

Boston Public Schools Expanded Learning Time Research Collaborative

Year 1 Findings Report

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Overview

Expanded learning time (ELT) is a practice that entails increasing the length of the school day for all students, with the goal of improving student outcomes, especially in low-performing schools. ELT is a growing practice nationwide, with support from the U.S. Department of Education, which encourages ELT as part of its School Improvement Grants (SIG) (Center on Education Policy, 2012). Its implementation varies but generally includes some combination of additional instructional time for students, additional planning and collaboration time for teachers, and “enrichments.” Enrichments include, but are not limited to, visual arts, music, dance, theater, robotics, debate, sports, and other learning opportunities that are not directly related to core content but that are otherwise considered important for building students’ skills (Snellman, Silva, Frederick, & Putnam, 2015).

Boston Public Schools (BPS) has been implementing ELT as an improvement strategy in low-performing schools since 2006. In 2015 the district drastically increased the number of participating schools, with a plan of expanding the day in 60 elementary, middle, and K–8 schools by 2018. How much additional time is added to the school day and parameters for using the extra time depend on the ELT funding source, but, in general, schools have wide latitude for program implementation. For example, in some schools, the extra time is used to provide additional academic supports for students, whereas other ELT programs have a greater emphasis on enrichment or on teacher collaboration and development. How schools use the extra time and, importantly, the impact of the extra time on student outcomes are matters of considerable interest to the district and to the field of education.

BPS is collaborating with American Institutes for Research (AIR) to study its ELT program types, with the goal of understanding the impact of ELT on student academic and behavioral outcomes as well as program cost-effectiveness. This report describes the results from the first year of the study, which sought to identify common uses of time in the 46 schools implementing ELT in school year 2015–16 as well as perceived strengths and common challenges. An expanded day was defined as any BPS school adding 30 minutes per day, or 150 minutes per week beyond the district standard.¹

Overall findings from the study reveal the following:

- The district lacks centralized information about schools’ time usage, a potential barrier to understanding ELT implementation.
- The amount of time added varies by ELT policy and funding type, with no single districtwide system. Allocation of time also varies, with some relationship to instructional focus.
- The greatest reported strength of ELT—teacher satisfaction about its potential for student outcomes—is at odds with the greatest reported challenges—lack of teacher buy-in and teacher burnout.

¹ A standard school day is defined as 6 hours for elementary schools, 6 hours 10 minutes for middle schools, and 6 hours 20 minutes for high schools. K–8 schools have been treated as elementary schools, and 7–12 schools have been treated as middle schools.

Study Methods

This section provides a brief summary of the study methods; see Appendix A for a full description. Staff from both BPS and AIR collected data, using extant data and interviews to determine the amount of time added to each school's day, how the additional time is used, and the perceived strengths of ELT and challenges encountered by staff when planning for and implementing it. AIR and BPS staff cocreated a data collection table for collecting and organizing data from extant documents and interviews (see Appendix B); the data table is designed to facilitate ongoing data collection by BPS staff about ELT implementation.

BPS provided extant data consisting of school ELT plans, agreements, and master schedules to AIR for analysis. AIR staff sorted the information into the data collection tables prior to conducting interviews. Interviews with principals and other key ELT administrators were then used to verify information from the extant data documents and to provide any missing information. Interviews also provided an opportunity to learn school staff's perceptions about ELT implementation. AIR and BPS staff conducted phone interviews with staff from 39 schools using an interview protocol drafted by AIR and revised based on feedback from BPS staff and the study's Advisory Panel (see Appendix B). Interviews were recorded with permission, and staff entered information therefrom into each school's data table.

Upon completion of the data tables, AIR used NVivo data analysis software to code data regarding successes and challenges for 39 of BPS's 46 ELT schools, using the software to identify common themes across the interviews. BPS staff populated and standardized school time usage data as well as other information about the ELT schools into an Excel spreadsheet. For cases in which the amount of school time had been taken from a master schedule, BPS staff converted it into additional time using the Superintendent's Circular #CAO-1 Minimum Allocations of Standard Time (Appendix C). Interviews and extant data provided information about time usage for 42 of the 46 ELT schools in BPS. Information about four of the ELT schools is missing from this study's findings.

Study Limitations

Because of the differences between elementary and high school schedules and the complexity of schedules school-to-school (different bell schedules within the same building, etc.), only individual student and teacher schedules are available through the district's student information system, Aspen. Aspen has the capacity to hold schedule data in a format that would provide details on the amount of time each grade spends on different subject areas more specifically, but the district is not currently using this format for elementary grade levels or requiring specific time-usage information on the high school level. However, transitioning to this format would require extensive training and significant increased data entry responsibilities on the school level. Therefore, there was no way of obtaining master schedules with detailed use of time from schools. Members of the study team relied instead on interviews to collect these data, a less rigorous method for collecting schedule information and one that poses a burden for school staff.

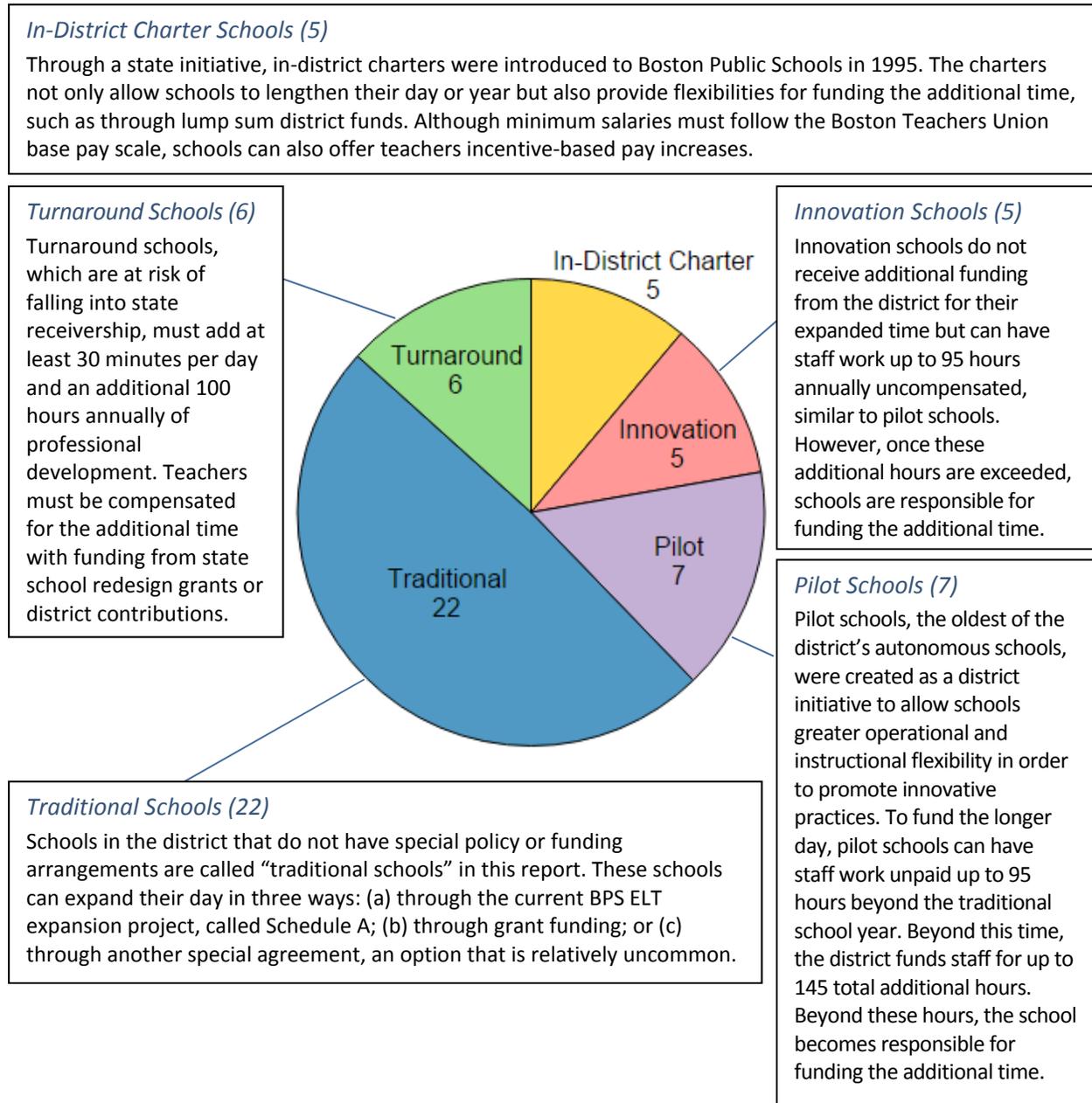
The study team also relied heavily on extant data from various school agreements. These agreements, most of which are not updated annually, commonly contain information about total length of day and teacher time but not how instructional time is used. Therefore, the data collected often provided

