

# **Resource Allocation— Making Choices to Prioritize Learning Time for Students**

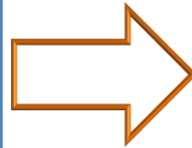
**School Turnaround Learning Community**

**July 26, 2011**

# Webinar Objectives

## ILT Group Objectives

- ✓ A framework for expanding learning time
- ✓ Assessing the quality of instructional time
- ✓ Using existing time and resources more effectively
- ✓ Improving teacher collaboration
- ✓ Aligning in-school and afterschool programming (tiered intervention, add'l blocks of time, communication)



## Our Approach

### Using ILT to “Make a Meaningful Impact”

To help you understand how schools can effectively use Increased Learning Time

### Checking the Boxes or Creating Results?

Use this understanding to help you learn how SEAs and LEAs can best support their SIG schools in implementing effective practices

# NCTL Webinar Series Overview

## WEEKLY TOPICS:

July 18-July 22: Overview & Making Every Minute Count

July 25-July 29: Resource Allocation –Making Choices to Prioritize Learning Time for Students

August 1-August 5: Using Increased Learning Time for Personalizing Instruction and Tiered Interventions

August 8-August 12: Using Increased Learning Time to Strengthen Instruction

# Opening Webinar: Session Agenda

## Today's Agenda:

Cost Considerations for Increased Learning Time



Staffing, Technology, Scheduling Costs and School Profiles



SEA/LEA Guidance – From Checking the Boxes to Creating Results



## Coming Tomorrow:

Practitioner Webinar: Jonathan Spear from Generation Schools

# Interpreting Federal ILT Guidance

## Federal SIG Guidance states:

### A-32d.

. . . An LEA has the flexibility to determine how to precisely meet the requirements to establish schedules that provide increase learning time, and should do so with an eye toward **the goal of increasing learning time enough to have a meaningful impact** on the academic program in which the model is being implemented.

What will create “a meaningful impact”??

# Remember to:

## Keep An Open Mind

- ➡ Resist drawing firm conclusions. Fight the urge to think “we can’t do that because . . .”
- ➡ Use the examples we share as a **starting point** in figuring out what works best for your state or district and the schools with which you work.
- ➡ **Creativity is the key.** This is still a new field; your state, district, or school can create the next break-the-mold strategy.

# Remember to:

## Notice the Strategic Use of Teachers:

- ➔ Making sure that teachers have the most time possible to do the difficult work only they are trained to do – teach students the concepts and skills they need to learn.
- ➔ When possible, have teachers do less of the work that others, who are not as skilled or as highly trained, could do
- ➔ Ultimately, trying to make resource decisions that maximize student learning, and allow teachers to have more collaboration time, but not more teaching time

# National Center on Time & Learning:

## Who are we?

*In ten years at least one million children in high poverty communities will attend schools that have redesigned their school day or year to expand learning time to support academic improvement and offer a well-rounded education.*



Generating Knowledge

**Knowledge Management**

**Research**



Influencing Policy

**Federal Policy**

**National Movement  
Building**

**State and District  
Engagement**



Affecting Practice

**School Transformation**

**Massachusetts ELT  
Initiative**

**On-going support to  
SEAs, districts & schools  
in MA, DE, OK, MI, CO, HI**



# More Time Used Well:

## Prioritize More Time with Quality Teaching

Think creatively and strategically about scheduling and staffing to:

- Determine amount of added time needed to raise ALL student achievement
- Make strategic and creative resource decisions to create more learning time



**Start with the end in mind** – What do you want to accomplish? How much additional student learning time is needed to raise achievement and deepen engagement for all students?



**Allocate resources creatively and strategically** (e.g. alternative staffing and scheduling models).



**The student day can be longer than the teacher day** – Get beyond the century-old approach of teachers teaching the same day and year as the students.

