

## Your Question:

You requested information on extending the school day or learning time, specifically the benefits of and additional information on implementing expanded learning time (ELT).

## Our Response:

In your initial request you noted you previously found [Learning Time in America: Trends to Reform the American School Calendar](#), the 2015 publication produced by [Education Commission of the States](#) and the [National Center on Time & Learning](#). This report outlines several methods states have pursued in an effort to expand the school day. According to this publication, from 2013-2014 states passed legislation to:

- Request additional funding for extended school days
- Utilize new or increased flexibility for districts
- Identify ELT as an option for schools marked for turnaround
- Provide calendar flexibility
- Setting minimums for days and hours within the school calendar
- Establish commissions to examine school time

The [TIME Collaborative \(TC\)](#) is a multi-year initiative to develop ELT schools in five states. In its first full year (2013 – 2014), 20 schools in Massachusetts, Connecticut, Colorado, and New York implemented a significantly longer day, adding roughly 300 more hours to the school year. In real terms, TC schools are providing students with 50 – 110 additional hours of individualized academic support per year beyond what they already receive in their typical core classes. The impact of this additional time is already evident to teachers:

- Three quarters of teachers in TIME Collaborative schools believe that their students are more engaged in school, demonstrate greater ability to work collaboratively and are better able to meet the Common Core State Standards than these same students were before learning time was expanded.
- The percentage of teachers who now say that they have “adequate time to meet the instructional needs of all students” nearly doubled from the year before implementation (increasing from 34 percent to 62 percent).

### **Additional information on ELT**

In 2015, [The Center on Education Policy](#) published [Expanded Learning Time: A Summary of Findings from Case Studies in Four States](#). This comprehensive report provides a deeper analysis of the impacts of several of the policies states have utilized to address ELT, specifically, “this report summarizes the findings of a series of case studies of 17 low-performing schools within 11 school districts in four

## **Additional data & links**

This [Education Week article](#) provides an overview of the challenges faced by the entire school community and providers when attempting to implement longer school days.

[Mayor Walsh negotiates plan to expand school day by 40 minutes](#) – An article outlining the negotiations between Boston Public Schools and the Teachers Union.

[Harnessing the Power of Expanded Time to Improve Schools](#) – An early study from 2011 addressing the best practices needed for expanded school days.

[Financing Expanded Learning Time in Schools](#) – A case study examination of the financing component for ELT

[21<sup>st</sup> Century Community Learning Centers Program Funding Fact Sheet](#)

geographically dispersed states: Connecticut, Colorado, Oregon, and Virginia. This research examines state and local efforts to expand learning time through the unique lens of state and local responses to specific federal provisions.”

According to the findings, districts implement ELT through a variety of different approaches, but generally, “There was evidence of improved student outcomes in some, but not all, of the case study schools; however, several schools were in the early stages of ELT implementation at the time of the study. In some schools, student test scores or graduation rates improved, while other schools reported improvements in student performance on classroom and interim assessments. Interviewees were careful to note, however, that improvement cannot be attributed solely to ELT because of the many simultaneous reforms being undertaken in their schools.” In other words, most districts found ELT was most effective when implemented with other reform measures, such as teacher quality.

Finally, federal funding for ELT programs is available through the [21<sup>st</sup> Century Community Learning Centers Program](#). However, the Center on Education Policy findings mentioned that since federal funding is not guaranteed annually, it can become problematic to the continuation of ELT programs.