

**Year Three
Implementation
Report: 2008-2009**

**Implementation
Evaluation of the
Expanded Learning
Time Initiative**

Final Report

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Education

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Executive Summary

The Massachusetts Expanded Learning Time (ELT) initiative was established in 2005 with planning grants that allowed a limited number of schools to explore a redesign of their schedule and add time to their day or year. With state resources, participating schools are expanding learning time by at least 300 hours per year to improve student outcomes in core academic subjects, broaden enrichment opportunities, and improve instruction by adding more planning and professional development time for teachers. The first cohort of ten ELT schools (Cohort 1) received implementation grants to begin operating their expanded programs in the 2006–07 school year, and in 2007-08, a second cohort of nine schools (Cohort 2) implemented ELT. For the 2008-09 school year, a third cohort of eight schools began implementation, increasing the total number of ELT schools in the Commonwealth to 26.

THE EVALUATION OF EXPANDED LEARNING TIME

The evaluation of ELT is a multi-year study that is being conducted by Abt Associates Inc. with two interrelated parts: (1) a planning and implementation component that explores the early decision-making phases (as presented in earlier evaluation reports) and subsequent execution of ELT programs in the funded districts and schools, and (2) an outcomes component that examines the outcomes of ELT for schools, teachers, and students. Ultimately the implementation and outcomes components will be linked to determine if the approaches to implementation may be related to the outcomes achieved. This report focuses exclusively on planning and implementation during the third year of the initiative (2008-09), while an upcoming report will focus on the outcomes component.

MAJOR FINDINGS

In the third year of ELT implementation, all funded schools continued efforts to create a school day that incorporated each of the major elements of ELT (i.e., increased academic time, enrichment opportunities, and teacher collaborative planning and professional development). There was considerable variation in the extent to which schools implemented the components and in the ways in which they chose to do so.

This report presents analyses of implementation data for year three (2008-09) of the initiative and includes the following key findings:

Implementation Overview

- Based on teacher survey findings, more responding teachers (87 percent) agreed that sufficient time was allotted for core subject area instruction than reported that the longer day had improved students' opportunities for enrichment activities (72 percent) or that there was sufficient time for common teacher planning (58 percent).
- While 22 schools had more integrated schedules, four schools had a “divided schedule” in which the expanded time was added as a separate block of time onto a traditional school day.
- In 16 ELT schools, only some, not all, of the teachers taught the expanded day which created staffing and logistical difficulties in some schools.

- Staff from 24 of the 26 ELT schools reported having received some form of technical assistance for ELT implementation from a variety of providers during the 2008-09 school year. Mass 2020 (a technical assistance and policy organization) provided technical assistance to 18 of the 24 schools.

Core Academics and Instruction

- During the 2008-09 school year, most ELT schools increased academic time devoted to English Language Arts (ELA) and math, and 10 schools reported spending more time on social studies and science as well.
- Approximately half of the teachers responding to surveys reported that because of the longer day, aspects of their teaching had improved, including their ability to cover more material and to use different instructional strategies.

Enrichment

- The majority of schools offered students a mix of academic-focused enrichment (typically ELA, math, or science) and non-academic enrichment (often physical education or arts-related activities). Many schools emphasized that even their non-academic offerings were related to academic concepts learned in the classroom.
- Nearly all schools (24 of 26) have partnered with one or more community organization to provide enrichment activities.

Common Planning Time and Professional Development

- More than half of teachers reported having sufficient time for collaborative planning during the school day, but only 42 percent reported that the longer day had improved the collaborative/common planning time. Sixteen percent of teachers across cohorts reported that because of the longer day, their collaborative/common planning time had become worse, suggesting that this is an area in which schools can improve.
- The reported frequency of common planning time ranged from one to five hours per week; elementary schools tended to have less common planning time than middle or K-8 schools. During this planning time, teachers generally met in grade-level teams.
- The vast majority (93 percent) of ELT teachers participated in some professional development (PD) activities; nearly one-half (45 percent) spent 26 or more hours engaged in PD. The focus of these activities varied, but most commonly school staff reported PD focused on ELA or literacy.

Stakeholder Perspectives

- Sixty–nine percent of the teachers responding to surveys reported that teachers at their school supported ELT.
- School administrators and teachers reported resource challenges related to ELT implementation due to limited funding, supplies, and space.

FUTURE ANALYSES

Important next steps in the ELT implementation evaluation for year four (2009-10) include:

- Development of an implementation index to measure the level of overall implementation as well as levels of each core component. Schools can then be categorized by level of implementation to explore relationships between the level of implementation and outcomes.
- Increased focus on how teachers use the additional time in their core academic classrooms, in enrichment activities and in collaboration with other teachers.

Chapter 1: Introduction

HISTORY OF THE EXPANDED LEARNING TIME INITIATIVE

Expanding learning time as a means to improve student outcomes in Massachusetts was recommended as far back as 1995, when the Massachusetts Commission on Time and Learning (the Commission) released a report called *Unlocking the Power of Time*. This influential report provided seven recommendations that focused on extending learning time in schools and on promoting the effective use of time during the school day and year. The same seven recommendations are incorporated in the Massachusetts Expanded Learning Time (ELT) initiative's goals and objectives: prioritizing academic learning; accommodating differences in rates of student learning; and enhancing opportunities for teachers to plan lessons, participate in professional development activities, and collaborate with colleagues. The Commission's report also recommended lengthening the school year and providing optional enrichment activities throughout the calendar year. Further, the report advocated building relationships between schools and communities, which could serve both parties in important and powerful ways with respect to learning and developing skills for today's labor market.

The driving force behind the Massachusetts ELT "movement" is Massachusetts 2020 (Mass 2020), a policy and technical assistance organization that, since its founding in 2000, has been working to expand learning opportunities for urban pupils and improve the lives of youth through education. After several years, however, Mass 2020 turned its resources and attention toward the expansion of the school day, and moved away from its earlier focus on out-of-school time. The 2005 report *Time for a Change* reflects Mass 2020's current stance: ELT represents the best strategy for meeting its mission, and Mass 2020 continues to encourage the state Legislature, Governor, and other stakeholders to support investments in this school reform initiative. The organization also provides extensive technical assistance to participating schools who have received ELT planning and implementation grants.

Expanded Learning Time grants are administered by the Massachusetts Department of Elementary and Secondary Education (ESE), which leads strategic planning and policy development for the initiative, awards and monitors ELT grants to schools, and provides limited technical assistance to the funded schools. The ELT grants are designed to "provide resources for districts to plan the innovative redesign of selected schools that will offer challenging, research-based, and varied learning experiences focused on raising student achievement."¹ These resources were provided with two broad mandates: one, to expand the amount of time, and two, to make better use of time and instructional strategies. The paramount requirement is to expand the school day and/or school year, and while the operational definition has changed slightly over the past three years, the basic requirement has not. Specifically, during the initiative's first year (2006-07), this requirement meant an increase of 30 percent over the prior year's district average; the following year (2007-08) the requirement was adjusted to 25 percent more time (corresponding to 300 hours). The requirement for the 2008-09 school year was simply to expand the schedule by at least 300 hours over the district's average. The following three objectives have remained the same:

¹ Massachusetts Department of Elementary and Secondary Education.

- provide more instructional opportunities in math, literacy, science and other core subjects to support student achievement;
- integrate enrichment opportunities into student learning; and
- provide educators with increased opportunities to plan and to participate in professional development.²

The first cohort of 10 ELT schools in five districts began to implement their expanded programs in fall 2006, and a second cohort of nine schools (located in three new districts) began implementation of ELT in fall 2007. In the 2008-09 school year, a third cohort of eight ELT schools (situated in four new districts) began implementation, bringing the total of ELT schools to 26 in 12 districts.

During the 2008-09 school year, as in the two previous years, the ELT implementation grants provided \$1,300 per pupil to implement or continue schools' redesigned schedules. ESE and Mass 2020 continued to work closely together in a partnership to support the development and implementation of ELT schools and the statewide initiative.

Massachusetts ESE has supported a multi-year study of the Expanded Learning Time (ELT) initiative, being conducted by Abt Associates, to learn about the process and impact of ELT. The study has two components: 1) a planning and implementation component that explores the early decision-making phases and subsequent execution of ELT programs in funded districts and schools and 2) an outcomes component that examines the outcomes of ELT for schools, teachers, and students. To assess the planning for and implementation of ELT, study staff collected data from school personnel and other stakeholders through surveys, interviews, and focus groups. To determine the impact of the ELT initiative, outcomes from ELT schools (e.g., student achievement scores) have been compared with those from matched comparison schools.

THE ORGANIZATION OF THIS REPORT

Study findings from the initiative's third year (2008-09 school year) are presented in two reports, one focused on implementation and one on outcomes. This report presents implementation findings for the third year of the evaluation of the Massachusetts ELT initiative. The current chapter introduces and provides a brief history of the ELT initiative in Massachusetts. Chapter 2 describes the implementation study design and data collection methods. Chapter 3 lays out the state, district, and school contexts within which ELT has been implemented. Chapter 4 presents Cohort 3 planning for ELT. Chapter 5 describes findings on implementing the core elements of the ELT initiative. Chapter 6 presents conclusions and recommendations for future research.

² FY2006 Planning and Early Implementation Grant proposal, Massachusetts Department of Elementary and Secondary Education.

Chapter 2: Study Design

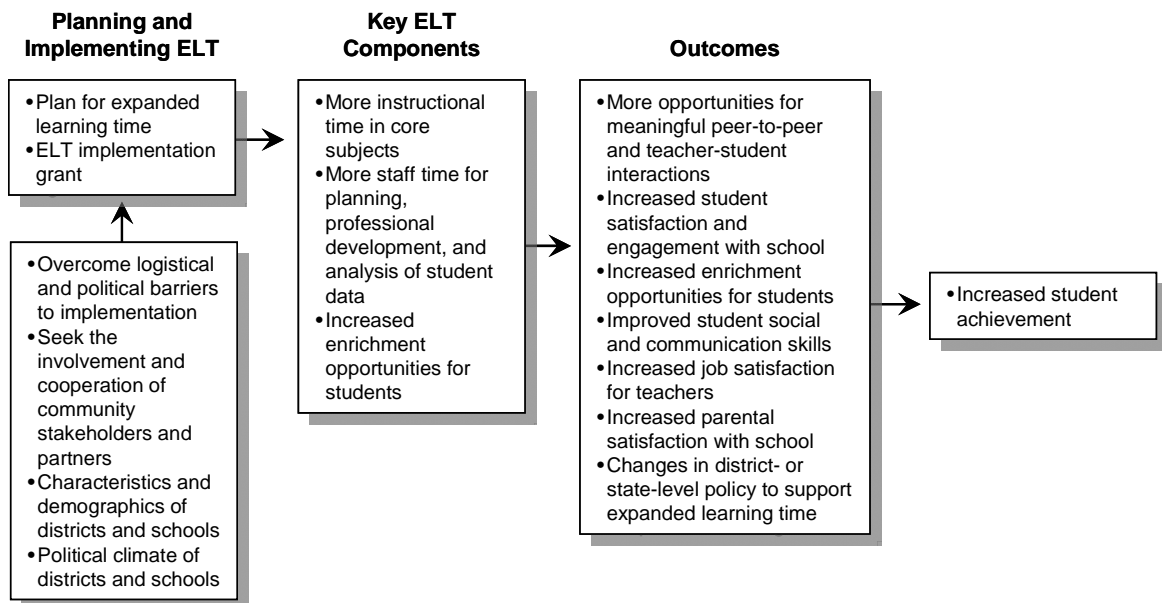
The overall ELT evaluation is guided by three overarching research questions:

- 1) How has expanded learning time been implemented in schools that have received ELT grants?
- 2) What are the outcomes of expanded learning time for students, teachers, and schools?
- 3) What is the relationship between implementation and outcomes?

This report focuses on the first of these questions, about how the ELT initiative was implemented in the 26 ELT schools during the 2008-09 school year, the third year of the initiative. It also provides data on how ELT is perceived by key stakeholders. The outcomes findings for the third year of the evaluation will be presented in a separate report.

The overall design of this two-part evaluation was derived from a conceptual understanding of the program operations and desired outcomes (Exhibit 1). The first step in successfully redesigning schools to provide expanded learning time requires extensive planning and the ability to overcome numerous logistical and political obstacles, such as balancing adequate time for additional instruction, additional enrichment opportunities, and teacher planning and coordination. Districts and schools need the cooperation of community stakeholders who may help facilitate (via resources or political connections) or who may impede the planning process. As shown under “Key ELT Components,” schools that successfully implement ELT are hypothesized to provide three major program components: (1) more instructional opportunities in core subjects for students; (2) increased enrichment opportunities that engage students in learning; and (3) increased opportunities for educators to plan, collaborate, and participate in professional development opportunities. These elements should lead to more meaningful peer-to-peer and teacher-student interactions, as all members of the community will have more time to get to know and to learn about one another.

Exhibit 1: Conceptual Model of Expanded Learning Time Initiative in Massachusetts



Finally, under “Outcomes,” if implemented successfully, expanded learning time is hypothesized to lead to a number of desired outcomes. Research suggests that providing students with more instructional time in core subjects, and providing educators with increased opportunities to plan, analyze student data, and participate in professional development, will lead directly to increases in achievement for students (Carroll, 1989; Gettinger, 1984; Purvis & Levine, 1975; Schmidt et al., 1998; Stevenson & Stigler, 1992; Walberg, 1986). In addition, by providing enough time to develop meaningful relationships between students and teachers, other problems that can hinder achievement may be identified early and successful interventions put in place.

Exhibit 1 shows that expanded learning time is also hypothesized to lead to other outcomes for students and teachers. Theory suggests that as a result of ELT, students may become more engaged in school because there are additional enrichment opportunities, they may develop better communication and problem-solving skills because they have more time to interact with teachers and peers, and they may be less likely to engage in disruptive behavior because they have less idle time. Teachers may find their teaching experience more rewarding and satisfying because they have adequate time to plan, prepare and instruct, as well as earn higher pay and have additional opportunities to develop meaningful relationships with students. Parents may be more satisfied with their children’s schooling experience because they do not have to be concerned about the safety of their children in the late afternoons, and because students are more engaged in school and show increased levels of achievement. These factors may potentially persuade other schools in the district to adopt an expanded learning schedule and/or encourage state or district officials to make policy changes to help facilitate the implementation of expanded school days. The implementation and outcomes components of this study will report on whether any or all of these outcomes are observed in the Massachusetts schools that have received expanded learning time grants.

DATA COLLECTION METHODS AND SOURCES

The implementation component of the study relies on several different data sources. It uses survey data to identify implementation strategies, to describe various program elements, and to report on the perceived influence of ELT on teachers’ attitudes about ELT and their schools. Additionally, the implementation study uses selected findings from interviews and focus groups with staff from all three cohorts of ELT-funded schools and from other relevant groups and/or organizations, including district and school administrators, teachers, parents (in Cohort 3 only), students, representatives from ESE and Mass 2020, and community partners who provide enrichment activities. Finally, the implementation study draws upon existing document review. The data collected from ELT stakeholders and presented in this report are summarized in Exhibit 2.

Surveys

The survey findings presented in this report are based only on the ELT teacher survey administered in spring 2009.³ All staff members who provided instruction to students were asked to complete a brief teacher survey.

³ Cohort 3 teachers also completed surveys in fall 2008. Those survey findings will be presented in the outcomes report which will also include analyses of surveys completed by teachers in matched comparison schools and by students.

Exhibit 2: Data Collected from ELT Stakeholders for 2008-09 Implementation Report

	Survey	Interview	Focus Group
ESE Representatives		✓	
Mass 2020 Representatives		✓	
District Administrators		✓*	
Principals		✓	
Teachers	✓		✓
Students			✓
Parents			✓*
Community Partners Providing Enrichment		✓	

EXHIBIT READS: Data from ESE Representatives were collected through interviews and not through surveys or focus groups.

*These data collection activities were conducted only with Cohort 3 schools.

The ELT teacher survey asked about multiple aspects of ELT implementation, including experiences with ELT, assessments of each ELT component, and perceptions of its impact on their teaching and on students. Additionally, teachers were asked about their views of principal and district leadership and support.

Study liaisons distributed surveys to 1,166 teachers in ELT schools, and 930 teachers completed surveys. The average number of teachers completing surveys at an individual ELT school was 36 (range: 13-68), and the response rate across schools ranged from 54 percent to 100 percent. The response rates were similar across the three cohorts of schools. Because the average response rate across schools was 75 percent, the study team has reasonable confidence that the responses of teachers are generally representative of the populations of teachers in the ELT schools.

Interviews and Focus Groups

Abt Associates project staff developed semi-structured interview and focus group guides to address the research questions about ELT planning and implementation. Between February and May 2009, 44 interviews and 70 focus groups were conducted with teachers, parents, and students; 27 telephone interviews with community partners were conducted in summer 2009. The study team also interviewed representatives from the five districts with eight Cohort 3 ELT schools and representatives from ESE and Mass 2020. In total, 637 respondents participated in interviews or focus groups.⁴

To coordinate interview and focus group data collection and help recruit respondents, each school was asked to identify a study liaison; in most schools, this was the principal or the ELT coordinator. The Abt study team provided a recruitment letter that contained a description of the study for the liaisons to use in recruiting focus group participants.⁵ The parent recruitment letter was also provided in Spanish.

⁴ Two parent focus groups were conducted in Spanish.

⁵ The recruitment letters asked parents in Cohort 3 and teachers to indicate whether they would be willing to participate in a focus group as well as to list dates and/or times that would be most convenient for them.

Before Abt staff conducted the interviews and focus groups, they participated in training sessions. Staff reviewed documents that put the initiative into context and familiarized themselves with the ELT schools, their districts, and the interview and focus group guides they would use. Staff used a common script in actual interviews to introduce the respondents to the study and the purpose of the data collection activities. Most focus groups and interviews were facilitated by two members of the Abt study team; generally, one person led the discussion while the other took notes.⁶

Focus group participation was completely voluntary and solicited by the school study liaison. Participants had varying levels of involvement in the planning and implementation of ELT, from none at all to extensive. Since the number of focus group participants was both small and voluntary in nature, the study team does not assume that focus group comments were representative of the entire school or cohort of schools.

Teacher focus groups ranged from 3 to 13 participants, and lasted 30 minutes to one hour, on average. Typically, one teacher focus group was conducted per school or one group each for the elementary and middle grade teachers within K-8 schools. In some cases, groups were smaller to accommodate school staff schedules. In all, 29 teacher focus groups were conducted with 204 teacher participants.

Student focus groups were conducted with fifth and eighth graders;⁷ they ranged from 5 to 10 participants and lasted for about an hour, on average. Overall, 17 focus groups were conducted with 155 fifth-grade students and 14 focus groups with 126 eighth-grade students.

Parent focus groups were conducted only in Cohort 3 schools. Parents were the most difficult respondents to recruit, especially in non-neighborhood schools where many families did not live close to the schools their children attended. A total of nine parent focus groups (two in Spanish) were conducted with 59 parents participating.

Document Review

The study team reviewed grant applications and reapplications, improvement plans, and school schedules. These documents supplemented and contextualized the information obtained from interviews and focus groups. Reviewing the documents also enabled the team to triangulate multiple data sources about the planning process, goals for ELT, time spent on core ELT components, and other topics. The study team did not use this information alone to draw conclusions for this report.

Appendix A includes additional details on data collection and analysis. Appendix B includes copies of interview and focus group protocols as well as the spring 2009 teacher survey.

SAMPLE OF ELT SCHOOLS

Exhibit 3 presents key characteristics of the 26 schools that implemented ELT in 2008-09. The schools included elementary (10) and middle schools (11), four schools that served kindergarten

⁶ To ensure that the notes accurately reflected discussions, the discussions were also tape recorded and used for reference. Tapes were not systematically transcribed.

⁷ A single focus group was also conducted with seven tenth-grade students at the one ELT high school.

Exhibit 3: Characteristics of ELT Schools, Overall and by Cohort (Fall 2009)

	Number of ELT Schools			
	Overall (N=26)	Cohort 1 (N=9)	Cohort 2 (N=9)	Cohort 3 (N=8)
Grade Span				
Elementary school	10	2	5	3
K-8 school	4	3	1	0
Middle school	11	4	2	5
High school	1	0	1	0
School Size				
600 students or more	7	4	2	1
400-599 students	12	2	3	7
200-399 students	6	3	3	0
Fewer than 200 students	1	0	1	0
Low Income Student Population				
75 percent or more	11	5	4	2
50-74 percent	13	4	5	4
Less than 50 percent	2	0	0	2
Minority Student Population				
75 percent or more	9	6	2	1
50-74 percent	8	1	4	3
25-49 percent	8	2	2	4
Less than 25 percent	1	0	1	0
SPED Student Population				
20 percent or more	12	6	4	2
10-19 percent	12	3	5	4
Less than 10 percent	2	0	0	2
LEP Student Population				
20 percent or more	8	4	2	2
10-19 percent	5	2	2	1
Less than 10 percent	13	3	5	5
Met Aggregate Adequate Yearly Progress (AYP) in 2008				
English language arts	17	5	5	7
Math	9	4	3	2
ELA Accountability Status in 2008				
No status (AYP met for previous two years)	4	2	1	1
Identified for improvement, corrective action, or restructuring	22	7	8	7
Math Accountability Status in 2008				
No status (AYP met for previous two years)	5	2	2	1
Identified for improvement, corrective action, or restructuring	21	7	7	7

EXHIBIT READS: As of fall 2009, 10 of the 26 ELT schools are elementary schools, 4 are K-8 schools, 11 are middle schools, and 1 is a high school.

Source: All data presented in this table were downloaded from the Massachusetts ESE website (<http://profiles.doe.mass.edu/>). Data for ELT schools in one school district were no longer available on the ESE website and were obtained from the district office.

Sample: 26 Expanded Learning Time schools

through eighth grade, and one high school. Elementary and middle schools varied, however, in the specific grades served. For example, three elementary schools in the sample served kindergarten through fifth grade, one served only grades four and five, and another served kindergarten through third grade. Among the middle schools, seven served sixth through eighth grades and four served fifth through eighth grades.

The majority of schools served at least 50 percent minority and low-income student populations. Half the schools reported that they served primarily native English speakers; in half of the schools, limited

English proficiency (LEP) students represented less than 10 percent of the school’s student population. In 2008, 22 schools in the ELT sample had been identified for “improvement, corrective action, or restructuring” for English Language Arts (ELA) performance and 21 schools had been identified for such action on the basis of math performance.

