

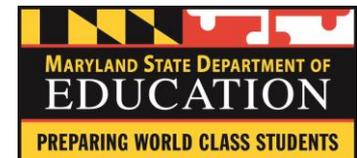


Innovative School Schedule Workgroup

Tiara Booker-Dwyer

Director of School, Teacher, and Principal Improvement
February 1, 2017

Welcome





Background

- Education Article §7-103.1 directs the State Board to explore the use of innovative school scheduling models.
- Innovative school scheduling models include:
 - Extended year
 - Extended day
 - Other models that do not allow for prolonged lapses in instructional time



Workgroup to Explore Innovative Scheduling in Maryland

- ❑ Innovative schedules that increase academic gains for students at different grade bands;
- ❑ Effective use of time for different innovative scheduling models;
- ❑ Effective structure, staffing, and financing models for innovative schedules; and
- ❑ Promising practices and lessons learned from other school systems that have implemented extended learning time programs.



Timeline

- January – March: Workgroup will meet to develop recommendations.
- April: Draft report submitted to Board. Modifications will be made based on Board recommendations.
- May: Recommendations will be released for public comment.
- June: Address public comments and prepare final report for board.

Innovative School Schedule Workgroup Website



ABOUT US

- › Directory
- › MSDE Org Chart (pdf)
- › MSDE Privacy Statement
- › Offices & Divisions
- › School Systems
- › Regulations

Innovative School Schedule Workgroup

Overview:

Nationally, the traditional school calendar consists of 180 days and approximately 720-1080 instructional hours. Momentum is growing to move beyond the traditional calendar to increase learning time. Several school systems across the nation have begun lengthening the school day, week, or year to improve student learning in low-performing schools.

Education Article §7-103.1 directs the Maryland State Board of Education to, "...explore the use of innovative school scheduling models, including extended year, year-round schooling, or other school scheduling models that do not allow for prolonged lapses in instructional time, in low-performing or at-risk public schools. The State Board shall encourage county boards to use the school scheduling models that are determined to be most effective in enhancing student achievement in low-performing or at-risk public schools."

On October 25, 2016, State Board of Education members requested that the Maryland State Department of Education undertake a study that will be used to inform

