlone, expanded time makes possible intensive daily tutoring for students, new and augmented professional development opportunities for teachers, and more enrichment opportunities aimed at building student engagement and promoting a college-oriented school culture. These three components of the program are described below:

Intensive daily tutoring for students

McGlone’s tutoring program is a signature element of the Blueprint model and a core ingredient of the school’s turnaround strategy. The school’s fourth graders receive tutoring in math, while third graders have ELA tutoring. As the schedule also shows, McGlone’s fourth graders receive math tutoring

The split class/tutoring block allows all students, even those who are on track, to receive more personalized instruction to accelerate progress.

during either the first or second half of their 100-minute math block. Students are divided into two groups, so that one group participates in tutoring as the other works with the classroom teacher in a more conventional math lesson. Midway through the math block, the two groups switch places. Meanwhile, McGlone’s third graders have an extended ELA block that is organized much the same way as the fourth-grade math block, with half the class’s students alternating between a tutoring session and an ELA lesson taught by the classroom teacher. The split class/tutoring block allows all students, even those who are on track, to receive more personalized instruction aiming to accelerate their progress. Classroom teachers work with only half their students at a time and tutors work with no more than two or three students at a time, allowing for much more individualized academic support.

All McGlone’s tutors are recruited, trained and supported by Blueprint. The tutoring program is part

of the organization’s year-long fellowship that is designed to attract individuals who are interested in gaining teaching experience and making a difference in the lives of children by building close relationships and supporting their educational development. McGlone has two tutor coordinators on staff (one for math and one for literacy) to supervise and train the tutors and to ensure that the program is implemented effectively and coordinated with the school’s academic goals and curriculum.

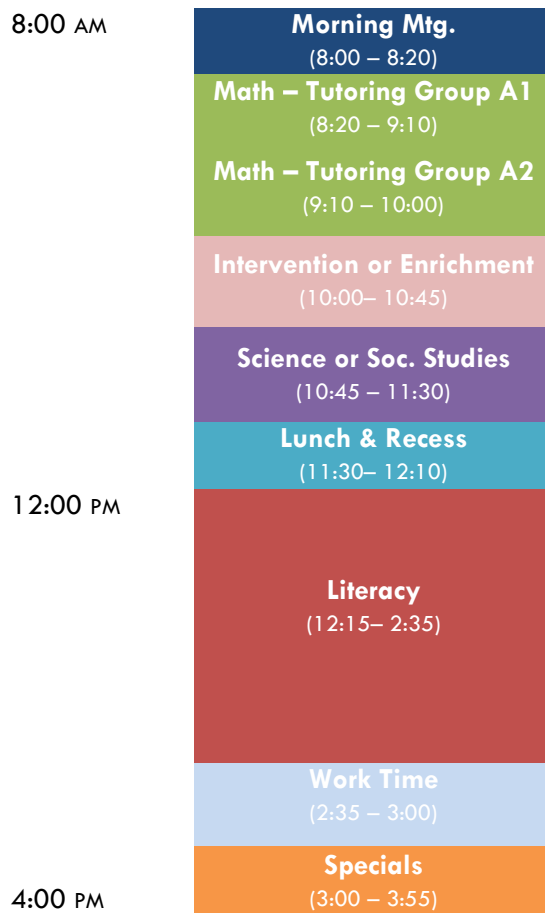
Additional professional development opportunities

Along with providing opportunities for students, McGlone’s longer school day and year also allow for deeper and more consistent professional development for faculty. One day every week, teachers stay an additional hour following student dismissal to participate in professional learning. Each teacher also has at least one hour of common planning time during the school day, which is spent in systematic data-team

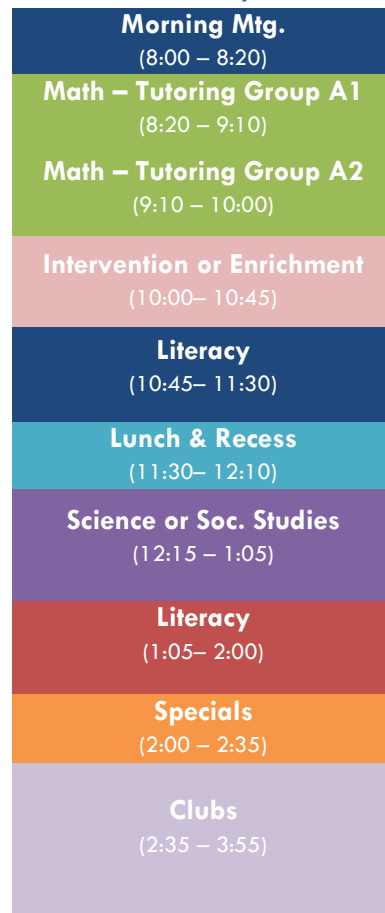
meetings, facilitated discussion regarding instructional practices, and/or team planning.

To further expand planning time, McGlone has hired a science enrichment specialist who teaches science in the fourth- and fifth-grade classrooms several times a week, giving those classroom teachers at least one additional weekly planning period. Moreover, McGlone employs several teacher leaders who teach half-time and work the other half-day as instructional coaches, helping to improve pedagogy across the school. Further, as part of the lengthened school year, the school has instituted four additional professional development days, two of which are spent at an off-site retreat with an aim toward strengthening staff cohesion and building content understanding.

ELT Schedule



**ELT Schedule
Club Day**



To advance its turnaround efforts, McGlone also has used private funds to make a significant investment in technology, including funding professional development for teachers to help integrate technology into the curriculum, supplying interactive whiteboards for teachers, and securing 1:1 laptops for fourth- and fifth-grade students.

Enrichment opportunities to build student engagement and promote a college-oriented school culture

Because of their longer day and year, McGlone students also benefit from more enrichment opportunities. One day each week, all students participate in an hour-long club of their own selection. Club choices—ranging from garden club to ballet, debate, and crochet—are taught by teachers and by community partners. Through the new activities they offer, these weekly clubs build student engagement in school and encourage students to form positive relationships with caring adults. Pursuing similar aims, McGlone also starts the day with a morning meeting—a hybrid homeroom and advisory period—that focuses on teaching core school values and generating interest in college and career pathways.

Costs and Funding

To compensate classroom teachers for their additional hours worked, McGlone issues a common stipend. Specifically, McGlone's 34 teachers receive a flat \$5,000 annual remuneration, resulting in a total cost of \$170,000 for the school. Based on the district average teacher salary of \$50,000, this stipend means McGlone's teachers are receiving about a 10 percent increase in pay. However, because the school's teachers work roughly 300 more hours per year (or 20 percent more) than their peers at other district schools, their rate of compensation is not directly proportional to the increase in hours. On a percentage basis, the increase in pay is roughly half the increase in time.

At \$320,000, McGlone's tutoring program is the largest cost component of the school's ELT model. These costs include the salaries for eight tutors and

two tutor coordinators. Tutors receive \$25,000, and tutor coordinators are paid \$60,000. As presented in Table 4.1 (page 26), the total cost of the expanded learning time components, including the teacher stipends and compensation for the tutors and tutor coordinators, is about \$560,400 (which calculates to \$934 per student or \$3.84 per student hour).

Private grants secured by the Denver Public Schools working with McGlone's partner, Blueprint Schools, provide the primary source of funding for the school's expanded learning time model. In fact, the program would not be possible without the district's partnership with Blueprint Schools, which has helped McGlone educators implement the school's turnaround model

McGlone's Innovation School status, with the autonomy it affords, has been instrumental in enabling the principal to leverage existing resources.

and its expanded-day, expanded-year approach. In addition to supporting the district's efforts to raise \$365,000 to cover the program's costs, Blueprint provides significant technical assistance and monitoring feedback to the school. So, while community partners provide a few enrichment activities on an in-kind basis, the estimated value of these services is not available, and they do not, in any event, comprise a large part of the overall costs.

