



**Expanded Learning Time: Considering  
More Learning, Planning, and  
Professional Development**  
**August 15, 2018**

# Executive Summary

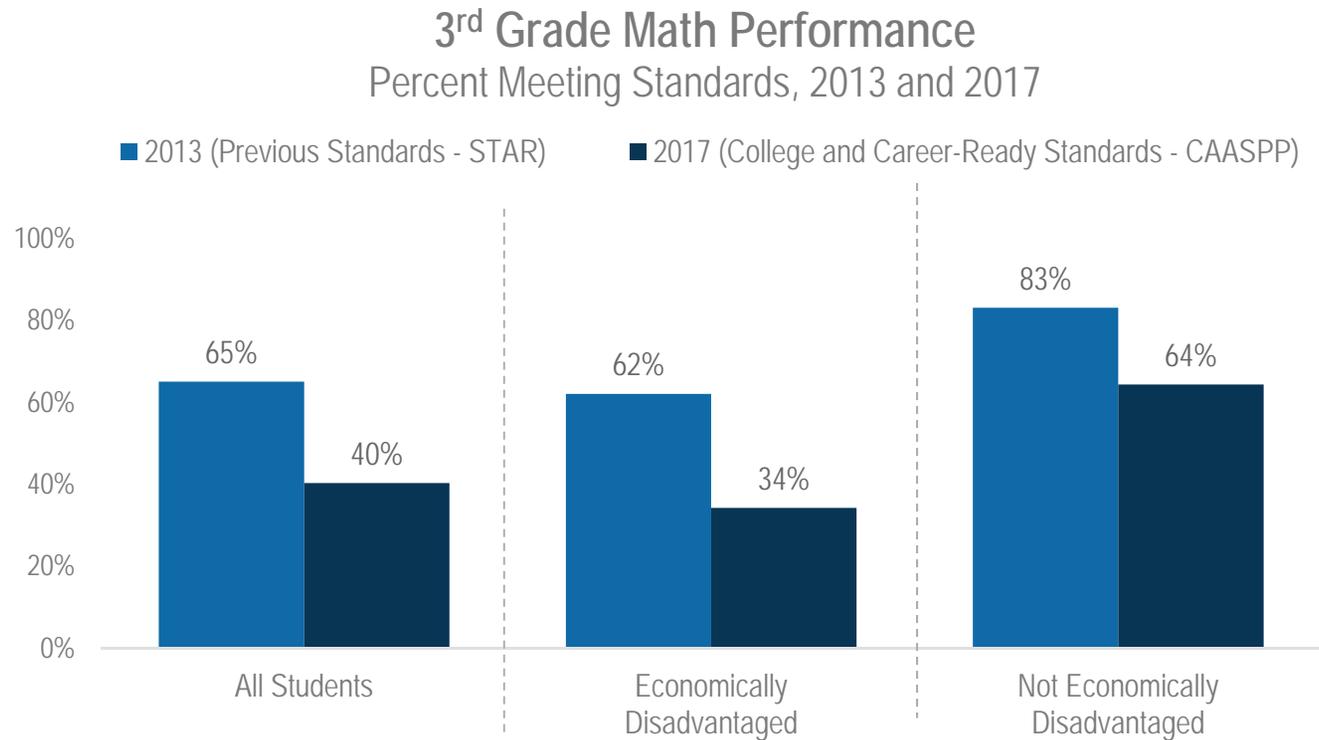
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- **College and career-ready standards are raising expectations for all students;** under the new standards, the average student in LAUSD finishes 8th grade 2 years behind in ELA and 3.5 years behind in Math.
- **Teacher collaboration, both weekly and on protected pupil-free days, is critical** for learning new curricula and improving the instruction for students in the era of more rigorous standards.
- **LAUSD may be able to increase time for teacher collaboration and learning** by changing the organization of time for teachers and/or students.
- Teachers and students in LAUSD's **highest-need schools have the same average time as their lowest-needs peers**, making the challenge of meeting all student needs inside the school day even greater.

Time matters for both students and teachers ... but it's not just about **how much** time you have, it's about **how well** it's used.



