



## **Report to the Legislature** *School Redesign: Expanded Learning Time to Support Student Success*

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Line-item 7061-9412  
March 2010

**Massachusetts Department of Elementary and Secondary Education**  
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Mitchell D. Chester, Ed.D.  
Commissioner

March 2010

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: *School Redesign: Expanding Learning Time to Support Student Success* pursuant to Chapter 27 of the Acts of 2009, line item 7061-9412.

The *School Redesign: Expanded Learning Time Initiative (ELT)* began in FY06 when planning grants were first included in the state budget. ELT planning grants are intended to support districts' activities in planning for longer school days, a longer school year, or both, as part of a redesign strategy to raise student achievement. The vision of this bold educational experiment is to reshape the school calendar to provide all students with a well-rounded education. The initiative requires the addition of at least 300 more hours to school schedules in order to:

- Provide students with more core instructional opportunity in math, literacy, science and other core subjects to support student achievement;
- Integrate enrichment and applied learning opportunities into the school day to motivate and engage students; and
- Provide educators with increased opportunity to plan together and to participate in professional development with other teachers and in collaboration with their partnering community-based organizations.

The FY10 state budget included a \$15.6 million appropriation for ELT, which allowed for 22 schools to continue implementing ELT. Over 11,000 students attend ELT schools during the 2009-2010 school year. Because of an 11 percent decrease in funding from FY09, the Department did not award ELT planning grants in FY10. Districts that submitted and received feedback from the Department on final ELT planning proposals in FY09 expressed continued interest in opening ELT schools in FY11.

The Department continues to contract with Abt Associates of Cambridge to conduct a comprehensive, six-year evaluation of the ELT initiative. The evaluation is designed to elicit information on program implementation and outcomes. Two reports were produced for the 2008-2009 school year, the third year of implementation for the first cohort of schools. The *Year Three Implementation Report: 2008-2009* explores the implementation of the major elements of ELT—increased academic time, enrichment opportunities, and teacher collaborative planning and professional development—in funded districts and schools. The *Year Three Outcomes Report: 2008-2009* examines the outcomes for ELT schools, teachers, and students by comparing ELT schools to matched comparison schools. Findings are based on data collected through interviews

and focus groups with staff from the state, districts, schools, and community partners, as well as with parents of students in ELT schools.

The evaluation being conducted by Abt Associates is focused on aggregate outcomes and summarizes findings from all of the participating schools. To this end, the Year 3 Outcomes report finds, in most cases, that the aggregate outcomes for ELT schools are not substantially different than the outcomes of control group schools. The Department staff providing oversight for this initiative reports substantial variation in outcomes in ELT schools pointing to variation in implementation of the ELT redesign model. The academic gains of several ELT schools are significant; however, there are other ELT schools where results to date are not strong.

ESE staff members are focusing on developing a better understanding of this variation on ELT implementation and the implications for further investment in ELT models. We believe that ELT can drive great success if we better understand the practices that distinguish strong from weak ELT schools. To this end we continue to work with Abt Associates to best understand the variation in impact of ELT schools.

The Expanded Learning Time initiative has now been implemented for three full school years, and is still in the early stages and continues to evolve in positive ways. I look forward to the continued evaluation of this model for providing our students with additional learning time within the structured school day to improve educational outcomes. In particular, I look forward to using our new student growth percentile metric for evaluating the impact of the program on changes in student achievement.

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If you have questions, please feel free to contact me or Associate Commissioner Lynda Foisy at 781 338-3525.

Sincerely,

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

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## Introduction

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature: School Redesign: Expanding Learning Time to Support Student Success pursuant to Chapter 27 of the Acts of 2009, line item 7061-9412 addressing the following:

*“provided further, that the department shall issue an annual report, not later than February 2, 2010, on the implementation of plans in all participating districts; provided further, that said report shall include, but not be limited to the names of schools and school districts participating, the number of students attending these schools and the nature and type of changes made in participating schools as a result of this program; provided further, that the report shall also include an anticipated budget for this program for the next fiscal year and a breakdown of the distribution of the \$1,300 per student by school; provided further, that said report shall be provided to the secretary of administration and finance, the senate president, the speaker of the house, the chairs of the house and senate committees on ways and means and the house and senate chairs of the joint committee on education;”*