In the third year of the ELT initiative, both the number of participating districts and the number of schools increased (see Exhibit 4). In 2008-09, 12 districts had ELT schools, an increase from the eight districts in the prior year and from the five districts in the initiative’s first year. This increase was consistent with ESE’s priorities to expand the initiative across Massachusetts, while simultaneously funding multiple schools within districts so that schools have one or more partner schools within-district with whom they can collaborate and learn from.

Exhibit 4: Number of Participating ELT Schools in Each District by Year

District	2006-07 (N=10)	2007-08 (N=18)	2008-09 (N=26)
Boston	3	4	4
Cambridge	2	2	2
Chelsea			1
Chicopee		1	1
Fall River	3	3*	3
Fitchburg		1	2
Framingham			2
Greenfield		2	2
Malden	1	2	2
Revere			2
Southbridge			2
Worcester	1	3	3

EXHIBIT READS: There were three ELT schools in the Boston public school district during the 2006-07 school year, four ELT schools during the 2007-08 and 2008-09 school years.

Source: Massachusetts Department ESE website (<http://profiles.doe.mass.edu/>)

*Note: One ELT school closed in Fall River in 2007-08 due to restructuring while another new ELT school was added in Fall River that same year.

Chapter 3: State, District, and School Implementation Context

This chapter presents an overview of the state, district, and school-level contexts in which ELT was implemented in 2008-09 based on data from interviews, focus groups, and surveys. The chapter begins with a description of the roles that the statewide entities, Massachusetts ESE and Mass 2020, played in supporting ELT. Next, the 12 districts with ELT schools are described along with additional detail on the five Cohort 3 districts' experience of first implementing ELT. Last, aspects of the ELT school environments are presented, including principal leadership, district-level support, and issues related to staffing and scheduling.

KEY FINDINGS

- In 2008-09, the Massachusetts ESE and Mass 2020 had a strong relationship and worked together to support ELT schools.
- Nearly all teachers (95 percent) reported their principals were strong advocates for ELT.
- Staff from 24 of the 26 ELT schools reported having received some form of technical assistance in 2008-09; Mass 2020 provided technical assistance to 18 schools.
- Problems with scheduling were cited as the most common challenge faced in ELT schools; other challenges reported were due to limited funding, supplies, and space.
- Four ELT schools continued to have a “divided schedule” in which additional, ELT time was added as a separate block of time onto the end of the day rather than integrated throughout the day.
- In 16 ELT schools, not all teachers taught the longer day, which created difficulties in some schools.
- Teachers across cohorts reported more satisfaction with school leadership (principals) than with district leadership on ELT.

STATE-LEVEL CONTEXT

In 2008-09, ESE and Mass 2020 continued to collaborate closely as key state partners to support the development and implementation of the ELT initiative, each taking on particular roles. The ESE is the state agency responsible for overseeing and administering state funds for the ELT initiative. The ESE is responsible for strategic planning and policy development for the initiative, awards and monitors ELT grants to schools, and provides limited technical assistance. During the 2008-09 school year, ESE staff capacity to focus on ELT was limited to only one person within ESE's Office of School Redesign and responsible for coordinating all ELT-related activities. Nonetheless, both district and school-level administrators reported positive relationships with and impressions of ESE. ESE and Mass 2020 staff reported that ESE remained very supportive of this initiative.

Mass 2020 is a policy and technical assistance organization that focuses on developing and implementing both a national and state agenda for expanding learning time and redesigning schools.

During 2008-09, Mass 2020 remained a strong advocate for the initiative and provided extensive technical assistance to schools that were planning for and implementing ELT.

There were no new ELT planning grants given out in 2008-09 by the Massachusetts ESE; consequently, Mass 2020 was able to provide more intensive technical assistance to and focus its resources primarily on schools already implementing ELT. In fact, Mass 2020, in collaboration with ESE, developed a more rigorous implementation framework to support and work with ELT schools beginning in 2008-09. This framework was designed to clarify school-level expectations for ELT implementation and increase grantee accountability, and it includes seven expectations: 1) support for a clear school-wide academic focus; 2) additional time for core academics; 3) additional time for enrichment; 4) additional time for teacher leadership and collaboration; 5) focused and collaborative leadership (principal leadership); 6) aligned and focused resources; and 7) district leadership for ELT. Mass 2020 used these seven expectations to guide its technical assistance and coaching throughout the year.

According to participating staff, the ESE and Mass 2020 leadership teams met three times during 2008-09 to discuss strategic planning and policy development for ELT. The teams also communicated regularly throughout the year to discuss various implementation and policy-related issues. According to staff from both ESE and Mass 2020, the organizations maintained a strong, positive, and honest relationship; they thought through issues together throughout the year and also figured out how to better share implementation-related information and data. The rest of this section provides information about the state-level resources and technical assistance available to support ELT during 2008-09 based on: interviews with representatives from ESE and Mass 2020, interviews with principals and ELT coordinators, and focus groups with teachers.

Funding

Sources

In state fiscal year 2009 (July 1, 2008-June 30, 2009), \$17.5 million was allocated for ELT implementation in the state budget. It was a testament to the support of the Legislature, Governor, and ESE that this line item was increased from \$13 million in fiscal year 2008 given the difficult economic times.

ESE provided grants to schools in 2008-09 at a level of \$1,300 per student; this per-student amount has remained the same for all three years of the initiative. Grant amounts ranged from \$325,000 to \$1,560,000 per school, reflecting variation in school size. Preliminary grant amounts were calculated using estimates based on the school's prior year enrollment, and several adjustments to final grants were made when enrollment varied from estimates by more than eight percent. Funds for planning grants were not available during 2008-09 for the first time since the start of the ELT initiative.

School administrators reported varying levels of additional district resources provided to support ELT implementation. Five schools reported receiving some district funds while seven indicated that they did not receive any additional support from their districts.

Some schools reported receiving funding from yet other sources to fund ELT activities; seven schools received grants from outside organizations to support enrichment activities, fund community partners, and/or pay for extended day student snacks. Other schools received federal or Mass 2020 grants to support community partnerships.

Use of Funds

Schools reported using a significant portion of their ELT funds to pay for teacher salary increases due to the additional teaching hours. Eight schools reported that all or most of their ELT grant was used to pay teacher salaries. Nine principals voiced concern that level funding of ELT grants, combined with necessary incremental increases in teacher salaries, has or will lead to budget shortfalls. Furthermore, four schools reported that increased teacher salaries were not completely covered by the ELT grant, so other funds were used, teacher hours were reduced, or enrichment funding was decreased.

In addition to paying for teacher salaries, ELT funds were used for other school staff, including paraprofessionals, substitute teachers, and content specialists. Various administrative staff and teams were also supported at least in part by ELT funds, such as leadership committees, planning teams, grade level team leaders, as well as lawyers and consultants.

Half of the schools (13) also reported using funds from the ELT grants to purchase supplies or teaching materials. Other uses of ELT grant money reported were funding for community partners (reported by five schools), field trips (three schools), and student snacks (two schools).

Funding and Other Resource Challenges

Challenges related to limited resources were reported by 17 schools. This commonly reported challenge was acknowledged across all cohorts, grade levels, and stakeholder types. The major issues related to resources focused on funding, supplies and space.

One key funding issue respondents reported was that the fixed per-student allocation of \$1300 was not keeping pace with the incremental hourly rate increases that schools had to pay teachers. Another issue noted by three schools was the lack of additional funding for those student populations that require extra resources such as English Language Learners and special needs students.

In several schools, limited resources affected the number and type of enrichment classes that could be offered, such as art or dance classes for which community partner instructors required stipends or activities that required materials not commonly ordered for other classes or school programs. Due to limited resources, some school staff reported using their own funds for supplies, without being certain that they would be reimbursed.

Finding and securing sufficient space in which to hold enrichment classes was also an issue for school staff, both because multiple teachers were vying for space at the same time, and because some schools shared gym, auditorium, or outdoor playground facilities with other schools or programs.

Principals, teachers, and ELT coordinators reported using a variety of strategies to address resource challenges, including the following:

- Creative use of specialist teachers to provide coverage for teachers' common planning time;
- Community-based fund-raising; and
- Partnerships with nearby schools, community centers and clubs.

Technical Assistance

Providers

During 2008-09, 24 of 26 schools received some form of technical assistance to implement ELT. Mass 2020 was the primary provider of technical assistance, supporting 18 schools. All Cohort 3 schools reported receiving technical assistance from Mass 2020 when planning for ELT prior to the 2008-09 school year.

Mass 2020 provided two staff members to provide technical assistance to schools. These individuals spent the bulk of their time (60/70 percent) coaching individual schools. The coaching provided to schools varied in terms of time and perceived effectiveness.

While Mass 2020 was the primary provider of technical assistance to schools, other providers included ESE, districts, local high schools, fellow ELT schools, and other non-profit organizations. A consultant sent by ESE helped one school to establish an instructional leadership team and to assist teachers in setting goals for students based on assessment data. Districts supported schools in the grant application process and in promoting connections between schools and potential community partners. Many schools new to ELT learned about the process of implementing ELT through visiting schools with more established ELT programs.

Types of Technical Assistance

One commonly reported type of technical assistance was half-day ELT workshops held bi-monthly through collaboration between Mass 2020 and Focus on Results (a technical assistance provider that works with Mass 2020). Schools were invited to attend the workshops to learn implementation strategies from Mass 2020 and share best practices with other ELT schools. Six Cohort 3 schools and 9 Cohort 1 and 2 schools reported attending these workshops. Principals and/or teachers at six of the 15 schools that attended the workshops explicitly reported that they found the workshops to be very helpful.

Mass 2020 staff also made themselves available to ELT schools via e-mail, telephone, and/or in-person to answer questions and provide advice on implementing ELT. This support often included a representative from Mass 2020 attending team meetings, helping to set academic goals, examining student data, and thinking through implementation issues. Three schools reported that Mass 2020 helped them with their application or reapplication for ELT funding. Mass 2020 also organized visits so that teachers or administrators from schools new to ELT could learn by observing and meeting with staff from more experienced ELT schools. According to interviews, the visiting principals reported that these visits were very valuable.

Most principals reported they were satisfied with both the quality and quantity of technical assistance received. District administrators of Cohort 3 schools viewed the regular meetings of ELT schools organized by Mass 2020 as especially valuable. One district administrator commented, “Mass 2020 provides the opportunity for schools to go to conferences and hear what other schools are doing and share best practices—this is huge. It is important for schools to get out of the district, and learn from others—the network provides that.”

SCHOOL DISTRICT CONTEXT

The 26 ELT schools were located within 12 school districts; the eight Cohort 3 schools were in five different districts, four of which were new to ELT. Characteristics of the districts are presented in Exhibit 5. The majority of districts have enrollments from 5,000 to 9,999 students. More than half the districts had more than 50 percent minority and low-income students. Nine districts were identified for improvement, corrective action, or restructuring for English Language Arts (ELA) and nine districts were also identified for math.

Exhibit 5: Characteristics of ELT Districts as of Fall 2009	
	Number of ELT Districts (N=12)
District Size	
10,000 students or more	2
5,000-9,999 students	8
Fewer than 5,000 students	2
Low-Income Student Population	
75 percent or more	1
50-74 percent	8
Less than 50 percent	3
Minority Student Population	
75 percent or more	2
50-74 percent	5
25-49 percent	4
Less than 25 percent	1
SPED Student Population	
20 percent or more	5
10-19 percent	7
Less than 10 percent	0
ELL Student Population	
20 percent or more	1
10-19 percent	6
Less than 10 percent	5
Met Aggregate Adequate Yearly Progress (AYP) in 2008	
English language arts	8
Math	6
ELA Accountability Status in 2008	
No status (AYP met for previous two years)	3
Identified for improvement, corrective action, or restructuring	9
Math Accountability Status in 2008	
No status (AYP met for previous two years)	3
Identified for improvement, corrective action, or restructuring	9

EXHIBIT READS: As of fall 2009, of the 12 ELT districts, 5 are located in a city, 6 are located in a suburb, and 1 is located in a town.

Source: All data presented in this table were downloaded from the Massachusetts ESE website (<http://profiles.doe.mass.edu/>). Data for one school district were obtained from the district office.

District interviews were held with only the district administrators from the five Cohort 3 districts. These interviews focused on the roles districts play in the planning and early implementation of ELT. Four of these districts were new to the ELT initiative. These five administrators were asked about

their level of support for ELT schools as well as about the challenges faced in implementing ELT and lessons learned; these interviews are the basis for the findings presented below.

District Support

Four of the five district administrators provided specific information about their involvement with ELT. District staff reported various ways in which their districts provided technical assistance to schools. For example, one district provided additional data support personnel in anticipation of the increased data requirements at ELT schools and to help examine the data thoroughly. Two administrators reported helping to design schools' new ELT schedules, providing academic coaches, and guiding staff meetings. One district administrator said, "The district very much believes that coherence comes from an open door at the district and from ongoing collaboration and conversation."

District Challenges

Four Cohort 3 district administrators described multiple challenges in implementing ELT, including struggles with the teachers' union, logistical issues, the planning process, and obtaining school acceptance. Working with the teachers' union was a major challenge in a number of districts, across cohorts. One district administrator noted that the lawyers' fees for negotiations with the union regarding ELT-related issues were unforeseen and a strain on the school's budget. Another district reported on how time consuming union requirements had been.

For four districts, the logistics to implement the ELT initiative constituted a major challenge. For example, finding substitute teachers willing to cover an ELT schedule could be difficult. In the words of one administrator, "The greatest challenge was the commitment of time to develop a quality program that would run successfully." That administrator reported that the time needed for the planning process was "enormous," and the bulk of the burden fell on the shoulders of the principals and staff. In another district, a major challenge was addressing the resistance of teachers at one school to implementing ELT.

District Lessons Learned

Cohort 3 district administrators were asked about lessons learned that could help other ELT schools as they face planning and implementation issues in future years. A summary of key lessons learned that contributed to a smooth initial implementation of ELT are presented below:

- Bring the union in from the beginning of the planning stage;
- Communicate with principals and teachers about ELT and convey the district's commitment to the initiative;
- Provide opportunities for students and school staff to "opt out" of the ELT initiative by transferring schools; and
- Resolve transportation issues.

SCHOOL CONTEXT

As summarized above (see Exhibit 3), the majority of schools serve at least 50 percent minority and low-income student populations. Drawing on data from surveys, focus groups and interviews, this section describes other ways in which the schools vary, including the perceived degree of principal

leadership and district support; the schedule of the ELT day; the staffing model used (i.e., the proportion of teachers who work expanded hours); and the challenges teachers report their schools face in implementing ELT.

Principal and District Leadership for ELT

Teachers’ survey responses indicated general high regard for their principals and less positive views of district support (see Exhibit 6). Nearly all teachers (95 percent) agreed or strongly agreed that their principal is a strong advocate of ELT, and most teachers (81 percent) agreed or strongly agreed that the principal communicates a clear vision for their school. About three-quarters described the principal as “an effective manager who makes the school run smoothly” (76 percent) and as “an instructional leader in our school” (71 percent). More than half of teachers reported agreeing or strongly agreeing that the district leadership communicates a clear vision for district schools (67 percent), provides timely guidance on instructional practice, curriculum, etc. (60 percent), and effectively manages the district’s schools (57 percent). About half the teachers (49 percent) agreed or strongly agreed that the district was responsive to school and teacher concerns. The differences across cohorts with regard to aspects of principal leadership were negligible.

Exhibit 6: Teacher Views on Principal and District Leadership⁸

	Percent of ELT Teachers			
	Overall	Cohort 1	Cohort 2	Cohort 3
Principal				
The principal is a strong advocate of ELT.	95%	95%	93%	98%
The principal communicates a clear vision for our school.	81%	83%	80%	79%
The principal is an effective manager who makes the school run smoothly.	76%	79%	79%	71%
The principal is an instructional leader in our school.	71%	76%	68%	68%
District				
The district leadership communicates a clear vision for our districts schools.	67%	65%	63%	74%
The district provides timely guidance on instructional practice, curriculum, etc.	60%	59%	53%	65%
District leadership effectively manages our schools.	57%	55%	52%	65%
The district is responsive to school and teacher concerns.	49%	48%	43%	55%

EXHIBIT READS: In spring 2009, across all ELT schools, 95 percent of teachers reported that the principal at their school is a strong advocate of ELT. When broken down by cohort, 95 percent of teachers in Cohort 1 schools, 93 percent of teachers in Cohort 2 schools, and 98 percent of teachers in Cohort 3 schools reported that the principal at their school is a strong advocate of ELT.

Source: MA ELT Teacher Survey, Spring 2009, Item 23m, 23k, 23j, 23l, 23r, 23t, 23u, 23s.

Sample: 930 teachers from ELT schools. Nonresponse rates across items and cohorts range from 1.3 to 9.4 percent.

⁸ Throughout this report, survey responses are presented across multiple subgroups (e.g., across cohorts, years of data collection, ELT components). The study team has not conducted statistical tests to assess whether the observed differences in the survey responses are statistically significant, largely because there were no pre-specified hypotheses to be tested. Rather, the study team has assumed that the analyses reported here are exploratory in nature. As a result, the report presents frequencies about responses and does not characterize one group as being "more" or "less" likely to respond in a particular direction, and it highlights only those differences in responses that are substantively meaningful.

Teachers at ELT schools were also asked to rate how well school and district ELT leadership was working in the expanded day at their school. On average, teachers rated ELT leadership within the school and district at 2.9 and 2.3, respectively, on a scale from 1-4. This finding is consistent with other survey items, which suggest that across cohorts, ELT teachers reported somewhat more satisfaction with their schools' leadership (principals) than their districts' leadership.

ELT Coordinator

As in previous years, about half of ELT schools (14 schools in 2008-09) had a staff member designated as the ELT Coordinator. At the majority of these schools, this was a full-time position. The primary job responsibilities mentioned include creating the schedule for enrichment, arranging partnerships with outside organizations, and supervising enrichment time. Coordinators at four schools noted that overseeing and managing the budget was a primary responsibility. Coordinators at two of these schools and two other schools also mentioned being responsible for finding coverage for absent teachers and resolving staffing issues. At three schools, ELT Coordinators were responsible for advertising the list of upcoming enrichment options, either through printed materials or at one school, through a "choice fair." Other responsibilities were ordering supplies, serving on the school's leadership team, scheduling field trips, writing grant proposals, and serving as the liaison between teachers, administrators, and community partners.

Children in Need of Special Education and English Language Classes

The proportion of students with special needs, whether for special education services or for English language classes, is an important factor in the school environment (Exhibit 3, Chapter 1). ELT schools varied with regard to the size of these student populations. For special education students, 12 ELT schools served 20 percent or more, while for English Language Learners (ELL), 13 schools served less than 10 percent.

Serving the needs of students requiring special education services in the ELT context presented some challenges. Staff had to be identified to support students who needed one-to-one aides, if the special education teachers or aides left at the end of the "regular" day while the student stayed. One difficulty reported for ELT schools serving students who required medication (particularly for behavioral issues) was a concern that students' medication could wear off before the end of the expanded school day.

Schedules and Staffing

ELT Schedules

Each ELT school had discretion to decide how to schedule expanded time into the school day. Earlier study reports on the implementation of ELT recognized that schools chose different ways to increase time. Some had a "divided schedule" in which additional time was tacked onto the end of a traditional school day; other schools implemented an integrated schedule in which added time was incorporated throughout the traditional school day and academic blocks were lengthened; and still other schools had a mixed schedule that included elements of both the integrated and divided schedules. At the time of the 2007-08 report, the number of divided schools had declined from the previous year from four to two schools. In 2008-09, those same two schools maintained divided schedules and two Cohort 3 schools also adopted them, making a total of four schools with divided schedules.

Staffing Models

Schools could also vary with respect to teachers' schedules. Schools could require all teachers to work the expanded schedule or could allow teachers to opt out of the expanded schedule. Many school administrators reported that they were conflicted about this decision. Seventeen of the 26 ELT schools allowed teachers to decide whether they wanted to work the expanded hours, and, in one of these schools, all the teachers opted to work the expanded hours. Nine schools required all teachers who stayed at the school to work the full day in 2008-09; teachers who did not want to participate were transferred to another school. For the 2008-09 school year, 16 schools had a mix of some teachers working additional hours and some not, and 10 schools had all teachers working additional hours.

Some schools were flexible in how they implemented their respective staffing policies. Four schools reported allowing teachers to choose, term-by-term, whether they wanted to work additional hours and when they wanted those hours. Four other schools reported giving teachers the option of choosing how much additional time they wanted to work. For example, the administration in one school did not need every teacher to be at the school for a full day's time. An option was given to teachers to teach 0 percent, 12.5 percent, or 25 percent extra time. For those who chose 25 percent extra time, they could choose to teach longer in the morning or afternoon. Some schools did not have sufficient funds to pay all of the teachers who were interested in participating in ELT and so did not allow all teachers to work the additional hours each term.

Scheduling and Staffing Challenges

Teachers and principals described a number of challenges that arose as ELT schools adapted to changes in daily schedules and in some teachers' working hours. In several schools with mixed staffing models (where not all staff were required to be part of the ELT initiative), tension between staff emerged as a problem. Staff reported in interviews that strained relationships developed between teachers required to be part of the ELT initiative and staff who could opt out due to their seniority, position as a specialist, or special circumstances. One principal noted that the large salary disparity between the teachers who participated in ELT and those who did not contributed to discomfort between teachers.

The most commonly reported implementation challenge (for 18 schools) was scheduling, reported by teachers at all grade levels in focus groups as well as by administrators in interviews. These challenges were reported predominantly by Cohort 1 and Cohort 2 staff; it is unclear at this point whether Cohort 3 schools did not face this same challenge or did not emphasize it because of other initial implementation issues.

Scheduling challenges referred to a wide range of situations arising from having to manage the multiple changes that ELT brought to schools, from managing the task of scheduling students and teachers for enrichment classes, to not having enough teachers available to supervise dismissal. In one school, the principal reported that the way the schedule was initially written, the teachers left school at the end of the day with the students, once leaving the principal alone to dismiss 450 students with no help.