Beyond the philanthropic contribution and the in-kind services of community-based partners, McGlone principal Suzanne Morey covers approximately \$195,000 of the reading tutoring portion of the program by drawing from the school's per pupil allocation from the district. McGlone's Innovation School status, with the autonomy it affords in scheduling and budgeting, has been instrumental in enabling Morey to leverage existing resources. For example, Innovation status permits McGlone to opt out of paying for certain district services and to use the savings elsewhere. In one case, the school chose a new math curriculum, which was different from the district-sponsored curriculum, thereby enabling the principal to avoid what the district charges for annual

curriculum updates and direct the savings towards other priorities. Innovation status also enables Morey to base budget on McGlone’s actual salary costs, rather than budgeting on district average salaries, as typically occurs in this (and indeed in most) districts. “Budgeting on actuals” allows the principal to direct her resources with more precision. Because the principal is able to allocate existing funds to the ELT program, the true out-of-pocket costs of its operation, over and above the school’s regular allocation of funds from the district, is actually only \$365,200 (about \$610 per student or \$2.50 per student hour). (See Table 4.2, page 27.)

Implications for Sustainability

Given that the relationship between Blueprint and McGlone is time-limited—Blueprint and the district have committed to an initial partnership lasting three years—the long-term sustainability of McGlone’s expanded-learning schedule will likely require identification of new resources. The district is already

beginning to make progress in this area. In response to the impressive results achieved by tutoring programs at McGlone and other Blueprint network schools in Denver, Denver residents approved a 2012 local ballot measure to pay for additional instructional supports. This measure includes a \$15.5 million allocation that has allowed the math tutoring program to expand to an additional 39 schools beginning in the fall of 2013. This funding, which demonstrates how a district can quickly scale effective programs, will provide ongoing support for a key component of McGlone’s ELT program.

Sustainability for teacher stipends is likely to be the greatest challenge for Principal Morey. She is, however, optimistic about her ability to raise these funds. And while McGlone’s Innovation School status has given the principal considerable latitude in organizing and spending her resources—people, time, and money—to support the school’s strategic priorities and unique needs, Morey also must continue to identify opportunities to leverage other resources.

TABLE 4.1
Expenditures for McGlone’s Expanded Day

Cost Category	Amount	Notes
Instructional Salaries	\$170,000	\$5,000 stipends for 34 teaching staff
Admin Salaries	\$0	N/A
Other staff Salaries –		
Math Coordinator/tutors	\$160,000	Coordinators are paid \$60,000 (1 for each subject) Tutors are paid \$25,000 (4 for each subject)
Reading Coordinator/tutors	\$160,000	
Total Benefits Amount	\$70,400	Benefits for reading and math coordinators and tutors; district benefits rate is 22%
Contracted Services	\$0	N/A
Supplies and materials	\$0	N/A
Facilities	\$0	N/A
Transportation	\$0	N/A
TOTAL	\$560,400	

TABLE 4.2
Funding Sources for McGlone’s Expanded Day

Funding Type	Description of Funding	Amount	Timeframe
Local/District	Existing school budget covers salaries/benefits of the reading coordinator and reading tutors	\$195,200	Ongoing
Private Funds	Blueprint Schools Network partnered with Denver Public Schools to raise private funds to cover:		Time-limited—the relationship with Blueprint is for 3 years
	<ul style="list-style-type: none"> • 34 teacher stipends 	\$170,000	
	<ul style="list-style-type: none"> • Salaries and benefits for 1 math coordinator and 4 math tutors 	\$195,200	
TOTAL		\$ 560,400	

A further challenge facing this school is high teacher turnover. Teacher turnover—which can be quite costly for schools and districts—was 40 percent at McGlone after the first year in turnaround status (2010 – 2011). The causes of the turnover are unclear, but Principal Morey expressed some concern that in conjunction with the high expectations for accelerating student performance and the higher degree of accountability that is part of the turnaround model, the longer school day and year may be hard on teachers. To help address turnover, Morey set up weekly coaching sessions for every teacher, eliminated all supervisory duties for teachers (like recess and lunch), and she is planning to implement more evenly spaced short vacation breaks to help teachers to recharge. The principal is optimistic that turnover will be lower in subsequent years, due to these changes, along with improved hiring practices and a greater focus on celebrating success.

and year by raising private funds and also by leveraging public policy that supports school innovation and improvement. Moreover, by hiring and training a cadre of tutors and by expanding teacher schedules, McGlone is able to offer students approximately 240 more hours of learning time per year—representing 20 percent more time than what is offered in other Denver Public Schools—for roughly \$930 per student, or less than a 14 percent higher per pupil cost. This cost-to-time ratio, coupled with the school’s first-year academic growth, makes McGlone a promising model for other schools and districts that are seeking to expand learning time for their students. Recognizing the significant role of Blueprint Schools in facilitating and financially supporting McGlone’s revamped schedule and innovative academic approach also suggests that without the support of a similar partner, schools may find the model challenging to implement.

* * *

Notwithstanding these challenges, McGlone’s story provides an example of how a turnaround partner—in this case, Blueprint Schools Network—can help a school to successfully implement a longer school day