# Effectively Expanding Learning Time in an Era of Limited Resources

## Cost Considerations



Flexible roles reduce costs, consider using community partners

### Staffing



Deployment of SPED, guidance, Title I and support resources

### Student Support



Stagger days and years for staff to increase student learning time

### Flexible Scheduling



Reconsider district expenditures and allow for more flexibility

### District Policies



Use new technology to expand time, reduce costs, and create flexibility

### Technology

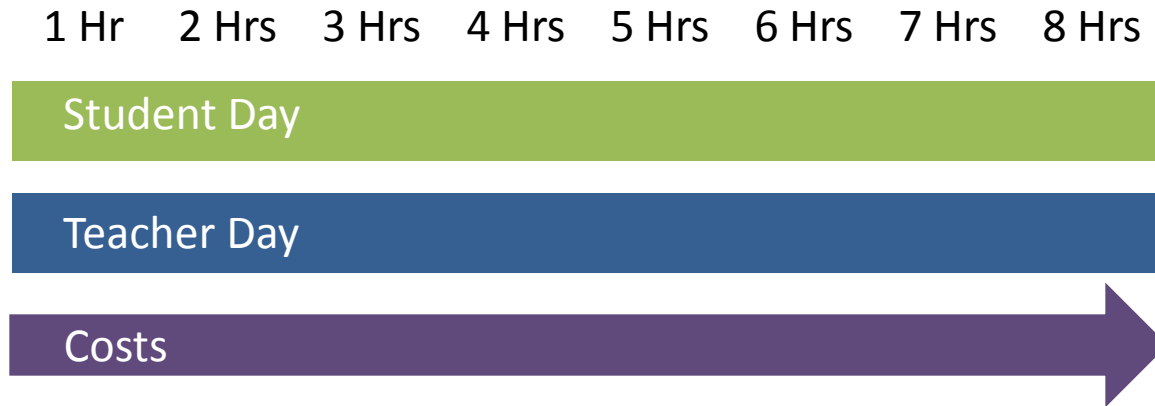


Alter ratios to save costs while increasing learning time for all

### Student Teacher Ratios

# Moving Beyond the Teacher Day = the Student Day

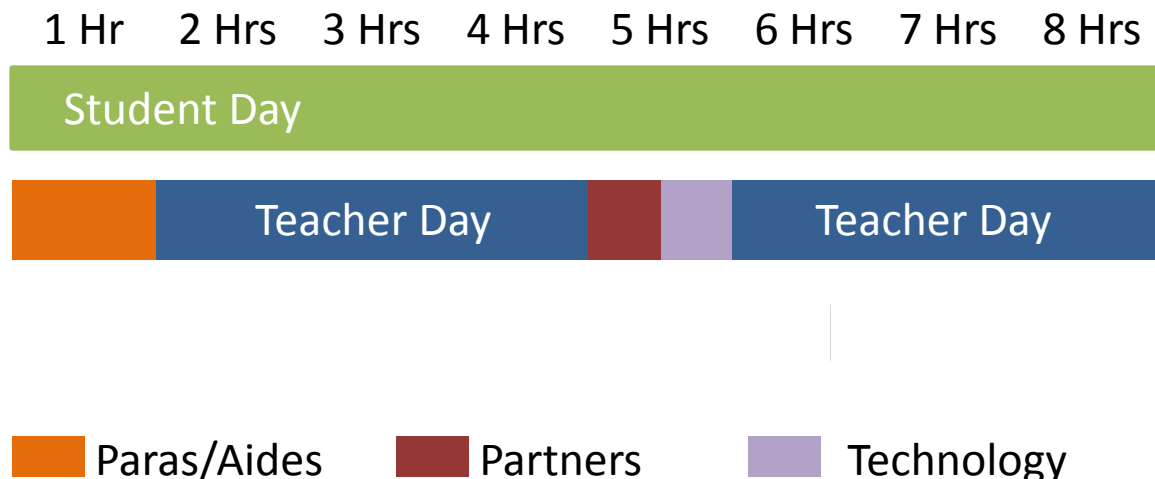
## Simplistic Approach to an Expanded School Day