Schools with both a divided schedule and mixed ELT teacher participation reported scheduling challenges more frequently than other types of schools. Teachers in focus groups at six schools reported on the difficulty of covering classes during the expanded period when they did not have full

staffing. Many of the staff in these schools reported a disconnect between the regular classes held during the day and the enrichment classes held at the end of the day. Another administrator stated,

Students thrive on consistency and continuity at this age level. Without that, we're setting them up for failure. This year, over 90 percent of teachers work some or all of the extra time. It's still not enough. The school is still relying on community-based partners, which is a benefit (or high school teachers) but when it comes to additional academic time, their math and English teachers are best to work with the students in those areas.

Schools discussed a variety of strategies that they implemented or planned to initiate to address scheduling challenges:

- Using a rotating daily schedule to benefit both students and teachers; and
- Using ELT resources to pay teachers to arrive early and/or stay until dismissal.

Chapter 4: Cohort Three Planning for ELT

This chapter describes Cohort 3 schools' ELT planning experience and stakeholders' initial reactions, drawing on data from Cohort 3 teacher and parent focus groups and on school and district administrator interviews.

KEY FINDINGS

- Most of the Cohort 3 schools had a formal ELT planning team with district-level representation, principal, teachers, other staff, and, in some cases, afterschool providers, the PTA, parents, and union representation.
- School administrators emphasized the importance of communicating with stakeholders and getting buy-in from staff, parents, and the community when planning for implementation of ELT.
- Parent involvement in planning for ELT varied by school from extensive to almost none.
- Parents of children in Cohort 3 schools expressed mixed opinions about a range of topics related to ELT, including homework policies and the impact of ELT schedules on family life and children's activities.

PLANNING PHASE: COHORT 3

The interviews and focus groups with Cohort 3 stakeholders focused on the planning process for becoming an ELT school in 2008-09 and on the early stages of implementation. The eight Cohort 3 schools are in five districts, only one of which already had any ELT schools. Five of the Cohort 3 schools (in 4 of the 5 districts) reported that their districts strongly encouraged them to pursue ELT implementation grants, although the ultimate decision appeared to rest with the schools. Teachers and other school staff generally reported that they had been involved in the decision to apply for the grant; administrators noted that teacher support was critical for successful planning and implementation. Cohort 3 school administrators reported a number of reasons for their interest in ELT, including increasing student performance, providing more enrichment opportunities to students, and increasing planning time and professional development for teachers.

Staff from half the Cohort 3 schools reported that before receiving ELT grants, they already had programs and initiatives that were similar to ELT components, often provided after school. For example, four Cohort 3 administrators reported voluntary enrichment and academic supports that were already in place after typical school hours, although only a subset of their student populations participated.

Most of the Cohort 3 schools had a formal ELT planning team with district-level representation, principal, teachers, other staff, and, in some cases, afterschool providers, the PTA, parents, and union representation. Parent involvement in planning for ELT varied from extensive to almost none. Some schools simply sent out a parent survey to gauge interest and/or held initial parent forums for information and consensus-building purposes, while others included parents in their planning teams and/or communicated more extensively with them. Teacher perspectives were represented through the school planning teams and, in a few cases, through teacher-specific committees; however, the extent

to which all staff were kept informed throughout the planning process varied. Negotiations with teachers' unions was primarily a district-level responsibility.

As was the case with previous cohorts' planning experiences, local stakeholders' impressions of ELT before implementation were mixed. Positive impressions included the opportunity that ELT presented to tailor time and better meet the needs of students. One teacher commented that ELT was perceived as a new opportunity to "be creative and rethink the entire day." Negative impressions included the perception from teachers and parents that ELT required too much time in school and that the additional time would not be productive. Many staff and parents also expressed initial confusion about what ELT was and how it would work.

Planning challenges included clearly informing stakeholders about the "what" and the "why" of ELT. Some school leaders expressed concern about whether ELT funding would be available in the future. There was also concern from staff about the additional time involved with ELT (both with students and in planning). Some schools compromised with staff during the planning process so that they either did not have to participate in ELT at all or could participate only in a limited way. Some parents reported that they were not well-informed. In six of the eight schools, there was both initial and ongoing resistance to the schedule change. Determining the logistics of changing schedules was also a major challenge for parents, teachers, and the union.

School administrators emphasized the importance of communicating with stakeholders and getting buy-in from staff, parents, and the community; these were common challenges faced during the planning process. Other key issues included remaining open-minded about various implementation options and communicating that not everything was set in stone; getting stakeholders on board with the schedule; making sure that the additional time was fun and involved hands-on activities for students; trusting staff; and "keeping ELT simple." School administrators and staff also found it beneficial to learn from and communicate with earlier cohort ELT schools about their experiences. These comments echoed comments from earlier cohorts about planning.

All Cohort 3 schools received technical assistance from Mass 2020 during the planning process and universally reported that this assistance was extremely helpful. The technical assistance provided included individual consultation, connections to other schools who were already implementing ELT, and facilitation assistance with school-level planning discussions.

COHORT 3 PARENT PERSPECTIVES

In spring 2009, focus groups were conducted with parents from Cohort 3 schools, providing a window into concerns of parents new to ELT. A total of nine focus groups (two conducted in Spanish) were conducted at six of the eight Cohort 3 schools. Many of the reactions and concerns expressed this year by the Cohort 3 parents were similar to views expressed by the Cohort 1 and 2 parents during the 2007-08 school year.

Overall attitudes towards ELT were mixed. Parents with positive reactions expected the extended day to benefit their children's education, while parents with more negative reactions tended to be skeptical about the possible benefits of ELT and worried that their children seemed exhausted and misbehaved more. Among parents' positive comments were that they could work longer, that their children were safe and were learning. Among parents' negative concerns were student fatigue and students' needs for breaks, snacks, and exercise during the extended day.

Parents also expressed concerns about schools' homework policies, irrespective of whether or not homework was required. At schools with a "no homework" policy, the majority of parents reported being concerned that their children would not learn good study skills and would fall behind. These parents were also concerned that without homework, they had no way to assess their children's academic progress or know what they were learning. On the other hand, parents in schools with homework reported that it interfered with after-school activities and/or family time.

Chapter 5: Implementation Findings

This chapter focuses on how the 26 ELT schools implemented each core ELT component: additional time for core academics, enrichment activities, and teacher collaborative planning including professional development. Differences in implementation strategies across cohorts, as well as across schools with various grade spans, are referenced as appropriate. Opinions and attitudes of key stakeholders about ELT in general and about specific implementation components are also presented.

The findings reported in this chapter draw on survey, interview and focus group data in addition to school documents. Unless otherwise stated, reported findings represent the opinions of multiple respondents. Occasionally, single respondents' opinions are reported when useful and/or important; these are noted as such.

KEY FINDINGS

Implementation Overview

- Based on the teacher survey, more teachers reported that there was sufficient time for core academics (87 percent) than reported there was sufficient time for common planning time (58 percent) or thought that the longer day had improved students' opportunities for enrichment activities (72 percent).
- Forty-eight percent of ELT teachers reported that they were happy or very happy about their schools changing to ELT. Cohorts 1 and 2 reported similar findings (55 and 53 percent respectively), but this was true of fewer teachers in Cohort 3 schools (38 percent).
- Even with less than half of teachers overall reporting they were pleased about ELT, 69 percent of teachers reported that teachers at their school supported ELT.

Core Academics and Instruction

- Most schools allocated their increased time to ELA and math, and staff at 10 schools reported increased time also spent on science and social studies.
- Approximately half of the teachers responding to surveys noted that because of the longer day, aspects of their teaching had improved, including their ability to cover more material and to use different instructional strategies.
- Attitudes about homework policies expressed in focus groups were mixed. Most elementary schools tried to reduce or eliminate homework because of ELT. Middle schools also attempted to modify their homework policies, but this appeared to be more of a challenge.

Enrichment

- The majority of schools offered a mix of academic-focused and non-academic enrichment activities.
- Staff from most schools reported especially valuing the enrichment component when students and teachers were allowed some choice of activities.

- Nearly all schools (24 of 26 schools) worked with community partners for one or more enrichment activity.

Common Teacher Planning Time and Professional Development

- More than half of teachers reported having sufficient time for common planning, although a few schools struggled to accomplish this. Teachers most often used common planning time to plan lessons and instruction, discuss student work, and interpret assessment results.
- The reported frequency of common planning time ranged from one to five times per week; elementary schools tended to have less planning time than middle or K-8 schools. During this planning time, teachers generally met in grade-level teams.
- The vast majority (93 percent) of ELT teachers participated in some professional development (PD) activities; nearly one-half (45 percent) spent 26 or more hours engaged in PD. The focus of these activities varied, but most commonly school staff reported PD focused on ELA or literacy.

Student Perspectives

- Through focus groups, fifth and eighth graders reported mixed opinions about ELT, but fifth graders were generally more positive than eighth graders.

YEAR THREE IMPLEMENTATION: OVERVIEW

This chapter presents findings related to the three major implementation questions:

1. To what degree have the core components of ELT been implemented?
2. How have the core components been implemented?
3. What are the opinions and attitudes of key stakeholders regarding the quality and effectiveness of each component of ELT?

These questions are addressed in detail for each of the core components of the ELT initiative, but first we present teachers' perspectives on the ELT initiative in general. Two analyses of teachers' perceptions of the 2008-09 ELT implementation are presented in an effort to reveal overall patterns in implementation. These analyses are based on survey findings from over 900 teachers.

Exhibit 7 presents the first analysis of teachers' perceptions about whether elements of ELT were present or improving as of early 2009. Based on this analysis, more teachers reported that there was sufficient time for core academics (87 percent) than reported there was sufficient time for common planning time (58 percent) or thought that the longer day had improved students' opportunities for enrichment activities (72 percent).

Across cohorts, more responding teachers in Cohort 1 and 2 schools report they had sufficient time for core academics (92 and 91 percent, respectively) and for common planning time (63 percent for both cohorts) than teachers in Cohort 3 schools (78 percent and 46 percent).

Exhibit 7: Summary of Survey Findings on Implementation of ELT Components

	Percent of ELT Teachers		
	Agree or Strongly Agree		Reporting Improved
	Sufficient Time for Core Academics	Sufficient Time for Common Teacher Planning	Opportunities for Enrichment Activities
Overall	87%	58%	72%
Cohort 1	92%	63%	66%
Cohort 2	91%	63%	58%
Cohort 3	78%	46%	90%

EXHIBIT READS: In spring 2009, 87 percent of teachers in ELT schools overall agreed or strongly agreed that there was sufficient time during the school day allotted to core academics, and 58 percent of teachers agreed or strongly agreed that there was sufficient time allotted for common planning time. Seventy-two percent reported that the longer day had improved opportunities for enrichment activities for students.

Source: MA ELT Teacher Survey, Spring 2009, Items 23a, 23b, and 12e.

Sample: 930 teachers from ELT schools. Nonresponse rates across survey items and cohorts range from 3.0 to 5.9 percent (Item 23) and from 3.3 to 5.9 percent (Item 12).

The second survey-based analysis (see Exhibit 8) shows average teacher ratings for how well different ELT components are working in the expanded day (based on a 4-point scale in which 1 meant “not well” and 4 meant “very well”) for the current and previous school years. These ratings show that additional time for core academics was perceived to be working the most effectively, followed by enrichment activities and common planning time, which is consistent with the survey findings reported above.

Exhibit 8: Teacher Ratings of ELT Implementation Components

Currently, how well is each of the following working in the expanded day at your school?	2007-08 ELT Schools (N=581)	2008-09 ELT Schools (N=757)
Additional instruction in core subjects	3.2	3.0
High-quality enrichment activities	3.1	2.9
Collaborative planning time	2.7	2.7
Individual planning time	2.6	2.6
Professional development	2.7	2.5
ELT leadership provided within the school	3.1	2.9
ELT leadership provided from the district	2.4	2.3
Staffing to support the longer day	2.7	2.5
Mental and physical health services for students during the longer day	2.5	2.3
Services during the longer day for students with disabilities	2.5	2.4
Services during the longer day for ELL students	2.7	2.6

EXHIBIT READS: In 2007-08, the average teacher rating of how well additional instruction in core subjects was going at the teacher’s school was 3.2 on a four-point scale from “Not Well (1)” to “Very Well (4)”; in 2008-09, the same rating was 3.0.

Source: MA ELT Teacher Survey, Spring 2008, Item 14a-h and 14m-o. MA ELT Teacher Survey Spring 2009, Item 14a-k.

Sample: 297 (2007-08) and 930 (2008-09) teachers from ELT schools. Nonresponse rates across survey items range from 5.1 to 42.1 (2007-08) and from 8.2 to 37.3 percent (2008-09).

Note: Survey item was on a 4-point scale from 1-4, with 1 being “Not Well” and 4 being “Very Well”.

TEACHERS' VIEWS ABOUT ELT

This section presents teachers' views about teaching in an ELT school and about being a teacher generally, for both the 2008-09 and 2007-08 school years. Teachers were asked how they felt about their schools changing to an expanded schedule. In spring 2009, overall, nearly half the teachers (48 percent) reported they felt happy or very happy about the change; 31 percent reported feeling neutral (neither happy nor unhappy); and 21 percent reported feeling either unhappy or very unhappy (see Exhibit 9). Teachers' reported feelings about being in an ELT school were comparable across the two years, 2007-08 and 2008-09. In spring 2009, Cohort 1 and 2 teachers' responses were almost indistinguishable, but fewer Cohort 3 teachers indicated they felt happy or very happy about the change. It appears that the Cohort 3 results drive the overall patterns in 2009. We do not know whether the feelings expressed by Cohort 3 teachers were due to their being new to ELT or to other factors. However, fewer Cohort 3 teachers reported positive reactions to ELT in their first year than Cohort 2 teachers had in their first year of ELT (2007-08) (36 and 58 percent, respectively).

Exhibit 9: Teachers' Feelings About School Changing to an Expanded Schedule

Panel 1	Percent of ELT Teachers			
	Overall	Cohort 1	Cohort 2	Cohort 3
Happy/Very Happy	48%	55%	53%	36%
Neutral	31%	27%	27%	38%
Unhappy/Very Unhappy	21%	18%	20%	25%

Panel 2	Percent of ELT Teachers						
	Overall		Cohort 1		Cohort 2		Cohort 3
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2008-09
Happy/Very Happy	55%	48%	58%	55%	52%	53%	36%
Neutral	27%	31%	29%	27%	26%	27%	38%
Unhappy/Very Unhappy	17%	21%	13%	18%	22%	20%	25%

EXHIBIT READS: In spring 2009, across all ELT schools, 48 percent of teachers reported that their feelings were happy or very happy about their school changing to an expanded schedule. Fifty-five percent of teachers in Cohort 1 schools, 53 percent of teachers in Cohort 2 schools, and 36 percent of teachers in Cohort 3 schools reported that they were happy or very happy about their school changing to an expanded schedule.

Source: MA ELT Teacher Survey, Spring 2008, MA ELT Teacher Survey, Spring 2009, Item 11.

Sample: For 2007-08, 656 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 2.1 to 3.0 percent. For 2008-09, 930 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 2.3 to 6.2 percent.

Teachers in ELT schools were also asked to report about how ELT had affected their job satisfaction (Exhibit 10), by indicating whether they agreed or disagreed with a number of positive statements about ELT's impact on teachers. In spring 2009, nearly half (48 percent) of the teachers agreed or strongly agreed that their teaching had improved since the adoption of ELT; 40 percent agreed that they were more satisfied with their jobs; and 38 percent agreed that their enthusiasm for teaching had increased. These findings mean that just over half the teachers disagreed that ELT had had a positive impact on quality of teaching, job satisfaction, or teacher enthusiasm. Similar responses were reported in 2008.

Exhibit 10: Opinions on Impact of ELT on Teaching

Panel 1

	Percent of ELT Teachers			
	Overall	Cohort 1	Cohort 2	Cohort 3
My teaching has improved since my school adopted an expanded schedule.	48%	51%	53%	41%
I am more satisfied with my job since my school adopted an expanded schedule.	40%	43%	47%	31%
My enthusiasm for teaching has increased since my school adopted an expanded schedule.	38%	41%	43%	32%

Panel 2

	Percent of ELT Teachers						
	Overall		Cohort 1		Cohort 2		Cohort 3
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2008-09
My teaching has improved since my school adopted an expanded schedule.	48%	48%	47%	51%	49%	53%	41%
I am more satisfied with my job since my school adopted an expanded schedule.	45%	40%	46%	43%	43%	47%	31%
My enthusiasm for teaching has increased since my school adopted an expanded schedule.	42%	38%	43%	41%	41%	43%	32%

EXHIBIT READS: In spring 2009, across all ELT schools, 48 percent of teachers agreed or strongly agreed that their teaching has improved since their school adopted an expanded schedule. Fifty-one percent of teachers in Cohort 1 schools, 53 percent of teachers in Cohort 2 schools, and 41 percent of teachers in Cohort 3 schools reported that their teaching has improved since their school adopted an expanded schedule.

Source: MA ELT Teacher Survey, Spring 2008, MA ELT Teacher Survey, Spring 2009, Item 15k, 15j, 15i.

Sample: For 2007-08, 656 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 18.3 to 21.4 percent. For 2008-09, 930 teachers from ELT schools. Nonresponse rates across items and cohorts range from 10.0 to 19.0 percent.

In 2009, more teachers in Cohorts 1 and 2 reported more positive attitudes towards the impact of ELT than in Cohort 3. Cohort 1 and 2 teachers' responses were generally more alike, whereas fewer Cohort 3 teachers agreed with positive statements about the impact of ELT (Exhibit 10).

In contrast, in spring 2009, over 90 percent of teachers in all cohorts agreed or strongly agreed with the statement, "Overall, I am very satisfied with being a teacher," suggesting that teachers' negative responses about the impact of ELT do not reflect a generally negative attitude towards teaching (see Exhibit 11). Agreement rates near 80 percent were also found across cohorts in spring 2009 for other general, positive statements about being a teacher (see Exhibit 11). Similar results were found in 2008.

Exhibit 11: General Attitudes Towards Teaching

Panel 1

	Percent of ELT Teachers			
	Overall	Cohort 1	Cohort 2	Cohort 3
Overall, I am very satisfied with being a teacher.	94%	92%	94%	96%
Overall, I am very satisfied with being a teacher at this school.	82%	82%	86%	79%
If I could start over again, I would still become a teacher.	88%	86%	87%	93%
I plan to stay in the teaching profession until I retire.	92%	88%	94%	94%

Panel 2

	Percent of ELT Teachers						
	Overall		Cohort 1		Cohort 2		Cohort 3
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2008-09
Overall, I am very satisfied with being a teacher.	92%	94%	94%	92%	91%	94%	96%
Overall, I am very satisfied with being a teacher at this school.	82%	82%	83%	82%	81%	86%	79%
If I could start over again, I would still become a teacher.	87%	88%	88%	86%	84%	87%	93%
I plan to stay in the teaching profession until I retire.	89%	92%	88%	88%	91%	94%	94%

EXHIBIT READS: In spring 2009, across all ELT schools, 94 percent of teachers agreed or strongly agreed that, overall, they are very satisfied with being a teacher. Ninety-two percent of teachers in Cohort 1 schools, 94 percent of teachers in Cohort 2 schools, and 96 percent of teachers in Cohort 3 schools agreed or strongly agreed that, overall, they are very satisfied with being a teacher.

Source: MA ELT Teacher Survey, Spring 2008, MA ELT Teacher Survey, Spring 2009, Item 15a, 15b, 15c, 15d.

Sample: For 2007-08, 656 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 5.8 to 11.7 percent. For 2008-09, 930 teachers from ELT schools. Nonresponse rates across items and cohorts range from 2.3 to 6.7 percent.

Although fewer than half of teachers overall reported being happy about the change to ELT in spring 2009, the majority (69 percent) agreed that teachers at their schools were supportive of ELT (Exhibit 12). More Cohort 1 and 2 teachers (72 percent and 76 percent) reported teacher support of ELT than did Cohort 3 teachers (59 percent), and there are no meaningful differences from one year to the next.

Exhibit 12: Teacher Support of ELT and Involvement in School Decisions

Panel 1

	Percent of ELT Teachers			
	Overall	Cohort 1	Cohort 2	Cohort 3
Teachers are supportive of ELT.	69%	72%	76%	59%

Panel 2

	Percent of ELT Teachers						
	Overall		Cohort 1		Cohort 2		Cohort 3
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2008-09
Teachers are supportive of ELT.	73%	69%	75%	72%	71%	76%	59%

EXHIBIT READS: In spring 2009, across all ELT schools, 69 percent of teachers agreed or strongly agreed that the teachers at their school are supportive of ELT. Seventy-two percent of teachers in Cohort 1 schools, 76 percent of teachers in Cohort 2 schools, and 59 percent of teachers in Cohort 3 schools reported that the teachers at their school are supportive of ELT.

Source: MA ELT Teacher Survey, Spring 2008, MA ELT Teacher Survey, Spring 2009, Item 23d.

Sample: For 2007-08, 656 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 4.4 to 10.0 percent. For 2008-09, 930 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 2.0 to 6.2 percent.

Perspectives of Teachers Related to Teaching Expanded Hours

All teachers in ELT schools were asked to complete teacher surveys, whether or not they actually had participated in the expanded day schedule. One question of interest is whether there are differences in responses of those teachers who had opted-in to participate in the ELT schedule and those who had opted not to participate. To distinguish between opt-in and opt-out teachers, the study team used responses to a survey item that asked about whether teachers are working additional hours this year compared to last year. Because the question asked about comparing the current year to the prior year, and ELT had already been implemented in the prior year for Cohort 1 and 2 schools, only responses from Cohort 3 teachers could be analyzed according to opt-in versus opt-out status. It is also important to acknowledge that there are nearly ten times as many opt-in teachers as opt-out; the Cohort 3 opt-in sample ranges (across multiple items) from 235 to 261, and the Cohort 3 opt-out sample ranges (across multiple items) from 26 to 34. This dramatic differential in sizes of the two groups suggests that it is *not* the responses of the opt-out teachers that are driving Cohort 3 results overall. See Appendix C for responses to questions for Cohort 3 teachers by opt-in and opt-out status.

The sections below describe in more detail how schools implemented the core components of ELT and the opinions of teachers, principals, and others about their implementation.