instructional time information that was outdated or incomplete. As noted, in four schools no data about ELT were available at all because the study team was unable to schedule interviews with school staff and there are no available agreements. In order to have accurate data going forward with the project, the research team plans to continue data collection on instructional time school by school.

Findings by ELT Type

There are five major types of ELT arrangements in the district, displayed in Figure 1.² Findings by ELT type are discussed in subsequent sections.

Figure 1. Proportion of Boston Public ELT Schools Corresponding to Five ELT Types

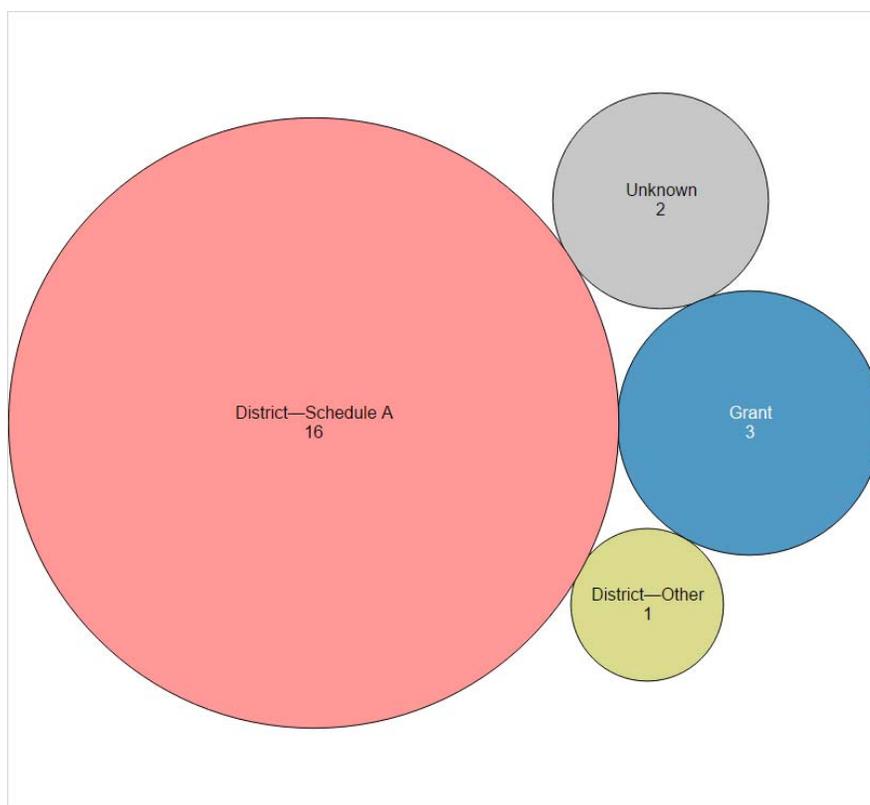


² One BPS ELT school is an Exam school. Exam schools are autonomous schools with competitive admission requirements. The exam school is not included because no data were available about it.



Four of the five ELT types are *autonomous schools*, or schools that have special arrangements with the district, described in detail in Appendix D. We have grouped the remaining 22 schools as *traditional schools*, or schools that follow regular district staffing and budgeting procedures. In this study, the traditional schools are divided further into three groups by funding source, as depicted in Figure 2 (a fourth group is comprised of two schools for which there were no data).

Figure 2. Traditional ELT School Types



Note. Two schools are classified as unknown due to lack of data.

The largest traditional ELT school subtype is called Schedule A. ELT in these schools is the result of a joint initiative between the mayor of Boston, Boston Public Schools, and the Boston Teachers Union (BTU) to expand learning time by 40 minutes per day in 60 schools by 2017–18.³ The first cohort of Schedule A schools, which implemented an expanded day in school year 2015–16, included 16 schools. In addition to increased instructional time, these schools were required to design a schedule with an additional 40 minutes per week of teacher collaborative planning time and 35 minutes of personal planning and development time. All staff are required to work the extra time, receiving compensation based on the Schedule A pay grid, which raised teachers’ annual salaries by \$4,464.02 for each teacher.⁴

³ The total number of schools included in the agreement is subject to school closures, mergers, and changes in accountability status.

