

## **College and Career Readiness Research Summary**

Summary statements from the research articles regarding extending the school day. The purpose of this document is to help the College and Career Readiness Task Force to develop options and make recommendations.

1. Researchers think of time in three ways: allocated time, engaged time, and academic learning time. There is little to no relationship between allocated time and student achievement.
  - a. The four interlocking gears of successful expanded-time schools include: people, data, time, and culture.<sup>1</sup>
    - i. Time is just one piece of the “interlocking Gears of Successful, Expanded-Time Schools.”<sup>2 3</sup>
  - b. “There is little or no relationship between allocated time and student achievement. There is some relationship between engaged time and achievement. There is a larger relationship between academic learning time and achievement.”<sup>4</sup>
  - c. “Three key elements make a difference when rethinking time: improving teachers’ classroom management, appropriateness of curriculum and instruction, and increasing student motivation.”<sup>5</sup>
  - d. “The research literature suggests that, while time is certainly a critical factor, by itself it has little direct impact on student performance.”<sup>6</sup>
2. The quality of instruction is as or more important than the time in a school day.<sup>7</sup>
  - a. Research shows that quality of instruction is an important factor when considering extending the school day. Students must engage in academic learning during the extended day. Student achievement is related to quality of instruction. Teachers must maximize the existing time in the school day before considering extending the school day.<sup>8</sup>
  - b. “There is little or no relationship between allocated time and student achievement.”<sup>9</sup>
  - c. “Improving the quality of instructional time is at least as important as increasing the quality of time in school.”<sup>10</sup>
  - d. “...the majority of studies of studies find that increasing students’ time-on-task leads, at best to modest increases in achievement, schools must, minimally, find

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<sup>1</sup> *Time Well Spent*, page 6

<sup>2</sup> *Time Well Spent*, page 6

<sup>3</sup> *The Case for Improving and Expanded Time in School: A Review of Key Research and Practice*, page 4

<sup>4</sup> *Improving Student Achievement by Extending School*, page 3

<sup>5</sup> *Time & Learning Policy Brief*, page 1

<sup>6</sup> *Improving Student Achievement by Extending School*, page 7

<sup>7</sup> *Research Brief: Extended Learning Time*, page 3

<sup>8</sup> *Improving Student Achievement by Extending School*, page 7

<sup>9</sup> *Improving Student Achievement by Extending School*, page 2

<sup>10</sup> *Research Brief: Extended Learning Time*, page 3

ways to increase the portion of time students are involved in instructional activities...this means ensuring, first, that adequate allocated time is devoted to instruction in core academic subjects in which we seek improved student performance.”<sup>11</sup>

- e. Time should be considered part of a comprehensive strategy. Teacher and administrator professional development and support for high-quality curriculum development should also be included.<sup>12</sup>
3. At-risk students see the most benefit with an extended school day.
- a. Students who are at risk can benefit from an extended school day. Extra time in the school day may be beneficial because of differences in opportunities to practice and learn outside of the school day. In addition, extra time could benefit ELL students because they will have more time to practice their language skills. <sup>13</sup>
  - b. “Evidence suggests that extended school time might be particularly beneficial for students who are most at risk of failing”<sup>14</sup>
  - c. “...if disadvantaged children are to have any chance of developing the skills and knowledge they will need to thrive in 21<sup>st</sup> century society, the schools they attend – and the opportunities available to them and their teachers must be improved.”<sup>15</sup>
  - d. “Most experience with new day schools (extended time) has come in urban schools with predominately at-risk children from lower-income families....We know far less about how well it works in several other settings.” <sup>16</sup>
4. Professional development, well-spent collaboration time, and data analysis are key components when promoting student success.
- a. Having a culture of learning, collaboration, and data-driven decision making impacts student learning. When considering extending the school day, it is important to consider professional development opportunities for staff. This will help to ensure that the added instructional time is valuable for students. In addition, the culture of the school should be collaborative and data-driven so a benefit analysis of the extra time allocation can be completed. <sup>17</sup>
  - b. “...many researchers concluded that adequate teacher professional development seems to be the determining factor in whether or not students will perform better or worse under a new scheduling model – not the scheduling model itself”<sup>18</sup>

