

# Using Increased Learning Time for Individualized Instruction and Tiered Academic Support

School Turnaround Learning Community

August 2, 2011

# 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**

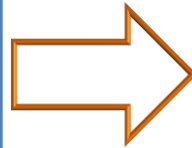
**Massachusetts ELT  
Initiative**

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

# 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:

Framework and Key Principles



School Examples and Lessons Learned



SEA/LEA Guidance – From Checking  
Boxes to Creating Results



## Coming Tomorrow:

Practitioner Webinar: Craig Chalifoux  
Longsjo Middle School (MA)

# 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.

# What do we mean by Increased Learning Time?

## Increased Learning Time means:

At least 300 hours of additional learning time for all students

A balanced approach to the school day  
*more time for core academics, engaging enrichment activities &  
teacher collaboration*

A catalyst for school redesign and turnaround

Enabling deeper implementation of school-wide and  
district priorities

Better integration of community partnerships into the  
school day

# Interpreting Federal ILT Guidance for 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 school/district ILT practices create “a meaningful impact”?

What else can SEAs do to support ILT efforts so they create “a meaningful impact”?



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**School Examples and Lessons Learned**



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# Lessons Learned: High Performing ELT Schools



## 6. ENGAGING ENRICHMENT

Provide high quality enrichment activities that support school wide academic goals, deepen student engagement and build towards mastery



## 1. STRENGTHENING INSTRUCTION

Ensure added time for teacher collaboration is highly structured and focused so that it can be used effectively to improve instruction

## 5. FOCUS

Focus and narrow in on specific academic goals and making every minute count



## 2. DATA DRIVEN

Use data relentlessly to identify improvements to core instruction



## 4. HIGH PERFORMING CULTURE

Build a school culture based on high standards for learning and behavior that is reinforced daily