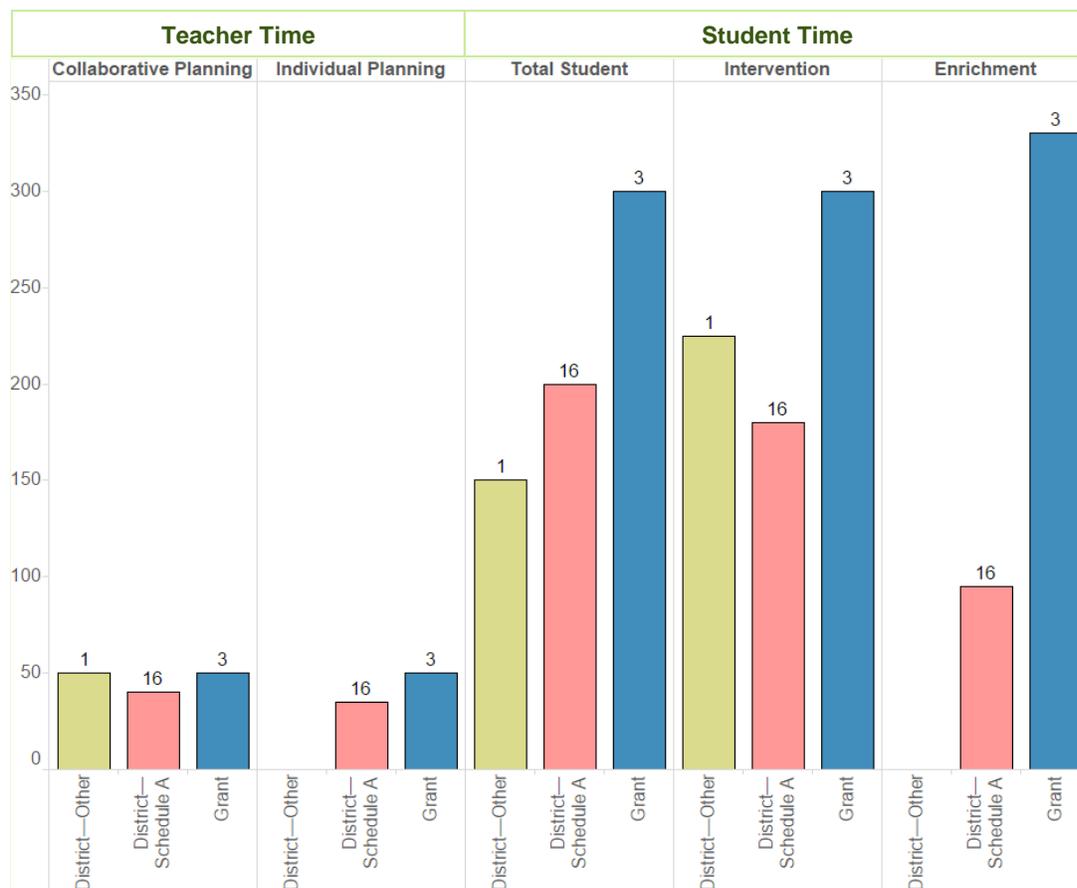
⁴ This salary increase applies to Groups I and II of the BTU pay scale. For group definitions, see Article VIII of the Collective Bargaining Agreement (CBA) between the Boston Teachers Union and the Boston School Committee.

Three other traditional schools have expanded their day through state Mass ELT or 21st Century Community Learning Centers grants. These grants allowed the schools to expand their school schedule by 180 to 300 hours per year. Although neither grant has explicit requirements for how the time is used, schools must submit annual continuation applications that demonstrate student success and must increase instructional and enrichment opportunities, increase professional development for staff, and demonstrate instructional methods such as differentiated instruction and project-based learning.

One school had other district funding, and two schools were not included in the study analysis due to lack of data.

Figure 3 shows how additional time is allocated among teachers and students in the 20 traditional schools for which data were available, by type.

Figure 3. Allocation of Additional Time in Traditional ELT Schools



Note. This graph reflects the median amount of time added per week. The median amount of time, rather than the average, was used to ensure that schools adding a very large or small amount of minutes would not skew the data and represent the group of schools as a whole. Two schools are not included in this graph due to missing data. Professional development information is not included due to lack of data.

District—Other: $n = 1$; District—Schedule A: $n = 16$; Grant: $n = 3$

In accordance with requirements, all Schedule A schools added 200 total additional minutes for students per week as well as 40 minutes of collaborative planning time and 35 minutes of personal planning time for teachers. Allocation of student time was discretionary. Ten of the 16 Schedule A schools (63%) reported adding instructional intervention periods, and 13 of the Schedule A schools (81%) reported adding enrichment blocks.

The grant-funded schools are required to add 180 hours of instructional time per year, but previous rounds of the grants required double this amount. Therefore, the amount of time added depends on the year in which the school applied for the grant. In school year 2015–16, two out of three grant-funded traditional schools added 1 hour of additional instruction per day. The third school added 2 hours per day. Of these three schools, staff at one school reported adding collaborative time, and staff at another reported additional personal planning time for teachers. Staff at two schools also reported adding intervention, and staff at two schools reported adding enrichments for students. The other traditional school added collaborative planning time and professional development for teachers as well as student interventions.

Interviews with staff at traditional schools revealed a number of strengths and challenges encountered in implementing ELT. Because of the different amounts of times and funding structures, these strengths and challenges are presented separately for the 16 Schedule A and four other grant schools.

Schedule A Strengths

- **Teacher collaboration:** In half of the Schedule A schools, staff mentioned that teachers appreciate additional collaboration time. Staff at multiple school mentioned that the additional collaboration allowed leaders to work better with teachers.
- **Teacher satisfaction:** Staff reported that teachers were excited about the potential that ELT brought, including more time to meet with colleagues and leaders as well as the opportunity to teach new content, especially enrichment blocks.
- **Integrating intervention blocks:** The addition of intervention time was mentioned as a key priority and early success by staff in many Schedule A schools.
- **Student engagement:** Staff reported that teachers are able to incorporate different opportunities for students, such as adding more videos and having students move to different classrooms and work with different teachers, to which they attribute increased student engagement relative to prior years.

Schedule A Challenges

- **Teacher/administrator buy-in:** Staff in half of the Schedule A schools mentioned teacher buy-in as a challenge. Several reported that they had not been aware of their role in ELT prior to implementation, and, as a result, some teachers were unwilling to stay for any time beyond the extended day, such as meeting with families after school.
- **Funding:** Half of the Schedule A school staff reported that funding was a challenge, primarily due to a lack of funds for additional materials and the difficulty of finding substitutes willing to work the longer day without additional compensation.

- **School-day scheduling:** Some Schedule A schools struggled with finding a schedule that integrated the extra time into the school day while meeting both student and teacher needs, such as not requiring too many student transitions.
- **Partners:** Staff at many Schedule A schools reported that working with partners was challenging for a variety of reasons. Some staff said that partners were not as invested in the school or were not consistent in how they treated students, while other staff said that partners were too expensive. In Schedule A schools, teachers are required to remain in the classroom with partners, and staff at multiple schools mentioned that teachers therefore were unable to use partner-led time for collaboration.
- **Teacher scheduling:** Although teachers were granted additional collaboration time, staff at many schools reported that specialists were less able to collaborate with core teachers due to their new ELT schedule.
- **Transportation/start time:** Transportation was a challenge for many students and staff, with later dismissal resulting in more time spent in traffic. Many of the schools reported wanting to shift their start time to go with their new end time but reported being unable to change their school's start time.
- **Planning:** The first cohort of Schedule A school staff reported that having examples of successful ELT models of the best ways to use their additional time would have been beneficial in their planning process. Staff also reported that they felt additional guidance concerning district expectations of their use of this time would have helped them decide how best to use the additional time.