Elmhurst Community Prep

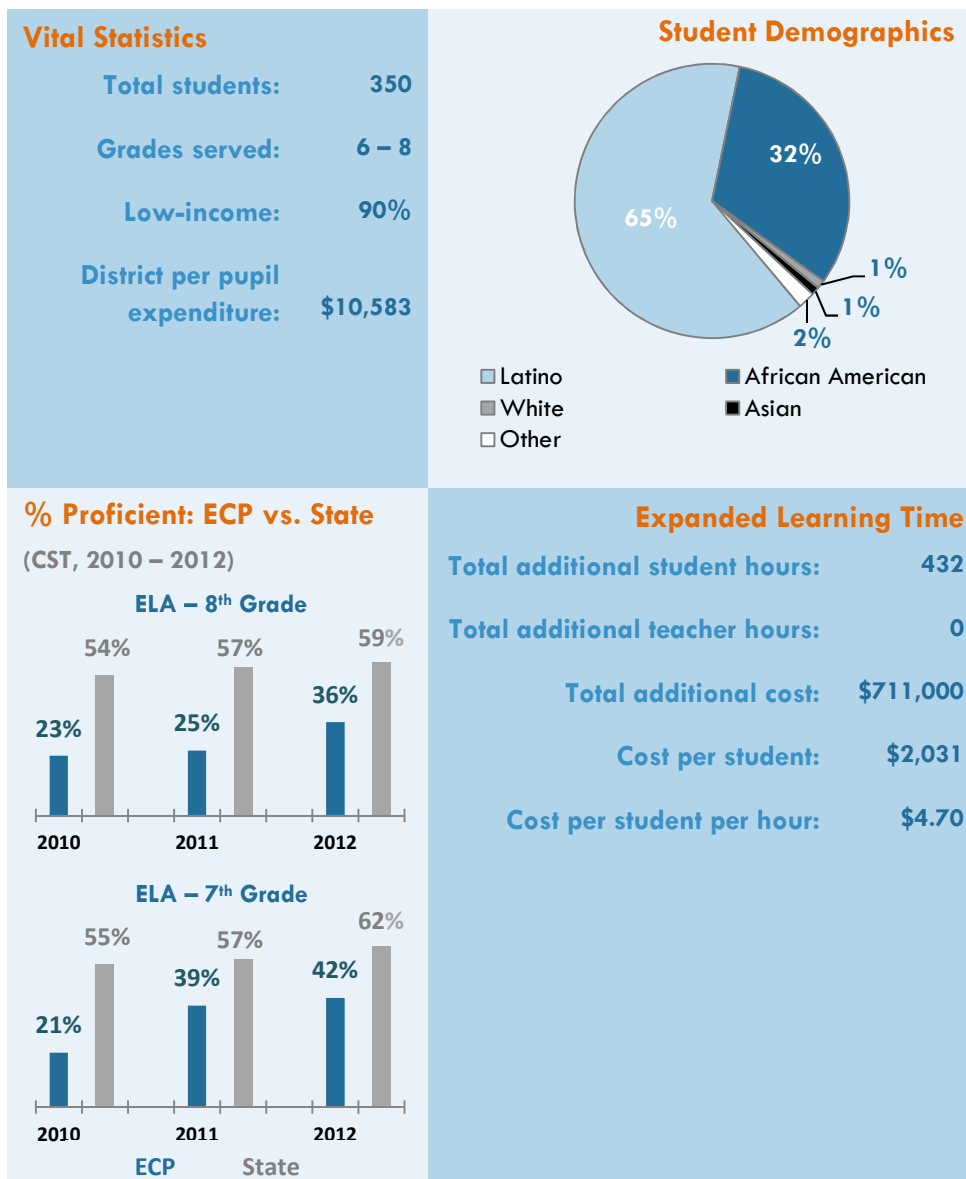
Oakland, CA

A restructured and enhanced school day with key partner support

Elmhurst Community Prep (ECP) is a public district school, located in Oakland, California, a city of some 400,000 residents. Serving students in grades six through eight, ECP offers an expanded-time school schedule, which is operated in conjunction with multiple community-based partner organizations, among which Citizen Schools is foremost. Through this partnership, students at ECP attend school 12 additional hours per week compared to their peers at other district schools (3 more hours per day, 4 days a week, with Fridays an early release day without additional time).

The school's expanded schedule was enacted in 2010, when California listed ECP as one of the state's five "persistently lowest achieving" schools, ushering in a series of reforms aimed at improving educational outcomes for the school's 350 predominantly low-income students. A \$3.9

million three-year federal School Improvement Grant (SIG) provides the primary source of funding for ECP's longer school day. Specifically, about \$1.8 million of the school's SIG funding has been used to support ECP's expanded learning time (ELT) component over the course of the three years.



ECP's Expanded-Time Model

Although the “persistently lowest achieving” designation was initially greeted with surprise and dismay at ECP, becoming eligible for the SIG program has infused resources into the school, making possible reforms that have resulted in significant improvements in student outcomes. In school year 2011 – 2012, ECP was the most-improved district middle school as measured by the California Standards Test (CST) in science—gaining 17 percentage points—and it was the second-most improved in English language arts—increasing 8 percentage points. Similarly, since implementing its current ELT model, ECP has reduced its chronic absentee rates from 14 percent to its current mark of 8 percent* and increased its enrollment by 2.5 percent, even as the district itself is facing declining enrollments.

The longer school day, which was implemented starting in the 2010 – 2011 school year, has proven one of the most significant reforms at ECP, allowing for three major benefits: increased time for differentiated academic support to target students’ specific learning needs, an infusion of enrichment and academic programming offered through community-based partner organizations, and extra time for teacher professional development and planning. Each of these benefits is described below.

Increased time for differentiated academic support

The addition of 12 hours to the school week enabled the educators at ECP to restructure the overall schedule, prioritizing time for interventions and academic support based on student needs. In ECP’s redesigned schedule (page 30) all core academic classes take place before lunch, and all arts, sports, and other enrichment activities are provided in the mid-late afternoon block. Teachers are enthusiastic about this reorganization because it concentrates

* Oakland Unified School District defines “chronic absence” as students who miss more than 10 percent of total school days.

students’ energy on academic learning, during times of the day when they are most alert and responsive.

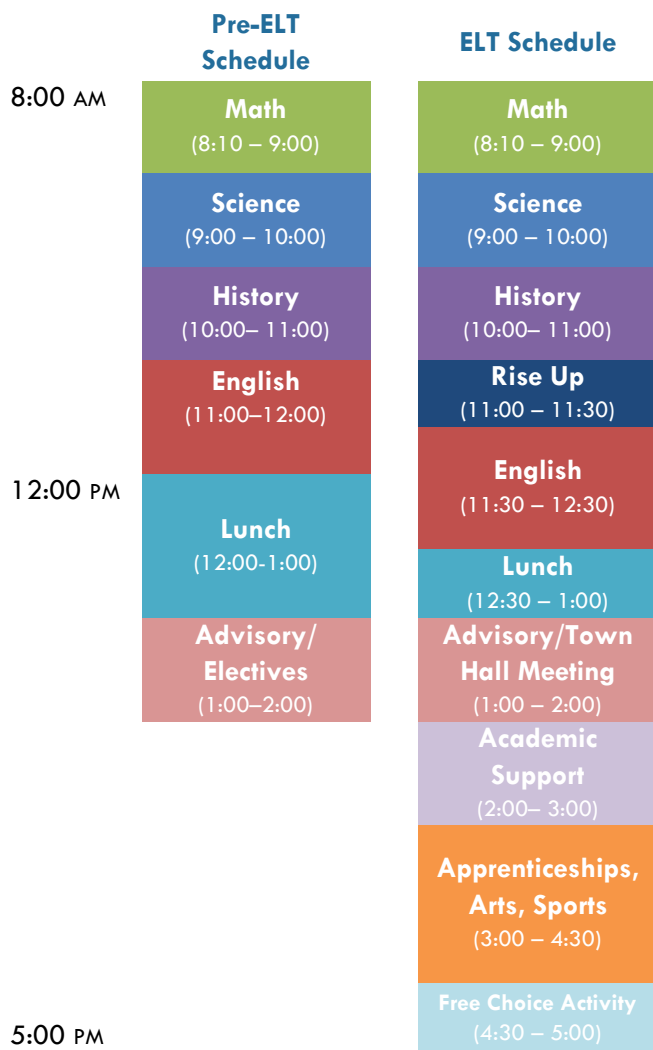
This restructuring of the morning schedule, combined with the expanded school day, also has enabled the school to implement a 30-minute “Response to Intervention” (RTI) block called “Rise Up.” During this class period, students across each grade level are re-grouped based on their academic needs. Rather than having four to five academically heterogeneous classroom groupings per grade, students are divided

The additional time enabled the educators at ECP to restructure the overall schedule, prioritizing time for interventions and academic support based on student needs.

into seven or eight more homogeneous groupings—with smaller groups for students who need more individualized remediation and larger groups for students who are on accelerated paths. By employing student teachers, thanks to one of the school’s community-based partnerships (see section below), ECP is able to achieve student-to-teacher ratios as low as 8 to 1 during “Rise Up,” giving extra support to students who have the greatest educational needs. To further free-up teaching staff so they can offer students focused individual and small group support during this class period, ECP also has piloted the use of technology to “blend” online with face-to-face learning. Through this blended learning pilot, educational software is used for remediation as well as acceleration. While some students are working on “just right” academic tasks online, teachers are tutoring other students in small groups or individually.