# College and career-ready standards have raised expectations for all students across the country; in LAUSD this is especially true in Math



The average student in LAUSD finishes 8<sup>th</sup> grade  
2 years behind in ELA and 3.5 years behind in Math

# To help students meet these more rigorous standards, teachers need access to high quality professional learning to improve instruction



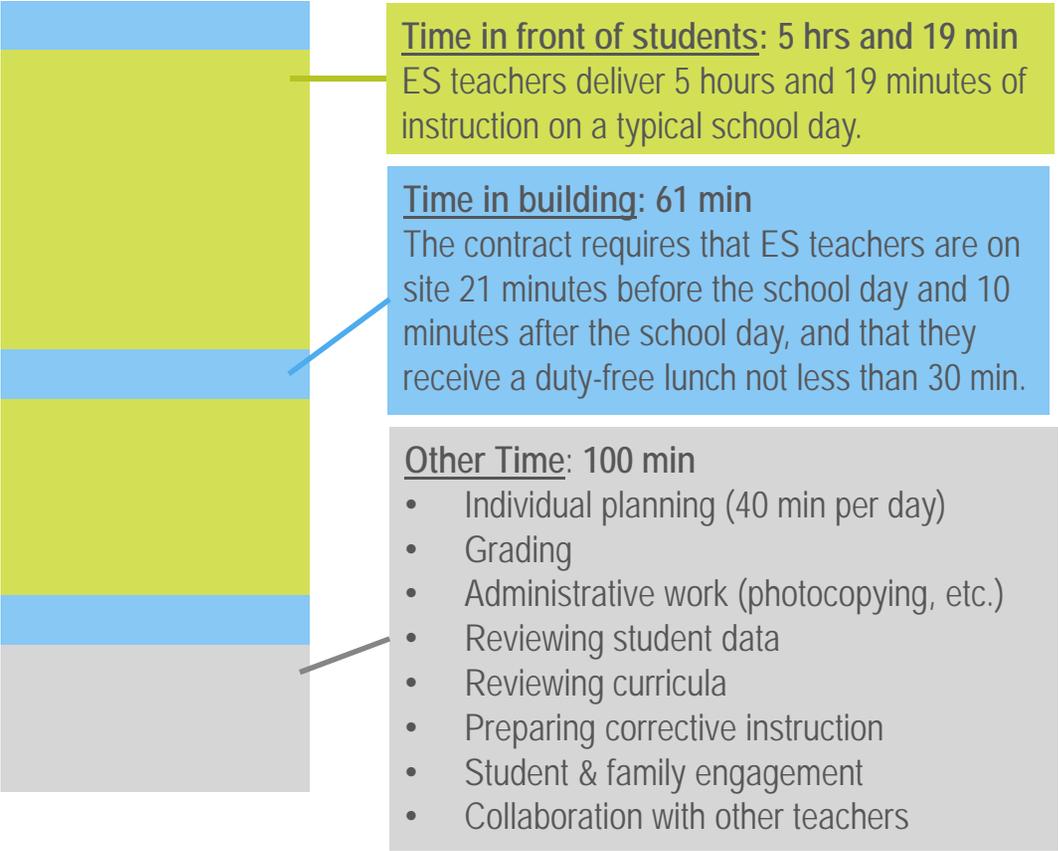
Districts need to provide:	Teachers need:
Rigorous, Comprehensive Curricula and Assessments	At least <b>7 protected days</b> to have the space to step-back and learn to apply the curricula to their classroom.
Content-focused, Expert-Led Collaboration	At least <b>90 minutes of weekly time</b> to collaborate with peers and experts around lesson plans and corrective instruction.
Frequent, Growth-Oriented Feedback	<b>Biweekly cycles</b> of frequent growth-oriented feedback on instruction that rapidly improves teacher practice.

Teacher collaboration that accelerates learning requires time each week AND longer blocks of time periodically to step-back and reflect.

# The current contract provides a starting point for thinking through opportunities to enhance teacher collaboration

## Typical ES Teacher Daily Schedule *Based on LAUSD Contractual Requirements*

8 hr workday



Additional Teacher Time that could potentially be used for teacher collaboration:

- 2 student-free days annually (3 hours of which can be administrator-led)
- 26 1-hour blocks (Banked Tuesdays) which may be a blend of administrator-led and district-led time

Source: LAUSD UTLA 2014-2017 Bargaining Contract

# Opportunities to increase time for teacher collaboration include providing more time periodically for teachers to step-back and reflect and providing more time each week