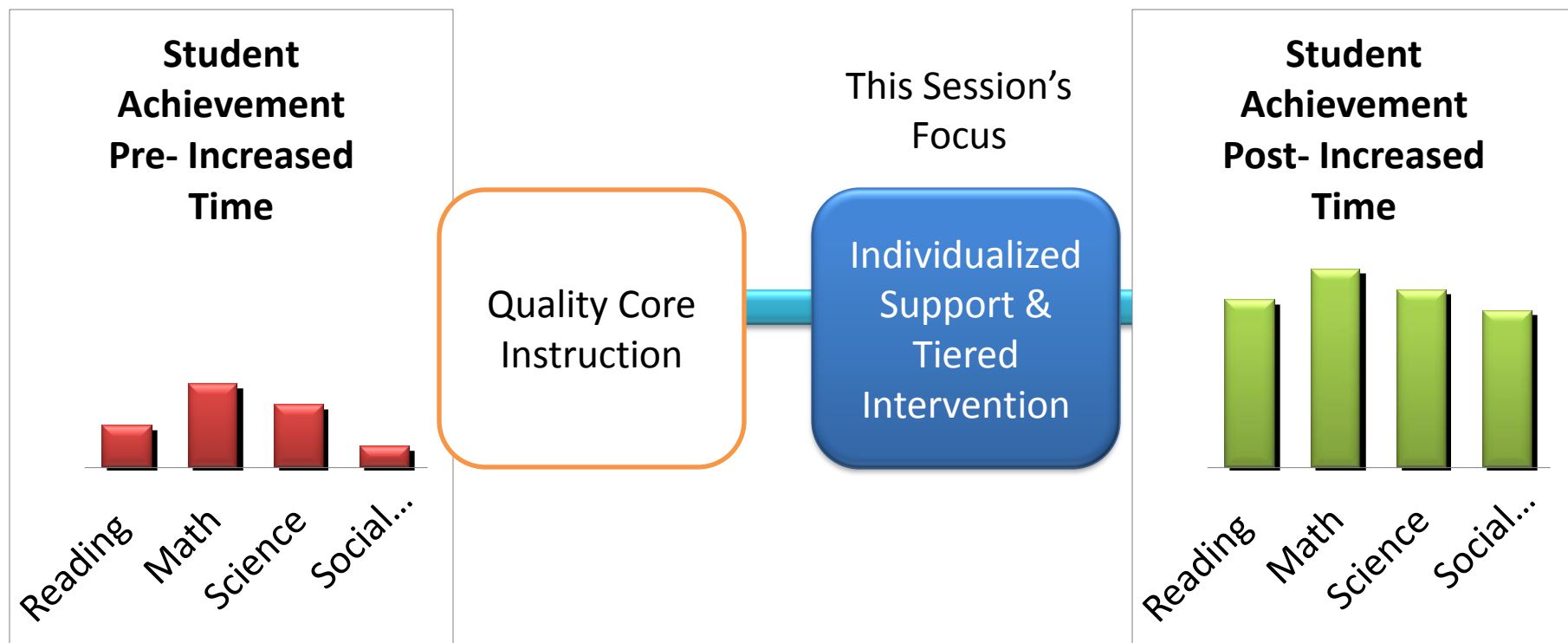
## 3. PERSONALIZATION

Match each student with the instructional supports they need to succeed at high levels with more time



# Increased Learning Time Needs to be Driven by School-wide Achievement Goals

More time can accelerate learning by improving the quality of core instruction and providing the supports and interventions that allow all students to achieve.



# Tiered Academic Support: Key Principles

Academic support is most effective when:

Teaching complements core instruction by previewing, reviewing, re-teaching, and providing additional practice on specific standards

Careful selection and flexible grouping of students takes place based on student needs and assessment data

Classes are staffed with trained and experienced individuals who have the specific expertise to meet student needs

Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies

Opportunities for communication and collaboration among teachers are built into the school schedule to discuss instructional practices and student needs

Sufficient time is provided for struggling students to receive additional academics while maintaining a balance of academics and enrichment

# School Profiles

## Expanded School Day Supports:

Academic Leagues (Edwards Middle School)

Technology-based Intervention (Sheridan Public Schools)

Modular Scheduling for Intervention (Kuss Middle School)

## Beyond the School Day Supports:

Summer Academies (Aurora & Cincinnati Schools)

In-School & Weekend Tutoring (MATCH School & Dever  
McCormack School)

Vacation Academies (Boston Turnaround Schools)

# Poll Question:

Which type of interventions are you seeing the most in your schools/districts?

- Intervention blocks
- Adaptive, tech-based learning
- Tutoring
- Vacation Academies
- Summer learning academies

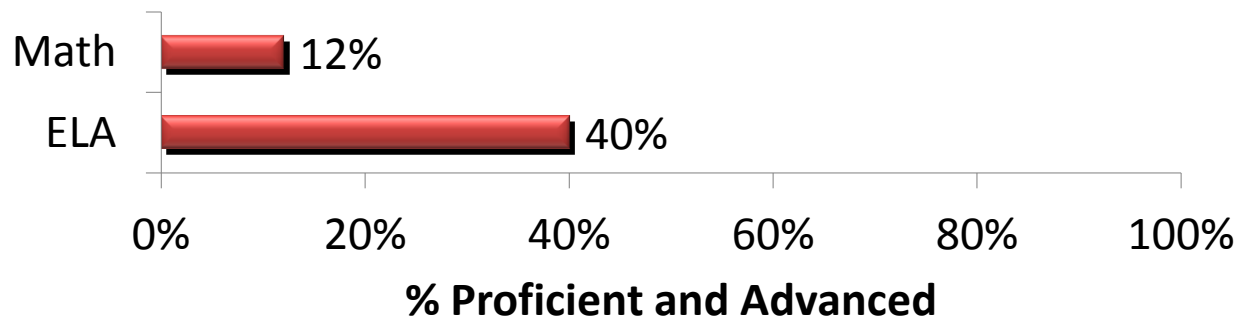
# Clarence Edwards Middle School

Edwards School Facts				
Location	Grades	Start/End Time	Student Pop.	% Low Income
Boston, MA	6 – 8	7:25 – 3:45	496	76

## *Student Achievement Challenges at Edwards in 2006*

Low student achievement in ELA and Math

### 8th Grade MCAS Proficiency: 2006



School in danger of being closed

# Edwards Middle School Academic Leagues

## What is it?

Small group (15:1 student teacher ratio) academic support in math, ELA, or science

