

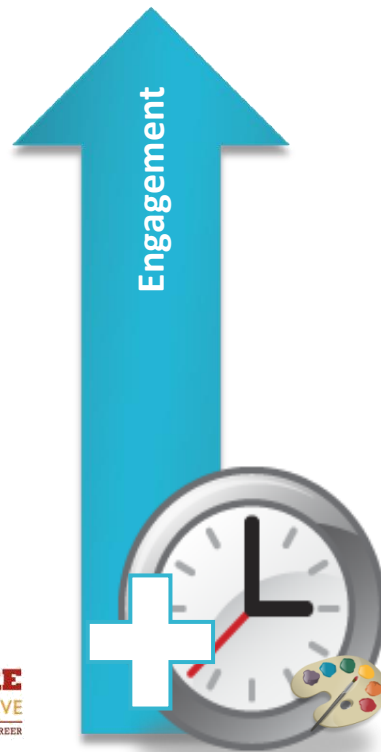


Update on Schedule A Extended Learning Time

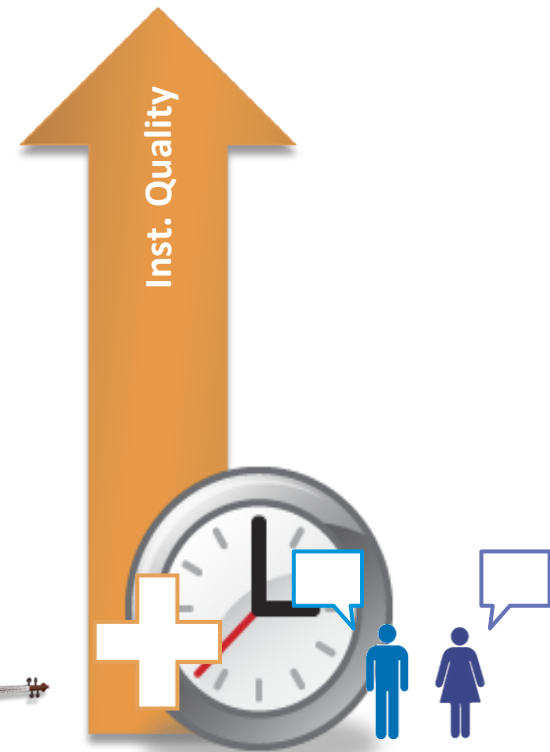
More Time Benefits Students and Teachers



More Time to Raise Student Achievement and Teach to Common Core



More Time to Close Opportunity Gaps for Students



More Time for Teachers to Collaborate and Improve Quality of Instruction

Extended Learning Time (ELT) adds 40 additional minutes of student learning to the school day

Under the Extended Learning Time Memorandum of Agreement, the length of the school day increases by **40 minutes per day** for additional instructional time in K-5, middle, and K-8 schools.



The new school day will be 6-hours and 40-minutes long at K-5 and K-8 schools and 6-hours and 50-minutes long at middle schools.

Teachers will receive more planning time

Schedule A ELT adds 75 minutes per week of additional planning time within the school day

40 consecutive minutes
*teacher directed planning
and collaboration*

35 minutes
*teacher planning and
development*

Schools currently have two options for adding **teacher planning and development time**:

Option 1:
(7 min/day; 5 days/week)



Option 2:
(one 35 min block/week)



We are building capacity to make collaborative teacher time more effective

- Each school is hiring one facilitator per five teachers
- BPS and BTU hosted teacher-led facilitator training sessions over the summer to empower the facilitators to plan and guide effective meetings and will continue training and support throughout the year
- Facilitators will receive a \$1000 stipend and further develop leadership skills

Who works the new day?

- All staff will work the expanded day – think of it as the new hours for the school rather than “extra time”
- Salaried staff are moved to a new pay grid to compensate them for the longer day
- Hourly staff are paid their contracted hourly rate
- BPS and unions have worked together to create new agreements for the expanded day

Who “owns” Schedule A ELT?

- BPS and BTU agree that collaboration is very important to the success of ELT
- A seven member Joint Task Force (JTF) is in charge of overseeing and implementing the ELT Memorandum of Agreement
 - Three BPS appointees, three BTU appointees, and one representative from the Parent Council
- The JTF is jointly facilitated by BPS and BTU
- The BPS Office of Expanded Learning Time, overseen by Strategy, works to coordinate district support and strategize for greater district alignment across all ELT programs and district priorities

What does ELT add besides time?