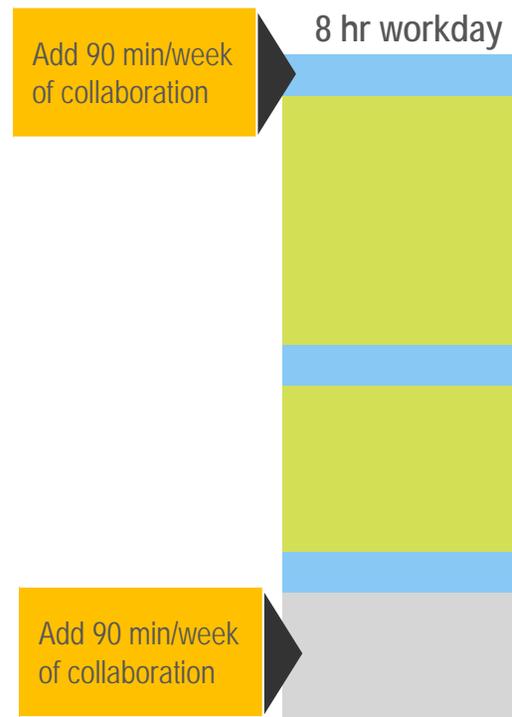
- 1 Increase protected days for teachers so they have the space to step-back for deeper planning to apply in the classroom

Ways to do this include:

- a. Adding more student-free days
- b. Expanding the block of time available on Banked Tuesdays to allow for longer step-back conversations

- 2 Provide more weekly collaborative time by ...

a. Protecting weekly collaboration time at the start or end of the day



b. Providing instruction with non-core teachers or partners can allow for teacher collaboration during the day – this requires extending student time too.



# Providing instruction with non-core teachers or partners during the school day further relieves pressure on an already crowded student day

## Tradeoffs in the Use of Daily Instructional Time Example: 3<sup>rd</sup> Grade

Breakfast*	20 min
PE*	20 min
ELA**	2 hr
Math**	1 hr
Everything else	87 min
<b>Total: 5 hours 7 minutes</b>	

LAUSD-required breakfast and PE time

Sample instructional time recommendations for a CCRS-aligned curricula

Everything else:

- Social Studies and Science
- Intervention/Accelerated Learning
- Art and Music
- Social Emotional Learning

**+ 90 min/week**

\*District requirements: District policy states breakfast is served in the classroom along with academic instruction (considered part of the instructional day); requirement is for 200 min of PE every 10 days.

\*\*CCRS- aligned curriculum requirements: Eureka Math (<https://www.engageny.org>) and Core Knowledge ELA ([https://3o83ip44005z3mk17131679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/08/FAQs\\_CKLA\\_K5.pdf](https://3o83ip44005z3mk17131679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/08/FAQs_CKLA_K5.pdf)).

Note: Lunch and recess excluded; they are not considered part of the instructional day.

Source: District requirements from interviews on Aug 3<sup>rd</sup>, 2018; District sample schedules for ES received Aug 6<sup>th</sup>, 2018; LAUSD Bell Schedules Data received Jul 23<sup>rd</sup>, 2018.

# While LAUSD already has multiple initiatives to expand time, additional time can be most critical in high need schools where students and teachers require additional support

	Average of <b>Lowest Need ES Schools</b> (Quartile 1)	Average of <b>Highest Need ES Schools</b> (Quartile 4)
<b>Student Profile Served</b>		
% Students with Disabilities	9%	18%
% English Lang. Learners	9%	39%
% Students in Poverty	46%	92%
% Meeting Standards	60%	26%
<b>Average Length of Instructional Day</b>	5 Hours 7 Minutes	5 Hours 7 Minutes

- Current LAUSD initiatives to expand time for students include:
- 1 SIG school is currently extending the school day by 30 min/day
  - Summer Term is offered at 71 HS for 5 weeks of credit recovery (5.5 hrs/day)
  - Extended Learning Opportunity Summer Programs are offered for 4 weeks for MS and HS students behind grade level (3.5 hrs/day)
  - Bridge programs support struggling students to transition between school levels with 3-5 weeks of additional support (3 hrs/day)
  - Extended School Year program provides an additional 4 weeks for students with disabilities
  - Beyond the Bell provides optional after-school enrichment and academic time for students until 6pm across most elementary and secondary schools

Source: LAUSD Schools Data, LAUSD Bell Schedules Data received Jul 23<sup>rd</sup>, 2018, ERS Need Index Composite of %SWD, %ELL, & %FRL, ERS analysis.