Meeting Materials

January 18, 2017

- Agenda
- PowerPoint

February 1, 2017

- Agenda

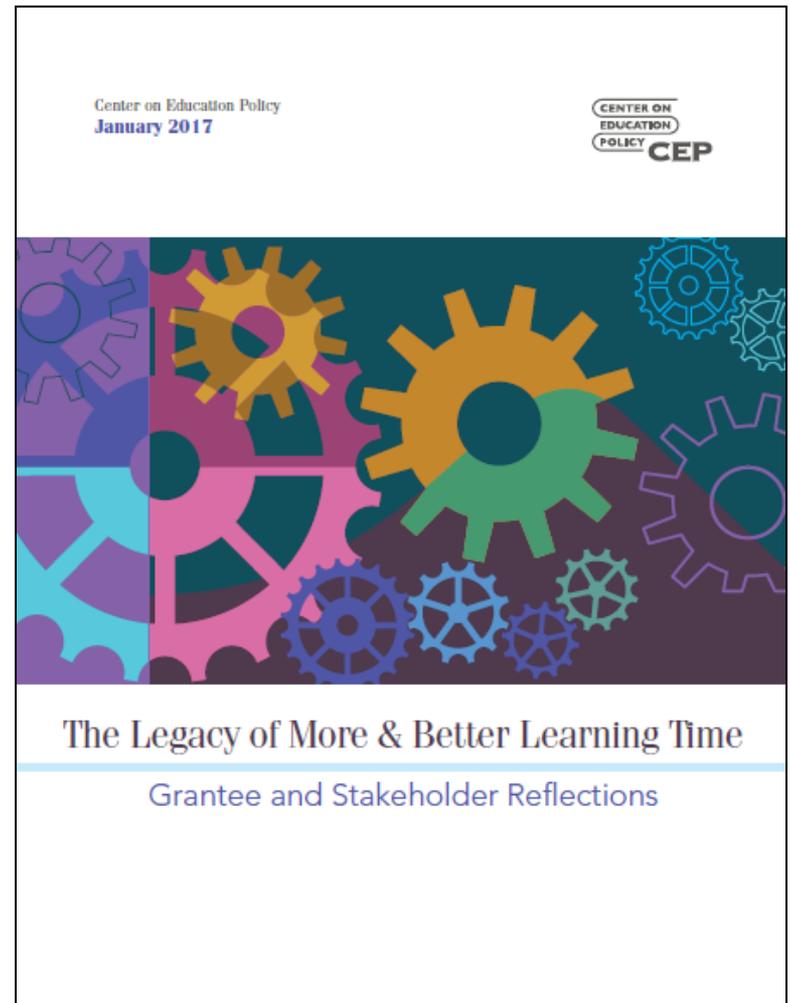
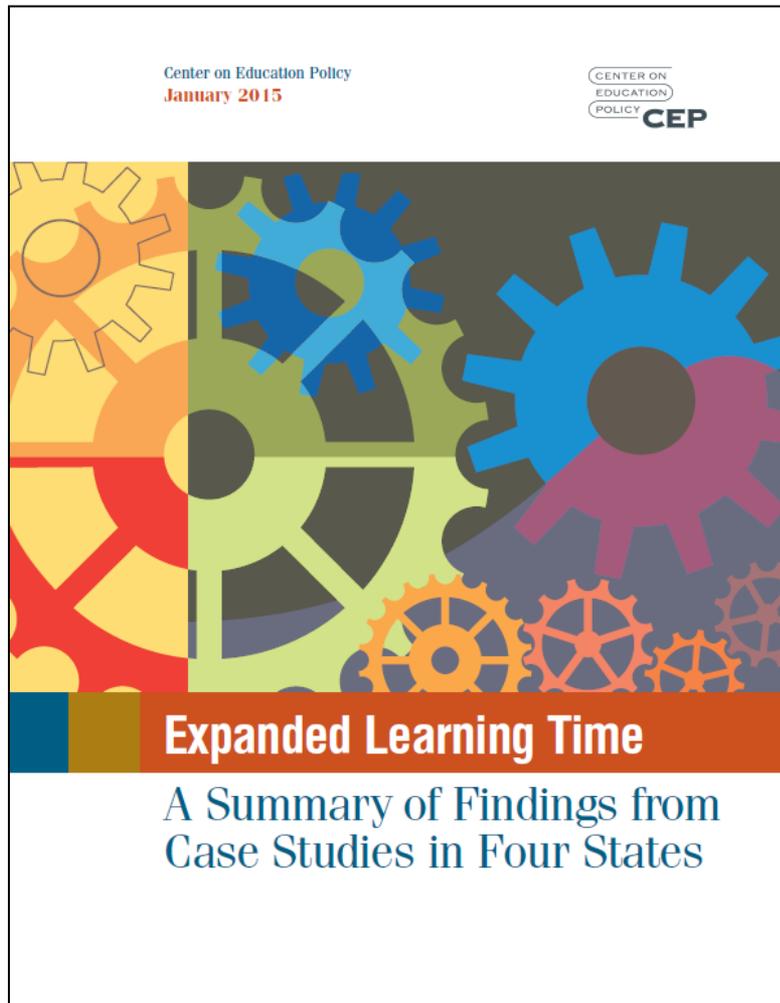
<http://www.marylandpublicschools.org/about/Pages/ISSW/index.aspx>

Review of Last Meeting



Montgomery County Public Schools

Expanded Learning Time Research



Center on Education Policy



Maria Ferguson
Executive Director



Diane Rentner
Deputy Director



Matthew Frizzell
Senior Research Associate

More and Better Learning Time

Center on Education Policy
January 2017



Implementing and sustaining meaningful school improvement activities

Presented by

Maria Ferguson

Matthew Frizzell

Diane Stark Renter

The Legacy of More & Better Learning Time

Grantee and Stakeholder Reflections

Center on Education Policy

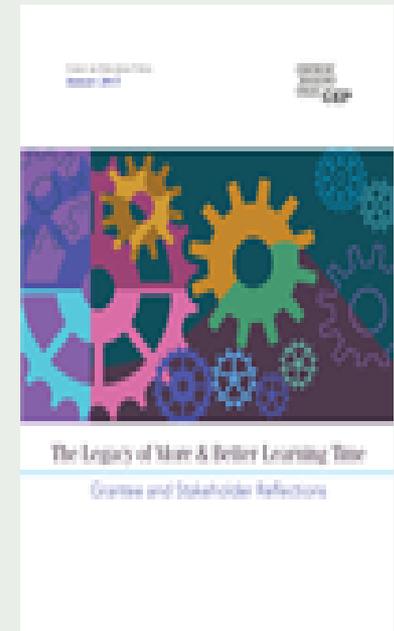
- A national, independent advocate for public education and more effective public schools
- Located at the George Washington University in Washington, DC
- 22-year record of research to improve public education

www.cep-dc.org

Our MBLT Work

More and Better Learning Time (MBLT) reports:

- *Expanded Learning Time: A Summary of Findings from Case Studies in Four States (2015)*
- *The Legacy of More & Better Learning Time: Grantee and Stakeholder Reflections (2017)*



Our MBLT Work (2015)