ADDITIONAL ACADEMIC LEARNING TIME

One key expectation of the ELT initiative is that schools will increase time for core academic subjects in order to “accelerate learning . . . by making meaningful improvements to the quality of instruction in support of school-wide achievement goals” (Mass 2020, 2009). This section examines the extent to which schools have added instructional time for core academics, how teachers are using the additional time, and stakeholder perceptions related to core academics, including homework policies. The

findings reported in this section draw on data from teacher surveys and focus groups, principal interviews, student focus groups, and school ELT reapplication documents.

Indicators of Implementation

Survey findings show that the majority of teachers agreed that there was sufficient time available during the school day for core subject area instruction (87 percent) and that teachers and students spent more instructional time together this year than before (84 percent) (Exhibit 13). More Cohort 1 and 2 teachers than Cohort 3 teachers agreed that time available for core subjects was sufficient (92, 91, and 78 percent, respectively).

Exhibit 13: Teachers' Perceptions of Amount of Instructional Time

	Percent of ELT Teachers			
	Overall	Cohort 1	Cohort 2	Cohort 3
Sufficient time during the school day is allotted for core subject area instruction	87%	92%	91%	78%
Teachers and students spend more instructional time together	84%	84%	90%	80%

EXHIBIT READS: In spring 2009, 87 percent of teachers in ELT schools overall agreed or strongly agreed that there was sufficient time during the school day allotted for core subject area instruction. When broken down by cohort, 92 percent of teachers in Cohort 1 schools, 91 percent of teachers in Cohort 2 schools, and 78 percent of teachers in Cohort 3 schools agreed or strongly agreed.

Source: MA ELT Teacher Survey, Spring 2009, Item 23a, 23h.

Sample: 930 teachers from ELT schools. Nonresponse rates across survey items and cohorts range from 3.0 to 7.0 percent.

Other survey questions focused on the impact of the longer day on instructional strategies used during the additional time for core academic instruction (Exhibit 14). Approximately half of the teachers surveyed reported improvements in their ability to cover more material (54 percent) and to use a variety of instructional strategies (49 percent). Slightly less than half reported improvements in their ability to differentiate instruction (42 percent).

Exhibit 14: Teachers' Perceptions of the Impact of the Longer Day on Instruction

	Percent of ELT Teachers		
	Improved	Remained the Same	Worse
Ability to cover more material	54%	41%	5%
Ability to use different instructional strategies	49%	46%	5%
Ability to differentiate instruction	42%	54%	3%

EXHIBIT READS: In spring 2009, 54 percent of teachers in ELT schools reported that because of the longer day their ability to cover more material had improved, 41 percent reported it had stayed the same, and 5 percent reported it had become worse.

Source: MA ELT Teacher Surveys, spring 2009, Item 12 l, k, and m.

Sample: 930 teachers from ELT schools. Nonresponse rates across survey items range from 4.1 to 6.7 percent.

Teachers were also asked to rate how well additional instruction in core subjects was working in the expanded day at their school. A four-point scale was used in which 1 meant “not well” and 4 meant “very well.” On average, across cohorts, teachers rated additional instruction in core subjects as 3.0 out of 4.0, suggesting that most teachers viewed this component as going “well” and that improvements in implementation were still possible.

Characteristics of Implementation

Teacher focus group discussions, principal interviews, and school ELT reapplications provided more details about the amount of expanded time spent on core academics and how it was used. Information from reapplications was used to confirm and support that obtained in interviews and focus groups. During 2008-09, most ELT schools focused on increasing the time devoted to English Language Arts (ELA) and math instruction. However, focus groups in ten schools indicated that teachers also increased time spent on science and social studies.

Additional Time Spent on ELA

Elementary and K-8 Schools. In focus groups held in all 14 ELT elementary and K-8 schools, teachers reported increasing the amount of time spent on ELA, from 90 to 180 minutes per day. They also reported being able to pursue a variety of instructional strategies because of the additional time. Staff at nine (of 14) schools noted their increased ability to do more in-depth, small group work and spend more time with children who needed attention. Four schools reported using uninterrupted literacy blocks. Teachers in focus groups at one of the 14 schools reported they had switched from a whole-group instructional approach to a more collaborative learning or workshop approach. They used a collaborative learning model that began with group conversations about a topic and then divided the class up into smaller groups for tasks to go deeper into the topic. The principal at another school noted, “ELT has not only given us extra time to work with kids, but has given us the opportunity to change our instructional culture and the time to do it.” Teachers at another school reported that the extra time helped them reach out to students they could not ordinarily reach, since many do not ask for help during class time; now teachers can help them individually outside of class. These teachers noted that they could now provide a safety net and were able to “catch” more students and see them improve by the end of their time at the school because of the additional time from ELT.

Teachers at seven elementary schools noted that they appreciate their additional focus on writing, creating longer writing periods, or separating writing from the rest of ELA with the additional time provided by the ELT schedule. Teachers in focus groups at five of the seven schools reported having an entire block each day devoted to writing, ranging from 45 to 60 minutes. At one of the seven schools, a consultant came in to discuss the “six traits” writing process and trained teachers in how to incorporate it. This process was implemented school-wide, and one teacher said she thought it changed the way she taught and that there were significant improvements in students’ writing.

Secondary Schools. Only two of the secondary schools (both middle schools) reported the specific amount of time devoted to ELA; one reported 90 minutes and the other 120 minutes daily. The remaining secondary schools’ grant reapplications indicated total time spent per day on ELA ranged from 45 to 150 minutes. In their grant reapplications, four schools highlighted an additional academic block based on student assessment data. Some middle schools added on to academic time by creating “advisory groups” and homework help periods in which struggling students could get additional support. One school mentioned week-long ELA or math “boot camps” during which students were

selected to receive extra support based on MCAS results from 2008. That school also offered hour-long ELT academic league classes to all middle school students in various subject areas.

Additional Time Spent on Math

Teachers in focus groups at 16 schools reported on time spent on math and indicated that they devoted between 45 and 120 minutes per day to math instruction. However, for math there were no clear differences reported related to type of school (elementary or middle school). Ninety-minute instructional blocks were reported by nine of the 16 schools.

Teachers reported a variety of particular approaches to math instruction intended to increase performance and interest in math. Nine schools reported using a math coach to work with teachers to model lessons and to provide additional assistance to children. Teachers from five schools noted that they focused on specific math concepts based on student assessment data. Teachers from one of these schools explained that they examined the data on math and grouped students by need for intervention. Using a software program, they mapped the strands in math where students needed the most help and then put the students in small groups by area of need and assigned a teacher to each. At another of these schools, teachers described a math games rotation, in which all students were tested and put into levels, and then the school worked with the math specialist in the district to use math games to support the areas in which the students needed help.

Teachers described using other specific, new math programs, including one that has an internet-based component that “really brings math alive for kids” through “smart boards.” Some of the lessons could be accessed from home, so parents could see what their children were doing. In another school, some teachers reported attending a math institute to help reshape the math program. Teachers from this school also noted that they added extra math classes as part of their ELT program, including Math Moves, Math Literature, and Building Bridges, with a focus on engineering. In still another school, the principal reported that with the longer school day, staff was able to create a math league, add enrichment classes in robotics and “marth” (a mixture of math and art), and develop a strategies course for math remediation.

Additional Time Spent on Science and Social Studies

While ELT schools predominantly focused on additional learning time for ELA and math, time for other academic subjects was expanded as well in some schools. Teachers and principals in ten schools reported being able to spend more time on science and social studies. A principal at one of the ten schools noted, “Science and social studies are no longer taking a back seat to math and literacy. With extended time, there is enough time to actually teach these subjects.”

Of note, a second principal among the ten stated in an interview that “social studies and science was crammed into the regular blocks before wherever possible prior to ELT—now there’s a full 45 minute block dedicated to one of these subjects each day.” And another of the ten schools was able to use the ELT funds to bring in a science specialist who worked with K-3 students and carried out experiments and instruction.

Teachers and principals at some other schools reported that, despite the additional time due to ELT, there was no more time devoted to science and social studies. One teacher said that she had thought the extended time would allow for more science and social studies, but in reality it had only resulted in more reading and math time.

Homework Policies

Focus group discussions with teachers and interviews with principals expressed conflicting opinions about homework policies. Many principals and teachers reported that homework allows students to practice what they learned on their own, yet school staff was also sympathetic to the students' already long days and the limited time for homework. Most of the elementary schools indicated that they had tried to reduce or eliminate homework.

Homework seemed to be more of a concern in middle schools; most middle schools reported assigning homework and many students reported having a hard time completing all of their homework or not having time to do other activities. Teachers in one middle school noted that homework completion rates had gone down with ELT. Teachers in other schools expressed concern that the lack of homework would prevent students from developing good study habits. To help alleviate the issue, most middle schools reported offering a period during which students could start their homework at school. This strategy offered the added advantage of providing students the opportunity to discuss questions with teachers when they needed help.

About one-third of the fifth- and eighth-grade students in focus group discussions had very strong feelings about homework. Some students had specific reasons for wanting to reduce homework based on the ELT initiative. For example, students reported that because their school day was long, they were too exhausted at the end of the day to do homework. Other students discussed the decreased time available to them after school for out-of-school extracurricular activities that they wanted to fit in, which meant less time for homework.

ADDITIONAL ENRICHMENT ACTIVITIES

Providing additional time for enrichment activities is also a core ELT expectation. Schools are to “offer enrichment opportunities that connect to state standards, build student skills and interests, and deepen student engagement in school/learning in support of school-wide achievement goals” (Mass 2020, 2009). All ELT schools reported offering some type of enrichment in the 2008-09 school year, yet because schools decided on the specifics of enrichment activities, there was wide variation in their implementation. This section summarizes characteristics of enrichment implementation across schools, including: funding, staffing, types of activities, and experience with community partners. The opinions of stakeholders about enrichment opportunities follow, including a discussion of challenges with enrichment implementation. The data sources for this section include teacher surveys, teacher and student focus groups, and principal, community partner, and Mass 2020 staff interviews.

Indicators of Implementation

Exhibit 15 presents teacher survey responses about the impact of the longer day on enrichment activities. The majority of teachers reported that student exposure to enrichment opportunities improved as a result of the longer day. More Cohort 3 teachers (90 percent) reported that student opportunities for enrichment had improved over the past year, which was their first year implementing ELT.

Teachers were also asked to rate how well enrichment was working in the expanded day at their school. A four-point scale was used in which 1 meant “not well” and 4 meant “very well.” On average, across cohorts, teachers rated enrichment as 2.9 out of 4.0, suggesting most teachers viewed enrichment as going “well” but with room for improvement.

Exhibit 15: Teachers’ Perceptions of the Impact of the Longer Day on Students’ Opportunities for Enrichment Activities

	Percent of ELT Teachers		
	Improved	Remained the Same	Worse
Students’ Opportunities for Enrichment Activities			
Overall	72%	22%	6%
Cohort 1	66%	26%	8%
Cohort 2	58%	35%	7%
Cohort 3	90%	8%	3%

EXHIBIT READS: In spring 2009, 72 percent of teachers in ELT schools reported that because of the longer day students’ opportunities for enrichment have improved, 22 percent reported they have stayed the same, and 6 percent reported they have become worse.

Source: MA ELT Teacher Survey, Spring 2009, Item 12e

Sample: 930 teachers from ELT schools. Nonresponse rates across cohorts range from 3.3 to 5.9 percent.

Characteristics of Implementation

Funding Enrichment Activities

Enrichment activities at ELT schools were supported by a variety of funds. Mass 2020 reported providing \$175,000 to support 15 community partners to provide enrichment activities in ELT schools during the 2008-09 school year. When classroom teachers led the enrichment activities, school funds including ELT resources were used. Community partners reported that most of their work at ELT schools was supported by the schools and by other funds, most often grants from Mass 2020. Nearly half of the partners reported relying on additional sources of funding in order to conduct enrichment activities at ELT schools. These sources included the non-profit organization’s own funds, outside donors, and other state or federal grants.

Even with multiple funding sources, some community partners described not being paid sufficiently for their enrichment services. One community partner stated that their goal was to fund their program for the first two years and then to rely on the school to “pick it up” for sustainability. A second partner had planned a more intensive program than ultimately was implemented due to lack of funding.

Staffing and Scheduling Enrichment Activities

In 17 schools, teachers and administrators reported in focus groups and interviews that enrichment activities were taught by either teachers or a combination of teachers and community partners. In 24 of the 26 ELT schools, teachers and administrators reported partnering with at least one community organization to provide at least some enrichment activities. More than half the schools typically worked with two to four partners.

Staff at nine schools reported that they had a fairly equal mix of teacher-led and partner-led enrichment, and eight schools reported that for the most part, only teachers led enrichment. One of the schools with teacher-led enrichment stated that teachers could bring in community members to help teach enrichment, but they had to find them on their own. Three schools reported primarily using

partner-led enrichment, but in one of these schools, non-classroom teachers also assisted with enrichment. Whether schools offered enrichment led primarily by teachers, partners, or a mix of both did not differ systemically by either cohort or school type.

Teacher and principals reported varied approaches to scheduling enrichment activities. For many schools, enrichment activities occurred during the afternoon, usually at the very end of the day. However, staff at three different schools said that enrichment took place throughout the day, sometimes depending on grade level, and just one school mentioned that their enrichment block was in the morning. Teachers at one Cohort 2 school strongly agreed that “embedding” the enrichment block into their day was a key schedule change that led to improvements in student participation and attitude, as well as teacher fatigue and morale. There was a wide range in how often enrichment classes occurred, with schools reporting between one and five times per week. For the 12 schools that specified how often enrichment classes took place, the average was 2.9 days per week. Enrichment class offerings typically changed each semester, quarter, or trimester. For the nine schools in which teachers specified in focus groups how long a particular enrichment course lasted, the average length was about 10 weeks, and typical classes ranged from 6-18 weeks in length.

Selecting Enrichment Activities

Staff at half of the schools reported in focus groups and interviews that students had at least some degree of choice when it came to enrichment activities, while in other schools students were assigned to enrichment activities based on class or grade level. At one school, the principal noted that they had a “controlled choice” system in which some students could choose their courses, but others could not depending on their academic needs. Staff at another school echoed this idea, stating that while there was some choice, many students, such as those who needed remediation, were actually assigned their classes. Staff at roughly one-third of schools mentioned that teachers submitted plans or proposals for their enrichment courses and could choose what they were interested in teaching.

Teachers and community partners combined to present a wide range of enrichment opportunities at ELT schools, both academic and non-academic. As Exhibits 16, 17, and 18 show, based on interviews and focus groups, the majority of schools (22 schools) offered a mix of academic and non-academic enrichment activities across cohorts and school levels. Only two schools (both elementary) reported offering only academic options, and two other schools (one elementary and one middle school) reported only offering non-academic enrichment. However, most schools commented that both their academic and non-academic enrichment classes were linked to academics (18 schools). Most schools also reported that suggestions for enrichment activities were reviewed by either school or district administrators before being selected.

Exhibit 16: Type of Enrichment Offered in ELT Schools		
	ELT Schools (N=26)	
	Number	Percent
Academic and non-academic	22	85%
Academic only	2	8%
Non-academic	2	8%

EXHIBIT READS: In spring 2009, 22 of the 26 total ELT schools (85 percent) reported offering both academic and non-academic enrichment activities.
Source: MA ELT Interviews and Focus Groups, Spring 2009

Exhibit 17: ELT Schools' Academic Enrichment Focus

	ELT Schools (N=24)	
	Number	Percent
Math	16	67%
Science	16	67%
ELA	14	58%
Technology or engineering	11	46%
Foreign language or culture	4	17%
History	3	13%

EXHIBIT READS: In spring 2009, 16 of the 24 ELT schools that reported offering academic enrichment (67 percent) reported that math was a focus of this academic enrichment.

Source: MA ELT Interviews and Focus Groups, Spring 2009

Note: Percents total more than 100 percent because schools could have more than one focus of their academic enrichment.

Of the 24 schools that offered academic-focused enrichment, 16 schools mentioned providing enrichment related to math and 16 to science (schools could mention both). Math-related enrichment often took the form of “math games” or “math club,” while science-related enrichment included forensics, ecology/environmental studies, and science projects or experiments. ELA-related enrichment was nearly as common; 15 schools reported enrichment offerings such as book clubs, poetry, and journalism. Twelve schools offered enrichment courses related to technology or engineering, including bridge building and robotics. Four schools offered a foreign language such as Chinese, French, or Italian or cultural studies such as Native American studies, and three offered history-related enrichment.

Exhibit 18: ELT Schools' Non-Academic Enrichment Focus

	ELT Schools (N=24)	
	Number	Percent
Physical education/fitness	21	88%
Art	14	58%
Music	12	50%
Drama/theater	9	38%
Dance	6	25%
Community service	5	21%

EXHIBIT READS: In spring 2009, 21 of the 24 ELT schools that reported offering non-academic enrichment (88 percent) reported that physical education/fitness was a focus of this non-academic enrichment.

Source: MA ELT Interviews and Focus Groups, Spring 2009

Note: Percents total more than 100 percent because schools could have more than one focus of their non-academic enrichment.

Twenty-one of the 24 schools that offered non-academic enrichment reported offering courses related to physical education or fitness, including martial arts, yoga, rock climbing, and a variety of sports. Art-related enrichment was also popular with 14 schools, with activities such as fashion design, beadwork, scrapbooking, knitting, and weaving. Music enrichment was mentioned at half of the schools and included guitar, violin, African drumming, music composition, and chorus. Nine schools offered drama/theater, and six offered dance. Staff at five schools mentioned that they offered community service opportunities. Less common enrichment activities included mentoring, cooking, and chess club/board games, as well as student organizations such as the school newspaper, student council, and yearbook.

Since ELT implementation began, some schools reported that students have not always taken enrichment seriously and may not have viewed enrichment as part of the regular school day or as a “real” class. Staff at five schools tried to address this issue by assigning grades or some kind of rating to students’ performance in enrichment activities.

Experience with Community Partners

Representatives from 27 community partner organizations were interviewed about their perspectives on enrichment experiences. At least one partner organization working with each school was contacted, and partner organizations were prioritized if they worked with multiple schools and/or were licensed by the state Department of Early Education and Care. Three partners interviewed came from different branches of the same organization, and the rest were from unique organizations. Five of the partners were licensed by the state Department of Early Education and Care (EEC), and eight had also been interviewed as part of the 2007-08 implementation study. Several organizations worked with more than one school.

School and community partner staff both expressed the intention that enrichment activities provide quality activities that provide students with valuable experiences. The specific goals community partners had for their enrichment activities were related to the specific activities offered and ranged from enhancing students’ academic performance, to exposing students to new subjects and experiences, to achieving social-emotional goals such as improving self-esteem, self-control, and a sense of belonging. Three community partner representatives had goals related to teachers, including providing teachers with new ideas and having them implement new activities on their own.

Principals, teachers, and community partners reported that the degree to which a community partner was integrated into the school culture and routine varied widely. High degrees of collaboration tended to occur in schools in which teachers helped implement the program or led it on their own with materials and guidance from the partner. In other schools, teachers helped decide what content should be reinforced through the enrichment activity and kept the partner informed about what the students were learning in regular class.

Community partners who reported being well integrated into the school culture described such experiences as having mailboxes at the school, being included in school events, and having a sense of school pride. These partners shared classrooms with teachers, felt teachers knew them by name, attended professional development sessions with teachers, and regularly collaborated with them. Those who did not feel integrated spoke of being familiar with certain classrooms, but not with the school as a whole. One principal noted that community partner staff frequently did not have time to meet with school administrators, and the principal did not have time to reach out to the community.

Only eight of the 27 community partners mentioned receiving training that was specific to the ELT school environment or ELT initiative.

Opinions of Stakeholders

Teacher Views of Enrichment

Choice of Enrichment Activities. Through focus groups, participating teachers communicated whether and how they valued both student and teacher choice of enrichment activities. Teachers at five schools indicated that they would prefer students to have more choices. According to those teachers, sometimes students are “forced” to take enrichment classes that they did not like or were not given as many enrichment opportunities due to their academic needs. At one of the five schools, teachers commented that “kids who are good at school” really enjoyed ELT because they could choose their enrichment classes, but “lower performing kids” were less motivated because they received less enrichment.

Teachers at several schools also reported that they appreciate having choices themselves about enrichment activities. At one school where only partners led enrichment, teachers strongly expressed a desire to teach enrichment classes of their choosing. Teachers at other schools who had this opportunity reported enjoying the chance to engage students in a topic they especially valued, frequently a non-academic subject. At another school, teachers indicated that they no longer had any opportunity for creativity in teaching enrichment because of a new policy that required all teachers to adhere to a standard curriculum for academic enrichment. A number of teachers in the same school expressed excitement about the opportunity to teach enrichment classes and do something different as well as the opportunity to get to know other students.

Teacher-Student Relationships. Teachers in focus groups at four schools with teacher-led enrichment mentioned experiencing a different and beneficial teacher-student dynamic during enrichment courses. These teachers indicated that students got to know teachers in a different capacity and saw them in a new light. Teachers at three of the four schools spoke of enjoying the process of teaching enrichment, which entailed teaching something they had chosen to teach and often working with a different group of students. At one Cohort 3 school of the four, where enrichment had just begun, teachers mentioned that enrichment allowed students to have new experiences, and to build a sense of community in the school. At another school of the four, teachers commented that not only has enrichment increased student respect for teachers but has also promoted integration among different “strands” or “tracks” of students (standard curriculum, bilingual, etc.) since they are integrated for enrichment.

Teachers at some ELT schools expressed concern about the lack of planning time for teaching enrichment courses (three schools) and a weak link between enrichment and academics (two schools). Teachers at three schools felt that the school needed to offer more enrichment activities, and at two schools, teachers indicated more community partners were needed.

Principal Views about Enrichment

Principals provided their perspectives on the enrichment component in interviews. Most principals saw value in enrichment activities; several Cohort 3 principals cited enrichment as one of the main reasons they pursued ELT. However, a few principals (across cohorts) indicated that the enrichment component needed improvement in their schools. Not all enrichment activities were living up to their potential to provide students with enjoyable and valuable activities.

One Cohort 3 principal said that after his staff realized that “teachers didn’t have the stamina they had anticipated,” they brought on partners to help with enrichment. In this school, teachers or other staff members tended to be present during the partner-led enrichment for the first half of the year or until they trusted the partner to be competent teaching on his or her own.