### Drawbacks

- ✓ Costly
- ✓ Difficult to negotiate
- ✓ May not suit student or teacher needs

## Creative and Flexible Approach to an Expanded Day



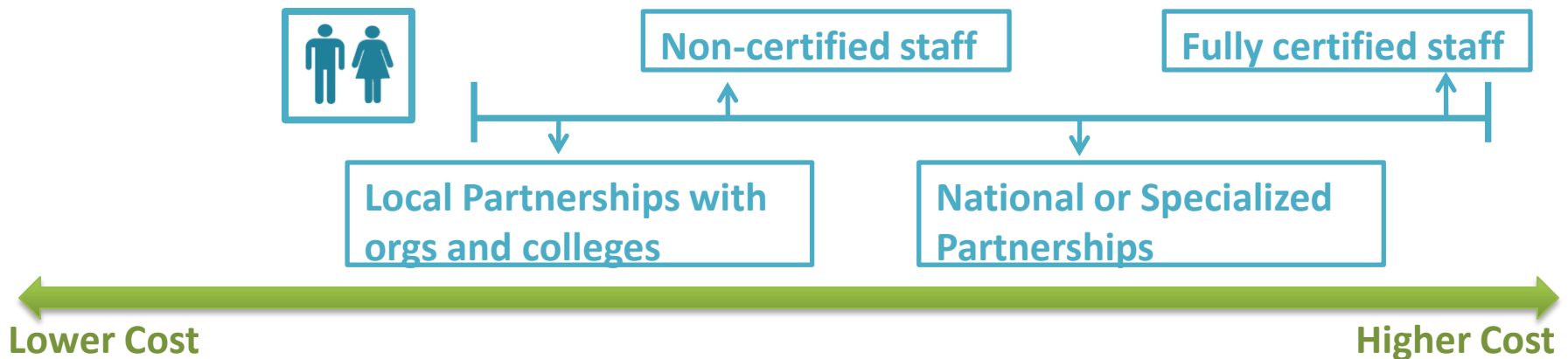
### Benefits

- ✓ More cost effective
- ✓ Brings in outside expertise
- ✓ Provides scheduling flexibility for teacher prep, PD, and collaboration

# Staffing Costs to Consider

## Reducing Costs

- Can you hire fewer non-teachers thus allowing you to hire more teachers who can play a variety of roles?
- Partner organizations – Students, Community Orgs, and Schools benefitting from deeper integration into school day
- Using Aides/Paraprofessionals to staff non-instructional time
- University Connection: Work study students as tutors, teaching interns
- Tremendous range in pay approaches and pay rates – rarely is there a directly proportional increase in pay



# AC Whelan Elementary School

## Typical 4<sup>th</sup> Grade Student Schedule

Location

Revere, MA

Grades

K – 5

Start/End Time

7:55 – 3:55

# of Students

757

% Low Income

63

7:55 – 8:10

Homeroom/Spelling

8:10 – 8:50

Science

8:50 – 9:35

Specials (Art, Music, Spanish)

9:45 – 11:15

ELA

11:15 – 11:30

Snack/Bathroom Break

11:30 – 1:00

Math

1:10 – 1:40

Lunch

1:45 – 2:25

Social Studies

2:25 – 3:05

Physical Education

3:05 – 3:55

Acad. Support/Extension/Curr. Plus

Whelan has restructured its  **Staffing** to better serve the needs of  **Special Education** students and provide more time for teacher collaboration

# A.C. Whelan and Playworks

In 2009, Whelan partnered with Playworks to bring in a coach (\$25,000/year) to teach six periods of physical education each day.

## Staffing Daily PE Classes: before 2009



= PE teacher

➡ Only 3 PE teachers, with 26 daily PE classes

➡ 3 PE teachers, each covering 6 daily PE classes



= Playworks Coach



= SPED teacher

➡ 8 SPED teachers, each covering 1 daily PE class

➡ Less time for SPED teachers to support SPED students

## Staffing Daily PE Classes: 2009-present



= PE teacher

➡ 3 PE teachers, each covering 6 daily PE classes



= Playworks Coach

➡ 1 Coach, covering 4 daily PE classes  
➡ Additional Duties



= SPED teacher

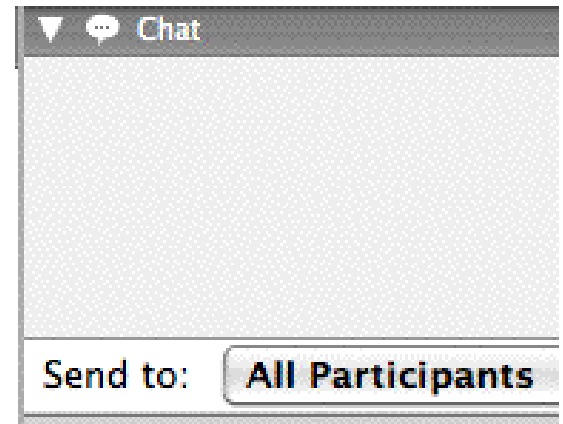
➡ 4 SPED teachers

➡ 4 SPED teachers freed up

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Let's hear what you have to say:

**Are you seeing the same use of  
partnerships in your SIG  
schools?**



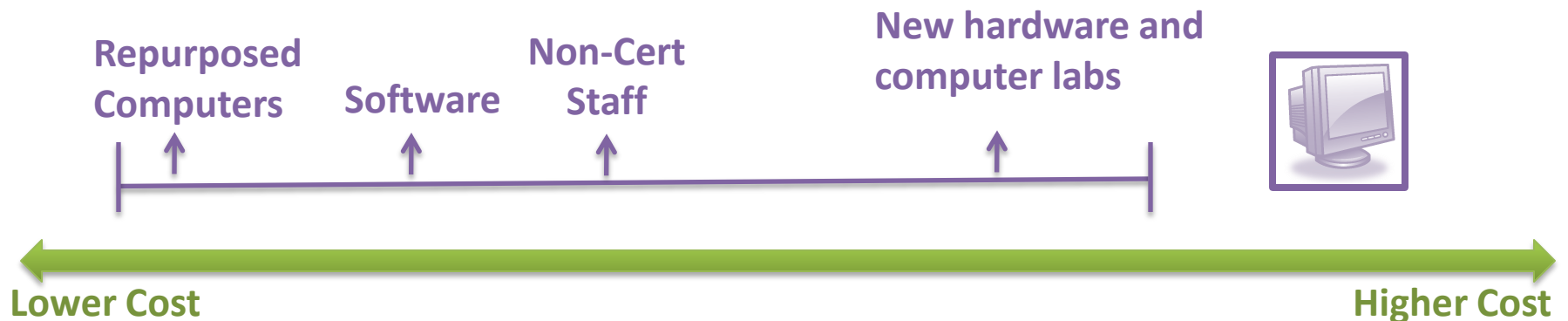
# Technology Costs to Consider

## Approaches

- Using Adaptive Technology to add time for targeted and personalized learning – examples: Rocketship (San Mateo), Longsjo Middle School (Fitchburg, MA), Chicago Public Schools
- Credit Recovery
- Distance Learning – especially for rural areas

## Reducing Costs

- Staffing “Learning Labs” with non-certified staff
- Repurposing computers sitting in classrooms
- Discounts on web-based software for multiple schools





# Rocketship Learning Lab

Rocketship's expanded day includes a daily 100 minute Learning Lab that cost effectively uses ELA and math software. Two classes are in Learning Lab at each period.



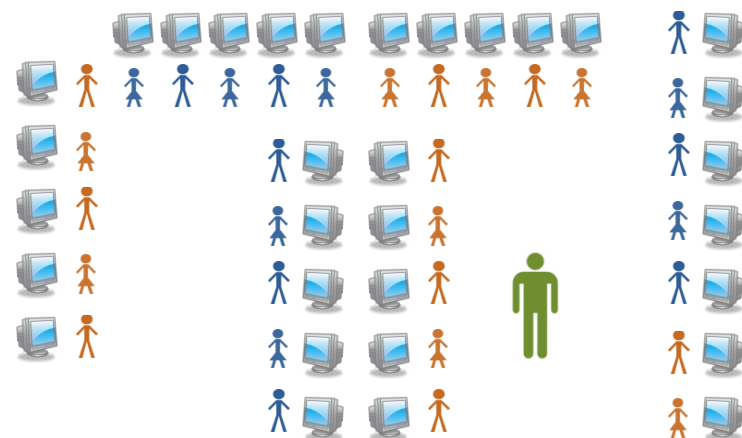
**Class A 25 Students: Reading Center (30 Min):**

- Read short books and take online quizzes
- Staffed by one non certified adult
- Switch with Class B for PE/Health



**Class B 25 Students: PE/Health (30 Min):**

- Taught by PE/Health teacher
- Switch with Class A for Reading Center



**Class A & B: Online (40 Min)**

- Online math content
- Staffed by non-cert. adult



Cost efficiently  
increase time by:

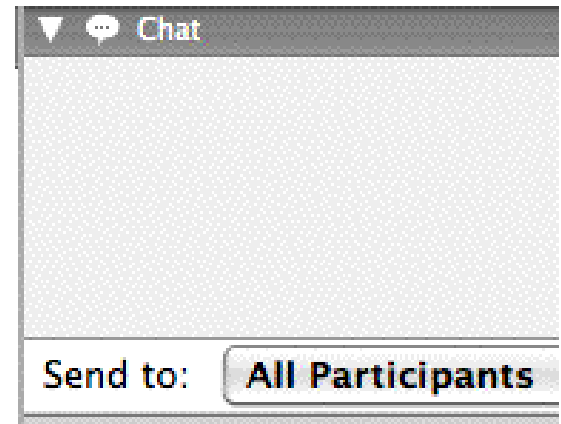
Staffing Learning Lab with  
2 Non Instructional Staff

Creating higher Student  
Teacher Ratio (25-50:1)

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Let's hear what you have to say:

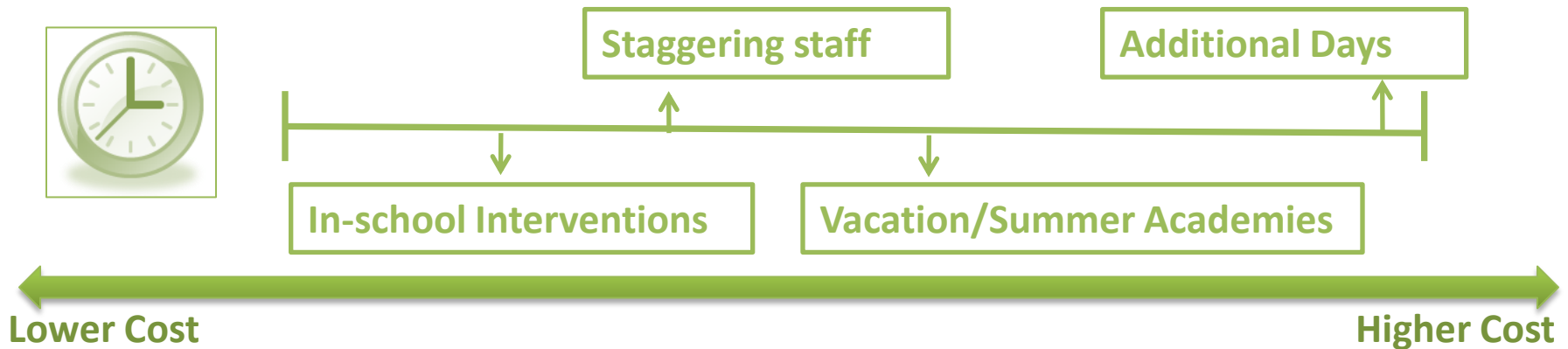
**Are you seeing the same use of technology in your SIG schools?**



# Scheduling Costs to Consider

## Reducing Costs

- Staggered schedules for staff within the day and across the year
- Partner organizations integrated throughout the day
- Vacation, summer, and weekend academies



# Generation Schools: The Game Changer

*Public, District, Unionized High School – Brooklyn, NY*

More learning time      200 7-hour days (320 more hours)

Small class size      14-18 students

Expanded collaborative planning time      2 hours every day

Reduced student load for teachers      60 or fewer students

Reduced course load      3 classes per day

More Professional Development      20 or more days per year



**No Additional  
Teacher Time**



**No Additional  
Cost**

# Generation High School (Brooklyn, NY)

## About Generation

- Grades 9 – 12 school
- Expanded school year (September to mid-July): 200 days for students
- Schedule designed for frequent, ongoing teacher collaboration

## How More Time Benefits Generation's Students

- Expanded school year helps mitigate summer learning loss
- More time with teachers in smaller classes
- More teacher collaboration time

## Staffing Challenges

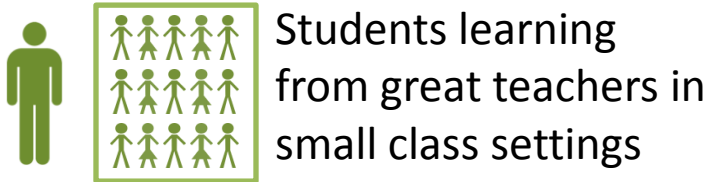
- Teacher contract did not allow teachers to work more than 180 days
- Wanted to add time, but did not have available funding

## Solution

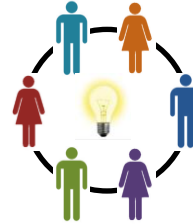
- Reached union agreement to stagger vacations throughout year
- Assigned dual roles to teachers and trained them to take on these roles

# Adding Time Without Adding Cost

At no extra cost, Generation is able to create MORE TIME for...



Students learning from great teachers in small class settings



A LOT of PD and collaboration to strengthen instruction and improve teacher effectiveness

## How do they do this?

### Staffing Choices

- Hire **fewer** staff with specialized roles. Hire fewer aides, secretaries, administrators
- Hire **zero** instructional coaches, resource room teachers, or athletic directors
- These responsibilities are filled by teachers

### Scheduling Choices

- Stagger teacher vacations
- Create time during school day and throughout the year to train teachers and enable them to complete all responsibilities

 9<sup>th</sup> Grade Algebra  
Math Studio

 11<sup>th</sup> Grade Humanities  
IEP/ELL Pullout

 Fitness  
Data Specialist

 Technology  
Athletic Director

# Brooklyn Generation's Longer Student Year: The Key is Staggering Teacher's Schedules

Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug

Sep – mid July

Sep - Dec

?

Feb - May

?

Jul

Sep – Oct

?

Dec - Feb

?

Apr - July

Sep – Nov

?

Jan- Mar

?

May - July

4 weeks out of school time for teachers includes: 3 weeks vacation and 1 week PD and planning

# Preparing Students for Post Secondary Success: Internships and College Readiness

To offer Intensives and a longer school year Brookline Generations has two sets of teachers.