Other Traditional ELT School Strengths

- **Increased academic achievement:** Staff at traditional non-Schedule A schools reported increased academic success, based on test scores and class work.
- **Integrating intervention blocks:** Staff at one traditional ELT school said that they are able to meet a need for intervention with ELT. In another school, English as a second language (ESL) services are delivered during extended time rather than pulling students out of core classes.
- **Student engagement:** Staff reported that ELT allows teachers to work with small groups, which in turn has allowed teachers to develop deeper relationships with students.

Other Traditional ELT School Challenges

- **Supporting all students:** Determining how to create a school-day schedule and programming that meet the needs of all students has been challenging. In one traditional school, not all support staff stay for ELT, limiting the support available for some students during the extra time.
- **Funding/compensation:** Two of the traditional non-Schedule A schools were unable to fund extra time for all staff, meaning certain programs could not be implemented for the full school year. Not having all staff participating in ELT also proved challenging for promoting universal buy-in to the longer school day.
- **Partners:** Some schools used partners to deliver some programming, but staff from a few of these schools reported that consistency between partners and school staff was a challenge to monitor and maintain, including instructional quality and behavioral expectations.



Table 1 shows allocation of additional time in the six pilot schools for which data were available for the study. Of these schools, staff at five added less than 1 hour to their day, with the median at 200 additional minutes per week (approximately 40 minutes per day). Staff at four schools reported adding collaborative planning time for teachers, with a median amount of 115 minutes per week. Staff

at four schools reported adding professional development hours, and staff at three schools reported additional individual planning time. For students, staff at four schools reported adding intervention time, and staff at two schools reported adding enrichment time.

Table 1. Allocation of Additional Time in Pilot ELT Schools

	Teacher time			Student time (minutes per week)		
	Collaborative time	Professional development	Individual planning	Additional student time	Intervention	Enrichment
Number of schools	4	4	3	7	4	2
Median Time (minutes per week)	115.0	38.0 ^a	48.0	200.0	192.5	457.5

Note. These data reflect what was reported through charter agreements and interviews with school staff. A lack of data does not necessarily mean that these schedule components were absent.

^a Professional development is reported in hours per year.

Pilot ELT Strengths

- **Increased academic achievement:** Pilot school staff reported improved academic achievement as evidenced by data including test scores and graduation rates.
- **Integrating intervention and enrichment blocks:** Pilot schools reported satisfaction with integrating intervention and enrichment into their school-day schedule.
- **Partnerships:** Staff credited partner organizations for high-quality programming for students. These schools had worked with their partners for multiple years to improve the quality of programming offered and better meet students’ needs.

Pilot ELT Challenges

- **Funding/compensation:** Staff noted that compensation for teachers and general funding of ELT in the pilot schools are a challenge. At some pilot schools, teachers either are not compensated for the additional time or are paid significantly less than teachers at other ELT schools in Boston. In addition, staff at grant-funded pilot schools said that the lack of a guarantee of the grant funding prohibits the longer school day from becoming their standard schedule.
- **Teacher/administrator buy-in:** Related to funding, some pilot schools reported that staff buy-in to the longer school day was less than full and that some staff chose not to work the extra time.



Of the school types, the five in-district ELT charters showed the largest variation in how much time they added. In school year 2015–16, in-district charter schools had a longer-than-traditional day ranging from 200 to 600 additional minutes per week, with a median of 450 minutes per week. Staff at all five in-district charters reported increased collaborative teacher planning time and professional development. Intervention periods were reported at three schools (60%) and enrichment blocks at four (80%). See Table 2 for details.

Table 2. Allocation of Additional Time in In-District Charter ELT Schools

	Teacher time			Student time (minutes per week)		
	Collaborative time	Professional development	Individual planning	Additional student time	Intervention	Enrichment
Number of schools	5	5	—	5	3	4
Median Time (minutes per week)	90.0	75.0 ^a	—	420.0	180.0	270.0

Note. These data reflect what was reported through charter agreements and interviews with school staff. A lack of data does not necessarily mean that these schedule components were absent.

^a Professional development is reported in hours per year.

In-District Charter ELT Strengths

- **Increased academic achievement:** Staff said that having extra time has helped increase student achievement, including boosting graduation rates.
- **Teacher satisfaction:** In determining the school-day schedule with ELT, staff reported that longer blocks helped facilitate instruction.

In-District Charter ELT Challenges

- **School-day scheduling:** Scheduling was a challenge for some schools, and staff said that long (90-minute) blocks were not ideal for all classes or students. Determining where in the school day to integrate interventions was also difficult for some schools.
- **Partners:** Although partners were integrated into the fabric of some in-district charter schools, staff reported that some partner staff were inexperienced and unable to manage student behavior in ways consistent with the school staff’s expectations.
- **Teacher/administrator buy-in:** Staff reported that teacher buy-in was not always consistent, which led to some inconsistencies in instruction in schools where the extra time is optional for teachers. Even in schools where all teachers stay for ELT, exhaustion and burnout are reported challenges.



Among the five innovation schools with a longer-than-traditional day, four added 150 minutes per week, or 30 minutes per day (Table 3). One school added more than double this time through state grant funds. Staff at all five schools reported additional collaborative time for teachers; four schools added professional development, and two schools added individual planning time. For students, staff at three schools reported having intervention periods as a result of the expanded time. No data were available about added enrichment time.

Table 3. Allocation of Additional Time in Innovation ELT Schools

	Teacher time			Student time (minutes per week)		
	Collaborative time	Professional development	Individual planning	Additional student time	Intervention	Enrichment
Number of schools	5	4	2	5	3	—
Median Time (minutes per week)	96.0	39.5 ^a	240.0	150.0	150.0	—

Note. These data reflect what was reported through charter agreements and interviews with school staff. A lack of data does not necessarily mean that these schedule components were absent.

^a Professional development is reported in hours per year.

Innovation ELT Strengths

- **Teacher satisfaction:** Staff in innovation schools reported that teachers have been satisfied with ELT. They are less stressed, no longer feel that they are running out of time in their classes, and feel better able to meet all students’ needs. Staff said that having a shared vision across school staff and engaging parents were helpful strategies for increasing ELT support.
- **Increased academic achievement:** Staff in innovation schools reported improvement in student test scores, including students outperforming their targets overall and in some subgroup populations (e.g., English language learners [ELLs]).

Innovation ELT Challenges

- **Funding/compensation:** Compensation for teachers is a challenge, with leaders in multiple innovation schools reporting that teachers either are not compensated for the additional time or are paid significantly less than teachers at other ELT schools in Boston.
- **School-day scheduling:** Staff reported that determining how to schedule the school day for students to best use the extra time was a challenge. In addition, ensuring coverage for all classrooms was sometimes difficult while ensuring time for teacher collaboration. Another challenge was finding substitutes for absent teachers due to the fact that substitutes would not be paid extra for working the longer day.
- **Other challenges:** The later dismissal created challenges for multiple groups: Parents often picked up students early to attend extracurricular activities outside the school, students often could not attend afterschool activities at the school due to a lack of later transportation, and staff were not all satisfied with leaving work later than in previous years.