Principals pointed out specific ways that enrichment activities benefitted students by broadening their experiences. In one middle school, students are now able to go on to art-themed high schools because of their experiences in middle school enrichment. At another school, the principal was initially opposed to soccer being an enrichment option until learning that students did not know how to play soccer and could not afford to play. Another middle school principal reported that the school population could benefit from the extra help since it was made up of students who needed an “extra boost” and were from impoverished homes and/or were English Language Learners.

Challenges to Successful Implementation of the Enrichment Component

Implementing the enrichment component of ELT often presented unique challenges, including staffing the activities and working with community partners. Staff at five schools mentioned that they need more teachers to staff enrichment classes and were having trouble finding substitutes when enrichment teachers were out. Staff also pointed out how a lack of staff during enrichment activities could lead to larger class sizes.

Other challenges experienced by more than one school included creating the enrichment schedule, establishing partnerships, acquiring adequate supplies for courses, and finding enough planning time to prepare for enrichment classes. Six schools mentioned having smaller groups during enrichment time, and then having difficulty finding available classroom space to accommodate these smaller classes.

Close to one-third of the schools, primarily middle schools (nine schools), reported challenges working with community partners who led enrichment classes. More than one-half of the schools reporting these challenges were in Cohort 1, even though those schools had the most experience working with community partners. Concerns were raised about community partners’ skills in classroom management and dealing with students with behavior problems. This appeared to be more of an issue in middle schools where student behavior issues emerged more frequently during classes led by community partners. Teachers also mentioned that it was difficult for community partners to work with larger classes because this was not what they were used to or equipped to handle.

Lack of commitment from some community partner staff was also reported as a challenge. One administrator recalled that one afternoon he found 32 unsupervised students in the auditorium because the enrichment instructor “failed to show up.” There were instances where partners quit, which increased class sizes and made teaching enrichment classes less attractive to classroom teachers.

Communication between teachers and community partners was another challenge, especially when teachers and community partners shared classrooms. In one school where a classroom teacher used a room in the morning and an outside provider used the same room in the afternoon, the use of classroom materials became an issue. Teachers reported that communication was important so that classroom teachers knew what to expect, and that community partners needed to make it clear what they required in order to successfully teach their enrichment classes.

Schools reported several ways in which they addressed challenges with community partners or planned to address these issues such as making expectations clear from the start, increasing communication with partners, and, for one school, reducing the number of community partners involved with the school.

Changes in Enrichment

Cohort 1 and Cohort 2 ELT schools had implemented new enrichment opportunities for more than one year and therefore had had some time to make adjustments to how they structured enrichment time. Staff at a number of these schools reported having become more selective in choosing community partners and reducing the number of partners and the variety of enrichment activities. In some cases, this reduction was due to restricted funds, and in other cases, partnerships were discontinued because they did not develop as planned. At one Cohort 2 school, the administration decided that only teachers would lead enrichment courses because the school found that community partners lacked classroom management skills.

TEACHER COLLABORATION, PLANNING TIME, AND PROFESSIONAL DEVELOPMENT

This section examines the expectation that ELT schools will use additional time “to build a professional culture of teacher leadership and collaboration,” including time set aside for common planning and on-site professional development directed at ELT goals (Mass 2020, 2009). Through surveys, interviews and focus groups, teachers and other stakeholders were asked for their perspectives about collaborative or common planning time, individual planning time, and professional development.

Collaboration and Planning Time

Indicators of Implementation

Of the three core components of ELT, implementing common planning time appeared to present challenges in terms of finding the time to hold meetings and determining how best to use the time. Survey findings indicated that 58 percent of teachers agreed or strongly agreed that they had sufficient time for common planning time. In both Cohorts 1 and 2, 63 percent of teachers agreed they had sufficient time while 46 percent of Cohort 3 teachers did (see Exhibit 19).

Overall and for each cohort, more than half the teachers (62 percent overall) also reported they had sufficient individual planning time. Teachers had this type of planning time before ELT, but with the additional teaching load created by ELT, some teachers reported that the usual 45 minutes a day of individual planning time seemed insufficient.

Teachers’ survey responses also indicated the degree to which teachers had opportunities to take on leadership roles in their schools. Overall, 64 percent of responding ELT teachers agreed or strongly agreed that teachers were involved in making important decisions at their schools.

Exhibit 19: Teacher Views on Common and Individual Planning Time and Decision Making

	Percent of ELT Teachers			
	Overall	Cohort 1	Cohort 2	Cohort 3
Sufficient time during the school day is allotted for collaborative teacher planning	58%	63%	63%	46%
Sufficient time during the school day is allotted for individual teacher planning	62%	60%	70%	57%
Teachers are involved in making important decisions for our school	64%	63%	73%	58%

EXHIBIT READS: In spring 2009, across all ELT schools, 58 percent of teachers reported that they have sufficient time allotted during the school day for collaborative teacher planning. Sixty-three percent of teachers in Cohort 1 schools, 63 percent of teachers in Cohort 2 schools, and 46 percent of teachers in Cohort 3 schools reported that they have sufficient time allotted during the school day for collaborative teacher planning.

Source: MA ELT Teacher Survey, Spring 2009, Item 23b, 23c, 23e.

Sample: 930 teachers from ELT schools. Nonresponse rates across items and cohorts range from 2.7 to 8.3 percent.

Teachers were also asked about the effect of ELT on their common planning time (Exhibit 20). Roughly comparable proportions of teachers reported common planning time had improved or remained the same (42 percent), and 16 percent reported it had “become worse” or decreased with ELT. Across cohorts, more teachers from Cohort 3 (28 percent) reported that common planning time had become worse than did teachers from Cohorts 1 and 2 (13 and 5 percent, respectively).

Exhibit 20: Teachers’ Perceptions of the Impact of the Longer Day on Teachers’ Collaborative/Common and Individual Planning Time

	Percent of ELT Teachers		
	Improved	Remained the Same	Worse
Collaborative/common planning time			
Overall	42%	42%	16%
Cohort 1	40%	47%	13%
Cohort 2	41%	54%	5%
Cohort 3	46%	26%	28%
Individual planning time			
Overall	27%	52%	21%

EXHIBIT READS: In spring 2009, 42 percent of teachers in ELT schools reported that because of the longer day their collaborative or common planning time had improved, 42 percent reported it had remained the same, and 16 percent reported it had become worse.

Source: MA ELT Teacher Survey, Spring 2009, Item 12n, 12o.

Sample: 930 teachers from ELT schools. Nonresponse rates for the collaborative planning time item across cohorts range from 3.7 to 5.6 percent. The nonresponse rate for the individual planning time item is 4.8 percent.

Teachers rated how well common planning time was working in the expanded day at their school, using a 4-point scale where 1 meant “not well” and 4 meant “very well.” On average, teachers rated common planning time as 2.7 out of 4.0.

Characteristics of Implementation

Teachers indicated in surveys that they had an average of 89 minutes per week of common planning time. Teachers from 12 schools' focus groups commented specifically that common planning time meetings ranged from one to five times per week, with four schools reporting meeting five times per week. Teachers indicated that common planning meetings typically lasted about 45 minutes. Elementary schools reported having common planning time less often than middle schools or K-8 schools.

In focus groups, teachers at three ELT schools (Cohorts 2 and 3) mentioned a lack of any official common planning time. At one of these three schools, teachers said that although they have “prep time” at the same time as one another and could meet together, this time was not identified or used as a common planning time. According to one teacher, teachers did not have time to work together and ended up “reinventing the wheel” when planning lessons.

Participants in Common Planning Meetings. Teachers indicated in surveys the staff who regularly participated in common planning time meetings (see Exhibit 21). Teachers reported meeting in grade-level teams (66 percent) more often than in subject-area teams (23 percent). Forty percent of teachers reported that coaches or specialists also regularly attended common planning meetings, and 25 percent of the teachers reported that principals regularly participated. In focus group discussions, teachers reported not finding subject-area or content-specific teams as useful as grade-level meetings in which they could discuss students in common. These teachers also commented that “a lot of students are falling through the cracks” because the teachers did not have enough time together to discuss the students and their work.

Exhibit 21: School Staff Who Regularly Participated In Common Planning Time

	Percent of ELT Teachers
Classroom teachers within grade levels	66%
Coaches or specialists	40%
Special education teachers	38%
Principal	25%
Classroom teachers within subject areas	23%
Classroom teachers across grade levels	17%
LEP teachers	17%
Classroom teachers across subject areas	16%

EXHIBIT READS: In spring 2009, 66 percent of teachers in ELT schools reported that classroom teachers within grade levels regularly attended common planning time.

Source: MA ELT Teacher Survey, Spring 2009, Item 18

Note: Percentages total more than 100 percent because teachers were asked to check all that apply.

Activities during Common Planning Meetings. Teachers' survey responses indicated the most typical activities that occur during common planning time, including planning lessons and instruction and interpreting student assessment results, both reported by 51 percent of teachers (see Exhibit 22). Other common activities reported were reviewing student work (48 percent), using assessment data to

Exhibit 22: Activities That Typically Occurred During Common Planning Time

	Percent of ELT Teachers
Plan lessons and instruction	51%
Interpret assessment results	51%
Review student work	48%
Use assessment data to plan instruction	45%
Discuss behavior management strategies	44%
Receive coaching or mentoring	38%
Administrative functions	29%
Coordinate instruction with special education staff	26%
Coordinate instruction with LEP staff	12%

EXHIBIT READS: In spring 2009, 51 percent of teachers in ELT schools reported that planning lessons and instruction was a typical activity during common planning time.

Source: MA ELT Teacher Survey, Spring 2009, Item 19

Note: Percentages total more than 100 percent because teachers were asked to check all that apply.

plan instruction (45 percent), and discussing behavior management strategies (44 percent). Thirty-eight percent of teachers reported receiving coaching or mentoring, and 29 percent reported carrying out administrative functions during common planning meetings. Teachers in focus groups also described using common planning time to focus on literacy instruction, sometimes with the assistance of a literacy coach. Teachers also reported using planning time to meet with or telephone parents.

Exhibit 23 presents how often teachers reported in surveys that time scheduled for common planning was replaced with an unrelated activity or responsibility. Nearly half of teachers at ELT schools (40 percent) reported this “almost never” happens.

Exhibit 23: Frequency with Which Common Planning is Replaced with an Unrelated Activity or Responsibility

	Percent of ELT Teachers
1 = Almost Never	40%
2	24%
3	22%
4	8%
5 = Almost Always	5%

EXHIBIT READS: In spring 2009, 40 percent of teachers in ELT schools reported that common planning time was almost never replaced with an unrelated activity or responsibility.

Source: MA ELT Teacher Survey, Spring 2009, Item 17

Note: Survey item was on a 5-point scale from 1-5, with 1 being “Almost Never” and 5 being “Almost Always.”

Opinions of Teachers

In focus groups, teachers indicated a variety of opinions about how successful common planning time was in their schools. Some teachers found planning time was not very useful, because the teachers had different teaching styles and different lesson plans, and so teachers found it hard to plan together. At one school, teachers reported that they needed more leadership in order to do something more

productive with their common planning time. Some teachers commented that teachers need time to work together, but that they are too tired after the expanded day.

Individual Planning Time

In focus groups and in survey responses, the majority of staff who reported having insufficient individual planning time were in Cohort 3 schools. At one of these schools, ELT was optional for teachers, and focus group participants noted that some teachers were reluctant to take on the extra ELT time because of insufficient planning time. Limited planning time was an especially important issue for teachers responsible for enrichment classes. Some teachers reported that there was no initial ELT planning time available, nor was there enough time built into their weekly schedule to do the necessary planning for the extra enrichment classes. Other teachers agreed; one noted “the challenge with teaching the electives is the additional planning time spent, which ends up cutting into our personal time.”

Professional Development

One of the expectations of the ELT initiative is to increase on-site professional development (PD) to improve instructional practices. This section presents findings on the implementation of PD, how it was implemented, and teachers’ and principals’ opinions of PD in ELT schools. Data sources for this section include teacher surveys and focus groups and principal interviews.

Staff from some schools reported having opportunities for in-school PD focused on improving instruction. Overall, findings suggest that the ELT schedule has made it difficult for some teachers to access traditional off-site PD opportunities, and that few schools have developed on-site alternatives to fill the gap.

Indicators of Implementation

Survey data indicate that during 2008-09, the vast majority (93 percent) of ELT teachers overall participated in some professional development activities, some of them extensively (see Exhibit 24).

Exhibit 24: Distribution of Hours Spent on Professional Development

	Percent of ELT Teachers
Teachers who participated in any professional development activities in 2008-09	93%
Among these teachers, percent that spent:	
Fewer than 10 hours	14%
10-25 hours	41%
26-50 hours	26%
51-75 hours	10%
76-100 hours	4%
More than 100 hours	5%

EXHIBIT READS: In spring 2009, 93 percent of teachers overall reported having participated in professional development activities during the 2008-09 school year. Of that 93 percent, 14 percent reported spending fewer than 10 total hours in professional development activities.

Source: MA ELT Teacher Survey, Spring 2009, Item 21, 21a.

Sample: 930 (Item 21) and 841 (Item 21a) teachers from ELT schools. The nonresponse rate is 3.2 percent (Item 21) and 3.2 percent (Item 21a).

Most of the teachers (86 percent) reported spending 10 or more hours on PD, but 45 percent reported spending 26 or more hours, and 19 percent reported spending 51 or more hours on PD during the school year. Averages were similar across cohorts of ELT schools.

In surveys, teachers were also asked to rate how well professional development was working in the expanded day in their school. A four-point scale was used in which 1 meant “not well” and 4 meant “very well.” On average, teachers rated professional development as 2.5 out of 4, with minimal differences across cohorts.

Characteristics of Implementation

In focus groups, teachers reported a variety of PD schedules and topics. PD schedules ranged from weekly to monthly to a few days each year. In seven schools, teachers reported that the most common topics in PD concerned ELA and literacy. Teachers also indicated other PD topics, some of which were specifically relevant to the ELT goal of more differentiated instruction in core academics, such as small group instruction, adapting an instructional strategy to a child’s abilities and interests, and serving students with special education and ELL needs.

Opinions of Stakeholders

Teachers were also surveyed about the effect of ELT on professional development. The majority of teachers (53 percent) reported that their PD opportunities remained the same since ELT, 26 percent reported an improvement, and 21 percent reported a decline. These findings did not vary by cohort (Exhibit 25).

Exhibit 25: Teachers’ Perceptions of the Impact of the Longer Day on Teachers’ Professional Development

	Percent of ELT Teachers		
	Improved	Remained the Same	Worse
Professional development opportunities	26%	53%	21%

EXHIBIT READS: In spring 2009, 26 percent of teachers at ELT schools reported that because of the longer day, their opportunities for professional development have improved, 53 percent reported the opportunities have stayed the same, and 21 percent reported they have become worse.

Source: MA ELT Teacher Survey, Spring 2009, Item 12q.

Sample: 930 teachers from ELT schools. The nonresponse rate for this item is 4.8 percent.

Teacher focus group discussions also indicated mixed reactions to current PD opportunities. Teachers in nine schools expressed dissatisfaction with their PD opportunities, while those at seven schools expressed mixed feelings, and those at three schools expressed overall satisfaction. The majority of teachers who were dissatisfied with their PD opportunities stated they would like PD on specific topics, such as time management and how to use the additional academic time made available through ELT.

Teachers in focus groups in five schools reported improvements in PD, related to the addition of more in-school PD opportunities. This was accomplished in one of the five schools by integrating PD into regular common planning time meetings and in another by moving meetings from before school to during school. Teachers at a third school (of the five) commented that with ELT, PD was more convenient because it was held on-site, was free, and did not require signing up. However, not all

teachers were pleased with changing to in-school PD. At one school where PD is now built into the schedule, teachers indicated that before this change, they could pick and choose what they wanted to learn and had more opportunities for PD.

When asked in focus groups about the impact of ELT on PD, teachers in six schools indicated that the expanded day had prevented them from attending district-wide PD activities, which meant they also lost the opportunity to meet with teachers from other schools. Survey data (see Exhibit 26) was consistent with this complaint. Teachers were asked if they were able to attend all professional development opportunities of interest and, if not, why not. Nearly half the teachers (43 percent) indicated that they were not able to attend all the PD activities they wanted; the most common reason indicated was that the PD offerings conflicted with the school’s schedule (61 percent) and the next most common reason was that the PD offering was held off-site (32 percent).

Exhibit 26: Reasons for Not Attending Professional Development

	Percent of ELT Teachers
Teachers unable to attend all professional development activities of interest in 2008-09	43%
Among these teachers, reason noted:	
PD offering conflicted with school schedule	61%
PD offering held off-site	32%
No release time or substitutes provided	23%
Could not afford the cost of PD offering	23%
Too exhausted to attend	22%
Funding or budget constraints	22%
PD offering conflicted with family or personal commitment	16%
Topics offered were not what needed and/or was interested in	15%
Other	14%
No PD was offered at my school	7%
No PD was offered in my school district	3%

EXHIBIT READS: In spring 2009, 43 percent of teachers overall reported not being able to attend all professional development opportunities they wanted to during the 2008-09 school year. Of that 43 percent, 61 percent reported that one reason they were not able to attend was because the PD offering conflicted with the school schedule.

Source: MA ELT Teacher Survey, Spring 2009, Item 22, 22a.

Sample: 930 (Item 22) and 374 (Item 22a) teachers from ELT schools. The nonresponse rate is 5.5 percent (Item 22).

Principals’ perspectives on PD ranged somewhat. For a few, PD was part of a long-term vision, while for other principals, the existing time demand on ELT teachers translated into a reluctance to require anything more from them.

STUDENT PERSPECTIVES

In 2008-09, student focus groups were conducted for the first time as part of the ELT evaluation. A total of 32 focus groups were conducted in 25 of the 26 ELT schools.⁹ Focus groups were conducted with 5th and/or 8th graders at each school with the exception of the single ELT high school where

⁹ One ELT elementary school is K-3, and 3rd graders were considered too young to participate so no focus group took place at that school.

10th graders participated. While the focus group questions were directed at students' reactions to school in general and the ELT initiative in particular, only the ELT-related findings are presented here.

When asked about their overall reactions towards the "longer school day," many fifth graders expressed positive attitudes, while the attitudes of eighth graders were more varied. Within both groups, students expressed mixed reactions to ELT.

Student comments about the benefits of ELT included enrichment (mentioned at 16 schools), being able to learn more (9 schools), and teachers having more time to explain concepts and go into greater depth (5 schools). As one 5th grader put it, there is "time to learn stuff you really need." One 8th grader explained that she isn't learning more information, but she is learning the topics in more detail.

The complaints about ELT raised by students were being tired and not getting enough sleep (mentioned at 12 schools) and having to get up too early (8 schools), in addition to losing free time to play outside after school (7 schools) and not being able to attend after-school activities (7 schools). "School is important, but it's not your whole life," said one 8th grader. Students at multiple schools were also unhappy with getting home later and having less time to do homework and spend time with family and friends. Even with the longer school day, at nearly 90 percent of the schools, students reported still finding time for a variety of after-school activities.

Students were also asked to suggest changes that they would like made to their schools. Among the ELT-related suggestions included the following:

- Shorten the school day/drop ELT (mentioned in focus groups in 20 of the 26 ELT schools);
- More choice of elective/enrichment activities (mentioned by students in more than half the focus groups); and
- More breaks, longer recess or lunch (noted by students in about one third of focus groups).

According to administrators and teachers, the overall student response to ELT was mixed; some noted that students were much more enthusiastic and motivated, and others believed that students were more tired and exhibited increased behavioral problems. Some teachers were concerned about student fatigue, while other teachers reported that students who had been in ELT for multiple years had developed more stamina.

Chapter 6: Conclusions and Recommendations for Further Research

CONCLUSIONS

In 2008-09, the 26 schools funded by the Massachusetts Expanded Learning time (ELT) initiative continued efforts to implement fully the core ELT components (additional academic learning time, enrichment activities, and common planning time with on-site professional development). An examination of the implementation of the initiative revealed variation both in the extent and manner of schools' implementation of ELT.

Schools varied in how they structured the school day and in how they staffed the ELT schedule. While 22 schools had more integrated schedules, four schools had a “divided schedule” in which the expanded time was added as a separate block of time onto a traditional school day. Sixteen schools had staffing models that allowed some teachers, but not all, to participate in the expanded day, and 10 schools elected to have all teachers participate.

The patterns of overall implementation (based on analyses of survey, interview and focus group data) indicate that nearly all schools implemented each component to some degree, with variation in the extent of the implementation. More teachers reported on expanded time for core academics than on the other core ELT components. The next most widely reported component implemented across schools was enrichment, followed by common planning time.

Specifically, the year three (2008-09) implementation data suggest for the core ELT components:

Core Academics and Instruction

- Most ELT schools allocated their increased time to ELA and math, and ten schools reported being able to spend more time on social studies and science as well. Approximately half of teachers also indicated in surveys an increased ability to modify their instructional approach, including more diverse and differentiated approaches due to the longer day.

Enrichment

- The majority of schools offered students a mix of academic enrichment, generally related to math, science, or ELA, and non-academic enrichment, typically involving physical education or arts-related activities. Many schools emphasized that even their non-academic enrichment offerings had ties to academic concepts learned in the classroom.
- Most schools have partnered with one or more community organization to provide enrichment opportunities.

Common Planning Time and Professional Development

- More than half of teachers reported having sufficient time for collaborative planning during the school day, but only 42 percent overall reported that the longer day had improved the collaborative/common planning time. Sixteen percent of teachers across cohorts reported that because of the longer day, their collaborative/common planning time had become worse, suggesting that this is an area in which schools can improve.
- The vast majority (93 percent) of ELT teachers participated in some professional development (PD) activities; nearly one-half (45 percent) spent 26 or more hours engaged in PD. The focus of these activities varied, and most commonly school staff reported PD focused on ELA or literacy.

Stakeholder Perspectives

- Sixty-nine percent of the teacher survey respondents reported that their schools' teachers supported ELT. Some focus group participants also noted that they did not know how they could ever return to teaching in a non-ELT school because ELT had improved their job satisfaction so much.
- Teachers and school administrators reported challenges related to ELT implementation due to limited funding, supplies, and space.

RECOMMENDATIONS FOR FURTHER RESEARCH

In the 2009-10 school year, the evaluation should focus on gathering more in-depth and targeted information on implementation of ELT in the existing three cohorts.