Infusion of new enrichment and academic programming through community-based partner organizations

Community partners are essential to ECP’s expanded-learning strategy, opening up new opportunities for students during the afternoons. Citizen Schools (CS), a



national youth-serving organization based in Boston, works intensively with the school's sixth graders, as well as with most of its seventh graders and a smaller group of eighth graders (in total, about 70 percent of ECP's students). Academic support, leadership development, and signature "apprenticeships," which are supported by volunteers from local business and civic organizations, comprise the components of the CS program. Students report to their CS class at 2 PM, and, for the first 90 minutes, they complete homework, receive academic tutoring, and engage in online learning. For the second 90 minutes of their expanded day, ECP students participate in an apprenticeship that is jointly led by a volunteer and a CS staff person and includes both hands-on learning and a writing element that varies according to the class subject matter. Apprenticeship topics, which focus on literacy

and STEM subjects, have included web design, baking and culinary arts, journalism, and robotics.

In addition to Citizen Schools, ECP also partners with Bay Area Community Resources (BACR), a local organization that serves as the lead agency for academic supports and enrichment programs (including music, sports, and art) offered to students who are not participating in the Citizen School programs. Local community-based organizations and, in a few cases, ECP teachers, staff these programs under the coordination of BACR.

Extra time for teacher professional development

As community partners work in the building each afternoon, ECP's regular teaching staff is available for whole-school common planning time from 2 to 3 PM daily. Plus, as part of the school's improvement plan, ECP staff have one additional hour each week for professional development on top of the district's regular early release day, providing for 2.5 hours of professional development time every Wednesday. With a weekly total of 6.5 hours of collaboration and professional development time, ECP teachers are able to work together to plan lessons, review student data, identify students needing additional academic support, and learn new instructional methods throughout the school year.

Costs and Funding

For school year 2012 – 2013, the overall cost for ECP to add 12 hours per week (432 total hours per year) of expanded learning time was approximately \$746,000. This amount corresponds to approximately \$2,131 per student, or \$4.93 per student hour. As depicted in Table 5.1 (page 32), which itemizes the costs of the expanded-time program, ECP's contracts with Citizen Schools and Bay Area Community resources comprise the bulk of its expanded learning time expenses, at nearly 95 percent of the total program cost. For its participation, Citizen Schools

Staffing Innovations at Elmhurst Community Prep

An important benefit of ECP’s partnership with Citizen Schools is a “nested” teacher training program that is a win-win for both entities. Through this program, six of the nine full-time Citizen Schools staff who are based at the school spend several hours in the classroom each day, alongside a certified teacher, gaining valuable experience and working toward their own teacher certification credentials. Additionally, as members of AmeriCorps—a federally-funded national service program whose participants work for one to two years in non-profit organizations—the six CS teaching fellows also receive a small living allowance and a stipend to further their education. This program has emerged as a vital component of the expanded school day at ECP. Teacher “nesting” offers a lower-cost way for the school to expand its staffing with motivated student teachers, who provide supplemental academic support to students throughout the school day. Moreover, this structure ensures that programming offered to students through CS in the afternoon hours is connected and supportive of the core academic content being taught during the earlier, more traditional portion of the day.

charges ECP \$400,000; however, CS estimates its full cost (including stipends for six AmeriCorps members) to be \$575,000. This figure includes the \$90,000 needed to support the AmeriCorps fellows, as well as other estimated extra costs that Citizen Schools absorbs.* BACR, meanwhile, receives \$178,000 for the programming it organizes at the school. In addition to the contracts with its community partners, ECP also pays a staff person to help coordinate and align the work of the expanded-day partners and school staff.

Table 5.2 (page 33) describes these various sources of funding that ECP uses to finance its expanded-time program. The largest source of funding for ECP’s expanded-day program has been its federal School Improvement Grant (SIG). This grant, which totaled \$3.9 million over three years through spring 2013, has focused on improving the school’s ability to support English language learners in English language arts and math. The school devotes significant resources to instructional coaching and other professional development that support teachers; nevertheless, about \$1.2 million of the school’s SIG funding is being

* For the sake of apples-to-apples comparisons, the totals in Tables 5.1 and 5.2, as well as the calculated per pupil costs, include only those monies that can be directly accounted for and do not include any supplemental resources provided by Citizen Schools. According to Citizen Schools, actual costs for the ECP program total \$746,000 or \$2,131 per student.

used to support the ECP’s expanded learning time component over the course of the three years. ECP also receives state funding administered by the California Department of Education from the After School Education and Safety (ASES) program. This funding source, created by a voter initiative in 2002, is relatively stable and safe, although for a school the size of ECP, it represents a fairly small amount—the grant is capped at \$150,000 per school per year. Additionally, the ASES grant requires a local match of at least \$50,000, which the city of Oakland provides through the Oakland Fund for Children and Youth, a local tax revenue set-aside fund designated for youth programs.

Implications for Sustainability

ECP Principal Kilian Betlach feels that the success of the school’s expanded learning time is due to the skill of its community partners, particularly Citizen Schools. Betlach credits these partners’ capacities to deliver quality content to students and to work collaboratively with the school to create a seamless day for students—one that is aligned with ECP’s priorities, curriculum, and instructional approach. This “second shift” of educators has broadened the school’s overall capacity—strengthening the focus on core academics in the morning, while at the same time providing opportunities for enrichment during the afternoon. The added cost of the second shift of educators is substantial, however, and the time-limited

TABLE 5.1
Expenditures for Expanded Time at ECP

Cost Category	Amount	Notes
Instructional Salaries	\$0	School teachers do not work any additional hours and, thus, salaries stay constant (teachers do have additional professional development time, but not as part of ELT model)
Administration Salaries	\$36,000	ECP employs a 1.0 FTE staff member to coordinate curricular integration of the core and expanded-day programs and to serve as a liaison between core and expanded-day instructors
Other Staff Salaries	\$0	N/A
Benefits	\$7,000	Stipend for school coordinator
Contracted Services	\$400,000	ECP's yearly contract with Citizen Schools, serving approximately 250 students, includes costs for 11 full-time and 8 part-time staff
	\$178,000	ECP's yearly contract with Bay Area Community Resources serves approximately 100 students; contract includes costs for sports, arts, and music instructors, Girls Inc., Girls Scouts
Supplies and Materials and Facilities	\$0	Costs nested within contracted services
Other	\$90,000	This category includes the costs of the AmeriCorps fellows, but comes at no direct cost to the school
TOTAL	\$711,000	

nature of ECP's three-year federal grant means that the leaders at both the school and Citizen Schools are concerned about the program's long-term sustainability.

On top of the end of SIG funding in June 2013, a further challenge to continuation of ECP's expanded learning time model is that, since 2008, California state aid to schools generally has declined rapidly, meaning that Oakland's general budget is compromised. To some extent, this trend has now reversed because in November 2012, California voters approved a ballot initiative that would raise taxes in order to direct more money to public schools. Oakland, a district that depends upon a significant portion of its revenues from the state, will surely benefit from the boost.

Still, ECP's principal believes that simply reallocating the school's standard (albeit rising) resources to support the longer day in its current format is not a

viable option. So, school and district leaders and Citizen School staff are continually working to identify ways to lower costs, along with their efforts to raise more private money and/or re-allocating additional public dollars.