- **Case studies of states, districts, and schools working to meet federal requirements and encouragements for increased or expanded learning time**
 - 4 states: Colorado, Connecticut, Oregon, and Virginia
 - 11 school districts
 - 17 low-performing schools
 - 49 education leaders at state, district, and school levels

Our MBLT Work (2017)

- **Survey and case studies of Ford Foundation MBLT districts**
 - 60 Ford Foundation grantee organization responded to the survey
 - Case studies of Ford MBLT grantees in 3 high-interest school districts: Denver, CO; Los Angeles, CA; and Rochester, NY
 - 17 interviewees across case study districts

Presentation

- **Today's discussion will pull from both reports**
- **Five discussion topics**
 - Common Elements for Success
 - MBLT Approaches
 - Outcomes
 - Challenges
 - Conclusion

Common Elements of Success

Leadership

- **State policies supported MBLT by offering flexibility, support and funding.**
- **School and district leaders were engaged and working together to mutually support and drive the effort.**

Common Elements of Success

Supportive stakeholders

- School and district leaders were not in it alone.
- Parents, teachers, community groups and other important local actors were actively engaged and supportive.

Common Elements of Success

Collaboration

- **School and district leaders effectively collaborated with community groups and local leaders that understood and were invested in the local population.**

Common Elements of Success

Planning time

- **Most MBLT initiatives have many moving parts. Ample planning time at the outset ensured there was an organizational structure in place and commitment among key stakeholders.**

Common Elements of Success

Dedicated funding

- Having dedicated and sustainable funding was crucially important.
- Short-term grants provided a welcome influx of funds but also made long-term planning more difficult.

Common Elements of Success

Wiggle room

- **MBLT efforts often encounter systemic obstacles. Flexibility and wiggle room helped grantees develop creative workarounds to obstacles.**

MBLT Approaches

- **Expanding time strategies**
 - Adding hours to the day, week, year
- **Expanding time only for teachers**
 - Adding time for professional development and collaboration
- **Expanding time only for students**
 - Adding core instructional time and enrichment opportunities

Expanding Time Strategies (1)

- **Adding more time to the day**
 - Additional morning/afternoon time
 - Shorter non-instructional time (reduced lunch time)
 - Expanded instructional time to encompass full teacher day
- **Adding more time to the school year**
 - Saturday academies
 - Summer school

Expanding Time Strategies (2)

- **Involve community organization to bring in enrichment and academic instruction during the school day**
- **Stagger teacher schedules and use community partners in the morning and afternoon “gaps”**
- **Develop a competency-based education model to give students credit for out-of-school learning**

Expanding Time for Students and Teachers

- **Top MBLT activities among Ford Foundation grantees:**
 - Enrichment opportunities for students
 - Targeted academic support for students
 - Internships and workplace-based learning
 - Time for teacher professional development
 - Service learning/volunteering
 - Time for teacher collaboration

Expanding Time for Teachers

“The most innovative way we leverage time is a little less around students and a little more around teachers. So our investment is very much into teacher learning, teacher professional development, teacher collaboration.”

Principal in Colorado

Expanding Time for Students

“The goal is to bring in outside organizations to run activities, clubs, classes, give kids choice, so that the kids are still here for an extended day [but] they get something besides just reading, writing, arithmetic in one day. And the teachers get...over an hour and a half extra planning.”

Principal in Colorado

MBLT Outcomes

- **Outcomes varied from one program to the next depending on the goal of the MBLT activities**
- **Some outcomes include:**
 - More parent and community support
 - Greater teacher satisfaction and retention
 - Increased student engagement and success
- **Outcomes can be difficult to attribute to MBLT alone**

MBLT Outcomes

| Indicator of change | Percent of grantees |
|--|----------------------------|
| Student engagement increased | 72% |
| More partnerships formed between school and other community organizations | 72% |
| Parents and family were more engaged with and supportive of the school | 61% |
| Student absenteeism was reduced | 50% |
| Student achievement improved | 50% |
| School culture was enriched by increasing programs, services, and caring adults available to students | 50% |

More Parent and Community Support

- **Greater support for MBLT from parents and communities often depends on upfront planning and continued re-engagement with the stakeholders**

“This school belongs to the community. You need to engage the community in any kind of reform efforts if they’re going to stick.”

Senior Program Officer, California Community Foundation

Greater Teacher Satisfaction

“The teachers we’ve had the opportunity to speak with say they couldn’t imagine teaching any other way. They couldn’t imagine working in an environment where they were isolated in classrooms, where their voice wasn’t heard, where they didn’t have the opportunity to really get to know their students and the work to meet the needs of those students.”