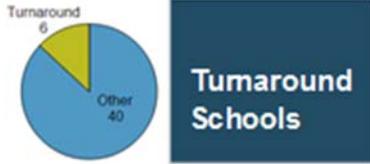


Table 4 shows time allocations in the six district turnaround schools with ELT. Reflecting the additional time requirement, four of these schools expanded their day by 150 minutes per week, or 30 minutes per day. Two schools elected to add time beyond 30 minutes daily. Staff at four schools reported adding collaborative planning time for teachers, and staff at one school reported additional individual planning time for teachers.

The median amount of professional development hours aligns with the required amount of time for turnaround schools, although one school reported adding more. Staff at three schools reported adding intervention time for students, and staff at one school reported adding enrichment time.

Table 4. Allocation of Additional Time in Turnaround ELT Schools

	Teacher time			Student time (minutes per week)		
	Collaborative time	Professional development	Individual planning	Additional student time	Intervention	Enrichment
Number of schools	4	5	1	6	3	1
Median Time (minutes per week)	89.0	100.0 ^a	274.0	150.0	150.0	150.0

Note. These data reflect what was reported through charter agreements and interviews with school staff. A lack of data does not necessarily mean that these schedule components were absent.

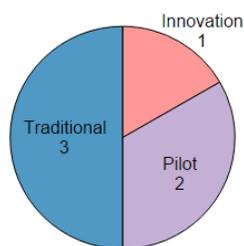
^a Professional development is reported in hours per year.

Turnaround ELT Strengths

- **Increased academic achievement:** Turnaround schools reported that increased time helped increase academic achievement, as evidenced primarily through test scores. Some turnaround schools reported intentionally using ELT to narrow the achievement gap for high-risk students.

Turnaround ELT Challenges

- **Funding/compensation:** Staff at turnaround schools mentioned that they receive less compensation for their ELT than do teachers at other BPS ELT schools, with different teacher compensation agreements based on school type.
- **School-day scheduling:** Staff at one turnaround school said that having an even longer day would make scheduling easier, and staff at other turnaround schools discussed the challenge of finding time to prepare specifically for ELT.



Grant-Funded ELT Schools

Grant-funded schools include three traditional, two pilot, and one innovation school described in prior sections. However, these schools were also influenced by their funding sources, which require the addition of at least 180 hours to the school year (1 hour per day) and impose different types of priorities than do other funding sources. These schools, therefore, are discussed separately in this section.

Table 5 shows time allocations for the grant schools, which add a median of 337.5 minutes of additional time each week. Staff at four schools reported adding collaborative planning time for teachers, and staff at one traditional school reported additional individual planning time for teachers. Staff at one pilot school reported that it offers 40 additional hours of professional development annually. Staff at four grant-funded schools reported adding intervention time for students, and staff at three schools reported adding enrichment time.

Table 5. Allocation of Additional Time in Grant-Funded ELT Schools

	Teacher time			Student time (minutes per week)		
	Collaborative time	Professional development	Individual planning	Additional student time	Intervention	Enrichment
Number of schools	4	1 (<i>pilot</i>)	1 (<i>trad</i>)	6	4	3
Median Time (minutes per week)	90.0	40.0 ^a	50.0	337.5	220.0	360.0

Note. These data reflect what was reported through charter agreements and interviews with school staff. A lack of data does not necessarily mean that these schedule components were absent.

^a Professional development is reported in hours per year.

Grant-Funded ELT Strengths

- **Increased academic achievement:** Staff at grant-funded ELT schools said that student achievement has increased, including higher test scores and graduation rates.
- **Student engagement:** Staff reported that students are engaged in more unique activities during ELT, such as performing plays and engaging with nature, and that the longer day gives students a safe and structured environment in which to spend their afternoons.

Grant-Funded ELT Challenges

- **Funding/compensation:** Almost all grant-funded schools reported that funding was a challenge due to uncertainty about the future of the funding and an inability to cover all planned activities using the funds received, with at least one school being unable to compensate teachers to stay for ELT.
- **Supporting all students:** Some schools reported that it was challenging to design a program that met the needs of all stakeholders, including all groups of students.
- **Teacher/administrator buy-in:** Staff at some schools that have had a longer school day for many years reported that teacher and administrator turnover has been a challenge.

Summary of Findings

The prior section provided information about how ELT is structured as well as its perceived strengths and common challenges by ELT type. This section summarizes these findings in all ELT schools for which data were available.

Use of Time

Overall, addition of time is commensurate with ELT policy type and funding source, with schools adding required amounts of time (although some schools added more time than required). The majority of schools in BPS, Schedule A schools, also have specific parameters for use of time related to teacher collaboration and planning. However, there is flexibility across all school types, especially in the types of programming offered to students. Figures 4a–d show how extra time is allocated to interventions, enrichments, core English language arts instruction, and core mathematics instruction by ELT type (these data also are tabulated in Appendix E).

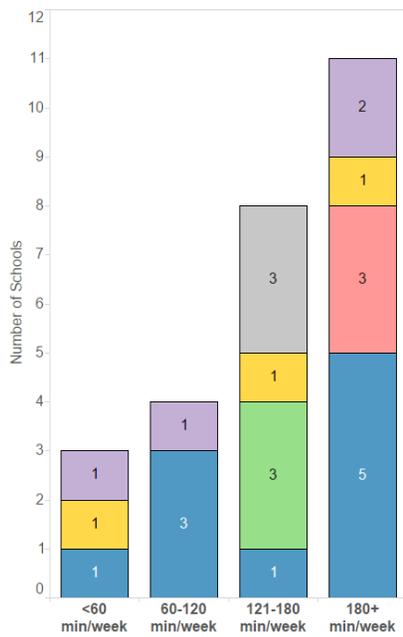
In general, schools that allocated time to one of these four areas allocated a lot of their added time; for each programming type, schools were more likely to add 2, 3, or more hours per week to these categories than 2 or fewer hours. The exception to this pattern was Schedule A schools, of which six out of 16 (38%) added 1 or fewer hours per week of enrichment. Schedule A schools were most likely to allocate the largest ranges of time to interventions (five added 3 or more hours per week).

Interventions and enrichments were the most popular choices for allocating student time overall, with 26 schools (62%) offering interventions and 21 schools (50%) offering enrichments. Additions to core English language arts classes were also popular, with 14 schools (one third) adding at least some time and nine schools adding 2 or more hours. Additions to core mathematics classes are less common, with 11 schools (26%) adding time and five schools adding 2 or more hours per week. Although some schools reported adding time to core science (eight schools) and social studies classes (six schools), no schools added more than 2 hours per week (see Appendix E for core science and social studies).