One possibility ECP leaders are exploring is having the district provide some support to the school based on the accumulated value of the "nested" teacher training program offered by Citizen Schools (see box, page 31). Although currently just a pilot, this program has the potential to serve as a teacher pipeline for the district, which could help lower recruiting and onboarding costs. Additionally, school leaders have secured a 21st Century Community Learning Center grant to support the expanded hours programming. Also, ECP's leaders are hoping to re-allocate Title I Supplemental Education Services dollars to support expanded time for the whole school population, now that Oakland Unified (as part of a group of eight large California districts) has been granted a waiver

TABLE 5.2
Funding Sources for Expanded Time at ECP

Funding Type	Description of Funding	Amount	Timeframe
Federal	School Improvement Grant (SIG) AmeriCorps (given to Citizen Schools on behalf of ECP)— <i>funding recipient must cover the remainder of living allowances and other costs of AmeriCorps members</i>	\$443,000 \$90,000	Time-limited—three-years of funding ended at the close of SY2012 – 13
State	After School Education and Safety Program (ASES) <i>requires a local of match of at least \$50,000 (see OCFY funds, in this chart)</i>	\$118,000	Ongoing
Local public funds	Oakland Fund for Children and Youth (OCFY)	\$60,100	Ongoing (<i>relatively stable local revenue source, renewed by voters through 2022; match for ASES</i>)
TOTAL		\$711,100	

from the federal government to allow greater flexibility in use of Title I dollars (among other allowances).

ECP’s experience is likely representative of many SIG-funded schools which, for three years, have considerably more resources to work with in order to put in place program elements (and the human capacity needed to implement them successfully) that could legitimately bring about a school turnaround—the stated goal of the grant. When these funds expire, educators must figure out how to find alternative resources to support the educational pieces that have, at least in the case of ECP, proven effective at pushing students to higher levels of achievement.

Almost always, there are necessary expenditures for expanding time for the very simple reason that increasing staff time—whether for teachers or for community-based partners—has a definite cost. Yet, it is the powerful effect of this additional learning time that has persuaded the educators at ECP that they should do whatever possible to continue to operate with some form of expanded time so that their students can receive the education they need to be prepared to succeed in high school and college.

Orchard Gardens K – 8 Pilot School

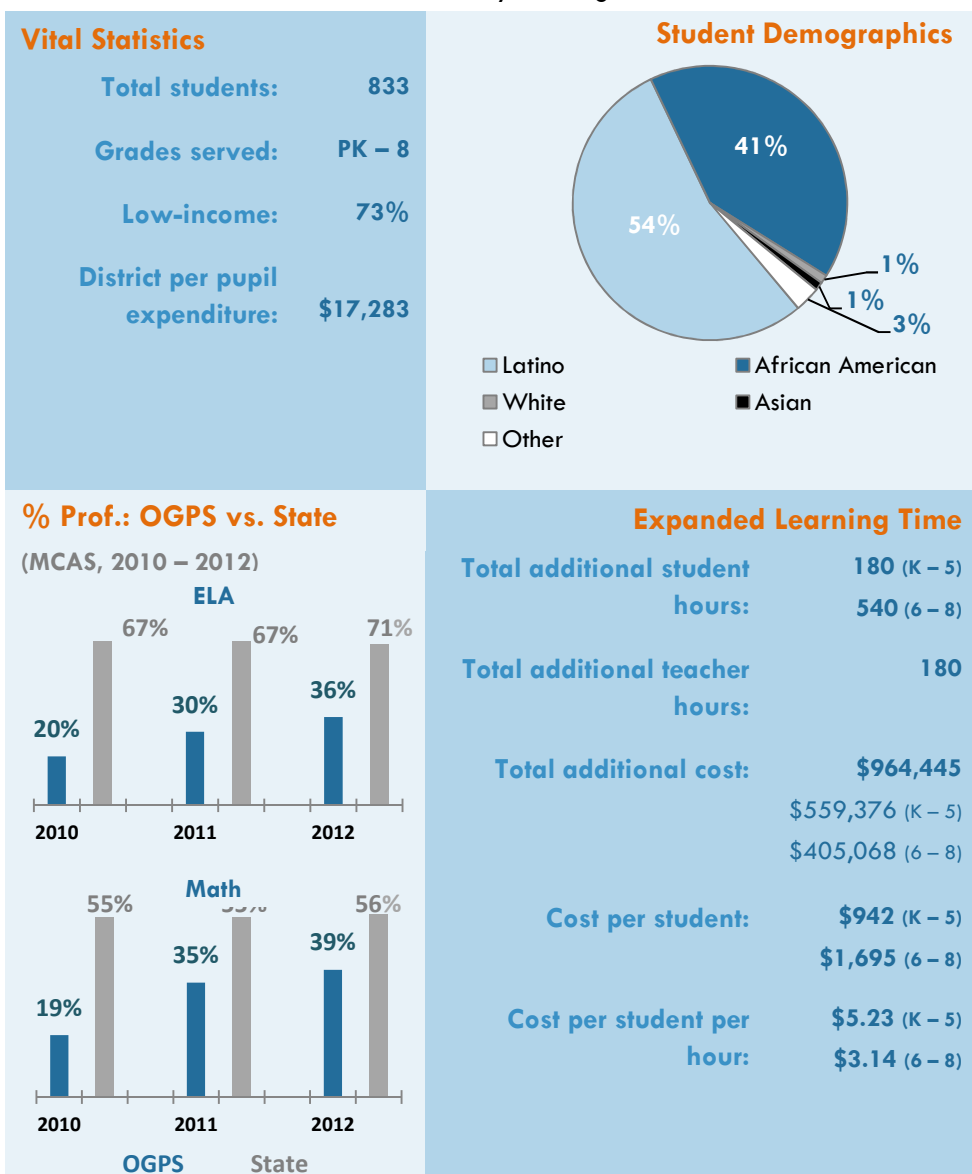
Boston, MA

A redesigned day as part of a school turnaround effort

In the last three years, Orchard Gardens K – 8 Pilot School (OGPS), located in Boston, has undergone one of the most dramatic school turnarounds in Massachusetts history. During the school’s first seven

years, from 2003 – 2010, student achievement at Orchard Gardens ranked regularly near the bottom of all schools in the state, as OGPS proficiency rates on the Massachusetts Comprehensive Assessment System (MCAS) stagnated below 20 percent in both English language arts (ELA) and math. Due to this record of chronically low student achievement, in April 2010, the state designated Orchard Gardens, along with 11 other Boston schools, for turnaround and Boston Public Schools (BPS) tapped Andrew Bott, one of the district’s rising young principals, to lead OGPS’s transformation. Starting that year with the infusion of \$3.7 million through the

federal School Improvement Grant (SIG) program, Bott ushered in major changes in staffing, school culture, instructional practice, and scheduling—featuring increased learning time made possible through the expansion of the school day for all students. The results at Orchard Gardens have been significant.