*Principal Associate and Researcher
Annenberg Institute for School Reform*

Increased Student Engagement

“We have different types of support for different students; we have something to really appeal to everybody. I think we’ve created a culture where students are actively seeking out as many of those opportunities as possible”

Principal in Oregon

Improved Student Success

“I think one of the biggest things that we’ve seen is how students are leaving school. For one, they graduate at higher rates, and two, they leave prepared for the adult world. I think they feel that they are prepared for the next step, and that is clearly the goal of [MBLT] approaches, preparing them for college and career.”

*Principal Associate and Researcher
Annenberg Institute for School Reform*

Attributing Outcomes to MBLT

“We can point to a number of schools that are seeing some positive academic achievement results, and MBLT is a component of their school. But, I think the harder part is, is MBLT on its own the reason that we’re seeing such positive impacts in the school? And I would say no, it’s an element. There is no silver bullet. It’s one piece of the puzzle of really high-functioning schools serving kids in poverty.”

Program Officer, Rose Community Foundation

Challenges

- **Challenges are contextual and so are their solutions**
 - **Funding**
 - **Transportation**
 - **Working with community partners**
 - **Parent and teacher resistance**
 - **Teacher and student fatigue**
 - **Leadership churn**

Most Commonly Selected Challenges

| Challenge | Very challenging | Somewhat challenging | Not at all challenging |
|--|------------------|----------------------|------------------------|
| Securing fiscal resources for MBLT | 67% | 33% | 0% |
| Compensating teachers for additional time | 39% | 50% | 6% |
| Logistical challenges (i.e. transportation) | 39% | 44% | 6% |
| Compensating other staff for additional time | 33% | 50% | 11% |

Funding Challenges

- Expanded learning time is always expensive and requires a lot of resources (not just dollars).
- Relying on one source for funding (federal, state or private) is not recommended.
- Planning ahead for when grants end will help ensure sustainability.

Transportation Challenges

- **Providing bus service for extended day schools is particularly hard in large school districts and rural areas.**
- **MBLT often required rerouting or changing bus schedules.**
- **Denver instituted the Success Express, a special shuttle bus to support MBLT in the city's far sections.**

Challenges With Outside Providers

- District teachers have to collaborate and manage outside partners.
- Potential for culture clash between groups re: academic outcomes and positive youth development.
- Outside partners sometimes lacked the classroom management skills needed to handle students.

Challenges With Teacher Resistance

- **Teacher time and compensation are always issues.**
- **District leaders need to work closely with union at the outset to ensure cooperation.**
- **Outside providers need to be integrated into school culture and pose no threat.**
- **“Reform fatigue” and district/state bureaucracy can make teachers wary of change.**

Challenges With Parent Resistance

- **Parents, especially those with kids in multiple schools, complained that MBLT disrupted family logistics.**
- **Child care for younger siblings sometimes limited participation of older siblings.**
- **Some resistance came from more affluent parents who preferred to pick their own afterschool activities.**

Challenges Due To Fatigue

“Teaching is a very exhausting profession and takes a tremendous amount of work. Adding an hour to a day and five hours a week [takes more effort from teachers].”

Principal in Colorado

- **One CT school struggled to keep teachers fresh and kids focused**
 - Ended expanded time for students, but kept teacher time

Challenges With Churn

- District leadership is volatile and superintendent tenures are often too short to sustain real improvement.
- MBLT needs to be constantly “resold” to an annually changing roster of stakeholders.
- Teacher shortages are increasing turnover rates in schools, which can impact quality and consistency of MBLT efforts.
- Constantly changing agendas can impact morale among teachers and school/district staff.

Concluding Thoughts

- **MBLT is not easy and creates its own set of thorny challenges.**
- **Because of that, MBLT needs to be more than a stand-alone reform effort.**
- **To lead and maintain the effort, strong leadership and supportive policies matter at the state, district and school levels.**

Concluding Thoughts

- **MBLT requires many moving parts so community involvement is essential.**
- **When implemented strategically, MBLT can help close educational equity gaps.**
- **Showcasing examples of MBLT can motivate other schools and districts to adopt similar activities.**

“Not More of the Same”

“While there are strategies that get ‘more’ and strategies that get ‘better’ the most difficult thing to do is get ‘more and better’ at the same time. That requires a coordinated effort to improve the quality of learning happening in the extended day, regardless of who is managing the time.”