Target specific standards and strands

## Who participates?

All Edwards students grouped by similar skill sets

7<sup>th</sup> and 8<sup>th</sup> grade taught by Edwards teachers

Citizen School (partner organization) teachers w/ 6<sup>th</sup> grade

## How much time?

Every week (36 weeks)

Every student: 60 minutes each class, 4 times/week

Targeted students: 2 more classes of academic support

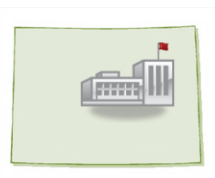
144+ hours each year

## Edwards Middle School Student Schedule

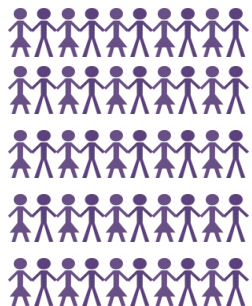
7:25-12:12	12:15-12:40	12:40-1:42	1:45-2:45	2:45-3:45
Core Classes (4 periods)	Lunch	PE/Music/Art	Acad. League	Elective



# Technology to Support Reading in Sheridan, CO



**Fort Logan Elementary School  
(Sheridan, CO)**



**50 Struggling 3<sup>rd</sup> Grade  
Readers—split into two  
groups of 25 students**



**3 Teachers—2 Literacy  
Specialists, 1 Long Term Sub**



**1 Librarian**

Reading Intervention: 45 min, 3x/week

➤ 2 separate supports alternate weekly

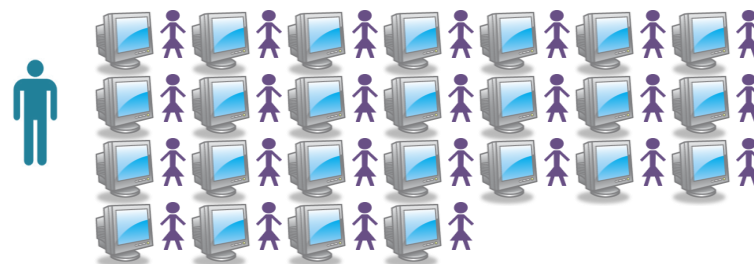
## 1<sup>st</sup> Support: Small Group Instruction



**25 students receive 45 min. small group  
instruction in groups of 8 to 9**

**- Vocabulary, Reading, Spelling, Phonics**

## 2<sup>nd</sup> Support: Adaptive Online Content



**25 students receive 45 min. targeted  
practice in reading at their specific level**

# Matthew J Kuss Middle School

## Ramp Ups

### Kuss School Facts

Location	Fall River, MA
Grades	6 – 8
Start/End Time	7:18 – 3:30
# of Students	648
% Low Income	82

Designated “Chronically Underperforming” in 2004

Expanded School Day in 2006

Made AYP past two years in 2009 and 2010

### What is it?

**Small group ELA and/or math support**

**Students placed and monitored based on interim assessments**

**Electives, Intervention or Acceleration**

**Supports taught by content teachers**

### How much time?

**45 minutes, 1 to 6 times per week**

**27 to 162 total additional hours, depending on student needs**

**Schedule can be adjusted to each individual student as need identified**

# Matthew J Kuss Middle School Ramp Ups

	Day 1	Day 2	Day 3	Day 4	Day 5
7:18-8:06	Core: Science	Core: Science	Core: ELA	Core: Math	Elective
8:08-8:52					Math Ramp Up
8:54-9:38	Specialty	ELA Ramp Up	Core: Math	Core: Science	Core: SS
9:40-10:24	Core: Math	Science Elec.			Specialty
10:28-11:12		Core: SS			
11:14-12:26	LUNCH				
	Core: SS	Specialty	Core: SS	ELA Ramp Up	Specialty
12:28-1:12	Core: ELA	Core: Math	ELA Ramp Up	Core: ELA	Core: Science
1:14-1:58			Math Ramp Up		
2:00-2:44	Elective	Core: ELA	Core: Science	Core: SS	Core: Math
2:46-3:30	Science Elec.				