Structured Reflection

Planning for an expanded day gives schools the chance to dive deep into what is great about their school and what could be improved.

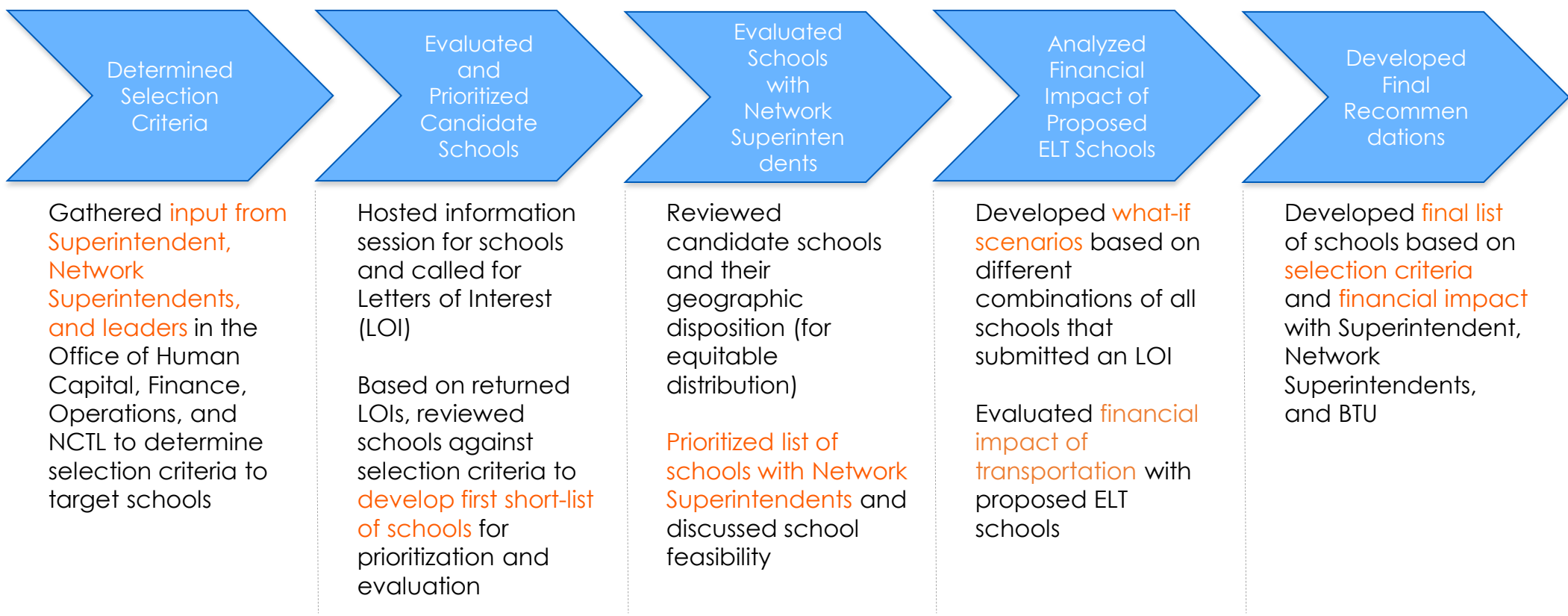
Clear Vision and Goals

Each ELT school will come away with a better understanding of their school's mission and vision, a clear instructional focus, and specific goals they hope to reach by re-designing the school day.

Increased Collaboration

The most successful ELT schools had collaboration across administration, staff, and families – this is a chance to strengthen school culture. As part of a planning cohort, schools can work with each other across the district to share, learn, and innovate.

ELT Selection Methodology



ELT Cohort 1 Selection Criteria

Schools that submitted a letter of interested were prioritized based on the below values