Important next steps in the evaluation for year four (2009-10) include:

- Development of an implementation score to determine the extent to which schools have implemented ELT overall and in terms of each core component. Schools can then be classified based on level of implementation to better investigate any relationships between extent of implementation and outcomes.
- Increased focus on details about how teachers use additional time in their core academic classrooms, in enrichment activities and in collaboration with other teachers.

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Appendix A: Data Collection and Analysis

DATA COLLECTION METHODS AND SOURCES

Data collection activities for the 2008-09 implementation study included the following four major components:

- (1) Surveys of teachers in ELT schools;
- (2) Interviews and focus groups with members of the ELT school communities—principals, ELT coordinators, teachers, parents,¹ and, students;
- (3) Interviews with other stakeholders in the ELT initiative—Massachusetts Department of Elementary and Secondary Education (ESE) representatives, Massachusetts 2020 representatives, district superintendents and other district leaders, and community partners:
and
- (4) Extant data and school document review.

Each of the above-mentioned data collection methods is described in greater detail in the sections that follow. It should be noted that the data collection activities for the 2008-09 implementation study were similar to the previous two years of data collection. The major difference in this year's data collection is that we conducted focus groups with fifth and eighth graders and with one group of tenth graders.

Surveys of Teachers in ELT Schools

The teacher survey addressed topics such as impact of ELT on teachers and students, professional development, planning time, and attitudes towards teaching. It primarily followed a closed-answer format (e.g., rate on a scale of 1-5) and took approximately twenty minutes for teachers to complete. (See Appendix B for the 2008-09 ELT Teacher Survey.)

Adult participation in surveys did not require consent, but an information sheet about the ELT study was included as the first page of the survey. All staff members who provided instruction to students, regardless of whether they participated in the longer school day, were asked to complete the teacher survey. Teacher response rates to the surveys in 2008-09 are detailed in Exhibit A-1.

Exhibit A-1: ELT Teacher Survey Response Rates for 2008-09

	Overall (N=930)	Cohort 1 (N=373)	Cohort 2 (N=256)	Cohort 3 (N=301)
Teacher Survey Overall Response Rate	75%	75%	71%	78%
Teacher Survey Min-Max Response Rate	54-100%	61-100%	57-95%	54-96%

The schedule and recruitment of respondents for the teacher surveys were facilitated by a designated internal study liaison at each school, usually the ELT manager or principal. The study team provided

¹ Only parents of students in Cohort 3 schools were asked to participate in focus groups in 2008-09.

the liaison with a survey administration timeline and instructions that outlined the procedure for administering the surveys. Liaisons were also asked to indicate the timing and procedures they were planning to use to administer the survey at their schools; this allowed the study team to follow up on liaisons' progress and offer any necessary assistance or guidance.

The majority of ELT schools (21 of 26 schools) administered and collected the teacher surveys during a faculty meeting. The remaining schools distributed the surveys through internal mail and had a designated collection box outside of the liaison's office. All completed surveys were sealed in envelopes to ensure respondent confidentiality. For the majority of schools, the 2008-09 teacher survey administration took place over the months of April and May.²

Interviews and Focus Groups with Members of the ELT School Communities

In the spring of 2009, site visits were conducted to the 26 schools in the study during which the study team conducted the following activities: (1) interviews with principals and ELT Managers (if applicable); (2) focus groups with elementary and middle school teachers; and (3) focus groups with parents in Cohort 3 schools, and focus groups with fifth and eighth grade students. This section contains an overview of the procedures and activities used to complete these interviews and focus groups.

Coordination and Scheduling of Interviews and Focus Groups

As with the oversight of teacher surveys, the coordination, scheduling, and recruitment for focus groups and interviews were facilitated by each school's designated internal study liaison. To the extent possible, all data collection activities were scheduled to occur on a single school day. At times, the activities were spread over the course of two days if the number of activities applicable to a given school or the number of participants did not allow for more consolidated scheduling. In general, site visits to ELT schools took place between February and March of 2009, with the exception of one school that had to reschedule the site visit for June 2009.

For the principal interviews, principals could involve other school administrators as well as members of their leadership teams to participate if they felt these individuals could provide additional insight into ELT at their schools. However, principals in only a handful of schools did so; for the most part, the principal interview involved the principal alone. ELT manager interviews took place in the schools that had ELT managers.

The research team conducted separate focus groups with elementary and middle school teachers. As a result, the study team conducted a minimum of one and a maximum of two teacher focus groups in each school based on the grade span of a particular school.³ The teacher focus groups included teachers who were involved in planning for ELT as well as those who were not and teachers who were teaching additional hours as a result of ELT as well as those who were not.

² Five ELT schools returned surveys in mid-June in cases in which re-administration was required to raise response rates.

³ In a handful of cases, the study team conducted several smaller groups to accommodate schools' schedules, but these smaller groups were still held separately for elementary and middle school level teachers.

The study team conducted one focus group with fifth grade students and/or one focus group with eighth students, as applicable in each ELT school.⁴ As noted earlier, this year (2008-09) was the first year in which students were invited to discuss their experiences and express their opinions of ELT in focus groups.

The study team conducted a single focus group with parents at each Cohort 3 ELT school, unless a second Spanish-language focus group was needed for parents whose primary language was Spanish. Two parent focus groups were conducted in Spanish. Only parents in Cohort 3 schools were asked to participate in focus groups since parents in Cohort 1 and 2 schools had already participated in this activity.

Student participation in focus groups required parental permission, something that proved somewhat difficult to obtain, but parents proved to be the most challenging respondents to recruit, especially in non-neighborhood schools where many families do not live close by. In fact, parent focus groups only took place in six of the eight Cohort 3 schools; no parents showed up at two of the Cohort 3 schools. Also, whereas efforts were made to organize a Spanish-speaking group in 5 of the 8 Cohort 3 schools, only 2 Spanish-speaking parent groups totaling 13 participants ultimately took place.

The recruitment and scheduling guidelines provided to the schools by the study team indicated that the ideal number of participants for a single focus group was eight to ten, with a minimum of four and a maximum of twelve. The schools held to these guidelines, and teacher focus groups ranged from 3 to 14 participants, with an average of 7 teachers. Student groups ranged from 2 to 13 participants, with an average of 9 students. Parent groups ranged from 3 to 11 participants, with an average of 7 parents.

While the study team clearly outlined its expectations regarding the number of interviews and focus groups to take place at each school, it welcomed the addition of more focus groups to accommodate all willing participants. There were a few schools in which another focus group was added so as not to turn down anyone who wanted to provide their input on the ELT initiative.

Interview and Focus Group Length

On average, the majority of school staff interviews and parent and student focus groups lasted approximately one hour. When the principal of a given ELT school was new to the position in 2008-09, the interview was often extended to an hour and thirty minutes. While an hour-long session was scheduled with each ELT manager, this interview was often found to require only 30-45 minutes of time. In a few instances, the school schedule did not allow for teacher or student participants to speak with the research team for a full hour; in these instances, efforts were made to ensure that these focus groups lasted at least 45 minutes.

Informed Consent and Incentives for Participation

Prior to adult participation in individual or small group interviews, a consent form was read to the participant, and consent to participate in the interview was obtained orally. Adult participation in formal focus groups required written consent, which was obtained at the beginning of each focus group. Student participation in focus groups required written parental permission. This consent was gathered in advance of the focus groups so that the study liaison could select a diverse group of

⁴ A student focus group of 10th graders was held at the one ELT high school.

students whose parents had allowed them to participate and whose involvement provided the least disruption to their school schedules. All consent and permission forms were approved by Abt Associates' Internal Review Board and included: 1) an assurance of confidentiality; 2) an explanation that participation is completely voluntary and that non-participation will not harm an individual's relationship with his/her school, his/her district, or the Massachusetts Department of Elementary and Secondary Education; and 3) contact information should an individual have more questions regarding either the research or subject rights.

As incentive for participation, parent respondents received a \$10 stipend for their participation. The study team also provided refreshments at all focus groups.

Interviews with Key Stakeholders in the ELT Initiative

The study team conducted telephone interviews with ESE and Massachusetts 2020 representatives in fall 2008 and fall 2009 to obtain their perspectives on the ELT initiative's implementation during the 2008-09 school year. In addition, telephone interviews were conducted with superintendents and/or district leaders in the five Cohort 3 districts and with 27 community partners involved with the ELT initiative. These interviews took place in the spring and summer of 2009.

Extant Data and School Document Review

From the ESE website (<http://profiles.doe.mass.edu/>), the study team obtained publicly available school-level datasets for the ELT schools. Data included school-level student and teacher characteristics, such as percent of the student body receiving special education services, school enrollment, student-teacher ratio, and percent of core academic teachers identified as highly qualified. In addition, school documents such as ELT applications, school schedules, and ELT planning documents were requested from the schools and reviewed by the study team.

DATA ANALYSIS

Interviews & Focus Groups

After each school visit, study team members synthesized their notes from interviews and focus groups and typed them into the protocols for consistency. Audiotape recordings were referenced for fact-checking purposes. Notes were imported into NVivo, a software program that is used to organize breadth of qualitative data. Two analytic meetings involving the entire field team were held. The first meeting was held after a number of the school-level interviews and focus groups had been completed. The study team discussed emerging themes, shared interviewing strategies, especially for the newly implemented student focus groups, and discussed any improvements to the logistics of the visits that could be made. The second analytic meeting was held after all of the school-level information had been gathered, allowing the team to more fully identify and flesh out themes, make comparisons across schools, cohorts, and districts, and assign ratings to schools' implementation of core ELT components. For more information regarding the second analysis meeting, see Appendix C.

Teacher Surveys

Due to the increased number of study participants in 2008-09, Abt Associates moved to scannable surveys. Staff at Abt Associates did the initial processing of the surveys to ensure that surveys were attributed to the appropriate ELT school. The data entry itself was conducted by a consulting firm, Public Consulting Group, which later provided all survey datasets to Abt Associates for analysis.

Appendix B: 2009 Teacher Survey and Interview and Focus Group Protocols

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Evaluation of Expanded Learning Time

Teacher Survey Spring 2009



- **Please do not put your name on the survey. This survey is confidential. Individual survey results will not be shared with school, district or state personnel.**
- **Please return your survey, sealed in the provided envelope, to your school's evaluation liaison. Do not put your name on the envelope. The liaison will then send the sealed envelopes to the evaluation team at Abt Associates.**
- **Please use blue/black ink or a #2 pencil to complete the survey. Fill in circles completely.**

Like this: Not like this:

- **Thank you for your time and input!**

This study is authorized by the Massachusetts Department of Elementary and Secondary Education and is being conducted by Abt Associates.

Evaluation of the Expanded Learning Time (ELT) Initiative

TEACHER SURVEY INFORMATION SHEET

Abt Associates, a research firm in Cambridge, Massachusetts, is conducting an evaluation of the **Expanded Learning Time (ELT) Initiative** in collaboration with the Massachusetts Department of Elementary and Secondary Education. This study will assess schools' planning and implementation of ELT, as well as the initiative's impact on students, teachers, parents, schools, and other key stakeholders. We are asking all teachers in your school to complete a Teacher Survey for this evaluation. Your input is highly valuable in giving us a better understanding of how you, your students, and your school have experienced ELT.

Your participation in this study is completely voluntary. Refusing to participate will not involve any penalty or affect your employment in any way. It also will have no effect on your relationship with your school or with the Massachusetts Department of Elementary and Secondary Education.

It should take you approximately 15 minutes to complete the survey. It will include questions about the courses you teach, your expectations for and experiences with ELT to date, and other topics.

Your responses will be kept confidential to the extent provided by law. Under no circumstances will anyone from your school have access to any information that can be attributable to you. All teachers in ELT schools, including classroom teachers, specialists, and enrichment instructors, are being asked to complete this survey for a total of approximately 1,600 teachers. The minimum number of teachers at any one school is 19 and the minimum number of teachers at any one grade is 4.

Once you have completed your survey, please **seal** your survey in the provided envelope and return it to your school's evaluation liaison. Your liaison will then return the **sealed** envelopes to the evaluation team at Abt Associates. Completed surveys will be stored in a locked facility at Abt Associates Inc., accessible only to the study staff. These materials will be kept until 2013, at which time they will be destroyed.

Please contact Dr. Megan Horst, Outcomes Study Director, of Abt Associates Inc., at (617) 349-2570, if you have any questions regarding this research. Questions about study subjects' rights should be addressed to Ms. Marianne Beauregard of Abt Associates at (617) 349-2852. Calls to either number may incur regular long-distance toll charges.

If you agree to participate in the survey, please return your completed survey, **sealed** in the envelope provided, to your school's evaluation liaison. ***It is not necessary to sign this information sheet if you choose to complete the survey.*** We thank you for your cooperation and participation in this important study.

7. How many years have you been teaching at this school (including this year)?
Fill in the first circle if this is your first year at this school.

- 1st year of teaching at this school
- 2–5 years
- 6–10 years
- 11–15 years
- 16–20 years
- More than 20 years

Expanded Learning Time (ELT) Initiative

8. How involved were you in planning for ELT at your school?

- Very involved
- Somewhat involved
- A little involved
- Not involved at all

9. Are you working additional hours this school year compared to last school year?

- Yes
- No

9a. If YES, how many additional hours **per week** are you working this school year as a result of ELT?

Please enter the number of hours in the top row and fill in circles as appropriate. See page 7 for an example of how to complete this question.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

9b. If YES, for what amount of the school year are you working additional hours?

- Entire school year
- Half of school year
- Less than half of the school year

9c. If YES, are you **required** by union-management agreement to work all, some, or none of the additional hours?

- All
- Some
- None

10. The following questions ask about how ELT has affected your teaching schedule this school year compared to last year. Please fill in the circle that completes the sentence for each statement.

As a result of ELT...	<i>(Fill in ONE circle for each row.)</i>		
a. ____ of the classes I teach are longer.	<input type="radio"/> all	<input type="radio"/> some	<input type="radio"/> none
b. I now teach ____ classes.	<input type="radio"/> more	<input type="radio"/> fewer	<input type="radio"/> the same number of
c. I spend ____ time grading homework.	<input type="radio"/> more	<input type="radio"/> less	<input type="radio"/> about the same amount of

11. *In general*, what are your feelings about your school changing to an expanded schedule? *(Fill in ONE circle.)*

Very Unhappy → Very Happy

① ② ③ ④ ⑤

Perceptions of the Impact of Expanded Learning Time (ELT)

12. This school year, in your view, what has been the impact of the **longer day** in each of the following areas?

Because of the longer day...	<i>Has Improved</i>	<i>Has Remained the Same/ No Impact</i>	<i>Has Become Worse</i>
a. Student academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student engagement in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Student attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students' opportunities for enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students' participation in activities outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Student safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teacher and staff fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Homework completion rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Your ability to use different instructional strategies (e.g., project-based learning, small-group learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Your ability to cover more material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Your ability to differentiate instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Because of the longer day...	Has Improved	Has Remained the Same/ No Impact	Has Become Worse
n. Your collaborative/common planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Your individual planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Your relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Your professional development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Your connections with school partners (e.g. YMCA, cultural organizations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Your communication with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implementation of the Expanded Learning Time (ELT) Initiative

13. Overall, how satisfied are you with the implementation of ELT at your school thus far? (Fill in ONE circle.)

Not Satisfied → Very Satisfied

① ② ③ ④ ⑤

14. Currently, how well is each of the following working in the expanded day at your school? (Fill in ONE circle for each row.)

	Not well	→				Very well	Don't know or N/A
a. ELT leadership provided within the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. ELT leadership provided from the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Additional instruction in core subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. High-quality enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Staffing to support the longer day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Collaborative planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. Individual planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. Mental and physical health services for students during the longer day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j. Services during the longer day for students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
k. Services during the longer day for ELL students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Your Attitudes Toward Teaching

15. This item asks you to describe your *current* attitudes toward teaching using the statements below. To what extent do you agree or disagree with each statement? (Fill in ONE circle for each row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a. Overall, I am very satisfied with being a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Overall, I am very satisfied with being a teacher at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. If I could start over again, I would still become a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I plan to stay in the teaching profession until I retire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I think about transferring to another school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I think about transferring to another district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I am satisfied with my teaching salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The stress and challenges of teaching aren't really worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My enthusiasm for teaching has increased since my school adopted an expanded schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I am more satisfied with my job since my school adopted an expanded schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My teaching has improved since my school adopted an expanded schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

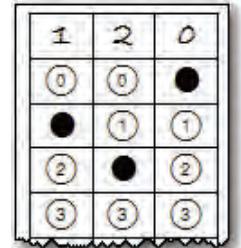
Use of Time

16. Please report the **average amount of time** you spend each week on each of the activities described below. Please provide estimates for this school year as well as last school year. *If this is your first year teaching, please leave the column for last school year blank.* Enter the number of minutes in the top row and fill in circles as appropriate. For example, if you spend 60 minutes twice a week engaged in collaborative planning time, you would fill in 120 minutes.

Work time beyond the school day is defined as time teachers spend outside the school day to plan instruction, to grade assignments, etc. This includes work done on school grounds before or after the official school day for teachers as well as work done at home.

Collaborative planning time is defined as time set aside during the school day for grade level teachers, subject area teachers, or other groups of teachers to meet to discuss instructional practices, student work, etc.

Individual planning time is defined as time set aside during the school day for teachers to plan instruction. How teachers spend this time is up to each teacher. Teachers may choose to work independently or collaboratively.



Amount of time you spend/spent (minutes per week)												
This School Year						Last School Year						
a. Work time beyond the school day												
	0	0	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9	9	9	9
b. Collaborative planning time												
	0	0	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9	9	9	9
c. Individual planning time												
	0	0	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9	9	9	9

Professional Development

Professional Development is defined as any activity in which a teacher is provided training about specific curriculum or programs, subject content material, or teaching strategies to use during instruction. Professional development includes school-based workshops, meeting with coaches, conferences, off-site trainings offered by the district, state, or other provider, etc.

21. This school year (2008–09), did you participate in any professional development activities?

- Yes No → **Skip to Question 22**

21a. If YES, this school year (2008–09), how many hours **in total** have you spent on professional development activities?

- Fewer than 10 hours
 10–25 hours
 26–50 hours
 51–75 hours
 76–100 hours
 More than 100 hours

22. This school year (2008–09), have you been able to attend all professional development opportunities you wanted?

- Yes → **Skip to Question 23** No

22a. If NO, Please indicate the reasons below. (Fill in ALL circles that apply.)

- The professional development offering conflicted with my school's school day.
 The professional development offering conflicted with family or personal commitments.
 The professional development offering was held off-site.
 No professional development was offered at my school.
 No professional development was offered in my school district.
 No release time and/or substitutes were provided.
 I could not afford the cost of the professional development offering.
 I was too exhausted to attend.
 There were funding or budget constraints.
 The topics offered were not what I needed and/or was interested in.
 Other reason: _____

Your School and District

23. This item asks you to describe your school and district this school year using the statements below. To what extent do you agree or disagree with each statement? (Fill in ONE circle for each row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Sufficient time during the school day is allotted for core subject area instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sufficient time during the school day is allotted for collaborative teacher planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sufficient time during the school day is allotted for individual teacher planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers are supportive of Expanded Learning Time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers are involved in making important decisions for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers share and discuss instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are given the support they need to teach children with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers and students spend more instructional time together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The principal is interested in the professional development of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The principal is an effective manager who makes the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The principal communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The principal is an instructional leader in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The principal is a strong advocate of Expanded Learning Time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Parents play an active role in the functioning of our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Students take their school work seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Students treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Students treat teachers with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. The district leadership communicates a clear vision for our districts' schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
s. The district is responsive to school and teacher concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. The district provides timely guidance on instructional practice, curriculum, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. District leadership effectively manages our schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. The district is interested in the professional development of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please feel free to share below any additional thoughts about your school’s ELT schedule.

THANK YOU FOR COMPLETING THIS SURVEY!

Please seal your survey in the envelope provided and return to your school’s evaluation liaison.

MA ESE Interview Protocol, Fall 2008

- 1) What criteria are used to select successful applicants for planning grants?
 - Have the criteria changed over time?
 - Have the applicants changed?
 - Do districts/schools plan without planning grants? If yes, approximately how many? Does their approach differ from districts/schools that do receive planning grants?
 - How many schools are currently planning for ELT?

- 2) How has the planning process changed over the past few years?
 - How does having a longer planning phase affect implementation?
 - Has the change in the level of funding for planning grants affected districts'/schools' approach to planning?

- 3) How is the ESE involved in the districts'/schools' planning process?
 - What types of guidance and/or feedback are districts/schools given about their plans?
 - What has the ESE learned from earlier cohorts that influences how you advise planning schools?

- 4) What criteria are used to select successful applicants for implementation grants?
 - Describe the requisite level of readiness that a school/district must exhibit.
 - What types of school/community characteristics seem to facilitate successful implementation of ELT? What factors impede planning and subsequent implementation?
 - Is preference given to districts that already have ELT schools? Why or why not?
 - What have been the issues/obstacles for unsuccessful applicants? Why do schools typically not move from planning to implementation?

- 5) How are schools' redesigns progressing?
 - What would you like to see more of?
 - What would you like to see less of?
 - What sort of accountability system is in place for ELT?
 - What types of changes have you seen the plans and approaches to redesign?
 - What priorities have been established for the program? Have these changed from prior years?
 - What prompted the changes in the amount of additional time required? (In 2006-07 it was at least 30% more, in 2007-08 it was at least 25% more, and in 2008-09 it's at least 300 additional hours?) Have schools adjusted their schedules in response to these changes?

- 6) How would you describe Mass 2020's role in the initiative?
 - Does the ESE have similar relationships for other initiatives?
 - Is there a formal agreement between Mass 2020 and ESE? If so, what topics does it cover?
 - If not, how do you decide which organization does what?
 - What strategies do you use to collaborate and coordinate with Mass 2020?

- Do you perceive that the relationship is effective? How might it be improved?
- How has the relationship changed over time?
- How have the roles of each organization changed over time? As a result of what?

7) What internal (ESE) capacity is necessary to proceed with an initiative like ELT?

- How many staff members work on ELT and what percentage of their time is dedicated to the initiative?
- Is the current capacity sufficient?

8) What are some of the other promising initiatives that are currently underway in Massachusetts schools?