Core  
Subjects

Additional  
Academics

Specialty  
(art, PE,  
health)

Enrichment  
Elective

## SAMPLE 7<sup>th</sup> GRADE TIER 3 STUDENT SCHEDULE

# Open Response Question:

**What types of in-school supports are being offered in the schools and districts with which you are working?**

# School Profiles

## Expanded School Day Supports:

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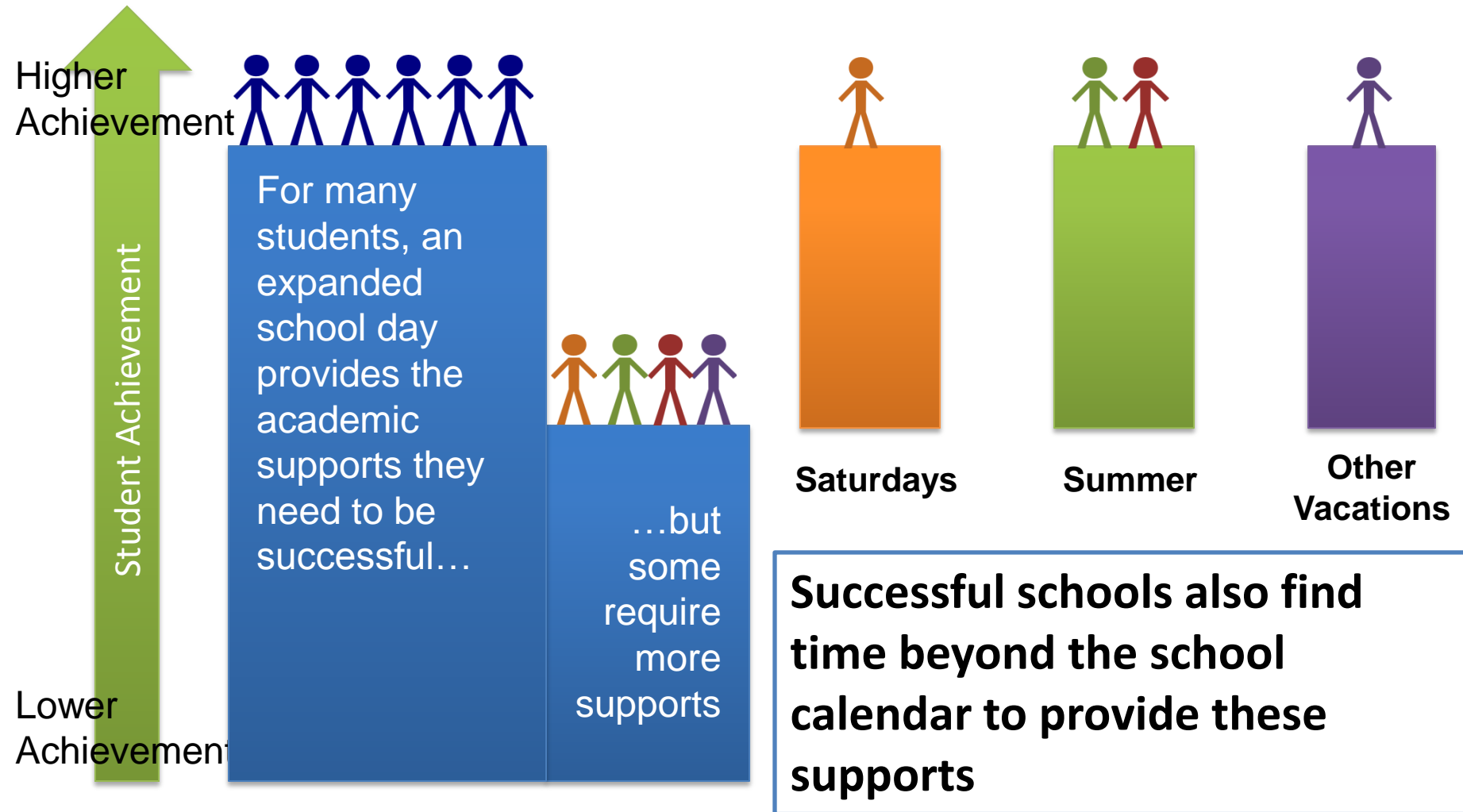
## Beyond the School Day Supports:

Summer Academies (Aurora & Cincinnati Schools)

In-School & Weekend Tutoring (MATCH School & Dever  
McCormack School)

Vacation Academies (Boston Turnaround Schools)

# Looking Beyond the Expanded School Day



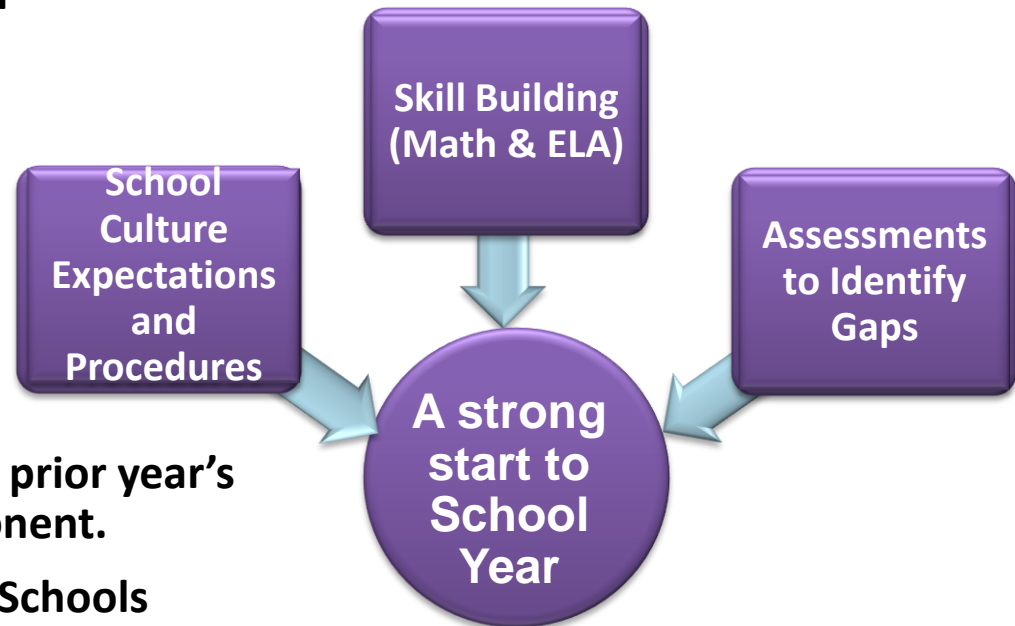
# Summer Programming

## Aurora Public Schools

- Students nearing proficiency in Math and/or ELA
- 23 days, May - June
- 5.5 hours per day, 126.5 total hours per student
- 25: 1 student-teacher Ratio

## Cincinnati Public Schools

- Prep for following year & reinforcing prior year's content. Includes enrichment component.
- 4,000 students at 16 Elem. Initiative Schools
- Staffed by students' teachers and community organizations
- 4 five-session weeks from June 1-25



## Sample Aurora Fifth Block

8:30 -9:00	9:10 – 11:30	11:30 – 11:45	11:50 – 12:30	12:35 – 12:50	12:50 – 3:10
Breakfast	Math & ELA	Enrichment	Lunch	Enrichment	Math & ELA