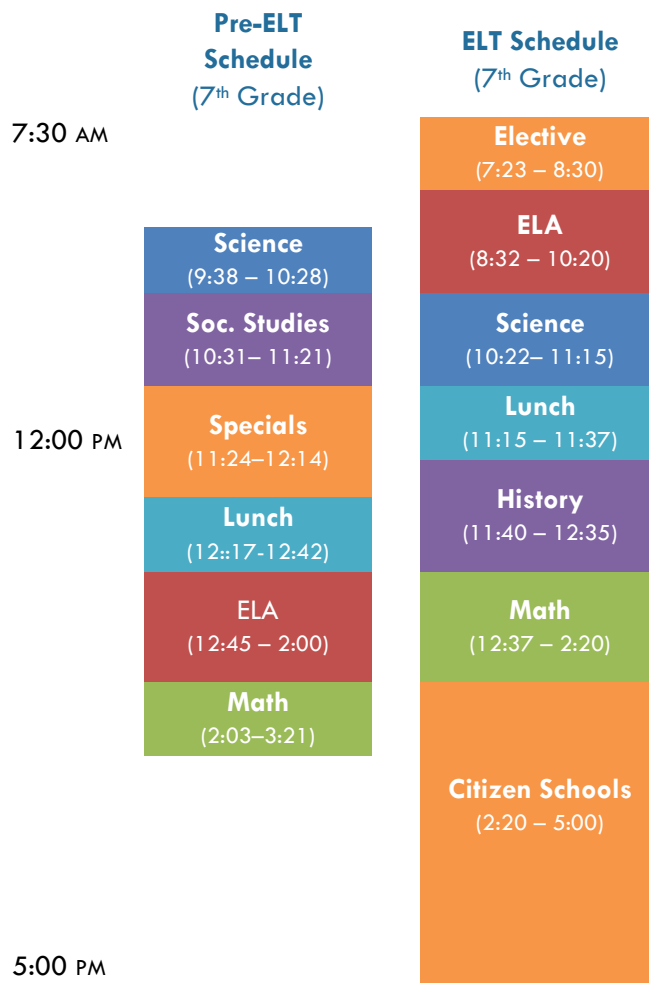
In 2011, the school’s median student growth percentile (SGP)—an index that compares yearly growth in individual student scores on the state assessment (MCAS) against those of other students with similar testing backgrounds—was 63 in ELA and 79 in math. (Massachusetts considers a school with a median SGP of at least 60, in either subject, as “high growth.”) That same year, the median SGP for students in Orchard Gardens ranked better than 87 percent of schools in Massachusetts in ELA and better than 98 percent of schools in math. Over the past two years, the achievement gains across all grades at OGPS have outpaced those of the vast majority of schools in Massachusetts, with Orchard Gardens ranking in the top 1 percent of all Massachusetts schools in overall growth on the math MCAS and in the top 6 percent in growth in ELA. Middle school grades (6 – 8) have seen even faster growth than the elementary grades.

OGPS’s Expanded-Time Model

Beginning in 2010, Principal Bott and his leadership team created an innovative school improvement model with expanded learning time at its core. This model is composed of four interactive components:

1. *Time*: More time for rigorous academic instruction, engaging activities, and teacher collaboration
2. *People*: Significant improvements in human capital (strong leaders and teachers) accomplished by recruiting, hiring, and developing staff
3. *Data*: Intensive use of data to drive improvements in instruction and respond to individual student learning needs
4. *School Culture*: Dramatic changes to schoolwide behavioral and academic expectations

As Andrew Bott summarizes, “You have to have the right people, in an environment that encourages learning, and data to guide what you’re doing. To make all these things work well, you also need more time—for students to catch up academically and for teachers to become even better.” Working synergistically, these four key elements define expanded learning time at Orchard Gardens.



Additional instructional time

At Orchard Gardens, kindergarten- to fifth-grade students attend school 1 hour longer than do their peers in other Boston public schools, and sixth- to eighth-grade students attend school for 3.5 hours longer Monday through Thursday and 1 hour longer on Friday. For all OGPS students, the new school day has created more time for ELA and math, with over 100 minutes for each subject, compared to only 75 minutes before expanded time. Along with more time for core academics, the expanded day includes more time for enrichment courses—including visual art, theater, dance, music, and physical education. Each week, all OGPS students receive 5 to 6 hours of arts programming and 2 to 3 hours of physical education.

Academic support and enrichment

Citizen Schools (CS) provides academic support and enrichment programming for Orchard Gardens sixth, seventh, and eighth graders (about 29 percent of the school's students in total). From 2:20 PM to 3:20 PM, these students receive homework support from the 15 Citizen Schools staff members. Following that time period, the schedule varies each day. On Mondays and Thursdays, from 3:30 to 4:15, students go from homework support to a 45-minute reading period focused on vocabulary and comprehension, which is taught by Citizen Schools teaching fellows. From 4:15 to 5:00, students are given choices among different academic and enrichment activities run by CS that are aimed at boosting their engagement. Each of these classes averages 15 students. Meanwhile, on Tuesdays and Wednesdays from 3:30 to 5:00, after homework help, Orchard Gardens students participate in "apprenticeships". The Citizen Schools apprenticeships give students opportunities to learn about a particular career path directly from volunteers who work in that field. Ranging from staging mock trials and building solar cars to creating video games, each semester's apprenticeship culminates in a "WOW" presentation, featuring productions and exhibitions of finished products.

Additional after-school programming

Although the OGPS school day officially ends at 2:20 for kindergarten- to fifth-grade students, many stay at school until 5:00. From Monday through Thursday, approximately 180 of the school's 450 first- to fifth-grade students receive academic support from BELL (Building Educated Leaders for Life), another one of OGPS's partners.*

Extra time for planning and professional development

School leaders at Orchard Gardens restructured the weekly schedule to create more time for teachers to meet, plan, and learn from one another. Prior to the start of expanded time there, teachers received just

* Cost of OGPS's yearly contract with BELL: \$135,000.

one 57-minute planning period each day, totaling approximately 5 hours each week, but most of this time was for individual planning, not collaboration. In the expanded-time schedule, OGPS teachers have seven 55-minute planning periods, in addition to two content team and two grade-level team meetings each week, totaling approximately 10 hours weekly. Content team meetings last 100 minutes and follow a highly structured protocol, intended to focus teachers solely on data analysis and instructional strategies. Grade-level teams convene for 50 minutes twice weekly, for a total of 100 minutes, to discuss administrative and discipline issues. Each meeting is led by one of the school's 15 teacher leaders.

During the school year, 40 professional development hours are devoted to school-wide, teacher-led, professional development sessions, held every two weeks for 90 minutes.

In addition to these weekly collaboration meetings, Orchard Gardens schedules 127 hours of professional development throughout the year—compared to only 30 hours at other Boston public schools. At OGPS, this time is distributed throughout the year, including the summer months. During the school year, 40 hours of professional development are devoted to school-wide, teacher-led, professional development sessions, which are held every two weeks for 90 minutes each. While Orchard Gardens has always had more professional development time compared to other Boston public schools, the time was often considered misspent. "In the past, more than 50 percent of the school's staff said professional development opportunities didn't fulfill their needs, but we've worked really hard to make them more relevant and useful in the classroom," says Principal Andrew Bott.

Costs and Funding

At Orchard Gardens, the overall cost of adding five hours per week for students in grades K – 5 and 15 hours per week for students in grades 6 – 8 for the 2012 – 2013 school year was approximately

TABLE 6.1
Expenditures for OGPS's Expanded Day

Cost Category	Amount	Notes
Instructional Salaries	\$553,112	Extra hour per day for teachers
Administrative Salaries	\$22,000	Portion of salary for dean of students
Other Staff Salaries	\$103,095	Extra hour per day for paraprofessionals
Benefits	\$84,660	Portion of benefits accrued to additional time
Contracted Services	\$180,000	Pays for the contract with Citizen Schools
Supplies and Materials	\$0	
Facilities	\$0	
Transportation	\$21,578	Additional cost of running late buses
TOTAL	\$964,445	

\$964,445. This total corresponds to an approximate per student cost of \$942 for those in grades K – 5 and \$1,695 per student for those in grades 6 – 8, or \$5.23 and \$3.14 per student hour, respectively. As itemized in Table 6.1 above, compensating teachers and paraprofessionals for an additional hour of instructional time, running late buses, and contracted services with Citizen Schools comprise the majority of the costs associated with OGPS expanded learning time. Citizen Schools, the primary ELT partner, charges OGPS \$180,000 to serve approximately 240 students. However, Citizen Schools estimates its real costs to be \$562,500, with CS offsetting the difference through its own fundraising.*

One cost consideration for the expanded-time model is the need to provide extra staffing for students with substantial special needs, such as students in Orchard Garden’s autism classroom. Citizen Schools, for example, needed to modify its programmatic and

* For the sake of apples-to-apples comparisons, the totals in Tables 6.1 and 6.2, as well as the calculated per pupil costs, include only those monies that can be directly accounted for by the school and do not include any supplemental resources provided by Citizen Schools. Including CS’s actual costs would bring the overall expanded-time total costs to \$1,346,945.

staffing structure in order to serve these students well.