Ford Foundation Grantee



MARYLAND STATE DEPARTMENT OF
EDUCATION

PREPARING WORLD CLASS STUDENTS

Group Discussion



Draft Recommendations Review

1. Expand Learning Time for All Students
2. Include a Minimum of 300 Hours
3. Focus on Core Content Areas, Enrichment Opportunities, Health Services and Professional Learning
4. Engage Stakeholder Groups
5. Incentivize School Systems

Extended Learning Time



Lisa Brown, Principal



*New Song
Academy*

BALTIMORE CITY --- PUBLIC SCHOOLS

50

New Song Academy

Lisa Brown, Principal

Dr. Sonja Brookins Santelises
Chief Executive Officer, Baltimore City Public Schools

Theresa Jones
Chief Achievement and Accountability Officer, Baltimore City
Public Schools

Our Motto

51

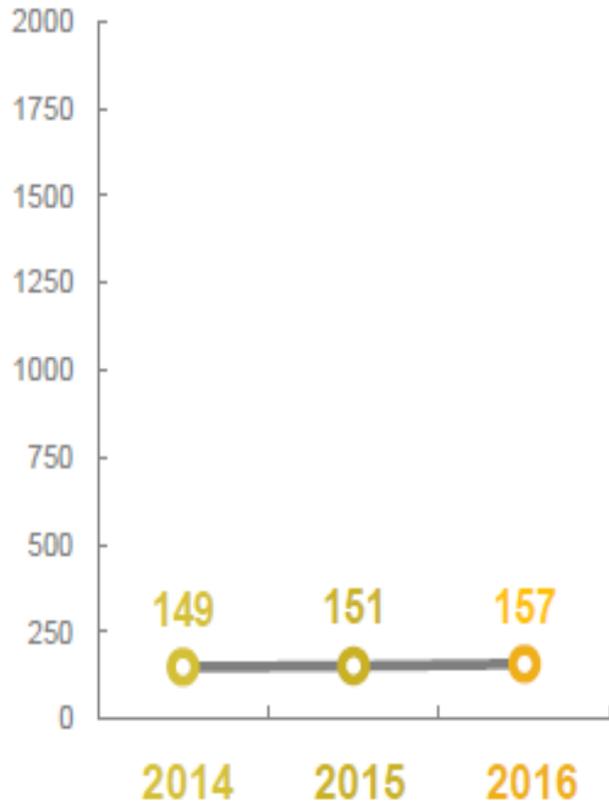
“We value our staff, students, parents, community members, partners and supporters; they are all pieces of a puzzle that makes New Song a whole.”