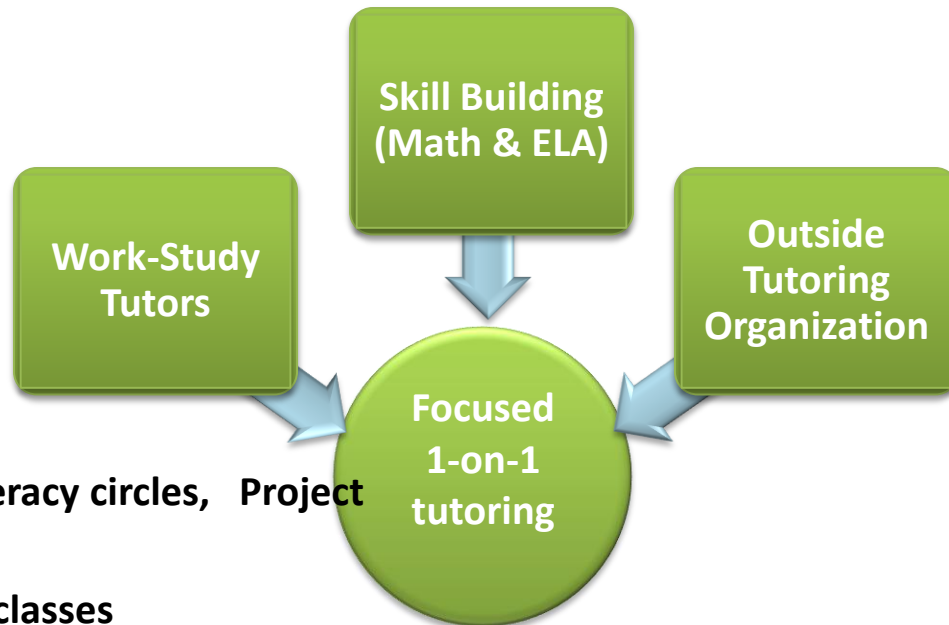
# In-School & Weekend Tutoring

## MATCH School

- State testing Math & ELA prep
- Required, graded course for 65 10<sup>th</sup> grade students
- Staffed by 50 hired work-study tutors from BC, BU, and MIT.
- 1:1 student-tutor ratio
- 1 four-hour session per week from Sept- May

## Dever McCormack School

- Part-time tutors teach reading interventions (literacy circles, Project Read, etc) based on students' needs
- Embedded ELL and Spec. Ed support in tutoring classes
- One tutoring class per student per day (50 mins each day)
- Small groups of anywhere from 10-15 students depending on needs of each grade level



## Sample MATCH Weekend Tutoring (September – May)

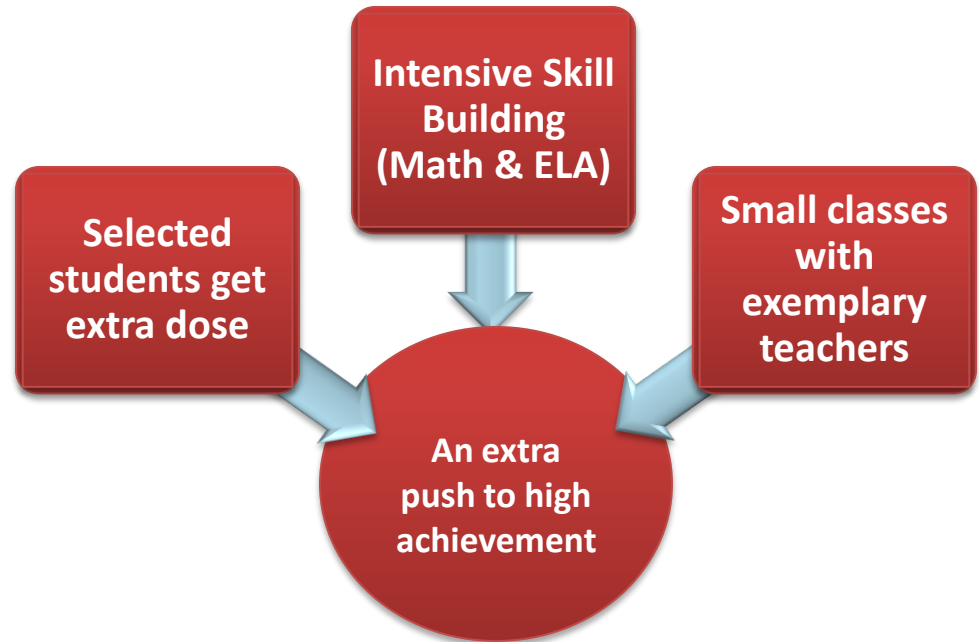
9:00 – 11:15	11:15 – 11:30	11:30 – 1:00
MCAS Math Prep	Break	MCAS ELA Prep