Its three-year federal School Improvement Grant (SIG) has been the main funding source for the expanded-day program at Orchard Gardens. This grant, which totaled \$3.7 million from 2010 – 2013, was initially awarded to the school so it could undertake its turnaround process. During the most recent school year of 2012 – 2013, administrators used \$964,445 of the SIG dollars to pay for the expanded time portion and the remaining grant money (approximately \$170,000) to support other key program elements, like the Achievement Network, at the school.

Implications for Sustainability

At the end of the 2012 – 13 school year, OGPS’s School Improvement Grant (SIG) expired and the school lost \$1.1 million in guaranteed additional resources—resources that were largely allotted to support the expanded-time structure. Despite this significant loss of funds, school leadership is committed to continue both the longer day and the

TABLE 6.2
Funding Sources for OGPS's Expanded Day

Funding Type	Description of Funding	Amount	Timeframe
Federal	School Improvement Grant	\$964,445	Three-year grant, ended with close of 2012 – 13 school year
TOTAL		\$964,445	

many programmatic enhancements that it brings, albeit with a smaller budget overall.

As a first step toward this goal, OGPS staff have identified those components of the school's educational model—including personalized learning, enrichment programming, and the platform of the longer day—that they wish to continue in order to build upon their early successes, even though they may have fewer dollars to work with moving forward. To maintain the program, OGPS leadership has put in place (or is exploring) several cost-cutting and resource-enhancing measures, including:

- Halving the number of senior administrators from eight to four and reducing the number of professional development hours will save substantial costs.
- Leaders hope to draw upon new funding options from both the state and federal governments that can support expanded time and school turnaround efforts.*
- Working with key partners—Citizen Schools, BELL, and City Year—OGPS leaders are collaborating on raising private (i.e., philanthropic) dollars to support the academic and enrichment programming, which has been embedded in the school's expanded day.

- Considering options such as staggering teacher schedules, shifting the administrative structure, and/or re-allocating existing resources, would likely offer cost savings, although the precise amount is not clear.

In addition to these, for the 2013-2014 school year, through a process put in place governing Level 4 schools, the Boston Joint Resolution Committee agreed to fund teacher salaries for the expanded hours in turnaround schools in the district, including OGPS.

* * *

Although the depletion of federal funds has led to serious concern among the educators at OGPS regarding their capacity to sustain the redesign model, they are also strengthened in their resolve to continue the school's gains. "If it takes us five years to fully turn around this school," says Andrew Bott, "that means we haven't done anything for all our kids in third grade and above. Our kids don't have the luxury to wait for this school's full transformation. They needed this to happen yesterday."

* Such opportunities might be possible at the federal level through a 21st Century Community Learning Center grant or a re-allocation of Title I funding.

Conclusion:

Considerations for Financing Expanded-Time Schools

What We Know About the Costs of Expanded Time

As the number of expanded-time schools grows—there are now over 1,500 nationally—and momentum builds in cities and states across America to develop a new and substantially longer school day and year, policymakers and practitioners are increasingly focused on understanding how district schools can pay for and sustain more learning time over the long term. Unlike charter schools—which were the early practitioners of expanded time—district schools do not have inherent flexibilities around staffing or budgeting and, thus, expanding time for them tends to be a more complex undertaking. *Financing Expanded Learning Time in Schools* has focused on addressing the questions surrounding the implementation of more school time by examining five different approaches to structuring and funding expanded learning time schools.

While this study only begins to illuminate this vital topic, and more research is needed, these school profiles still yield valuable lessons regarding the types of costs incurred by schools that expand the school day and/or year and how programming decisions impact those costs. Through these examples, we can better understand the financial decisions that practitioners must make to bring about a school schedule that provides students with a broader, deeper, well-rounded education, as well as how these decisions and implementation factors impact the overall costs associated with the additional time. We also get a clear sense from these five examples that educators will need to forge their own unique paths to effective models by considering a wide variety of factors that influence successful execution and by continuously balancing programmatic decisions with cost and funding realities.

We studied these schools to understand the financial decisions that practitioners must make to bring about a school schedule that moves beyond the norm.

Beyond the specific cost and funding information these five schools provide, their various experiences with both staffing and sustaining their expanded-time models in an era of tight educational budgets are worth considering in greater depth. Below we review some of the major insights we gained from studying these five schools within the broader policy and organizational settings in which public schools operate.

Staffing Considerations

At each of the five schools, staffing comprises the bulk of the added costs, and, thus, entails perhaps the most significant area where decisions need to be made. The schools in this study demonstrate that, by leveraging resources to secure staff, the likelihood of developing a high-quality expanded-time school grows.

- At profiled schools, the district and the teachers' union were able to negotiate a mutually beneficial agreement to enable expanded time.** Because staff salaries are such a significant cost component of an expanded learning time program, the ability of districts and their collective bargaining units to form a strong and mutually beneficial agreement on compensation is critical to implementing a successful, financially feasible, and sustainable program. At the four schools in this study where teachers work more hours and are paid more for additional time, an increased rate was negotiated. Across these districts, as described, there is no common method in how the additional compensation is structured: McGlone offers a flat stipend; Edreira and Griffith teachers receive a fixed percentage raise; and teachers at Orchard Gardens are paid extra at a fixed district hourly rate. Despite this variation, the rate at which staff members are compensated to work the additional time is, in all cases, proportionally less than the amount of additional time they work thus rendering the sustainability of the model more viable.
- Partners can play a pivotal role in facilitating the expansion of time and its related programming, as evidenced in three of the profiled schools.** At both ECP and Orchard Gardens, the national non-profit organization Citizen Schools has been able to broaden and strengthen programming by integrating its apprenticeship model into the expanded school schedule. McGlone Elementary benefited from the deep involvement of Blueprint Schools Network in helping to develop and implement a school improvement process and to facilitate the creation of a sophisticated tutoring program. Not only do these partners support students in

ways that full-time teachers are not always able to, they also introduce a new set of individuals from whom the students can learn and with whom they can forge positive relationships. ELT schools serving all students offer a new model for fully integrating partner organizations—including afterschool partners—into a redesigned school day to enable more services and deeper impact.

- Expanded-time schools can create opportunities to identify and groom new school staff, which together have the potential for generating long-term savings to the school or district.** In two of the case study schools, additional staff brought in to support and lead the expanded hours have become a pool of potential new recruits to fill future staff vacancies. At McGlone, the principal has hired several of the tutors as teachers, thus minimizing the cost of finding and training new staff members (because the tutors were already steeped in the culture and processes of the school). Meanwhile, at Elmhurst Community Prep, the school's community partners have piloted a teacher training program for all staff who work the afternoon hours. Here, too, the school has first-hand knowledge of the candidates and their current and prior experience, which should translate into lower HR costs, albeit a somewhat modest reduction.
- Two schools experienced some initial teacher attrition during the transition to expanded time, though the new model also attracts others who are committed to the turnaround.** At two of the four schools that rely on teachers to cover some or all of the longer hours, leaders noted a fair degree of initial turnover among the faculty that may have resulted from difficulty adjusting to the

new schedules and higher expectations related to the school's turnaround efforts. However, the attrition slowed over time as veteran teachers adjusted to the new expectations and schedule and as new teachers, committed to the improvement goals and implementation strategies, joined the schools. Meanwhile, at the expanded-time school that has been in existence the longest (Edreira Academy), teacher turnover is almost non-existent. Indeed, Edreira educators explain that the primary reason for the very stable faculty is that the school attracts teachers who really want to be there.