-New Song Academy School Website

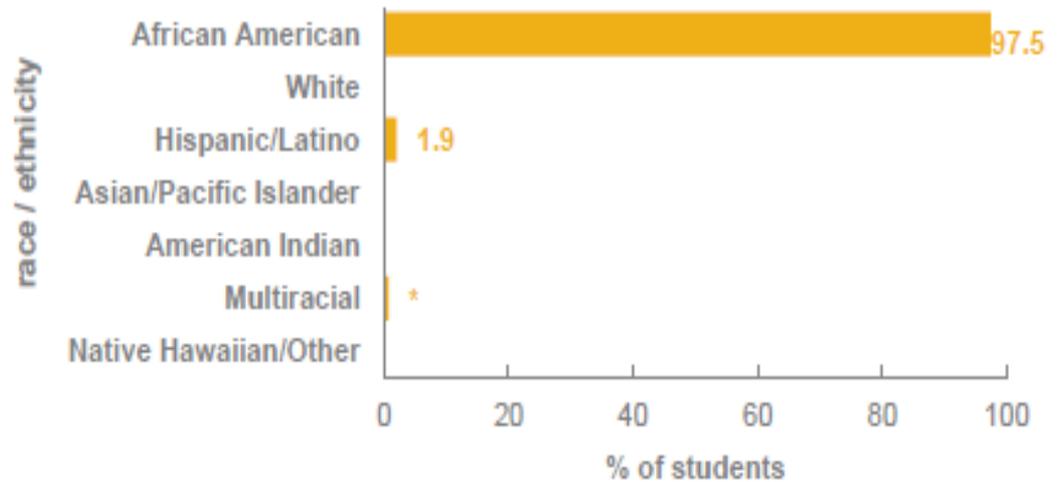
Overview of New Song Academy

52

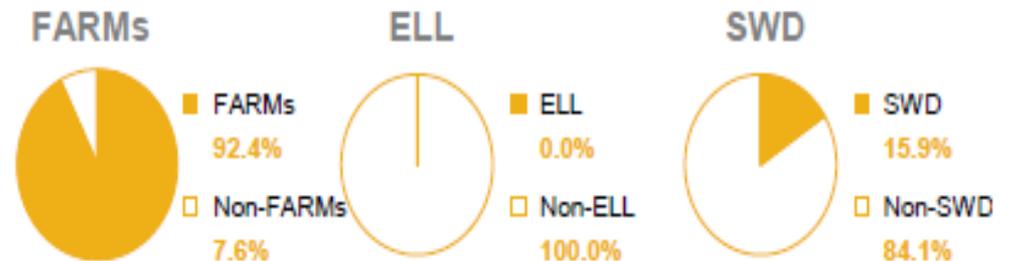
Total Student Enrollment



2016 Percentage of Enrollment by Demographic

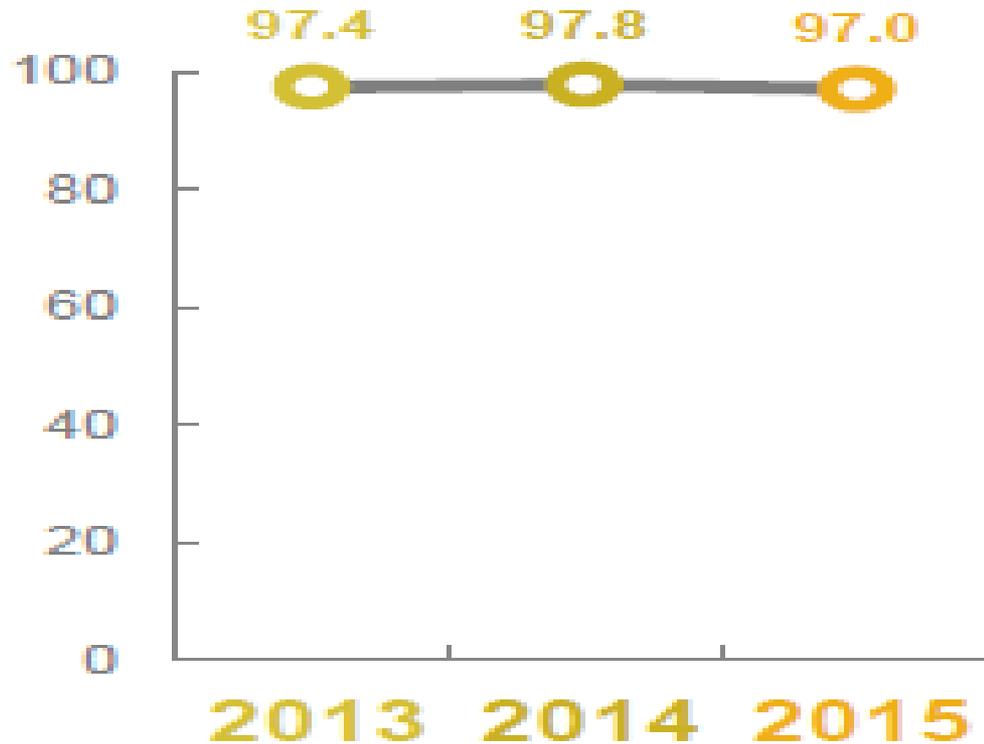


2016 Percentage of Enrollment by Subgroup



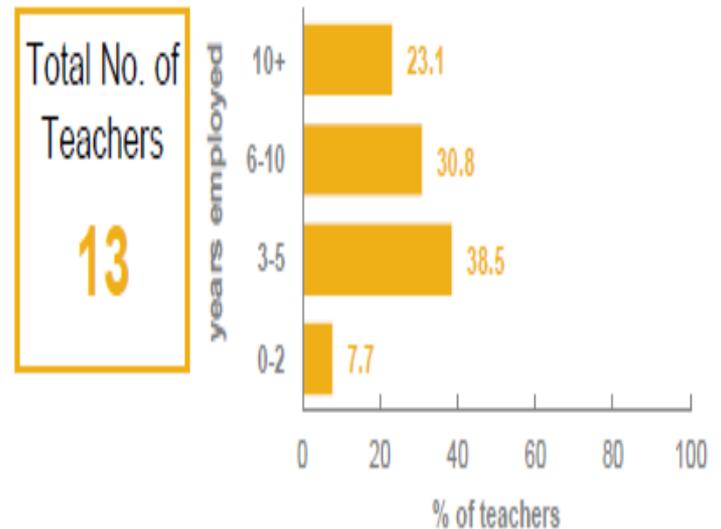
Overview of New Song Academy

Attendance Rate (%)



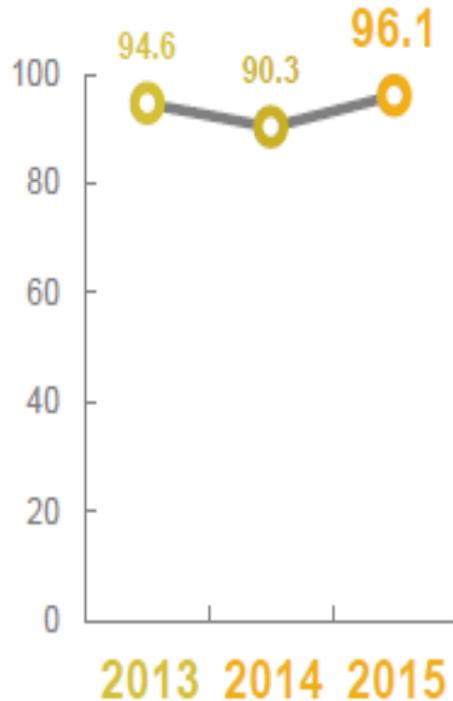
Teachers

Official figures are based on full-time teachers as of 10/15/2015.