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Gr 9	Students	Regular Classes				INT.	Regular Classes			INT	Regular Classes	
	Teachers					OFF				OFF		
Gr 10	Students	Regular Classes			INT.	Regular Classes	INT.	Regular Classes				
	Teachers				OFF		OFF					
Gr 11	Students	Regular Classes	INT.	Regular Classes				INT.	Regular Classes			
	Teachers		OFF					OFF				
Gr 12	Students		INT	Regular Classes							INT	
	Teachers		OFF								OFF	
Intensive Teachers (All grades)		OFF	Intensive Classes				OFF	Intensive Classes				



# Preparing Students for Post Secondary Success: Internships and Intensives

Rotating 4 week Intensive Programs – Tailored to the needs of each grade level

## Seniors

### **Sept & June “I am Ready”**

Students complete college applications and receive “life-readiness” training.

## Juniors

### **May & April – Campus Life & Internships**

Students visit campuses, identify colleges they will apply to and participate in internships and community service projects

## Sophomores

### **Dec & March- Nonprofit & Public Sector Experiences**

Students adopt a cause and engage in real-life projects to effect change (e.g. Doctors without Boards, United Way, etc.)

## Freshmen

### **Jan & May - Private Sector Experiences**

Students explore fields that interest them: Medicine and Health, Tech and Engineering, Media and Journalism

# What Does the Teacher Day Look Like?

	3 types of teachers			
	Foundation	Foundation	Studio	Intensive
9:00 – 10:20	Global Humanities	Algebra and Geometry	Collaboration & PD	College Prep (12 <sup>th</sup> graders)
10:20 – 11:05	Advisory	Advisory		
11:05 – 12:25	Global Humanities	Algebra and Geometry	Title I and misc. reporting	
12:25 – 1:05	Lunch	Lunch	Lunch	Lunch
1:05 – 2:00	French Studio	Collaboration and PD	Physical Fitness	Collaboration & PD
2:00 – 2:55	Collaboration and PD	IEP Pullout Support	Physical Fitness	Collaboration & PD
2:55 – 4:00	Collaboration and PD	Collaboration and PD	Physical Fitness	Health Studio

# What Does the Student Day Look Like?

	9 <sup>th</sup> Grader	10 <sup>th</sup> Grader	11 <sup>th</sup> Grader	12 <sup>th</sup> Grader
9:00 – 10:20	Global Humanities	Algebra and Geometry	Physics	College Prep
10:20 – 11:05	Advisory	Advisory	Advisory	
11:05 – 12:25	Algebra and Geometry	American Humanities	Advanced Algebra	
12:25 – 1:05	Lunch	Lunch	Lunch	Lunch
1:05 – 2:00	Earth Science	Pottery	Scientific Method	College Visits and Visiting Speakers
2:00 – 2:55	IEP support	Phys. Ed.	Civil Rights	
2:55 – 4:00	French	Technology	Phys. Ed.	

# Flexible Staffing: Teachers Have Multiple Roles

Teachers whose primary role is to teach Foundation Courses . . .

## Foundation

- Integrated Algebra & Geometry
- Global Humanities
- Living Environment (Biology)
- American Humanities
- Physics

also teach a Studio course.

## Studio

- Technology
- Fine Arts and Music
- Fitness and Nutrition
- IEP/ELL pull-out services
- Data/Testing specialists
- Foreign Language Studio
- Math, Science, or English Studio

# Flexible Staffing: Teachers Have Multiple Roles

Teachers whose primary role is to teach Studio Courses. . .