# Additional time can create more opportunities to support both students and teachers

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Strategy	Supporting Evidence
1. Increase teacher professional development days to support deep curricular learning	Students improved 21 percentile points when their teachers received multiple days of targeted PD
2. Add teacher collaborative planning time to facilitate job-embedded learning	In some schools with increased collaborative time, student proficiency improved 25-40 percentage points
3. Extend intervention and tutoring blocks for students	Small group interventions improved student performance by .31 standard deviations, or an estimated additional half a year of learning.*
4. Increase enrichment time to improve student engagement and connectedness to school	Taking at least one arts credit in freshman year is associated with a 40% reduction in drop-out risk

Sources: Strategy 1, Yoon Et. Al., 2007; Strategy 2: Vescio Et Al, 2008; Strategy 3: Slavin Et. Al., 2009; Strategy 4: Thomas Et Al, 2015. Full Citations in Appendix, along with supplemental research and links where available.

\*One year of learning in 3<sup>rd</sup> grade reading is .6 standard deviations (Source: Lipsey Et. Al., Institute of Education Sciences, 2012, <https://files.eric.ed.gov/fulltext/ED537446.pdf>)

## Considerations for expanding time in schools:

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- Use the time to **support teachers as well as students**
- Take a **phased approach** rather than going too far, too fast
- Get **buy-in** from principals, teachers, and families
- **Integrate additional time** through the funding, the scheduling, and the people used to provide instruction
- Use the time to enable **innovative school models** rather than taking a “peanut-butter” approach that simply adds time to existing school models

# Discussion

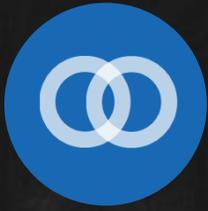
# Appendix

## Our mission

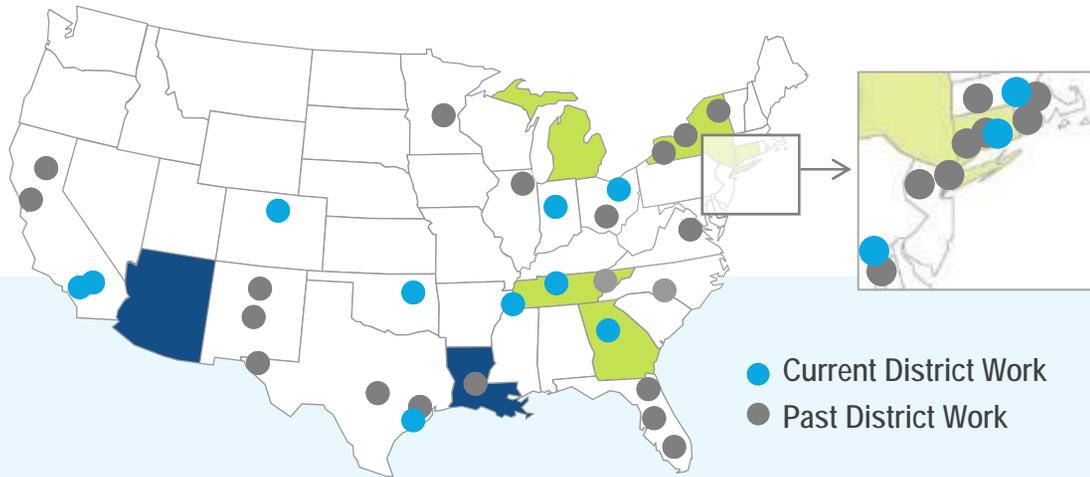
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ERS is a **national non-profit** that partners with district, school, and state leaders to transform how they use resources (people, time, and money) so that **every school prepares every child for tomorrow, no matter their race or income.**

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We partner with districts across the country to transform resource use so that every school succeeds for every student.