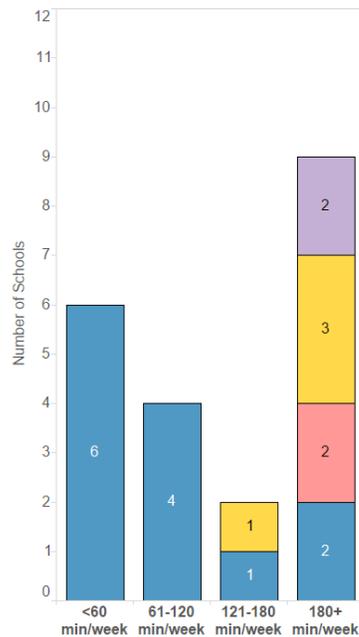
Figure 4. Allocation of Student Time in BPS Schools by ELT Type. Added time is shown in ranges for (a) interventions, (b) enrichment blocks, (c) core English language arts (ELA) instruction, and (d) core mathematics instruction.

Key: School Type

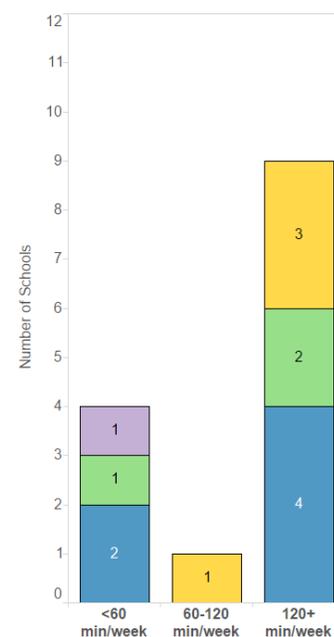
- Turnaround
- Pilot
- In-District Charter
- Innovation
- Traditional—Other
- Traditional—Schedule A



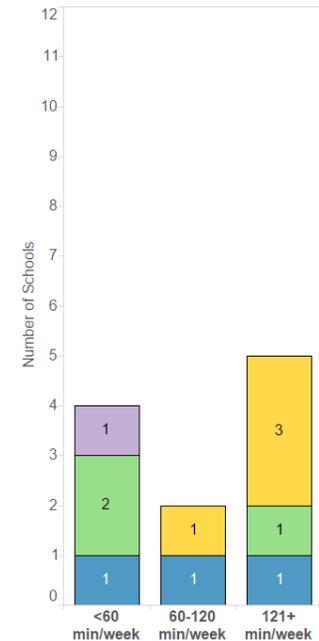
(a) Interventions



(b) Enrichment Blocks



(c) Core ELA Instruction



(d) Core Mathematics Instruction

Because schools are given wide latitude in *how* they allocate student time, despite policy- and funding-related restrictions on *how much* time they have, the study team examined whether there was any relationship between instructional focus and use of time. School instructional foci, often selected many years prior to the implementation of ELT, were grouped into the following eight categories:⁵

1. Literacy or English language arts (ELA)
2. General academic (i.e., both mathematics and ELA, or all core subjects)
3. Response to intervention (RTI) or focus on special populations (e.g., students with disabilities or English learners)
4. Social-emotional learning
5. Critical thinking
6. Project-based learning
7. Science, technology, engineering, and mathematics (STEM)
8. Other (career focus, community focus, and visual and performing arts focus)

Table 6 shows student time use data organized by instructional foci in 35 schools for which there were instructional focus data.

Table 6. Percentage of Schools Adding Various Types of Student Time by School Instructional Focus

	Literacy/ELA (n = 14)	Academic (n = 10)	RTI/Special populations (n = 5)	Social-emotional learning skills (n = 6)	Critical thinking (n = 4)	Project-based learning (n = 3)	STEM (n = 1)	Other (n = 3)
Intervention	57%	90%	80%	50%	50%	33%	100%	—
Enrichment	71%	50%	60%	67%	50%	—	—	67%
Core mathematics	36%	20%	40%	17%	50%	33%	—	33%
Core ELA	57%	20%	40%	17%	75%	—	—	33%
Core science	21%	10%	40%	50%	25%	33%	—	33%
Core social studies	29%	—	20%	17%	25%	—	—	33%

Note. There is overlap in schools reported in this table because some schools listed more than one instructional focus.

Findings by foci include the following:

Literacy/ELA: Instructional interventions were implemented in more than half of the 14 schools with a literacy or ELA focus. Ten of these schools (71%) implemented enrichments (these

⁵ Some schools reported multiple foci.

enrichments did not necessarily have an explicit ELA focus). More than half added at least some time to core ELA classes; of these, six schools added more than 2 hours per week of core ELA class time.

General academic and STEM: Of the 10 schools reporting a general academic focus, almost all (90%) implemented instructional interventions. The only school reporting a STEM focus also implemented instructional interventions.

RTI and special populations: The majority of the five schools with an RTI or special populations focus implemented instructional interventions (80%) or enrichments (60%).

Social-emotional learning: Of the six schools with a focus on social-emotional skills, four (67%) implemented enrichments and half implemented instructional interventions.

Critical thinking: The majority of the four schools with a critical thinking focus added time to core ELA classes. Half of the schools with this focus also added time to core mathematics classes or added instructional interventions or enrichments.

Project-based learning: Of the three schools with a project-based learning focus, one added time to core mathematics and one added time to core science classes, but none added time to core ELA or social studies classes.

ELT Strengths

Several strengths emerged across ELT school types, including the following:

- **Teacher satisfaction:** Staff reported that teachers were excited about the potential of extra time. One area that stood out was excitement around enrichments, with staff expressing that ELT was a valuable opportunity for students to participate in new activities and with teachers enjoying teaching new content. Staff also expressed that interventions offer a chance for teachers to help students close learning gaps. Staff reported that teachers liked having more collaboration time.
- **Increased academic achievement:** Although ELT was a recent initiative in many of the schools, staff reported observing increased academic success with ELT, based on test scores⁶ and class work.
- **Integrating intervention and enrichment blocks:** The addition of targeted intervention time into the school-day schedule was mentioned as a key priority and success by staff in many ELT schools. Staff in schools where enrichment opportunities and social-emotional support also were embedded into the ELT schedule said that these additions were valuable. Staff also spoke about the importance of seamlessly integrating these “extra” opportunities into the school day, and not allowing them to feel like “added on” activities, to have the greatest success with ELT.
- **Teacher collaboration:** Staff in ELT schools mentioned improved teacher collaboration as a result of additional teacher collaboration time and improved student monitoring

⁶ Standardized assessment scores since ELT implementation began are not yet available for many of the schools in this study.

stemming from increased use of student data due to implementation of targeted intervention blocks. Together, the increased collaboration time and data use resulted in frequent and useful student data discussions in many schools.

ELT Challenges

Several challenges also emerged. Interestingly, although teacher satisfaction was a key strength of ELT, teacher buy-in was also a challenge across school types. This and other challenges are described below.