Criteria	Score								
Quality of Application (OHC evaluation)	<p>Reviewed each LOI application for:</p> <ol style="list-style-type: none"> 1) Staff and community support 2) Familiarity with planning for ELT (may currently have extended time on an I3 grant) 3) Demonstrated ability to plan strategically using data 4) Existing partnership/programs researched/implemented that would support ELT <p>Score = 1-5 (higher the better)</p>								
Transportation Cost	<p>Due to budget constraints, the group of schools chosen had to be cost neutral; we were unable to accommodate requests for a change in start time</p> <table border="0"> <tr> <td>Scoring Method</td> <td>Sorting Method</td> </tr> <tr> <td>No change = 2</td> <td>\$0</td> </tr> <tr> <td>Change within allowable increase threshold = 1</td> <td>\$1,000</td> </tr> <tr> <td>Change outside of allowable increase threshold = 0</td> <td>\$100,000</td> </tr> </table>	Scoring Method	Sorting Method	No change = 2	\$0	Change within allowable increase threshold = 1	\$1,000	Change outside of allowable increase threshold = 0	\$100,000
Scoring Method	Sorting Method								
No change = 2	\$0								
Change within allowable increase threshold = 1	\$1,000								
Change outside of allowable increase threshold = 0	\$100,000								
Academic Performance	<p>MA Tier (Support and Intervention) 1-5: higher score = higher need</p> <p>MA Tiered Intervention Scoring (DESE)</p> <ul style="list-style-type: none"> I - 1 II - 2 III - 3 IV - 4 V - 5 								
Equitable Distribution (School Type and Network)	<p>No values required. Will be based on feedback from Network Superintendents and BTU</p> <p>Tried to have equal distribution across school types and neighborhoods</p>								

Example

School	Network	DESE Tier	Time change	App. Quality	I3 Ending	Transportation Cost
Alpha	A	2	No	5	Yes	No Change
Omega	B	3	Yes	4	No	+\$1,000/year

Bumps in the Selection Process

- We made every effort to select schools based on support and readiness of the staff, academic performance/need, network superintendent recommendations, and geographic disposition.
- In some instances, schools with high qualifications and support from the network superintendents could not be included due to transportation costs.
- Estimated transportation costs for ELT ranged from adding \$1 to \$8 million to the budget.
- Our budget-neutral selection matched bus routes across schools across the three tiers of start times.
- We have begun the work to ensure that the remaining schools can implement with no or minimal transportation costs. There is significant work to be done in this area.