Matters of Sustainability

Because this study found that expanding time requires ongoing investment in additional educational resources, all the schools confront some challenges around sustainability. The experiences of these schools suggest, however, that educators can draw on several resources (both financial and structural) to continue to support an expanded-time model.

- **Newly flexible federal funding, the School Improvement Grant (SIG) program, and state funding initiatives have enabled the creation of new (or continuation of existing) expanded-time schools.** All five profiled schools have benefited from some form of new or re-directed resources. The two SIG schools in this study (Orchard Gardens and ECP) are prime examples of how substantial federal dollars aimed at whole-school improvement have been utilized to expand learning time. Indeed, because expanding learning time has been a top priority of the Obama Administration, many schools across the country have leveraged such funding toward this purpose. Both Edreira Academy

(Elizabeth, NJ) and Griffith (Balsz, AZ) demonstrate how state funding intended to address inequities in the public school system can also prompt districts or individual schools to expand time. The fifth school, McGlone Elementary in Denver, benefits from a district that has prioritized turning around its lowest performing schools with the support of expanded time, partners, and private funding.

In the coming years, there is the potential for other federal dollars to support expanded time because the U.S. Department of Education has provided states and districts with Elementary and Secondary Education Act (ESEA) flexibility waivers that remove some of the restrictions from Title I and 21st Century Community Learning Center (CCLC) funds that had previously prevented districts from investing these resources directly in schools that expand time. Among the flexibilities added to Title I under the ESEA waiver system is the ability to use funds previously restricted to out-of-school Supplemental Educational Services (SES)—usually paid to private companies providing tutoring too often disconnected from the curriculum—for in-school expanded learning time. Also, before the waiver program, school districts that received funding from the \$1.1 billion 21st Century Community Learning Center program could only direct these funds to before-school, after-school, and summer programming that took place outside of school hours. Now, in states that have the 21st Century waiver, districts have the opportunity to dedicate those funds to increase learning opportunities for all students through expanding school hours in addition to choosing out-of-school time programming. Twenty-five states (and Puerto Rico) have

attained this flexibility for their districts to support in-school expanded time for all students in participating schools. Finally, the federal SIG program, which, as described, already supports efforts to increase school time, was made more flexible by the FY14 Consolidated Appropriations Act. Among the changes, states can now make five-year school turnaround grants (increased from the current three-year limit); schools showing good performance remain eligible for two one-year extensions. In addition to the two more years of secure funding, the schools will have significantly more time to attract new resources and find new efficiencies to sustain the expanded-time model beyond the life of the grant.

- **Additional autonomy and flexibility granted to districts and schools provide an excellent opening for adopting ELT strategies and the potential for sustaining this work over time.** Several states—including Colorado (home of McGlone), Washington, Tennessee, and Kentucky—have enacted laws allowing public schools (usually targeting low-performing ones) that are seeking to implement whole-school reforms the right to apply for exemptions from certain state and district rules and regulations and from particular union contract provisions. For example, “Innovation School” status has allowed McGlone’s principal considerable latitude in organizing resources—people, time, and money—to support the school’s strategic priorities and unique needs. With the ability to organize and reallocate such essential elements, Innovation status gives schools seeking to expand learning time the kind of flexibility so vital to any school redesign effort. Innovation status also provides flexibility to reallocate resources to continue

to support ELT over time. Similarly, some districts, like New Orleans and Oakland (home of ECP), also have allowed individual schools greater autonomy from the central office. A comparable arrangement exists with Orchard Gardens through its status in Boston as a Pilot School, which is a district-based policy to build in broader individual school autonomy. In the case of Edreira Academy in Elizabeth, the school has no official designation, but rather it relies on a kind of tacit understanding from the district that it can organize its educational program differently from all other schools, as it actively applies for International Baccalaureate status.

- **Educators at these five schools are promoting ELT as a way to attract revenues that can help offset ongoing costs.** The principals spoke explicitly about aspirations that their ELT program would attract additional revenues to their schools. The Griffith principal, for example, expressed the hope that the longer school year would attract students from nearby traditional-year districts. (In Arizona, because district funding is based on “average daily membership,” a student who transferred districts would count toward the overall budget of the receiving district.) At McGlone, meanwhile, enrollment has begun to rise, and, because the district sets school budgets on a per pupil basis, a rise in enrollment means a larger school budget.

Another potential revenue boost from ELT comes from new private sources. Four of the principals indicated interest in their schools from a variety of private organizations and partners that are bringing new resources to drive further improvements. Finally, the promising results and work of the Balsz

district, home of Griffith Elementary, may lead to changes in state policy that will provide additional revenues for ELT. Specifically, a group of education leaders and advocates are working with Arizona legislators on a proposal to increase the state's contribution from the current 5 percent to 8 percent of a district's state formula funds for those districts seeking to implement 200-day calendars. The proposed increase would come much closer than is currently possible to covering the full cost of the additional days.

Further Research Needed

The five schools profiled in *Financing Expanded Learning Time in Schools* offer important information on how a group of early ELT district pioneers are funding expanded time. They also spotlight the fact that more models are needed in order to identify ways to fund expanded time at lower cost and more sustainably. Certainly, we may be able to learn from charter schools, some of which have been able to offer more time at no additional cost. Yet, because these charter models are not often neatly transferrable to district settings, we must continue to rely on innovation within district schools to indicate how the reallocation of existing resources and the creation of new sources of funding can feed the growth of the movement to expand time. For instance, more information is needed on lower-cost implementation strategies, such as staggering teacher schedules or implementing blended learning programs that increase the use of technology during the expanded school day and year. Also, we ought to better understand how, with more budgetary autonomy, schools can leverage existing resources to pay for at least part of a longer school day and/or year. Because these are new practices that are only beginning to emerge across the developing field

of district expanded-time schools, these topics (among others) are not explored thoroughly in this report. As these more experimental approaches to structuring and staffing expanded learning time gain traction, NCTL plans to monitor their effectiveness and highlight promising practices in future studies.

The fact that there are a growing number of district schools that are expanding time, and that their educational, funding and staffing models have taken many forms, means that there should be ample opportunity to learn more about ELT models in the future. For instance, the Chicago Public Schools expanded the school day and year for all K – 8 and high schools beginning in the 2012 – 2013 school year, while a few states (New York, Connecticut, Massachusetts, and Florida) have funding in place specifically to support the expansion of the school schedule in targeted schools.¹ Each of these models is worth examining to understand how costs and funding can be leveraged to generate cost-effective and educationally successful models. The challenge for the field of public education will be to support more schools in accessing resources and identifying new, more sustainable approaches to implementing and funding expanded learning time.

Clearly, putting in place expanded learning time entails complex decision-making and prioritization of resources. As these case studies reveal, however, complications that might emerge can be overcome and the power of more time can be harnessed when practitioners keep the focus of their decisions on generating the highest quality education possible for their students.

¹ For more information on these policy shifts at the federal and state levels, see NCTL's latest policy update, [Learning Time in America \(Spring 2013\)](#).



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