- **Teacher/administrator buy-in:** Challenges related to staff buy-in were mentioned across all school types. Teachers in many ELT schools did not like the longer day, and staff said that it would be preferable to change the start time rather than just adjust the school's end time, which was often how the additional time was included. Staff buy-in was especially challenging in schools where not all teachers stayed for ELT. Leaders in many schools were concerned about the potential for staff burnout and were seeing signs of burnout in schools with a history of ELT, including teachers choosing not to return and moving to schools with shorter days.
- **Funding/compensation:** Funding or compensation was mentioned as a challenge by staff in many ELT schools. The challenges primarily were associated with inequality in compensation for teachers at different ELT schools in the district, including the difficulty of finding substitutes willing to work at ELT schools due to the lack of additional compensation for the longer day.
- **School-day scheduling:** Across all school types, leaders struggled to organize a schedule that integrated the extra time into the school day while meeting both student and teacher needs. Many schools wanted to create a seamless day rather than add an ELT block at the end of the day, but this strategy often proved difficult to implement while allowing for adequate teacher collaboration time during the school day.
- **Partners:** Some schools with partners expressed that the partner staff were less experienced and less able to handle student behavior, which often led to less organized activities. Staff also worried about the quality of partner-led activities. A few schools found partners to be too expensive to use given the schools' levels of ELT funding. The six pilot schools, however, were exceptions. Staff at two of these schools credited partner organizations for high-quality programming; these schools had long-established relationships with their partners.
- **Teacher scheduling:** Staff reported a variety of teacher scheduling challenges, including some specialists who were less able to collaborate with core teachers, teachers wanting a different start time to the day, and difficulties finding substitutes willing to come to an ELT school.
- **Transportation:** Transportation was a challenge for many students and staff, with later dismissal resulting in more time spent in traffic and much later arrivals home for both.

Discussion

This first stage of research on ELT in BPS provides important information about its implementation across a variety of school types. These data form an important basis for future research about ELT impact and cost-effectiveness in BPS.

One particularly striking aspect of this study, described in the Study Limitations section, was the lack of centralized data about schools' time usage, a barrier to district-level planning and supports for this type of programming as well as to understanding ELT impacts on student outcomes. Two factors largely contributed to the lack of accurate usage of time data: (a) the lack of systems for collecting standardized master schedules and (b) the lack of an autonomies office for collecting and monitoring autonomous school agreements.

Although school type, categorized by policy and funding context, determines *how much* time schools add, there is still much to be understood about *how* they use the time. Patterns explored in this report revealed a tendency for schools to allocate large portions of their time to a given type of programming, especially interventions and enrichment blocks. There are also potential relationships between use of time and schools' instructional foci, although these relationships also could reflect other factors (such as grade levels served) and should be explored further.

Several interesting findings also emerged about staff perceptions of ELT. Although staff reported that teachers are happy to have extra time available to provide instruction, burnout remains a challenge. School staff and leaders frequently said that they have been satisfied with having extra time due to the additional opportunities it presented for both teacher collaboration and student learning—this was the most often mentioned success of ELT. In many schools, however, leaders observed teachers exhibiting exhaustion and voicing unhappiness with the additional expectations and responsibilities that accompanied ELT, leading to a concern about burnout among teachers and administrators, although the study data did not reveal whether the burnout was a result of the additional time itself or of how it was being used.

Relatedly, school staff and leaders frequently reported challenges related to gaining and keeping teacher buy-in for ELT. Some teachers had not bought into ELT due to feelings of inequality (e.g., not all teachers stayed for the longer school day) or unexpected responsibilities (e.g., teachers who thought the extra time would be covered by partners when they agreed to become an ELT school).

Although relying on partner organizations is one possible way to address teacher burnout, the use and perception of partner-led ELT activities varied across schools. Some school leaders reported that partner organizations were too expensive to use with the ELT funding available, while other school leaders wanted to use partner organizations to lead their ELT activities but could not do so due to contractual constraints. Among schools that did use partners, school leaders often reported that teacher-led ELT activities were of higher quality and more beneficial to students than were those led by partners. The reasons given for the preference for teacher-led activities included teachers' higher levels of experience managing student behavior and familiarity with both the students and the school's expectations, creating consistency between the ELT activities and the rest of the school day.

Funding was a frequently cited challenge and, similar to the concerns affecting teacher buy-in, was often related to disparities in teacher pay across schools. School staff reported concerns regarding equality of compensation across BPS schools rather than concerns regarding the total amount that teachers were paid for working extra time.

Finally, although staff reported that teachers were happy to have additional collaboration time, creating a school-day schedule that seamlessly integrates extra student time while allowing for teacher collaboration and teacher-led ELT activities remains a challenge.

Next Steps

In the next stage of research, AIR and BPS will collaborate to design and implement small-scale impact and cost-effectiveness analyses based on the findings about ELT described in this report. Of particular importance are considerations for how ELT is used in different BPS schools—considering not just how much extra time students receive but also what they do with that time. Another important consideration is schools’ instructional foci and goals for ELT in relation to student outcomes. Student outcomes may include not only academic achievement but also student engagement, attendance, and other outcomes hypothesized to be related to ELT based on school leader perceptions, previous research findings, and district expectations.

It is hoped that these analyses will help BPS further plan for and implement ELT successfully as this educational strategy becomes increasingly common in the district as well as in the state and the nation.

References

Center on Education Policy. (2012). *Increased learning time under stimulus-funded school improvement grants: High hopes, varied implementation*. Washington, DC: Author.

Snellman, K., Silva, J. M., Frederick, C. B., & Putnam, R. D. (2015). The engagement gap: Social mobility and extracurricular participation among American youth. *The ANNALS of the American Academy of Political and Social Science*, 657(1), 194–207.

Appendix A. Detailed Methodology

Participants. Participants in this study included principals and staff from 42 schools utilizing an expanded day model within the Boston Public Schools.

Data Collection. The findings are based on evidence collected from extant data and interviews. Researchers from AIR and practitioners at BPS cocreated a data collection table to be used for collecting and organizing data from extant documents and interviews (see Appendix B). Extant data documents were provided to AIR by BPS, and the information was sorted into data collection tables. Extant data included documents that varied by school type (e.g., implementation plans from traditional Schedule A schools, innovation plans, turnaround plans, etc.) and by history of ELT, because schools that had implemented ELT for many years did not always have plans available for review.

AIR researchers created an interview protocol to guide conversations with principals and teacher leaders at each of the ELT schools. This interview protocol was reviewed and revised based on feedback from BPS staff and partnership advisory board members. Interviewees were solicited from all schools with at least 30 minutes of extra time in their school day in BPS. Principals were contacted through email by their supervisors (Principal Leaders) and then through follow-up emails from the BPS ELT office inviting the principals or another school leader to sign up for an interview time slot using an online calendar. The interviews were conducted via phone by AIR and BPS staff. Data from the interviews conducted with principals and staff at 39 schools within the Boston Public Schools were collected by AIR and BPS notetakers into the data collection tables, augmenting the data from the extant documents. Of the interviewed schools, eight made two staff members available for separate interviews,⁷ while only one staff member was interviewed at each of the other 31 schools.