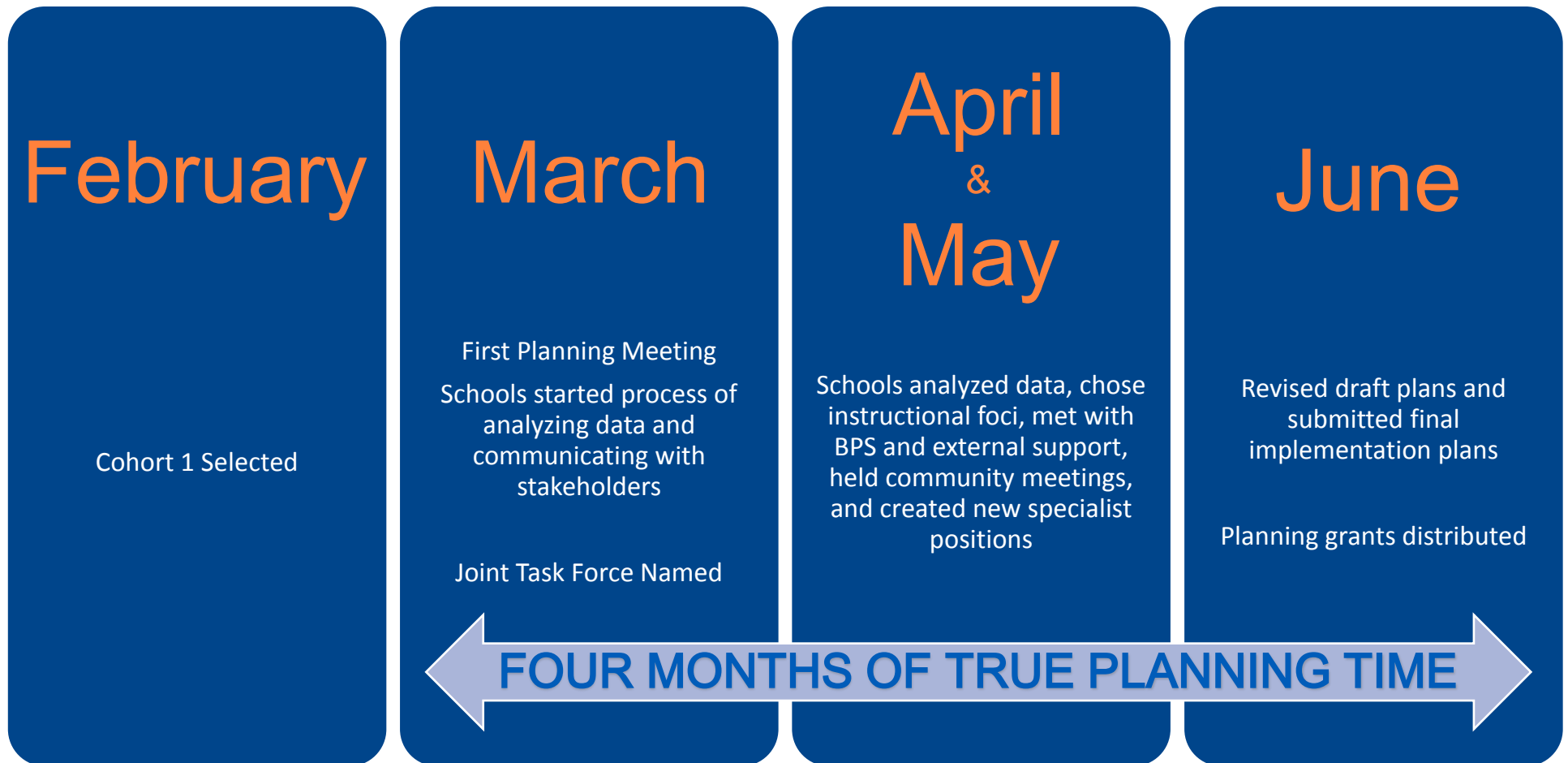
Cohort 1 Schools

School Name	Old End Time	New End Time	DESE Tier	Grade Band	City
Mario Umana Academy	2:20	2:00	n/a	K-8	East Boston
Guild Elementary	2:30	3:10	2	K-5	East Boston
Harvard/Kent Elementary	3:30	4:10	3	K-5	Charlestown
James Otis	2:30	3:10	2	K-5	East Boston
Warren Prescott K-8	2:30	3:10	2	K-8	Charlestown
Higginson/Lewis K-8	3:30	4:10	3	K-8	Roxbury
McCormack Middle	4:15	2:20	3	6-8	Dorchester
Michael J. Perkins Elementary	2:30	3:10	3	K-5	South Boston
Manning School	3:30	4:10	1	K-5	Jamaica Plain
Maurice J. Tobin K-8	3:30	4:10	3	K-8	Roxbury
Jackson Mann K-8	3:30	4:10	3	K-8	Allston
Chittick Elementary	2:30	3:10	3	K-5	Mattapan
Washington Irving Middle	4:15	2:05	3	6-8	Roslindale
Mather Elementary	3:30	4:10	3	K-5	Dorchester
Shaw Elementary	3:30	4:10	n/a	K-5	Dorchester
Lee K-8	1:30	2:10	2	K-8	Dorchester

Implementation Planning:

- Six meetings held for Cohort 1 schools to plan together
 - Planning Meetings jointly designed by BPS, BTU, and the National Center for Time and Learning (NCTL)
- Schools completed Draft Implementation Plans, which included:
 - Instructional Focus
 - Challenges they plan to address with ELT
 - ELT Goals
 - Changes for students, teachers, and families
 - Schedules
- Schools revised and submitted Final Implementation Plans
- ELT Joint Task Force (JTF) met to make key decisions:
 - Planning Grant Allocations
 - Increasing specialists per school
 - Clarify questions from Cohort 1
 - Set planning meeting objectives based on feedback from Cohort 1 schools
 - Reviewed and provided feedback on Draft Implementation Plans

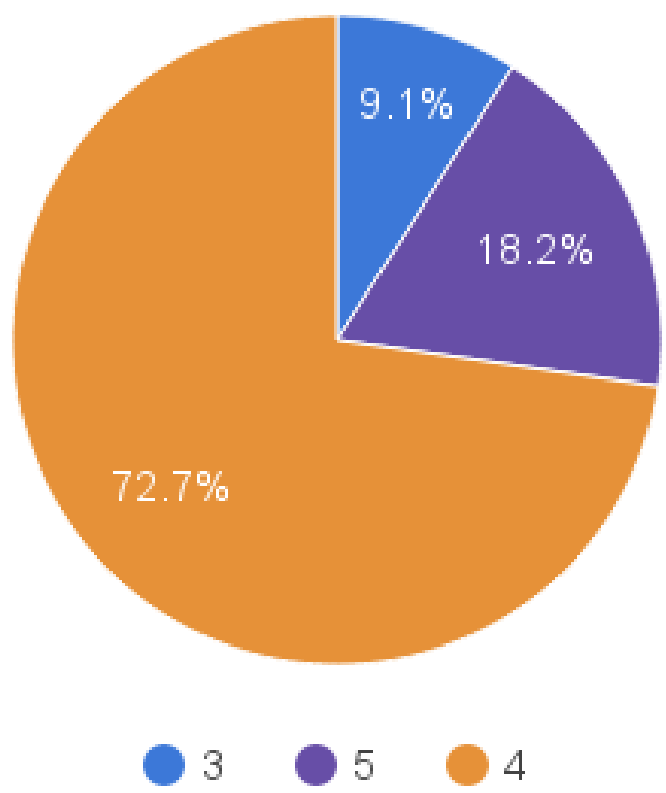
The Timeline was Tight!