- Do you present alternatives to districts/schools that are unable to successfully plan for and/or implement ELT?
- Are you aware of any schools that did not receive implementation grants that proceeded with a redesign of their existing schedule within the traditional school day?

9) What are some of the challenges ESE staff have encountered in developing and implementing the initiative? What are some of the successes?

10) How do you see the future of ELT?

- Is there a sustainability plan?
- What is the likelihood that current schools will continue to receive funding?
- What is the likelihood that additional schools will be added?

Guiding Questions for MA ESE Conversation: Fall 2009

1. Have there been any significant changes made to the ELT implementation grants or grant process over the past year (since fall 2008)?
 - a. Is ESE involved in any way with districts involved in planning for ELT (even though planning grants have not been available)?
 - b. Is any new information being gathered by ESE from districts this year?
 - c. What kind of information does ESE have about how ELT school-level implementation is going?
 - d. How have expectations for ELT implementation changed over time? What prompted these changes?
2. How has ESE's role in and/or priorities for ELT changed, if at all over the last year?
 - a. What kind of ESE staff support has been available for ELT over the last year and is current capacity sufficient, in your opinion? Has this changed over time?
 - b. Are there any other related ESE initiatives to highlight that contribute to or hinder the ability of schools to implement or plan for ELT?
 - c. How do you see the future of ELT?
3. What types of school/community/district characteristics seem to facilitate successful implementation of ELT, particularly in the last year? What characteristics impede implementation?
4. What are the main successes in terms of ELT implementation, particularly over the last year? Do these seem to differ by cohort or age range of school?
5. What are the main challenges or barriers that ELT schools are facing over the last year? Do these seem to differ by cohort or age range of school?
 - a. If appropriate, how were these challenges handled and by who?
6. Please characterize ESE's relationship with Mass2020 over the past year. Has it changed from previous years? What factors have contributed to the strengths and weaknesses of this relationship?
7. Are there any other issues or contextual factors that you would like to note that you think are important to include in the third year implementation report?

Fall 2009

Mass 2020 Policy and Technical Assistance Conversation: Guiding Questions

- 1) Did Mass 2020's priorities for ELT change in any significant way(s) last year? If so, how and why?
- 2) What were the major successes and challenges in implementing ELT from the policy perspective last year?
 - What factors contributed to success?
 - What were the barriers to success?
 - How have these factors changed over time?
- 3) Did Mass 2020 help any districts/schools plan for ELT last year, despite the lack of planning grants?
- 4) What guidelines and or feedback were districts/schools given with regard to implementing their plans?
 - From ESE?
 - From Mass 2020?
 - Did expectations for implementation change and if so, how and why?
- 5) What types of technical assistance (TA) did Mass 2020 provide to schools last year?
 - How many Mass 2020 staff members worked directly with schools/districts? For how much time? Is the current capacity sufficient?
 - Exactly how did staff assist schools/districts?
- 6) What were some of the successes and challenges schools/districts encountered in implementing ELT?
 - What were some of the facilitators to successful implementation?
 - What were some of the barriers to successful implementation? How were these challenges handled by Mass 2020, if appropriate?
 - Did these successes and barriers seem to vary by cohort, school type, and/or specific community or district characteristics?
- 7) Describe Mass 2020's relationship with ESE last year.
 - What strategies did you use to collaborate and communicate with ESE?
 - Was the relationship effective? How might it have been improved?
 - How has the relationship changed over time?
 - How have the roles of each organization changed over time? As a result of what?
- 8) How do you envision the future of ELT? Next year? Longer term?
 - How do you see Mass 2020's role in the future?
 - What role will Mass 2020 play in ensuring the future of ELT?
- 9) Are there any other issues or contextual factors that you would like to note that you think are important to include in the third year implementation report?

Fall 2008

Mass 2020/Technical Assistant Provider Interview Protocol

- 1) What is Mass 2020's role in ELT and how has it changed since the inception of the initiative?
- 2) What has been the role of Mass 2020 in the ELT planning process?
 - How has the planning process changed over the past few years?
 - How does having a longer planning phase affect implementation?
 - In what ways has Mass 2020's role in planning changed?
 - Has the change in the level of funding for planning grants affected districts'/schools' approach to planning?
 - How have changes in planning affected implementation?
 - What are some of the current and ongoing challenges schools/districts encounter in the planning process?
 - What have you learned from earlier cohorts that influences how you advise schools that are currently planning for or implementing ELT?
 - What are some of the facilitators to successful planning?
- 3) What guidelines and or feedback were districts/schools given with regard to implementing their plans?
 - From the ESE?
 - From Mass 2020?
 - Was this provided formally or informally?
- 4) What types of technical assistance (TA) does Mass 2020 provide to schools?
 - How do you establish needs and set priorities for the TA you provide?
 - Do you work with all ELT schools/districts?
 - Approximately how much time is devoted to each school/district?
 - How many Mass 2020 staff members work directly with schools/districts?
 - Is the current capacity sufficient?
- 5) What are some of the current and ongoing challenges schools/districts encounter in implementing ELT?
 - What have you learned from earlier cohorts that influences how you advise schools that are currently implementing ELT?
 - What are some of the facilitators to successful implementation?
- 6) What types of school/community characteristics seem to facilitate successful implementation of ELT?
- 7) Describe your relationship with the ESE.
 - Do you advise in the selection process?
 - Do you discuss schools'/districts' progress?
 - How has your relationship changed over time?

**MA-ELT
INTERVIEW PROTOCOL FOR DISTRICT ADMINISTRATORS (C3 Only)**

- 1) What prompted your district to pursue participation in the Expanded Learning Time (ELT) initiative? Why did you want the district to participate?
- 2) What are your goals for implementing ELT in your district?
- 3) How does this initiative fit within your district improvement plan?
- 4) What criteria were used to select schools for ELT (e.g., school performance, willingness to participate, leadership)?
 - a. Were there schools in the district that wanted to plan/implement ELT that were not selected for the 2008-2009 school year?
- 5) Did any schools in your district plan for, but not implement, ELT for the 2008-2009 school year?
 - a. If yes, what prohibited implementation?
- 6) What role did the district play in the planning process (i.e., the period of time before the 2008-09 school year started)?
 - a. Was there a formal planning group?
 - i. If so, how was the group formed?
 - ii. How did it operate?
 - iii. What did it accomplish?
 - b. What role did each of the ELT schools play in the planning process?
- 7) What role did the district play in negotiations with the teachers' union?
 - a. On which issues did the district/schools and teachers' union have to compromise, if any?
 - b. What are the major terms of the agreement between the district/schools and teachers' union?
 - c. Would you like to see the agreement revisited in the future? If so, why?
- 8) How is the district involved with implementation of ELT (i.e., since the school year has started) (e.g., provide resources, provide technical assistance, provide oversight)?
 - a. What types of external technical assistance (TA), guidelines, and/or resources are available to schools as they implement ELT?
- 9) How have teachers responded to ELT?
 - a. Is there a mechanism for obtaining feedback from teachers?
- 10) How have parents responded to ELT?
 - a. Is there a mechanism for obtaining feedback from parents?
- 11) How does ELT affect school choice and/or school assignment policies?
- 12) How would you describe the response to ELT from other schools in the district not implementing ELT?

- 13) How has the implementation of ELT affected the district's budget?
 - a. To what extent does additional state funding for ELT cover the additional costs of implementing ELT?
- 14) What lessons have been learned that will help you support ELT schools as they continue to address implementation issues in future years?
- 15) How would you characterize the relationship between your district and the Massachusetts Department of Education specifically around planning for and implementing the ELT initiative?
- 16) What have been some of the initial successes in schools' implementation of ELT?
 - a. How do you know?
- 17) What have been the challenges to implementing ELT?
 - a. Which challenges were foreseen and which were unanticipated?
 - b. How have challenges been addressed?
- 18) What outcomes do you expect from the district's implementation of ELT?
 - a. For students?
 - b. For teachers?
 - c. For schools?
- 19) How will you know if your expectations for outcomes are being met or not being met?
 - a. Progress monitoring feedback?
 - b. District benchmark assessments?

INTERVIEW PROTOCOL FOR SCHOOL PARTNERS

- 1. Did you or your organization work with this (these) ELT school(s) before the school(s) implemented Expanded Learning Time?**
 - a. What type of services did you provide?**
 - b. How long has your organization been working with this (these) school(s)?**
- 2. Was your organization involved in planning the ELT program in the school(s) you work with? If so, how?**
- 3. What services does your organization currently provide to this (these) ELT school(s)?**
 - a. How was it determined which services would be provided and how services would be delivered?**
 - b. Where are services provided (i.e. at school or at the organization's facility)?**
 - c. By whom from your organization?**
 - d. How many staff do you dedicate to the ELT school(s) in which you work?**
 - Who supervises them?**
 - What type of training/professional development do they receive?**
 - Are they integrated into the school culture? If yes, how?**
- 4. What are your goals for students in the ELT school(s) where you work?**
- 5. How is your organization compensated for the services you provide to ELT schools? (If the school does not pay for the services, how is the program funded?)**
- 6. How does working with the ELT school(s) affect your organization?**
 - a. Does it limit the level of services you can provide for others?**
 - b. What types of organizational changes have been made to accommodate ELT schools?**
- 7. To what extent has your partnership with the ELT school(s) developed as planned? (Or for a long-standing partnership: How has your partnership grown or changed over time?)**
 - a. What have been some of the challenges/barriers?**
 - b. What has worked well and why?**
 - c. Are there things that you plan to do differently in the future?**

MA-ELT
INTERVIEW PROTOCOL FOR COHORT 1 and COHORT 2 SCHOOL ADMINISTRATORS

- 1) How long have you been the principal at this school?**
 - *If new since ELT:* How did you feel about coming into a school that had an expanded day? Did you make changes to the program, and if so, what were they and why?

- 2) What changes, if any, have you made to your school's ELT program this year? (Prompts, if necessary: Staffing, schedule, logistical procedures, etc.)**
 - Were there any changes in the union agreement for this year?

- 3) How have challenges that were encountered last year (during the last two years) been addressed?**
 - Have you encountered new challenges this year?
 - What do you consider to be important successes this year?

- 4) In what ways have teaching and learning at your school changed because of ELT?**
 - How are teachers using the additional time in their classrooms?
 - Do teachers have more time to plan and/or collaborate?
 - Have there been changes to curriculum and instruction? (If yes, what changes?)

- 5) Please describe your enrichment offerings. Are your schools' enrichment offerings primarily academic, non-academic, or a mix of both?**

- 6) What partner organizations are you working with this year?**
 - What is the role of the partners? What types of services do they provide? How are they compensated? (Some schools applied for and received partnership grants from Mass 2020. See list.)
 - Do you provide PD and/or training to partner organizations?
 - How integrated are partners into the school culture?
 - Are any of these partner organizations new this year?

- 7) What types of technical assistance have you received for ELT, both last year (during the last two years) and this year?**
 - Who provides/provided the TA?
 - How frequent is/was the TA?
 - Is/was the level of assistance sufficient?
 - What other types of TA would you like to have?
 - *If no TA received, why didn't you receive TA? Was it offered?*

- 8) Have you noticed any changes in student enrollment that you attribute to ELT?**
 - Have there been any changes in the characteristics of the student population (e.g. special needs students, ages, minority status)?
 - Have you noticed any changes in student attendance? What about teachers' attendance?

- 9) In what ways are you using the ELT funds?**
 - To what extent does the state funding you receive for ELT cover the additional costs of implementing ELT?
 - Do you use other funding sources to cover the cost of ELT? If yes, what sources?
 - What costs do they cover?

10) Have there been changes in teachers', parents', and/or students' response to ELT over time?

11) What other improvement initiatives are underway at your school?

- How do various initiatives, including ELT, work together?

12) What effects have you seen and/or do you expect for students and teachers? (*Prompts: Student engagement, teacher satisfaction, discipline issues, etc.*)

- How will you assess these effects, other than MCAS?

MA-ELT
INTERVIEW PROTOCOL FOR COHORT 3 SCHOOL ADMINISTRATORS

- 1) How long have you been the principal at this school?**
- 2) How did your school arrive at the decision to pursue ELT planning and implementation grants?**
 - What programs and supports, if any, were already in place to ensure readiness to implement ELT?
 - What other school improvement initiatives are underway at your school?
 - How do various initiatives, including ELT, fit together?
- 3) What are your school's goals for ELT?**
 - How does ELT fit in with overall improvement plans?
- 4) What effects do you expect for students and teachers, and how will you measure them (other than MCAS)? (Prompts: Student engagement, teacher satisfaction, discipline issues, etc.)**
- 5) Who was involved in the planning process?**
 - Who decided which individuals or organizations would be involved in the planning process?
 - How was it decided?
 - Did you involve union representatives in the planning process?
 - Did you receive technical assistance during the *planning* process? If yes, who provided the TA and how effective was it? If no, was TA offered?
- 6) What were some of the challenges you encountered during the *planning* process?**
 - Any resistance from teachers, unions, and/or parents? If so, why?
 - Did any compromises have to be made? If so, which one(s)? Why?
- 7) What changes have been made to your school's schedule to implement ELT?**
 - How were decisions made about changes to your school's schedule?
 - Do you have longer academic blocks now? If yes, for which subjects and how much longer are they?
 - Please describe your enrichment offerings. Are your schools' enrichment offerings primarily academic, non-academic, or a mix of both?
 - What curricular and/or instructional changes were made, if any?
- 8) Please describe your staffing model for ELT (i.e. Do all staff work additional hours? Were teachers able to opt out, and if so, did they opt out of additional hours or out of the school? Who covers classes during the additional hours?).**
 - How did you determine the staffing model? (*Prompt, if necessary: For example, did the union agreement influence the options? Was funding a determining factor for your staffing model?*)
 - Is the level of staff sufficient?
 - Is the staff satisfied with the model?
- 9) What types of technical assistance (TA) did your school receive for *implementing* ELT?**
 - Who provides TA?
 - How much TA does your school receive (i.e. hours per week, month, etc.)? Is the level sufficient?
 - How effective is the TA?

- 10) In what ways are teaching and learning at your school different because of ELT?**
- How are teachers using the additional time in their classrooms?
 - Do teachers have more time to plan and/or collaborate?
- 11) To what extent does the state funding you receive for ELT cover the additional costs of implementing ELT?**
- Do you use other funding sources to cover the cost of ELT? If yes, what sources?
 - What costs do they cover?
- 12) Which organizations do you consider to be major school partners in your implementation of ELT?**
- What roles do these school partners play in implementation of ELT?
 - What types of services do these school partners provide?
 - Do you provide PD and/or training to school partners?
 - How integrated are partners into the school culture?
- 13) How have teachers responded to ELT?**
- Have any teachers left the school because of ELT?
 - Have you observed any changes in teachers' attendance?
 - Is there a mechanism for obtaining feedback from teachers?
- 14) How have parents and students responded to ELT?**
- Have you noticed any increases or decreases in enrollment?
 - Have there been any changes in the characteristics of the student population (e.g. special needs students, ages, minority status)?
 - Have you noticed any increases or decreases in student attendance?
 - Is there a mechanism for obtaining feedback from parents and students?
- 15) What do you consider the most important initial successes in your implementation of ELT?**
- 16) What have been the challenges you've encountered in *implementing* ELT?**
- Which challenges were foreseen, and which were unanticipated?
 - How are these challenges being addressed?
- 17) If you were advising principals at other schools who are about to plan for the implementation of ELT, what would you tell them to make the process an easier one than what you have experienced?**
- 18) Will you modify your schedule or education plans for the next school year based on your experience this year?**

MA-ELT
INTERVIEW PROTOCOL FOR ELT MANAGERS/COORDINATORS

- 1) Were you a member of this school's faculty or staff prior to becoming the ELT manager/coordinator?**
 - If yes: What was your previous role?
 - If yes: How long have you been at this school?
 - If yes: To what extent were you involved with the planning process prior to implementation?
 - If yes: How did you become the ELT manager?
 - If no: Where were you before coming to this school?
 - If no: When/how did you learn about the position of ELT manager?

- 2) What are your primary responsibilities as the ELT manager?**
 - Is ELT manager a full-time position? If no, do you have other, [unrelated] responsibilities at the school?

- 3) What do you consider the most important initial successes related to the implementation of ELT?**

- 4) What have been the challenges you've encountered in implementing ELT?**

- 5) If you had the chance to design ELT from the beginning, what would you do the same? What would you do differently?**

- 6) Is there anything else that you would like to say about the ELT initiative?**

MA-ELT
FOCUS GROUPS WITH COHORT 1 and COHORT 2 TEACHERS

Hello! Thanks so much for coming! My name is [Name], and this is my colleague [colleague name]. We work for Abt Associates, which is a research firm located in Cambridge. We have been hired by the Massachusetts Department of Elementary and Secondary Education to conduct an evaluation of the Expanded Learning Time (ELT) initiative. We're conducting focus groups with teachers to learn your perspectives about planning for and implementing ELT.

Please write your name on the tags/tents. This is just to facilitate the session; we will never use your names when reporting what we learn in focus groups.

Before we begin, I'd like to go over some of the ground rules. First, it's very important to respect one another both in terms of letting everyone voice their opinions if they wish, and by not sharing what you hear today with anyone outside the group. We will keep your comments confidential and will not use your names in any reports. These rules aim to help make the focus group an environment where people can be open and honest, which will provide the study team with the most accurate picture of ELT at your school.

Our conversation will last about an hour, but if at any time you want to leave, please feel free to do so. If any part of the conversation makes you uncomfortable, we would very much appreciate you letting us know. You can do so either by telling either me or [colleague name] after the session ends, or by contacting one of the people listed at the bottom of the consent form.

Before we start our discussion, does anyone have any questions? If no one objects, we will be taping our conversation, only for the purposes of supplementing our own notes later. Is that alright with everyone?

Okay, let's begin.

- 1) Please tell us your first name, the grade you teach, the number of years you have been teaching at this school, and whether you have participated in a focus group during a previous year for this evaluation. IF AT A SCHOOL WHERE PARTICIPATION IN ELT IS OPTIONAL, ASK TEACHERS TO SPECIFY WHETHER OR NOT THEY PARTICIPATE (Go around the group and record for each participant).**

- 2) In what ways has the implementation of ELT changed this year? What changes, if any, have been made to schedules, staffing, and/or procedures this year? Use of partners?**

- 3) What were the challenges encountered last year (during the last two years), and how have they been addressed this year?**

- 4) What changes, if any, in your teaching and educational goals have you made as a result of implementing Expanded Learning Time?**
 - How much additional instructional time do you have? Is the time added to academic blocks or are there new blocks/periods (or a combination of both)?
 - How do you use the additional instructional time?
 - Do you use time differently with ELT?
 - Changes in instructional strategies? (Prompts, if necessary: *Project-based lessons, small group or one-on-one instruction.*)

- 5) How have professional development opportunities changed for you this year, compared to last year and prior to ELT?**

- Have you been offered and/or participated in PD for how to use the additional time?

6) Do you have more planning time to prepare for your classes with ELT?

- Do you have both individual and common planning time? Approximately how much time each week?
- If common, how is the time typically used?
- If you teach additional classes because of ELT, do you receive additional planning time for those classes?

7) Do you teach an enrichment course this year? If yes...

- Did you choose to teach this course? Did you come up with the idea for the course?
- Did your students choose to take this course, or was it assigned to them?
- Do you teach it by yourself, or do you have any assistance (i.e., outside partners)? (Or do you assist someone else who is the main instructor for the class?)
- Do you consider the course to be academic in nature? (Or does it tie in to the academics being taught in that grade level?)
- Are you given time to plan for the enrichment course?

8) What value do you see in ELT for you and your students?

9) What are your impressions of the effects of Expanded Learning Time on students and teachers?

10) If you could, what changes would you make to your school's ELT program?

- What value would those changes bring to the ELT program?

11) What aspects of your school's program have been particularly successful?

12) We've conducted this meeting to help us evaluate the implementation and early outcomes of Expanded Learning Time. In addition to finding out how well this new initiative is working, we want to learn how to improve ELT for your school and other schools in Massachusetts that will be implementing it in the future. Is there anything that we've missed? Is there anything you came to this meeting wishing to say that you haven't had a chance to say?

**MA-ELT
FOCUS GROUPS WITH COHORT 3 TEACHERS**

Hello! Thanks so much for coming! My name is [Name], and this is my colleague [colleague name]. We work for Abt Associates, which is a research firm located in Cambridge. We have been hired by the Massachusetts Department of Elementary and Secondary Education to conduct an evaluation of the Expanded Learning Time (ELT) initiative. We're conducting focus groups with teachers to learn your perspectives about planning for and implementing ELT.

Please write your name on the tags/tents. This is just to facilitate the session; we will never use your names when reporting what we learn in focus groups.

Before we begin, I'd like to go over some of the ground rules. First, it's very important to respect one another both in terms of letting everyone voice their opinions if they wish, and by not sharing what you hear today with anyone outside the group. We will keep your comments confidential and will not use your names in any reports. These rules aim to help make the focus group an environment where people can be open and honest, which will provide the study team with the most accurate picture of ELT at your school.

Our conversation will last about an hour, but if at any time you want to leave, please feel free to do so. If any part of the conversation makes you uncomfortable, we would very much appreciate you letting us know. You can do so either by telling either me or [colleague name] after the session ends, or by contacting one of the people listed at the bottom of the consent form.

Before we start our discussion, does anyone have any questions? If no one objects, we will be taping our conversation, only for the purposes of supplementing our own notes later. Is that alright with everyone?

Okay, let's begin.

- 1) Please tell us your first name, the grade you teach, and the number of years you have been teaching at this school. IF AT A SCHOOL WHERE PARTICIPATION IN ELT IS OPTIONAL, ASK TEACHERS TO SPECIFY WHETHER OR NOT THEY PARTICIPATE (Go around the group and record for each participant).**
- 2) Were you involved with the initial planning for ELT at your school?**
 - **What were your initial impressions of ELT? Have your impressions changed since ELT has been implemented over this year?**
- 3) What changes, if any, in your teaching and educational goals have you made as a result of implementing Expanded Learning Time?**
 - How much additional instructional time do you have? Is the time added to academic blocks or are there new blocks/periods (or a combination of both)?
 - How do you use the additional instructional time?
 - Do you use time differently with ELT?
 - Changes in instructional strategies? (*Prompts, if necessary: Project-based lessons, small group or one-on-one instruction.*)
- 4) How have professional development opportunities changed for you this year, compared to past years, as part of Expanded Learning Time?**
 - Have you been offered and/or participated in PD for how to use the additional time?