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<sup>11</sup> *Improving Student Achievement by Extending School*, page 4

<sup>12</sup> *Time and Learning Policy Brief*, page 2

<sup>13</sup> *Extending the School Day or School Year*, page 427

<sup>14</sup> *Extending the School Day or School Year*, page 427

<sup>15</sup> *The Case for Improving and Expanding Time in School: A Review of Key Research and Practice*, page 2

<sup>16</sup> *Expanding School Time to Expand School Learning*, page 11

<sup>17</sup> *Expanding School Time to Expand School Learning*, pages 4-8

<sup>18</sup> *A Comparison of Scheduling Models in Secondary Education*, page 8

- c. “They have learned what other new day schools know – one of the most important and challenging aspects of developing a new day schedule is to balance the focus on teacher planning and learning time. Both are important and neither can be allowed to overwhelm the other.”<sup>19</sup>
  - d. “A critical factor in increasing quality time in schools is helping teachers and school leaders improve their capabilities.”<sup>20</sup>
  - e. Schools can choose any schedule; the key to success is prepared, effective educators.
  - f. Collaboration and professional development provide direct teacher benefits and indirect student benefits.
5. Expanded the school day has three potential benefits for students: more engaged time in academic classes, more time for enrichment, and more time for collaboration and professional development.
- a. Some research shows that expanding school time can contribute to better student performance. However, for time to impact students, teachers need to work on student engagement and creating meaningful relationships.<sup>21</sup>
  - b. “A study of three years of test data from Illinois schools validated that more time individual students spent in reading and math class, the higher their scores in those subjects.”<sup>22</sup>
  - c. “...after disaggregating student outcomes by performance cohorts, the amount of time students spent engaged in learning was able to predict 36% of test score variance among the lowest performers.”<sup>23</sup>
  - d. “More time allows schools to offer a challenging academic program, while still providing individualized academic supports that address the specific skill and knowledge gaps that can impede students’ progress. With more time, schools can engage teachers in the significant work of analyzing student data, strategizing on common instructional practices, and honing their skills in the classroom.”<sup>24</sup>
  - e. “More time in schools could indeed have a positive impact on how much students learn. For more student to excel, and for all to meet high academic standards, most students will likely need more time engaged in learning.”<sup>25</sup>
6. When looking at an expanded-day high school model, there are still unanswered questions regarding impacts on student life outside of school (extracurricular activities, work, family obligations).

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<sup>19</sup> *Expanding School Time to Expand School Learning*, page 7

<sup>20</sup> *Time & Learning Policy Brief*, page 2

<sup>21</sup> *The Case for Improving and Expanding Time in School: A Review of Key Research and Practice*, page 2

<sup>22</sup> *The Case for Improving and Expanding Time in School: A Review of Key Research and Practice*, page 3

<sup>23</sup> *The Case for Improving and Expanding Time in School: A Review of Key Research and Practice*, page 2

<sup>24</sup> *Time Well Spent*, page 6

<sup>25</sup> *Time & Learning*, page 2

- a. If high schools would like to add time to their school day, it is important to consider the impacts on students who participate in extracurricular activities, have after-school jobs, and/or have family obligations that require them to be home after the current school day (child care, etc).<sup>26</sup>
- b. "...it will take more creativity to address and incorporate the work and extracurricular activity considerations, and to customize the new day structures to the academic and social development stage of older teens. We think that the day for these students could be quite a bit more flexible and could allow, especially for those students doing adequately or well academically, the opportunity to work, to pursue extracurricular activities, and to pursue advanced courses, including college courses, all as part of their new day schedules."<sup>27</sup>
- c. "No one scheduling model has been conclusively demonstrated to be more conducive to teaching and learning...both block and period scheduling models offer significant benefits to schools, teachers, and students."<sup>28</sup>

It is important to note that some of the articles' findings and conclusions were inconsistent with one another.

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<sup>26</sup> *Expanding School Time to Expand School Learning*, page 10

<sup>27</sup> *Expanding School Time to Expand School Learning*, page 10

<sup>28</sup> *A Comparison of Scheduling Models in Secondary Education*, page 6