## Overview

The Commonwealth’s *School Redesign: Expanded Learning Time Initiative* (ELT) was launched in FY06 when an appropriation to support planning grants was first included in the state budget. Planning grants support district-based activities to engage teachers, parents and school administrators in planning to redesign the school schedule at one or more district schools by expanding the length of school days, the school year, or both, as part of a strategy to raise student achievement. Participating districts are expected to formulate a plan for innovative redesign of the use of student and teacher time so that all students enrolled in the school have more opportunities to engage in, and teachers have more time to prepare to deliver challenging, research-based, and engaging learning experiences. Expanded Learning Time enables districts to expand the school day and/or school year schedule in selected schools by 300 or more hours per year in order to:

- Provide students with more time to engage in math, literacy, science and other core subject learning, to support their acquisition of essential knowledge and skills;
- Integrate enrichment and applied learning opportunities into the school day to motivate and engage students; and
- Provide educators with dedicated time to work together to plan classroom instruction, evaluate student progress, participate in school-based professional development activities, communicate with parents, and collaborate with community-based organizational partners.

At the end of a one- or two-year planning period, districts submit ELT school redesign plans to the Department for approval. After review and approval of the school redesign plans, selected districts are eligible to apply for ELT implementation funding, \$1,300 per enrolled student at each ELT school. This allocation is intended to cover increased operating costs associated with the expanded school day or year.

Funded by a \$6.5 million legislative appropriation for the ELT initiative, the first ten ELT schools, located in five school districts, began implementing their redesigned school schedules in September 2006. With the FY07 appropriation, the Board of Elementary and Secondary Education was able to award new ELT planning grants to 29 districts.

The FY08 state budget included a \$13 million appropriation for ELT to support the implementation of approved ELT plans totaling 18 schools in nine districts. Four of the five districts that participated in the initiative in its first year expanded the number of redesigned schools participating in year two. Three districts were new to the ELT initiative in FY08. The Board also awarded new planning grants to 28 districts, exploring the potential redesign of 67 schools, and provided continuation planning grants to ten districts considering redesign options for 21 additional schools.

The FY09 state budget included a \$17.5 million appropriation for ELT enabling twenty-six schools in twelve districts to operate redesigned schools with expanded learning time. In FY10, the state budget included an appropriation of \$15.6 million for ELT which represents an overall decrease in funding of approximately 11 percent from the previous fiscal year. Three ELT schools (two in Southbridge; one in Framingham) withdrew from the initiative and did not continue implementation in FY10. In addition, two schools in Fitchburg that implemented ELT during the 2008-2009 school year merged together to form one school. The Department received ELT implementation proposals from 30 schools interested in beginning ELT implementation in September 2009. Because of insufficient funds, no new planning grants were awarded in FY10. The districts, schools and number of students currently participating in the ELT initiative are listed in the table below:

**Table 1: Schools Currently Implementing ELT, School Year 2009-2010**

District	Cohort	School	Grade-span	Students served
Boston	2006	Mario Umana Academy	6-8	560
	2006	Clarence R. Edwards	6-8	501
	2006	James P. Timilty	6-8	667
	2007	Boston Arts Academy	9-12	415
Cambridge	2006	Fletcher Maynard	K-8	250
	2006	ML King	K-8	262
Chelsea	2008	Joseph A. Browne Middle	5-8	540
Fall River	2007	North End "Sylvia"	K-5	567
	2008	Carlton M. Viveiros	K-5	820
	2006	Matthew J. Kuss	6-8	620
Fitchburg	2008	Arthur M. Longsjø	5-8	720
Framingham	2008	Brophy Elementary	K-5	475
Greenfield	2007	Newton	K-4	180
	2007	Greenfield Middle	5-8	449
Malden	2007	Ferryway	K-8	875
	2006	Salemwood	K-8	1130
Revere	2008	Garfield Middle	6-8	450
	2008	A.C. Whelan Elementary	K-5	780
Worcester	2007	Chandler Elem.	K-6	327
	2007	City View	K-6	573
	2006	Jacob Hiatt Magnet	K-6	453
<b>Totals</b>				<b>11,113</b>

*Note: Students served is based on school year 2009-2010 enrollment projections*

*Source: Expanded Learning Time grant recipient reports.*

To date, most of the districts participating in the ELT initiative have elected to expand time in the participating school(s) by lengthening the school day, not the school year. In all cases, the participating schools have increased the amount of time in their schedules so that they are operating at least 300 more hours longer than is average for students in other schools within each district.

## Continued ELT Interest in FY10

In December of 2008, the Department received final implementation proposals from 17 districts, representing 30 individual schools within the Commonwealth, who were considering ELT redesigns for the 2009-2010 school year. In FY10, the Massachusetts state budget line-item for ELT (7061-9412) was decreased approximately 11 percent from the previous year's budget. As a result, the Department was not able to expand the initiative and committed grant funding to the 22 established ELT schools. The Department did not add new schools to the ELT initiative in FY10.