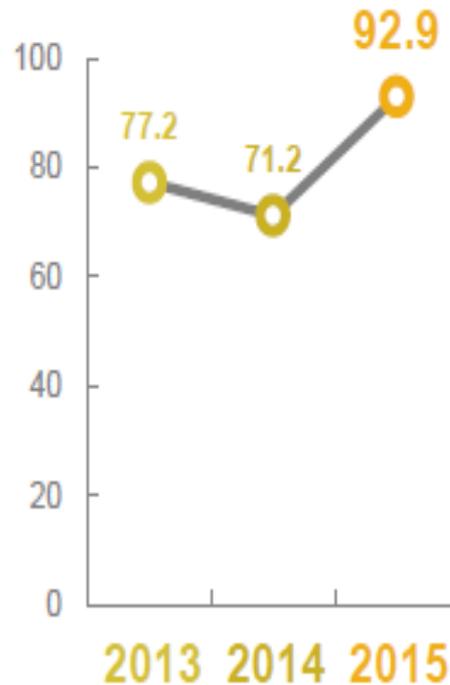


New Song Academy School Climate Survey Results

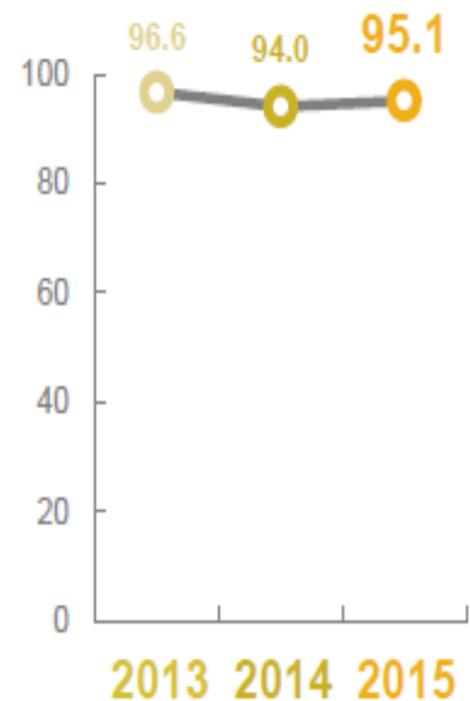
Physical Security Index



Respectful Relationships Index



School Connectedness Index



2015 PARCC Results - Grades 3-5

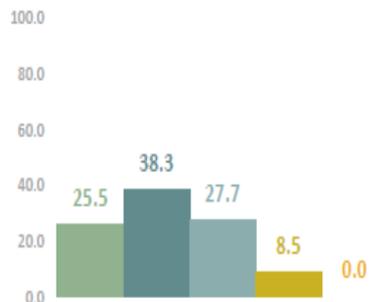
In 2014-15 the MSA was replaced by the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment, aligned to Maryland's College and Career-Ready Standards implemented in 2014. PARCC is administered in both Math and ELA in Grades 3-8, and for students taking Algebra I, Algebra II, and English 10. Students are color coded and categorized by the percentage of students achieving each performance level. "% met or exceeded" indicates the total percentage of students achieving either performance level 4 or 5 on the PARCC exam (those performance levels, respectively, signify that students have met or exceeded expectations for grade level learning. A value of "*" indicates that the data is suppressed due to the number of students tested. (The percentages of students in each performance level may not add up to 100 due to rounding; the percentages of students in levels 4 and 5 may not add up to the total "% met or exceeded" due to rounding.)



MATHEMATICS

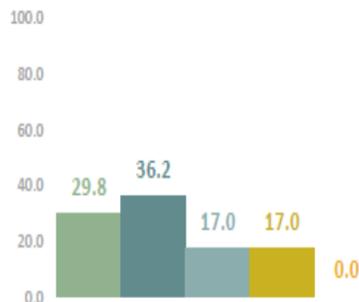
ENGLISH LANGUAGE ARTS

Percent at Each Performance Level - All Students



47 Students Tested

Percent at Each Performance Level - All Students



47 Students Tested

| % met or exceeded | 9% | 12% | 32% |
|-------------------|--------|----------|-------|
| | School | District | State |

| % met or exceeded | 17% | 14% | 39% |
|-------------------|--------|----------|-------|
| | School | District | State |