- Fitness
- Music
- Fine Arts
- Technology
- Science Studio
- World Languages

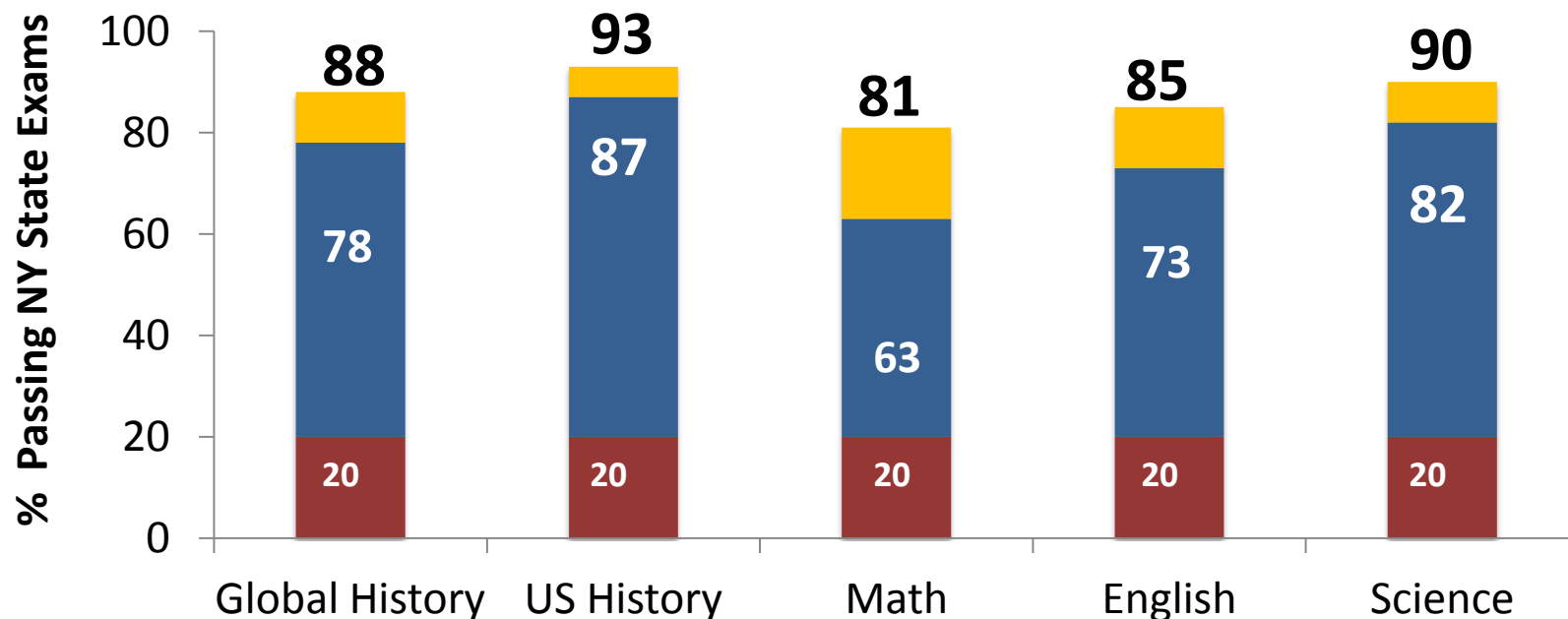
also have a secondary role.

- Attendance
- Data Specialist
- Title I and compliance reporting
- Coverage planning
- Student Transcript Review
- Athletic Directing

**Intensive Teacher Team** provides college and career counseling support throughout the year as they rotate through each grade

# Brooklyn Generation: Strong Initial Results

## Student NY State Exam Pass Rates: 2011



■ 2008 (% Student Passing Before Entering Generation)

■ 2011 (% Student Passing After 3 Years at Generation)

■ 2011 ( % Students Near Passed After 3 Years at Generation\*)

\*Students are within 10 points of passing; all students who have yet to pass a test receive additional supports to retake the exam.

# Brooklyn Generation: Putting it All Together

200 days of learning, class sizes of 14-18 students, 1,100 hours of student support, 50-60 students per teacher, 2 hours collaborative planning per day



Students need more time with great teachers

**Start with the End in Mind**



Intensives, scheduling, and staffing choices lead to more student support

**Student Support**



Teachers take on multiple roles  
Fewer non-teachers

**Staffing**



District/Union supported change in teacher vacations

**District Policies**



Staggered teachers schedules = more student learning time

**Flexible Scheduling**

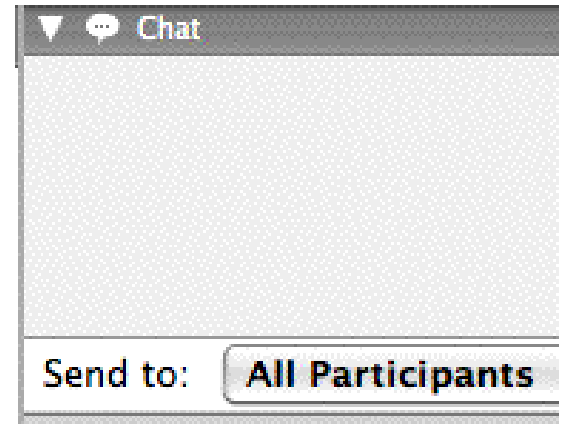


Lower student ratios because they hire more teachers

**Student Teacher Ratios**

# Questions & Reflections

Review questions in the chat





# Stubbs Elementary School (Wilmington, DE)

## About Stubbs

- Grades Pre-K - 5 school
- Partnership Zone School (four lowest performing schools in state)
- Expanded student school day (8 hours) for SY 2011-2012

## How More Time Benefits Stubbs' Students

- More time for Reading and Math
- More time for academic supports (Ramp Ups)
- More time for enrichment