Of the 17 districts noted above, six submitted written notification to the Department of their continued interest in and commitment to opening ELT schools in the future. Identified in the table below are the districts who submitted final ELT implementation proposals, the target schools within each district, and the proposed number of students each new ELT school would serve. Please note this is not an exhaustive list as the Department continues to receive inquiries from districts that are interested in beginning the planning process for ELT as well as those still interested in implementing proposed plans.

**Table 2: Districts Submitted Final ELT proposals Awaiting ELT Funding, FY11**

District	School	Proposed grade served	Proposed students served
Central Berkshire RSD	Berkshire Trail Elementary	K-5	90
	Clark Avenue	5-8	568
	Edgar F. Hooks	1-4	449
Chelsea	Eugene Wright Middle	5-8	447
	Frank M. Sokolowski	1-4	447
	George F. Kelly	1-4	480
	William A. Berkowitz	1-4	465
Haverhill	John Greenleaf Whittier Middle	5-8	470
	Dr. A. B. Consentino	5-8	780
Revere	Susan B. Anthony Middle	6-8	455
	William McKinley	K-5	458
Springfield	William N. DeBerry	K-5	266
Saugus	Belmonte Saugus Middle	6-8	720
<b>Totals</b>			<b>6,095</b>

*Note: Proposed students served is based on school year 2009-2010 enrollment projections  
Source: ESE Office of Expanded Learning Time, Pilot and Readiness Schools.*

## FY10 Budget

Based on projected student enrollment, the following table demonstrates the FY10 grant distribution of the \$1,300 per student by school and district.

**Table 3: FY10 ELT Grant Distribution**

District	School	Projected number of Students	School Allocation	District Allocation
Boston	Boston Arts Academy	415	\$ 539,500	\$ 2,785,900
	Clarence R. Edwards	501	\$ 651,300	
	James P. Timilty	667	\$ 867,100	
	Mario Umana Academy	560	\$ 728,000	
Cambridge	Fletcher Maynard	250	\$ 325,000	\$ 665,600
	M. L. King Jr	262	\$ 340,600	
Chelsea	Joseph A. Browne Middle	540	\$ 702,000	\$ 702,000
Chicopee	Bowe	415	\$ 539,500	\$ 539,500
Fall River	Carlton M. Vivieros	820	\$1,066,000	\$ 2,609,100
	Matthew J. Kuss	620	\$ 806,000	
	North End	567	\$ 737,100	
Fitchburg	Arthur M. Longsjø	720	\$ 936,000	\$ 936,000
Framingham	Brophy Elementary	475	\$ 617,500	\$ 617,500
Greenfield	Greenfield Middle	449	\$ 583,700	\$ 817,700
	Newton	180	\$ 234,000	
Malden	Ferryway	875	\$1,137,500	\$ 2,606,500
	Salemwood	1130	\$1,469,000	
Revere	A.C. Whelan Elementary	780	\$1,014,000	\$ 1,599,000
	Garfield Middle	450	\$ 585,000	
Worcester	Chandler Elem.	327	\$ 425,100	\$ 1,758,900
	City View	573	\$ 744,900	
	Jacob Hiatt Magnet	453	\$ 588,900	
<b>Totals</b>				<b>\$ 15,637,700</b>

*Source: ESE Office of School Redesign*

## Evaluation of ELT Schools

Each year, the Department administers a reapplication process that requires each ELT school and district to submit information about their current ELT redesign and plans for improvements in the upcoming year. Beginning with the 2009–2010 school year the Department implemented two additional structures designed to monitor the implementation and performance of individual ELT schools and districts. First, the Department began conducting full, one and a half day site visits to those ELT schools in their fourth year of redesign implementation. The purpose of these visits is

to document the school's performance and progress over time, corroborating and augmenting the information reported in the school's reapplication. Second, the Department instituted an *ELT Performance Agreement* process requiring schools to set measurable objectives in the three areas related to the use of expanded time: improved academic outcomes; improved teacher leadership and collaboration; and additional integrated enrichment opportunities. Each objective is further clarified by measures set by the school for attainment within a specified timeframe. The objectives set in the three areas will be directly linked to the *ELT Expectations for Implementation* so that improvement in these areas will deepen implementation of the ELT Expectations. The Department is in the process of finalizing ELT performance agreements this spring.