- Current District Work
- Past District Work
- Current State Work
- Past State Work

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**Colorado**  
Denver

**SOUTHWEST 15**

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Arizona Community Foundation  
**New Mexico**  
Santa Fe, Albuquerque  
**Oklahoma**  
Tulsa  
**Texas**  
El Paso, Austin, Aldine, Spring Branch

**MIDWEST**

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St. Paul  
**Illinois**  
Chicago  
**Indiana**  
Indianapolis  
**Ohio**  
Cleveland, Cincinnati  
**Michigan**  
Michigan State University

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**Georgia**  
Atlanta, GA Dept. of Education  
**Florida**  
Duval County, Lake County, Palm Beach County  
**North Carolina**  
Charlotte-Mecklenburg  
**Louisiana**  
Avoyelles Parish, LA Dept. of Education

**NORTHEAST**

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Hartford, Waterbury, New Haven, Connecticut Council for Education Reform  
**New York**  
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**Pennsylvania**

Philadelphia  
**New Jersey**  
Newark  
**Maryland**  
Baltimore, Prince George's County  
**Washington, D.C.**  
D.C. Public Schools

# Methodology notes: Years behind Grade Level

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Average years behind grade-level is calculated by comparing average performance on CAASPP tests to grade-level standards. The vertical alignment of the Smarter Balanced assessments allows for such comparisons across grades.

**In Math**, the average LAUSD 8<sup>th</sup> grader's score is 2508, which meets the 4<sup>th</sup> grade benchmark of 2485 but not the 5<sup>th</sup> grade benchmark of 2528. This means that the average 8<sup>th</sup> grader is between 3 and 4 years behind. Since the average 8<sup>th</sup> grade score is 53% of the way between the 4<sup>th</sup> and 5<sup>th</sup> grade benchmark, we consider this **3.47 years behind**.

**In ELA**, the average LAUSD 8<sup>th</sup> grader's score is 2530, which meets the 5<sup>th</sup> grade benchmark of 2502 but does not meet the 6<sup>th</sup> grade benchmark of 2531. This means that the average 8<sup>th</sup> grader is between 2 and 3 years behind. Since the average 8<sup>th</sup> grade score is 97% of the way between the 5<sup>th</sup> and 6<sup>th</sup> grade standards, we consider this **2.03 years behind**.

Sources:

- Performance data: <https://caaspp.cde.ca.gov/sb2017/ResearchFileList>
- Grade-level standards and vertical scaling of tests: [http://www.caaspp.org/rsc/pdfs/CAASPP.post-test\\_guide.2016-17.pdf](http://www.caaspp.org/rsc/pdfs/CAASPP.post-test_guide.2016-17.pdf)

# Research Appendix

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- Teacher development days:
  - Yoon, Kwang Suk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, and Kathy L. Shapley. "Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement." *Regional Educational Laboratory Southwest*, no. 033 (2007). <https://files.eric.ed.gov/fulltext/ED498548.pdf>
- Collaborative planning time:
  - Vescio, Vicki, Dorene Ross, and Alyson Adams. "A review of research on the impact of professional learning communities on teaching practice and student learning." *Teaching and teacher education* 24, no. 1 (2008): 80-91. <https://pdfs.semanticscholar.org/7005/0f51d928cbdba2056a77a8f2c9b225c6821.pdf>
  - Akiba, Motoko, and Guodong Liang. "Effects of teacher professional learning activities on student achievement growth." *The journal of educational research* 109, no. 1 (2016): 99-110. [https://www.lib.fsu.edu/sites/default/files/scholarship/effects\\_of\\_teacher\\_pl\\_activities.pdf](https://www.lib.fsu.edu/sites/default/files/scholarship/effects_of_teacher_pl_activities.pdf)
  - Kraft, Matthew A., and John P. Papay. "Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience." *Educational evaluation and policy analysis* 36, no. 4 (2014): 476-500. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4392767/>
- Intervention and tutoring:
  - Slavin, Robert E., Cynthia Lake, Susan Davis, and Nancy A. Madden. "Effective Programs for Struggling Readers: A Best-Evidence Synthesis." *Center for Data-Driven Reform in Education* (2009). <https://files.eric.ed.gov/fulltext/ED527634.pdf>
- Enrichment
  - Thomas, M. Kathleen, Priyanka Singh, and Kristin Klopfenstein. "Arts education and the high school dropout problem." *Journal of Cultural Economics* 39, no. 4 (2015): 327-339.
  - Scripp, Lawrence, and Laura Paradis. "Embracing the Burden of Proof: New Strategies for Determining Predictive Links between Arts Integration Teacher Professional Development, Student Arts Learning, and Student Academic Achievement Outcomes." *Journal for Learning through the Arts* 10, no. 1 (2014). <https://files.eric.ed.gov/fulltext/EJ1050591.pdf>