2015 PARCC Results - Grades 6-8

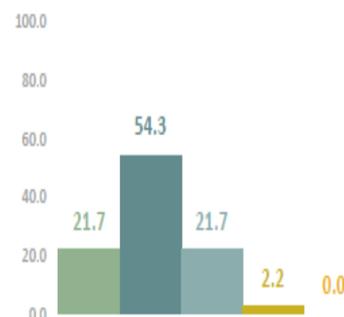
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MATHEMATICS

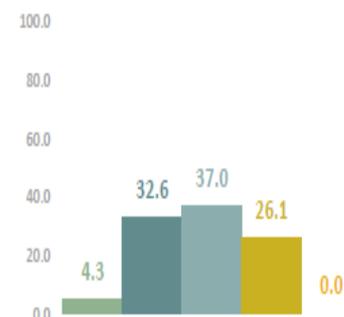
ENGLISH LANGUAGE ARTS

Percent at Each Performance Level - All Students



46 Students Tested

Percent at Each Performance Level - All Students



46 Students Tested

| % met or exceeded | 2% | 7% | 25% |
|-------------------|--------|----------|-------|
| | School | District | State |

| % met or exceeded | 26% | 14% | 38% |
|-------------------|--------|----------|-------|
| | School | District | State |

School Performance Measure Report

322 - New Song Academy - SPM Report

The school performance measure (SPM) is an aggregate measure of quantitative indicators that reflect a school's year-long performance in terms of learning environment for student growth and success. The data presented come from the 2014-2015 school year. For schools serving pre-K through grade 8, only learning environment variables are used as a result of the transition to PARCC. To improve SPM, focus groups were held with teachers, principals, and office staff regarding what indicators would make SPM the most meaningful for their school improvement efforts. SPM serves as a component of the 2015-2016 teacher and school leader evaluation systems.

Methods

The Learning Environment Score is the average of four indicator scores, including student and parent ratings on school surveys, attendance rates, and chronic absence rates.

As a result of focus group feedback, only selected items from the student and parent surveys are included. Other improvements are detailed in the BOPS SPM presentation.

When data for an indicator are not available, the indicator is not counted toward the SPM score.

* For these indicators, schools receive only the greater of two indicator scores: either the absolute performance (e.g., attendance rate) OR the change in the indicator from the previous year (e.g., change in attendance rate).

Values reflect a school's actual performance on each indicator.

Indicator scores are scores that schools receive on each indicator based on how they perform relative to other schools within their school grade band. A school's score on each indicator depends on where its value falls within the distribution of values for that indicator.

| Value | Indicator | Indicator Score |
|-------|------------------------------|-----------------|
| 89.9 | Student School Survey Rating | 100 |
| 97.2 | Parent School Survey Rating | 100 |
| 97.0 | Attendance Rate* | 100 |
| 3.3 | Chronic Absence Rate* | 100 |

SPM Score (Learning Environment)

100

(out of 100 points)

For indicator definitions and calculation methods, please consult the City Schools SPM Presentation

New Song Academy Data Trends

- ❑ Student attendance rate is high (SY15-16: 97%)
- ❑ Suspension rates are low (SY15-16: 0)
- ❑ Climate surveys indicate each group is quite pleased with New Song Academy's progress (SPM Score: 100)
- ❑ Kindergarten Readiness Assessment Composite Data-42.9% Demonstrating Readiness
- ❑ PARCC- Grades 3-5 Math: 27.7% Approached Expectations Literacy: 17% Approached Expectations
- ❑ PARCC-Grades 6-8 Math: 21.7% Approached Expectations Literacy: 37% Approached Expectations
- ❑ SY14-15 SER Report-Positive trends for classroom environment, talented people, and vision/engagement

School Highlights

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Towson University

Irvine Nature Center

Jubilee Arts Center

BGE

**Park School of
Baltimore**

C.U.T.S.

(Clergy United for the Transformation of Sandtown)

OrchKids

MECU

MICA

New Song Community Church

Community Mediation

Community Conferencing Center

New Song Academy School Schedule SY16-17

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- New Song Academy operates on a 180 school day schedule
- School begins on 9/9 for 1/2 day; 1st full day 9/12
- Intercession breaks occur throughout the school year
- School ends on 7/21

Extended Learning Program

60

- Cost for extended learning
- Staffing structure for extended learning
- Transportation and food considerations for extended learning
- Areas of success and opportunities for improvement regarding extended learning

Comments or Questions?

Lisa Brown

Principal

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410-728-2091



MARYLAND STATE DEPARTMENT OF
EDUCATION

PREPARING WORLD CLASS STUDENTS

Group Discussion



Next Meeting

March 8, 2017

- Modify Draft Recommendations
 - Draft Recommendations presented to the State Board on April 25, 2017
- Future Meeting Dates:
 - March 22, 2017 (snow date)
 - April 27, 2017 – Virtual Meeting
 - June 7, 2017 - MDOT