- 5) Do you have more planning time to prepare for your classes with ELT?**
- Do you have both individual and common planning time? Approximately how much time each week?
 - If common, how is the time typically used?
 - If you teach additional classes because of ELT, do you receive additional planning time for those classes?
- 6) Do you teach an enrichment course this year? If yes...**
- Did you choose to teach this course? Did you come up with the idea for the course?
 - Did your students choose to take this course, or was it assigned to them?
 - Do you teach it by yourself, or do you have any assistance (i.e., outside partners)? (Or do you assist someone else who is the main instructor for the class?)
 - Do you consider the course to be academic in nature? (Or does it tie in to the academics being taught in that grade level?)
 - Are you given time to plan for the enrichment course?
- 7) What value do you see in ELT for you and your students?**
- 8) What are your initial impressions of the effects of Expanded Learning Time?**
- 9) If you had the chance to design ELT from the beginning, what would you do the same? What would you do differently?**
- 10) We've conducted this meeting to help us evaluate the implementation and early outcomes of Expanded Learning Time. In addition to finding out how well this new initiative is working, we want to learn how to improve ELT for your school and other schools in Massachusetts that will be implementing it in the future. Is there anything that we've missed? Is there anything you came to this meeting wishing to say that you haven't had a chance to say?**

MA-ELT FOCUS GROUPS WITH STUDENTS

Hello! Thanks so much for participating in this group! My name is [Name], and this is my colleague [colleague name]. We're here today to talk to you about your school and learn about your ideas and opinions. More specifically, we're conducting groups like this at lots of schools to learn what students think about Expanded Learning Time (ELT). We're here to learn about the general impressions of your school, not to collect information on you as an individual.

Please write your name on the tags/tents. This is just to help us during the session; we will never use your names when reporting what we learn here today..

*Before we begin, I'd like to go over some of the ground rules. First, it's very important to respect one another both in terms of letting everyone voice their opinions if they wish, and by **not** sharing what you hear today with anyone outside the group. We will keep your comments confidential (private) and will not use your names in any reports. The point of these rules is to make sure that everyone feels they can be open and honest, which will provide us with the most accurate picture of ELT at your school.*

Our conversation will last most of this period. If any part of the conversation makes you uncomfortable, we would very much appreciate you letting us know. You can do so by telling either me or [colleague name] after the session ends.

Before we start our discussion, does anyone have any questions? If no one minds, we will be taping our conversation, only for the purposes of writing up our notes later. Is that alright with everyone?

Okay, let's begin.

- 1. Please tell us how long you have been a student at this school (Go around the group to obtain this information from all respondents).**
 - **Do you have brothers or sisters in other grades or schools?**
 - **If yes to other schools: Does the school your brothers and/or sisters go to have ELT or an expanded schedule like you have here with a longer school day? (Students might say they have friends in non-ELT schools, and that's okay.)**
- 2. In general, do you like school?**
 - **What are some of your favorite things about school?**
 - **What are some of your least favorite things?**
- 3. What do you think about having a longer school day?**
 - **Are there things you get to do in school that you wouldn't be able to do without ELT (without the longer school day)?**
- 4. What activities do you currently do outside of school, if any?**
 - **Are there any after-school activities that you can't do anymore because you have a longer school day? If so, what activities?**

- **What do you think you would do after school if your school didn't have ELT? (Prompt, if necessary: What did you used to do after school before ELT when the school day was shorter?)**

5. Do you think that you learn a lot in school?

- **Is it easy or hard to pay attention in your classes? Which classes are easier/harder to pay attention in? Does it depend on the time of day?**
- **Do you have homework? If yes...**
 - **For all of your classes or just some?**
 - **How long does it usually take to do your homework?**
 - **Do you ever have trouble finishing your homework? (If yes: What do your teachers do if you don't finish your homework)?**
 - **Where do you do your homework, at home or at school?**
 - **Is it easy or hard to get extra help on homework if you need it?**
 - **IF NO HOMEWORK, did you used to have homework last year (or before ELT)?**

6. Is there anything that you wish you could change about your school?

7. As we said, we've come here today to learn more about your school. Is there anything else you'd like to tell us?

**MA-ELT
FOCUS GROUPS WITH C3 PARENTS**

Hello! Thanks so much for coming! My name is [Name], and this is my colleague [colleague name]. We work for Abt Associates, which is a research firm located in Cambridge. We have been hired by the Massachusetts Department of Elementary and Secondary Education to conduct an evaluation of the Expanded Learning Time (ELT) initiative. We're conducting focus groups with parents to learn your perspectives about planning for and implementing ELT.

Please write your name on the tags/tents. This is just to facilitate the session; we will never use your names when reporting what we learn in focus groups.

Before we begin, I'd like to go over some of the ground rules. First, it's very important to respect one another both in terms of letting everyone voice their opinions if they wish, and by not sharing what you hear today with anyone outside the group. We will keep your comments confidential and will not use your names in any reports. These rules aim to help make the focus group an environment where people can be open and honest, which will provide the study team with the most accurate picture of ELT at your school.

Our conversation will last about an hour, but if at any time you want to leave, please feel free to do so. If any part of the conversation makes you uncomfortable, we would very much appreciate you letting us know. You can do so by telling either me or [colleague name] after the session ends, or by contacting one of the people listed at the bottom of the consent form.

Before we start our discussion, does anyone have any questions? If no one objects, we will be taping our conversation, only for the purposes of supplementing our own notes later. Is that alright with everyone?

Okay, let's begin.

- 1. Please tell us your first name, the grade your child attends at school, and the grade your child was in when she or he started attending this school.**
 - Do you have children in other grades and/or schools?

- 2. When you first learned about the Expanded Learning Time initiative, did you want your child to attend a school with a longer day? Why or why not?**
 - If you did not want your child to attend the school once you learned about ELT, what options did you have for transferring your child to another school?

- 3. Were you involved in the planning process your child's school undertook before implementing Expanded Learning Time? If so, how were you involved?**

- 4. What kind of information have you received from the principal or other administrators at your child's school about Expanded Learning Time?**

- 5. What changes did you and your family make because of Expanded Learning Time? (e.g. Changes in family schedule/routine?)**
- Changes in child-care arrangements?
 - Changes in after-school activities in which your child participates?
- 6. In your view, how has your child's school changed now that it is a part of the Expanded Learning Time initiative?**
- Has Expanded Learning Time brought new opportunities to your child? If so, what kinds?
 - Has the longer day affected your child's safety at all? If so, how?
 - Has the longer day affected the amount of homework your child brings home? If so, how?
 - Has ELT affected the overall school environment or culture? If so, how?
 - Has your involvement with the school increased, decreased, or remained the same since ELT was implemented?
- 7. Has your child's education improved with the longer day?**
- 8. How has ELT affected your child's attitude about school?**
- What about his or her behavior in school?
 - Have his or her relationships with teachers changed?
- 9. If you had the chance to design Expanded Learning Time from the beginning, what would you do the same? What would you do differently?**
- 10. We've conducted this meeting to help us evaluate the implementation and early outcomes of Expanded Learning Time. In addition to finding out how well this new initiative is working, we want to learn how to improve the program for your child's school and other schools in Massachusetts that will be implementing ELT in the future. Is there anything that we've missed? Is there anything you came to this meeting wishing to say that you haven't had a chance to say?**

MA-ELT
GRUPOS FOCALES CON PADRES DE FAMILIA C3

¡Hola! ¡Muchísimas gracias por su participación! My nombre es [Nombre], y esta es mi colega [nombre de la colega]. Trabajamos para Abt Associates, una empresa de investigación que está ubicada en Cambridge. Nosotros fuimos contratados por el Departamento de Educación Primaria y Secundaria de Massachusetts para llevar a cabo una evaluación de la iniciativa Expanded Learning Time (ELT). Estamos llevando a cabo grupos focales con los padres para poder aprender su perspectiva y punto de vista sobre la planificación e implementación de la iniciativa ELT.

Por favor escriba su nombre en las etiquetas/tarjetas que le hemos proporcionado. Esto es simplemente para facilitar nuestra sesión; no usaremos su nombre cuando reportemos lo que aprendimos en los grupos focales.

Antes de comenzar, me gustaría revisar con ustedes las reglas del grupo. Primero que todo, es muy importante que se respeten los unos(as) a los(as) otros(as) ya sea en términos de permitir que todos(as) tengan la oportunidad de expresar sus opiniones si así lo desean, y al no compartir con nadie fuera de este grupo los temas discutido. Nosotros mantendremos sus comentarios en estricta confidencia y no usaremos sus nombres en ninguno de nuestros reportes. El propósito de estas reglas es el de ayudar a mantener un sentido de camaradería donde las personas participantes sientan que en estos grupos focales hay un medio ambiente abierto y honesto, lo que podrá permitir a nuestro grupo de estudio formar un imagen tan preciso como sea posible sobre la iniciativa ELT en su escuela.

Nuestra conversación durará aproximadamente una hora, pero si en algún momento usted quiere salir, por favor siéntase libre de hacerlo. Si alguna parte de la conversación le hace incómodo(a), le agradeceríamos mucho que conversara con nosotros para decirnos como se siente. Usted puede decírmelo a mi o a mi colega [nombre de la colega] después de la terminación de esta sesión, ó puede contactar una de las personas enumeradas al final del formulario de consentimiento.

Antes de empezar nuestra plática, ¿tiene alguno(a) de ustedes alguna pregunta? Si nadie se opone, vamos a grabar nuestra conversación, solo para complementar nuestros apuntes más tarde. ¿Está bien con todos de ustedes?

Muy bien, vamos a comenzar,

- 1) **Por favor, díganos su nombre, el grado escolar de su hijo(a), el grado escolar en que lo(a) matriculó cuando lo registró por primera vez en esta escuela; (Pregunte a cada participante a su alrededor y documente la información proveída por cada uno).**
 - **¿Alguno(a) de ustedes tiene hijo(s) en algún otro grado(s) y/o en alguna otra escuela?**
- 2) **Cuando se enteraron por primera vez de la iniciativa de Expanded Learning Time ¿querían ustedes que sus hijos(as) asistieran a esta escuela con un día escolar mas largo? ¿Por qué sí, o por qué no?**
 - **Si ustedes no querían que sus hijos(as) asistieran a esta escuela cuando se enteraron de la iniciativa ELT, ¿qué opciones tenían para transferir a sus hijos a otra escuela?**
- 3) **¿Alguno de ustedes participó en el proceso de planificación que realizó la escuela de sus hijos antes de implementación del programa ELT? Los que sí participaron, ¿de que manera participaron?**
- 4) **¿Qué tipo de información han recibido del director u otros administradores de la escuela de su hijos(as) sobre la iniciativa Expanded Learning Time?**
- 5) **¿Qué cambios tuvieron que hacer en su vida diaria debido al programa Expanded Learning Time? (Por ejemplo, ¿cambios en el horario familiar ó rutinas diarias?)**
 - **¿Cambios en el arreglo del cuidado de sus niños(as)?**
 - **¿Cambios en las actividades en que sus hijos(as) participan ó participaban usualmente después del día escolar (after-school)?**
- 6) **En su opinión, ¿cómo ha cambiado la escuela de sus hijos ahora que forma parte de la iniciativa Expanded Learning Time?**
 - **¿Dirían ustedes que la iniciativa Expanded Learning Time le ha traído oportunidades nuevas a sus hijos(as)? Si es así, ¿qué tipo de oportunidades?**
 - **¿Ha afectado la jornada escolar extendida en alguna manera la seguridad de sus hijos(as)? Los que piensen que sí, díganme ¿de que manera?**
 - **¿Ha afectado la jornada escolar extendida la cantidad de tarea que traen sus hijos(as) a casa? Los que piensen que sí, díganme, ¿de que manera?**
 - **¿Ha afectado ELT el ambiente o cultura de la escuela? Si es así, ¿cómo lo ha afectado?**

- Desde la implementación de ELT ¿ha aumentado, disminuido o seguido el mismo, su participación en la escuela?
- 7) ¿Piensan ustedes que la educación de su hijo/a ha mejorado debido a una jornada escolar más larga?
- 8) ¿Cómo ha afectado ELT la actitud de sus hijos(as) hacia la escuela?
 - ¿El comportamiento de sus hijos(as) en la escuela ha sido afectado?
 - ¿Ha cambiado las relaciones entre su hijo(a) y sus maestros?
- 9) Si ustedes tuvieran la oportunidad de diseñar Expanded Learning Time desde el principio, ¿Qué hubieran hecho igual? ¿Qué hubieran hecho distinto?
- 10) Hemos conducido esta reunión para ayudarnos a evaluar la implementación y primeros resultados de Expanded Learning Time. Además de enterarnos que tan bien está funcionando esta nueva iniciativa, queremos aprender cómo se puede mejorar el programa para la escuela de su hijo(a) y para otras escuelas en Massachusetts que implementarán ELT en el futuro. ¿Hay algo más que se nos haya escapado? Si hay algo que ustedes querían decirnos al venir a este grupo pero no han tenido la oportunidad de decirlo, este es un buen momento para hacerlo.

Muchísimas gracias por darnos de su tiempo y compartir sus ideas con nosotros.

Appendix C: Teachers' Views of ELT by Teaching Status

The tables below present backup detail about the responses of two groups of teachers in ELT schools, those who opt-in and teach expanded hours and those who opt-out of teaching expanded hours. It is important to note that the survey item used to distinguish between opt-in and opt-out teachers asks whether teachers' schedules have changed this year as well as whether they are required to teach more hours. As a result, it was not possible to present data from Cohorts 1 and 2 about the opt-in versus opt-out groups, because the question asked about comparing the current year to a prior year during which ELT had already been implemented. Therefore, the tables below focus on Cohort 3 teachers only.

In the tables that follow, data are presented for the overall ELT sample (Cohorts 1, 2, and 3), and then for Cohort 3 only, as well as separately for the two Cohort 3 groups (opt-in and opt-out). There are nearly ten times as many opt-in teachers as opt-out; the Cohort 3 opt-in sample ranges from 235 to 261, and the Cohort 3 opt-out sample ranges from 26 to 34.

	Percent of ELT Teachers			
	Overall	Cohort 3		
		Combined	Opt-in	Opt-out
Happy/Very Happy	48%	36%	35%	50%
Neutral	31%	38%	40%	24%
Unhappy/Very Unhappy	21%	25%	25%	26%

EXHIBIT READS: In spring 2009, across all ELT schools, 48 percent of teachers reported that they felt either happy or very happy about their school changing to an expanded schedule. Thirty-six percent of teachers across Cohort 3 schools reported feeling happy or very happy. Among Cohort 3 opt-in teachers who teach an expanded schedule, 35 percent reported that they were happy or very happy about their school changing to an expanded schedule, and 50 percent of Cohort 3 opt-out teachers reported feeling happy or very happy about the change.

Source: MA ELT Teacher Survey, Spring 2009, Item 11.

Sample: For Overall, 930 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 2.3 to 6.2 percent. For Cohort 3, 301 teachers. Nonresponse rate for this item is 2.3 percent.

Exhibit C-2: Opinions on Impact of ELT on Teaching

Agree or Strongly Agree that:	Percent of ELT Teachers			
	Overall	Cohort 3		
		Combined	Opt-in	Opt-out
My teaching has improved since my school adopted an expanded schedule	48%	41%	41%	38%
I am more satisfied with my job since my school adopted an expanded schedule	40%	31%	30%	38%
My enthusiasm for teaching has increased since my school adopted an expanded schedule	38%	32%	32%	36%
Teachers are supportive of ELT	69%	59%	58%	70%
Teachers are involved in making important decisions for our school	64%	58%	57%	63%

EXHIBIT READS: In spring 2009, across all ELT schools, 48 percent of teachers agreed or strongly agreed that their teaching has improved since their school adopted an expanded schedule. Forty-one percent of teachers in Cohort 3 schools agreed or strongly agreed. Among Cohort 3 opt-in teachers who teach an expanded schedule, 41 percent agreed or strongly agreed, and 38 percent of Cohort 3 opt-out teachers agreed or strongly agreed.

Source: MA ELT Teacher Survey, Spring 2009, Item 15k, 15j, 15i.

Sample: For Overall, 930 teachers from ELT schools. Nonresponse rates across items and cohorts range from 10.0 to 19.0 percent. For Cohort 3, 301 teachers. Nonresponse rates across items range from 10.0 to 13.3 percent.

Exhibit C-2: Teachers' General Attitudes Towards Teaching

Agree or Strongly Agree that:	Percent of ELT Teachers			
	Overall	Cohort 3		
		Combined	Opt-in	Opt-out
Overall, I am very satisfied with being a teacher.	94%	96%	96%	100%
Overall, I am very satisfied with being a teacher at this school.	82%	79%	78%	86%
If I could start over again, I would still become a teacher.	88%	93%	92%	97%
I plan to stay in the teaching profession until I retire.	92%	94%	93%	100%

EXHIBIT READS: In spring 2009, across all ELT schools, 94 percent of teachers agreed or strongly agreed that, overall, they are very satisfied with being a teacher. Ninety-six percent of teachers in Cohort 3 schools agreed or strongly agreed. Among Cohort 3 opt-in teachers who teach an expanded schedule, 96 percent agreed or strongly agreed, and 100 percent of Cohort 3 opt-out teachers agreed or strongly agreed.

Source: MA ELT Teacher Survey, Spring 2009, Item 15a, 15b, 15c, 15d.

Sample: For Overall, 930 teachers from ELT schools. Nonresponse rates across items and cohorts range from 2.3 to 6.7 percent. For Cohort 3, 301 teachers. Nonresponse rates across items range from 4.0 to 5.6 percent.

Exhibit C-4: Teachers' Perceptions of Amount of Instructional Time and Planning Time

Agree or Strongly Agree that:	Percent of ELT Teachers			
	Overall	Cohort 3		
		Combined	Opt-in	Opt-out
Sufficient time during the school day is allotted for core subject area instruction	87%	78%	79%	71%
Teachers and students spend more instructional time together	84%	80%	81%	75%
Sufficient time during the school day is allotted for collaborative teacher planning	58%	46%	45%	56%
Sufficient time during the school day is allotted for individual teacher planning	62%	57%	56%	65%

EXHIBIT READS: In spring 2009, 87 percent of teachers across all ELT schools agreed or strongly agreed that there was sufficient time during the school day allotted for core subject area instruction. Seventy-eight percent of teachers in Cohort 3 schools agreed or strongly agreed. Among Cohort 3 opt-in teachers who teach an expanded schedule, 79 percent agreed or strongly agreed, and 71 percent of Cohort 3 opt-out teachers agreed or strongly agreed.

Source: MA ELT Teacher Survey, Spring 2009, Item 23a, 23b, 23c, 23h.

Sample: For Overall, 930 teachers from ELT schools. Nonresponse rates across survey items and cohorts range from 2.7 to 8.3 percent. For Cohort 3, 301 teachers. Nonresponse rates across items range from 2.7 to 3.3 percent.

Exhibit C-5: Teachers' Perceptions of the Impact of the Longer Day on Instruction

Impact of the Longer Day on Teachers'	Percent of ELT Teachers		
	Improved	Remained the same	Worse
Ability to cover more material—Overall	54%	41%	5%
Cohort 3	47%	45%	8%
Cohort 3 – Opt-in	48%	44%	8%
Cohort 3 – Opt-out	35%	53%	12%
Ability to use different instructional strategies—Overall	49%	46%	5%
Cohort 3	42%	51%	6%
Cohort 3 – Opt-in	44%	51%	6%
Cohort 3 – Opt-out	32%	56%	12%
Ability to differentiate instruction—Overall	42%	54%	3%
Cohort 3	32%	64%	4%
Cohort 3 – Opt-in	33%	64%	3%
Cohort 3 – Opt-out	21%	70%	9%

EXHIBIT READS: In spring 2009, 54 percent of teachers across all ELT schools reported that because of the longer day their ability to cover more material had improved, 41 percent reported it had stayed the same, and 5 percent reported it had become worse.

Source: MA ELT Teacher Surveys, spring 2009, Item 12 l, k, and m.

Sample: For Overall, 930 teachers from ELT schools. Nonresponse rates across survey items and cohorts range from 4.1 to 6.7 percent. For Cohort 3, 301 teachers. Nonresponse rates across items range from 3.7 to 5.6 percent.

Exhibit C-6: Teachers’ Perceptions of the Impact of the Longer Day on Students’ Opportunities for Enrichment

Impact of the Longer Day on	Percent of ELT Teachers		
	Improved	Remained the Same	Worse
Students’ Opportunities for Enrichment			
Overall	72%	22%	6%
Cohort 3	90%	8%	3%
Cohort 3 – Opt-in	90%	7%	3%
Cohort 3 – Opt-out	85%	15%	0%

EXHIBIT READS: In spring 2009, 72 percent of teachers across all ELT schools reported that because of the longer day, students’ opportunities for enrichment had improved, 22 percent reported they had remained the same, and 6 percent reported they had become worse.

Source: MA ELT Teacher Survey, Spring 2009, Item 12e

Sample: For Overall, 930 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 3.3 to 5.9 percent. For Cohort 3, 301 teachers. Nonresponse rate for this item is 3.3 percent.

Exhibit C-7: Teachers’ Perceptions of the Impact of the Longer Day on Teachers’ Collaborative/Common Planning Time

Impact of the Longer Day on Teachers’	Percent of ELT Teachers		
	Improved	Remained the Same	Worse
Collaborative/common planning time			
Overall	42%	42%	16%
Cohort 3	46%	26%	28%
Cohort 3 – Opt-in teachers	48%	24%	28%
Cohort 3 – Opt-out teachers	33%	42%	24%

EXHIBIT READS: In spring 2009, 42 percent of teachers across all ELT schools reported that because of the longer day, their collaborative or common planning time had improved, 42 percent reported it had remained the same, and 16 percent reported it had become worse.

Source: MA ELT Teacher Survey, Spring 2009, Item 12n.

Sample: For Overall, 930 teachers from ELT schools. Nonresponse rates for this item across cohorts range from 3.7 to 5.6 percent. For Cohort 3, 301 teachers. Nonresponse rate for this item is 3.7 percent.