# Vacation Academies

## Boston Turnaround Schools

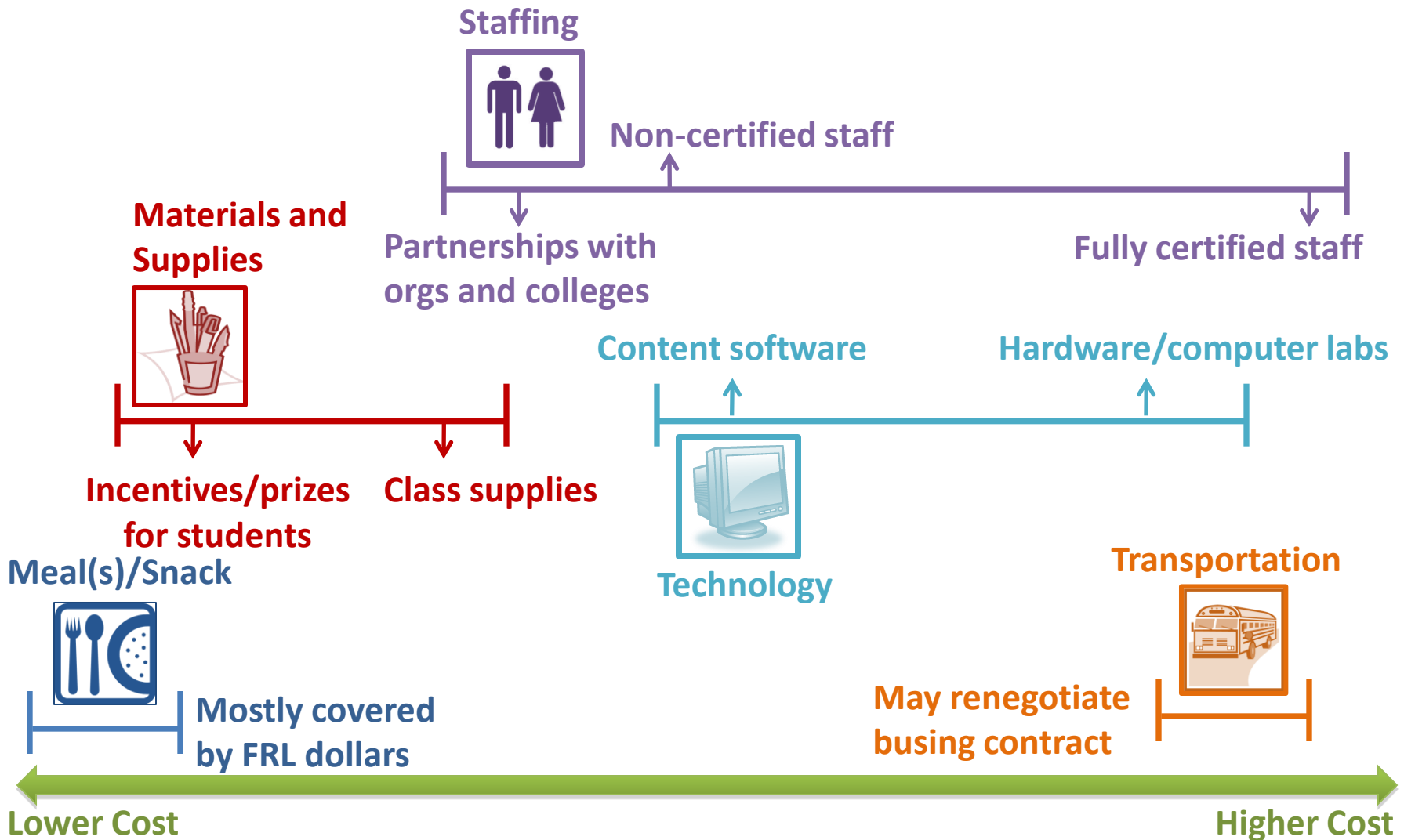
- Intensive ELA support in February and math in April during week-long school vacations
- Targets students on cusp of jumping to next performance level
- 919 3<sup>rd</sup> – 8<sup>th</sup> grade students from 9 schools
- 12:1 student-teacher ratio
- 5 six-hour sessions during one-week vacations, twice a year
- Teachers recruited from around district and across country



## Boston Acceleration Academies: February (ELA), April (Math)

7:30 – 8:00	8:00 – 11:40	11:40 – 12:15	12:15 – 1:30
Breakfast	English/Math (3 periods)	Lunch	Enrichment