## Staffing Challenges

- Teacher contract did not allow teachers to work more than 7 ½ hour days
- High teacher turnover – 70% teaching staff relocated in summer of 2010

## Solution

- Provide teaching staff with early and late shifts options
- Increase use of paraprofessionals and outside partners

# Stubbs Elementary Staff Duties

	5 <sup>th</sup> Graders	K-3/Specialists	4-5/Special Ed	Support Staff 1	Support Staff 2
7:30 – 7:50	Bfast/Arrival			Bfast/Arrival	
7:50 – 8:00	Announcements	Announcements		Announcements	
8:00 – 8:45	Special				
8:45 – 9:30	Technology				
9:30-11:00	Math Core				
11:00 – 12:30	Reading Core	Classroom Instruction, Prep	Classroom Instruction, Prep	Classroom Support	Classroom Support
12:30 – 1:00	Lunch				
1:00 – 1:30	Recess				
1:30 – 2:00	Writing Workshop				
2:00 – 2:30	Interventions				
2:30 – 3:00	Science/SS				
3:00 – 4:00	Ramp Up		Dismissal		Dismissal

# **Sustaining Increased Learning Time After SIG:**

## **How SEAs/LEAs Can Support Schools**

# Checking Boxes vs. Creating Results:

## How to Fund Increased Learning Time

### Reducing Costs



### Additional Resources



- ✓ Flexible Staffing
- ✓ Flexible Scheduling
- ✓ Technology
- ✓ Student Supports
- ✓ District Policies
- ✓ Student Teacher Ratios

- ✓ School Improvement Grant
- ✓ Federal Funds
  - Title I & II
  - SES
  - 21<sup>st</sup> Century
  - NCLB Waivers
- ✓ State Programs
  - ELT Initiative (MA)
  - Contract for Excellence Funds (NY)

**Sustainable  
Increased  
Learning  
Time School**

# NCTL's Framework for SEA/LEA Guidance on SIG-ILT

	Questions to Ask	What To Look For or Require	Red Flags
Quantity of Increased Learning Time		SHARED LAST WEEK	
Goals & Purpose of Increased Learning Time			
Effective Use of Time	SHARED LAST WEEK		
Allocating Resources to Increase Learning Time	SHARE TODAY		
Using Increased Learning Time for Personalizing Instruction and Tiered Interventions	WEEK 3		
Using Increased Learning Time to Strengthen Instruction	WEEK 4		

# NCTL' s Framework for SEA/LEA Guidance

## *Allocating Resources to Increase Learning Time*

Questions to Ask	What To Look For or Require	Red Flags
<ul style="list-style-type: none"> <li>• How will you use staff flexibly (staggered schedules, shifts of staff, multiple roles, etc) to allow you to increase student learning time?</li> <li>• How are you using funding resources (federal, district, and grants) differently from previous years in order to gain more learning time?</li> <li>• What other resources will you use to increase learning time (e.g. technology, partners, etc)?</li> <li>• What allowances has the LEA made for SIG schools so they can allocate resources in a way that increases learning time?</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing solutions that provide more time for student learning and additional time for teacher collaboration.</li> <li>• Approaches that provide additional learning time for students but do not rely on an equal amount of additional time from all teachers.</li> <li>• Using staff in ways that match their level of qualification and expertise (e.g. teachers are not staffing breakfast, lunch, study periods – instead their time is primarily used for instruction)</li> <li>• The use of technology and software programs to provide targeted learning time for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Single source staffing approach to increasing learning time – additional time is only staffed by teachers, by one partner organization, or only using technology solutions</li> <li>• No mention of changes in how funding resources (federal, state, or grants) will be spent in an expanded day or year. There needs to be a clear “before/after” scenario.</li> <li>• No mention of autonomies that schools have been granted by LEAS that allow them to increase learning time</li> </ul>

# First Steps

*What steps can SEAs/LEAs take now to support schools in this area?*

## **MESSAGING:**

- The concept that the student day/year does not have to equal the teacher day/year

## **APPLICATIONS:**

- Signal that you are looking for a combination of teachers, partners, technology, staggered scheduling, and autonomies that leads to ILT

## **WORKING WITH LEAS/SCHOOLS:**

- Ask them about flexible use of resources and how they are allowing schools to allocate resources to create more time

# Upcoming Weeks

	Questions to Ask	What To Look For or Require	Red Flags
Effective Use of Time		Shared Last Week	
Allocating Resources to Increase Learning Time		Share Today	
Using Increased Learning Time for Personalizing Instruction and Tiered Interventions		August 2	
Using Increased Learning Time to Strengthen Instruction		August 9	



# Questions & Reflections

Review questions in the chat