In collaboration with Massachusetts 2020, the Department continues to learn about the implementation of ELT at the school level and its variation among participating schools. In several key ways, the implementation of ELT varies considerably across schools. For example, the amount of time added for core academics varies from 3 to 9 hours a week across participating elementary schools. Furthermore, the implementation of time for teachers to collaborate and receive professional development is challenging and done differently in participating schools. We have learned that additional enrichment opportunities are purposefully becoming deeper and more focused.

## Evaluation of ELT Initiative

The Department continues to contract with Abt Associates of Cambridge, MA, to conduct a comprehensive, six-year evaluation of the ELT initiative. The evaluation is designed to elicit information on factors affecting implementation and, ultimately, on program impact. This evaluation is still in its early stages. Reports in future years should provide a better picture of the impact of ELT on student, teacher, and school outcomes.

The complete *Year Three Implementation Report:2008–2009* and *Year Three Outcomes Report:2008–2009* will be available at <http://www.doe.mass.edu/research/reports/eval.html> in March.

The *Year Three Implementation Report* includes findings that nearly all schools (24 of 26) have partnered with one or more community organizations to provide enrichment activities and that the reported frequency of common planning time ranges from one to five hours per week; elementary schools tend to have less common planning time than middle or K-8 schools.

The *Year Three Outcomes Report* includes findings that the ELT schools serve a greater proportion of minority students than non-ELT schools and that at this early point in the program evaluation, ELT has a statistically significant positive effect on fifth grade science MCAS scores in year two of implementation.

## Conclusion

With fiscal support from the Massachusetts state legislature, 22 schools within the Commonwealth operate using a redesigned school day. In the 2009-2010 school year, over 11,000 students attend schools that expand their schedules at least 300 additional hours beyond the district average. The initiative provides for exposure to new learning and enrichment opportunities for students and professional collaboration, growth and development for teachers.

Grant monies allow for schools to expand their day to improve student outcomes in core academic subjects, broaden enrichment opportunities, and improve teacher instruction. State resources support the ELT initiative. Without the \$1,300 per pupil allocation appropriated by the Legislature, schools operating ELT redesigned days could not be sustained by district support alone.

## Appendix A: Chapter 27 of the Acts of 2009

7061-9412.. For grants to cities, towns, and regional school districts for the purpose of planning for and implementing expanded learning time in the form of longer school days or school years at selected schools; provided, that implementation grants shall only be provided under this item to schools and districts which submitted qualifying applications which were approved by the department in fiscal year 2009 and which include a minimum of an additional 300 hours on a mandatory basis for all children attending that school; provided further, that in approving expanded learning time implementation grant applications, preference shall be given to districts with high poverty rates or a high percentage of students scoring in levels I or II on the Massachusetts comprehensive assessment system, those districts with proposals that have the greatest potential for district-wide impact, those districts that plan to utilize partnerships with community-based organizations and institutions of higher education, and those districts with proposals that include a comprehensive restructuring of the entire school day and/or year to maximize the use of the additional learning time; provided further, that the department shall approve implementation proposals that include an appropriate mix of additional time spent on core academics, additional time spent on enrichment opportunities such as small group tutoring, homework help, music, arts, sports, physical activity, health and wellness programs, project-based experiential learning and additional time for teacher preparation and/or professional development; provided further, that the department shall only approve implementation proposals that assume not more than \$1,300 per pupil per year in future state appropriations of expanded learning time implementation funds; provided further, that in extraordinary cases the department may exceed the \$1,300 per pupil per year limit; provided further, that the department shall review all qualified proposals and award approved grants not later than August 14, 2009; provided further, that in carrying out the provisions of this item, funds may be expended by the department to evaluate the impact and effectiveness of the program; provided further, that the department shall issue an annual report, not later than February 2, 2010, on the implementation of plans in all participating districts; provided further, that said report shall include, but not be limited to the names of schools and school districts participating, the number of students attending these schools and the nature and type of changes made in participating schools as a result of this program; provided further, that the report shall also include an anticipated budget for this program for the next fiscal year and a breakdown of the distribution of the \$1,300 per student by school; provided further, that said report shall be provided to the secretary of administration and finance, the senate president, the speaker of the house, the chairs of the house and senate committees on ways and means and the house and senate chairs of the joint committee on education; provided further, that for this item, appropriated funds may be expended through August 31, 2010, to allow for planning and implementation during the summer months; provided further, that any grant funds distributed from this item to a city, town, or regional school district shall be deposited with the treasurer of such city, town, or regional school district and held in a separate account and shall be expended by the school committee of such city, town or regional school district without further appropriation, notwithstanding any general or special law to the contrary; and provided further, that no funds shall be expended for personnel costs at the department of elementary and secondary education..... \$15,672,375