# Range of Costs to Consider

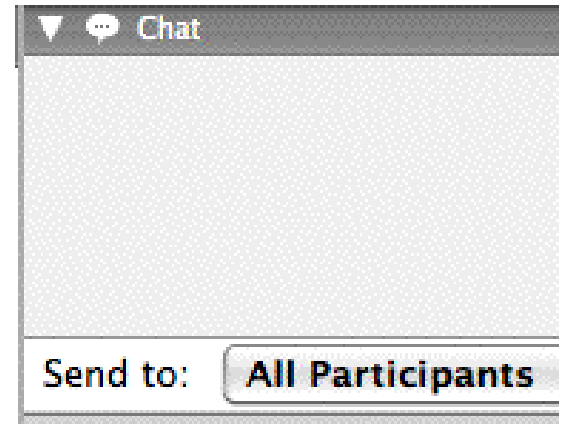
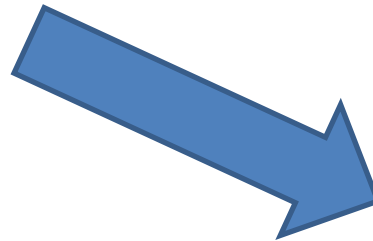


## Poll Question:

**What types of out-of-school supports are being offered in the schools and districts with which you are working?**

# Questions & Reflections

Please type your questions and comments into the chat box



# Today's Agenda:

Framework and Key Principles



School Examples and Lessons Learned



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



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# 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 IN WEEK 1	
Goals & Purpose of Increased Learning Time			
Effective Use of Time	SHARED IN WEEK 1		
Allocating Resources to Increase Learning Time	SHARED LAST WEEK		
Using Increased Learning Time for Personalizing Instruction and Tiered Interventions	SHARING IN 10 SECONDS		
Using Increased Learning Time to Strengthen Instruction	WEEK 4		

# NCTL' s Framework for SEA/LEA Guidance

## Personalizing Instruction and Tiered Interventions

Questions to Ask	What To Look For or Require	Red Flags
<ul style="list-style-type: none"> <li>• How will your school use its additional time so students can receive targeted academic support based on their need for remediation or acceleration?</li> <li>• <b>How will student progress be assessed during the school year and how will teachers and administrators adjust schedules and classes to provide remediation and acceleration as needed?</b></li> <li>• If your school is using time outside of the school day (Saturdays, vacations, summer, etc), what are your goals for these programs? How will you select students to participate?</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that students receive sufficient core instruction plus additional time for personalized, targeted instruction.</li> <li>• <b>Student schedules that show a variety of levels of academic intervention based on need for intervention or acceleration and can be adjusted based on students' changing needs</b></li> <li>• A defined process for how teachers will analyze interim assessment data, create interventions based on identified areas of need, and match teachers with the students they are best suited to teach.</li> <li>• A blend of teachers, partners, and adaptive technology used to provide additional practice and targeted interventions for struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Longer instructional blocks with little or no mention that they will be used for personalized instruction or tiered intervention (especially elementary school)</b></li> <li>• No defined process for student placement in academic support or acceleration classes.</li> <li>• No purposeful matching of students and teachers in support classes.</li> <li>• <b>Plans that suggest that targeted intervention will happen in classes or groups that are the same size as standard classes</b></li> </ul>

# First Steps

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

## **MESSAGING:**

- The continuous use of data plays a key role in providing individualized and targeted support to students
- Stress that all supports should complement core instruction and be used to preview, review, re-teach, or provide practice on specific standards

## **APPLICATIONS:**

- Require or include guidelines on need for targeted interventions
- Require multi-pronged approach (expanded day for all students, additional summer and vacation academies for targeted students)

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

- Share examples of schools that are using interim assessments to target student needs and adjust instruction
- Ask districts how they are supporting schools' use of resources for programs outside of the school day



# Upcoming Weeks

	Questions to Ask	What To Look For or Require	Red Flags
Effective Use of Time		July 19	
Allocating Resources to Increase Learning Time		July 26	
Using Increased Learning Time for Personalizing Instruction and Tiered Interventions		Shared Today	
Using Increased Learning Time to Strengthen Instruction		August 9	

# Questions & Reflections

Please type your questions and comments into the chat box