How is Cohort 1 doing?

Early Successes

Most schools rated their first week of ELT a 4 out of 5



“Students and teachers were fully engaged in learning by the end of the first week”

“I heard a teacher say, ‘The day has more space in it.’ Good news. I am looking forward to settling into the schedule and seeing the value add over time.”

“Kids and teachers were ready to go and upbeat the entire week!”

“Our in-house systems were successful, teachers and students got right to work!”

How is Cohort 1 doing?

Initial Struggles

Transportation

more than **80%** of Cohort 1 schools reported transportation problems

The number one request from schools?

Get the buses there on time in the afternoon.

Communication

Not all calendars/websites were not updated

Lack of clarity around the Teacher Directed Collaborative Time (TDCT) component of the agreement

Not all teachers were informed of ELT schedule and goals

Principals new to the school had not been part of the planning process and needed more information prior to the start of school

What have we learned?

Plan to select schools by the end of October

School choice, budget collaborative, and probable organization all happen in the winter. Schools need to be able to start planning before these processes. Central Office will also benefit if Cohort 2 changes are incorporated before school selection, budgets, and staffing are set.

Collaborative schools are successful schools

In their final plans, schools reflected on what went well and what was a challenge. Breakthroughs happened when school communities came together.

Support from within BPS is key

Schools reported that sessions with current BPS principals and subject matter experts were some of their most productive meetings. Schools need templates, expertise, and quick answers in order to have a smooth planning process.

What have we learned?

Logistical problems are often the most difficult part of schedule design

- Different required blocks of time (48-minutes, 35-minutes, 40-minutes) that do not divide evenly into a 400-minute day is a common logistical problem for schools.
- There are different contractual obligations for elementary school teachers and middle school teachers.
- Multiple audiences, including BTU and BPS Central offices, will need to collaborate to address these constraints.

Next Steps

Select Cohort 2

We are committed to selecting the second cohort of Schedule A ELT schools before the end of October.

Continue to Learn

We will have listen and learn tours throughout the year and continue to solicit feedback so that we can keep improving school support. The ELT Joint Task Force and the 100-Day Plan team will support the work of increasing opportunities for students through an expanded day.

Support the Creation of Professional Learning Communities

Increase capacity within Boston Public Schools to implement strategic school redesign and work on the logistics of scheduling. This will support Cohort 1 as they experience pain points and support Cohort 2 in their implementation planning.

Understand Models of Expanded Learning Time

BPS and the American Institutes for Research (AIR) received a federal Institute of Education Sciences (IES) grant that will support us in the collection of qualitative and quantitative data from schools with Expanded Learning Time programs. Analysis of this data will result in a greater understanding of ELT in BPS and support the identification of best practices.

Our ELT Support

We thank our first-year Joint Task Force members for their service...

Alexandra Montes McNeil	Principal, Umana Academy
Ariana Sicairos-McCarthy	Teacher, Rogers Middle School
Caitlin Gaffny	Teacher, Tobin K-8
Diana Wogan	Expanded Learning Time, Central Office
Kristen D'Avolio	Teacher, Umana Academy
Kristin Johnson	Parent
Maria Farrell	Parent (alternate representative)
Traci Walker Griffith	Principal, Eliot K-8

...and we are grateful to our second-year JTF for continuing this work!

Alexandra Montes McNeil	Principal Leader, TLT III
Ariana Sicairos-McCarthy	Teacher, Lee K-8
Caitlin Gaffny	Teacher, Tobin K-8
Colin Rose	Teacher, Higginson/Lewis K-8
Kristin Johnson	Parent
Maria Farrell	Parent (alternate representative)
Michele Davis	Principal, Warren Prescott K-8
Traci Walker Griffith	Principal, Eliot K-8