After all extant document reviews and interviews were completed, data were collected from the BPS Office of Data and Accountability, BPS Office of ELT, and the Massachusetts Department of Elementary and Secondary Education to add contextual information about each school. These data included grades served, school type (pilot, innovation, Schedule A, etc.), and funding source.

The findings are intended to provide information that can be used to identify common uses of extra time, perceived successes, and common challenges across varying extended learning models within BPS.

Data Analysis. NVivo data analysis software was used to conduct analysis on the data collection tables, which incorporated data from extant data and interviews. Specifically, AIR researchers coded data from the tables that fell into the categories of planning, successes, and challenges by using NVivo software to group evidence from across all schools into themes, or nodes, within each of these categories. (For example, if four different school tables mentioned funding or compensation as a challenge for ELT, the text about that challenge from each school was coded into the same node.) Upon completion of the coding process, an AIR researcher cleaned the data by reviewing all coded data to ensure reliability and consistency across nodes.

⁷ At three schools, multiple staff members were interviewed during a single interview.

A second mode of data analysis led by BPS staff included the population of an Excel spreadsheet. Data from the tables that were used to populate the Excel spreadsheet fell into the following categories: ELT foundation (e.g., instructional focus, priorities, autonomies, etc.), the amount and use of extra time for teachers and students, and “Other” (e.g., before-school and afterschool activities, staffing modifications, etc.). Also included in the Excel file were data from the BPS Office of Data and Accountability, BPS Office of ELT, and the Massachusetts Department of Elementary and Secondary Education, including grades served, school type (e.g., pilot, innovation, Schedule A, in-district charter, turnaround) and funding source, and demographic data.

Data analysis sought to understand the variation across Boston Public Schools regarding models of ELT, while also attending to perceived successes and challenges encountered through ELT implementation. This descriptive study aimed to identify common implementation practices and perceived strengths and challenges, with the ultimate goal of forming a foundation for future exploratory studies of impact and cost-effectiveness.

Appendix B. Data Collection and Analysis Instruments

Contextual Information *[if unknown prior to the interview]*

1. What is your role at the school, how long have you been at this school, and how have you been involved with expanded learning time implementation?
2. How is ELT funded at your school? Have the sources of funding for ELT changed over time?

Overview of Expanded Learning Time Implementation

3. Your school day is [x minutes] longer than the district minimum. How did you prioritize your time use in the redesign of your school day with the extended time? *[Note: We are looking for what activities they chose to add time to in this redesigned school day and why those things. The following probes dig deeper on the specifics of time use for teachers and students. Schools who have had ELT for many years may not be able to answer these questions about how their time use now differs, so will want to instead focus on how time is currently being used.]*
 - a. Additional teacher time? How much time each week is spent on:
 - i. Professional development?
 1. What does this usually look like? (e.g., mode of instruction, embedded, in house, faculty meetings, etc.)
 2. How are topics determined?
 - ii. Collaboration time? *[Note: If unclear, probe if collaboration is taking place as a part of their schedule or outside of their work day (e.g., required or voluntary).]*
 1. How are the collaborative groups structured? (e.g., by grade, content, ...)
 2. What activities do teachers do during this time?
 3. Is there time available for teachers to meet with specialists? (e.g., SPED and ELL teachers)
 - iii. Individual/personal planning time?
 1. What types of activities are these?
 - b. Additional activities for students? *[For K–8 schools]:* Is the amount of extra time different for students in elementary and middle school grades?
 - i. Continuation of previously scheduled instructional content (e.g., more of previously offered core academics)?

- ii. New content for your school? (e.g., science, social studies, art, music, PE, foreign languages, etc. in grades where not previously offered)
 - iii. Academic intervention time? [*Note: This is not referring to interventions required by IEPs.*]
 - 1. If so, for all or selected students, and how is this determined?
 - 2. Remedial interventions only or also opportunities for advancement?
 - 3. How, if at all, will students' placement in interventions be reassessed and changed throughout the school year?
 - 4. Who teaches/implements interventions and where does the content for these come from (e.g., teacher-created, boxed curriculum, online program, etc.)?
4. [*For schools that have had ELT in previous years*] Can you please briefly describe what ELT was like in your school in previous years? Briefly describe what has changed and why.
5. Tell me about your school's planning process in preparation for this school year:
- a. Who was involved? (e.g., other administrators, teachers, families, district staff, other?)
 - b. What kind of guidance did you receive in planning? From whom?
 - c. [*Note to interviewer: Please know the type of school (e.g., Schedule A, innovation, turnaround, etc.) in advance of the interview.*] What funding have you used for implementing ELT in your school? Where did you have flexibility in designing your day? What aspects, if any, were required?
 - d. What priorities were identified during the planning for your redesigned school day?
 - e. Is there a specific instructional or academic focus that is a part of these priorities?
 - f. What common schoolwide strategies, protocols, and/or practices have been or will be established to support the priorities and/or the instructional or academic focus and drive long-term success? How are/will these be monitored?
 - g. How did you communicate ELT plans to staff? To students? To families?
 - h. How were these plans received? What were the responses from staff/students/families to your plans for ELT?
 - i. What was the most challenging aspect of planning your longer day? What did you learn from this challenge?

6. How has actual implementation reflected your planned model? *[Note to interviewer: The MOU for Schedule A schools states that the ILT should meet 3x/year and decide whether to make changes. Non-Schedule A schools may find it more difficult to make changes.]*
 - a. What challenges have you encountered in implementing ELT? Please share an example of how you responded to a challenge successfully or an attempted response to a challenge that was less successful and how you modified your approach.
 - b. *If changes were made:* Please elaborate on differences between what you planned and what you have been able to do. Why was the original model not followed? Did you receive any support from the district in making these changes?
 - c. *If changes were NOT made:* Are you anticipating making any changes in the next school year?

If they plan to make changes next year: Why have you not made these changes during this school year? (e.g., Were you not allowed to make these changes right away? Was it too complicated to make these changes during the school year?)
7. Do you currently have any before or after school programming available at your school? Were there before or after school programs available before the extended day?
8. What other improvement measures, if any, were taken concurrent with expanding the school day? (e.g., *hiring new staff, new curricula, etc.*)

Administrators' Experiences

9. How has the district supported you in implementing your longer day?
 - a. How was the availability of district support communicated to you?
 - b. How do you receive support from the district? (e.g., request as needed, monthly meetings, other?)
 - c. Who does this support come from/who do you work with at the district?
 - d. What elements of this district support are most visible or impactful in daily school operations?
10. What changes have you experienced as an administrator at a school with a longer day? *[Note: Probe for how their daily work is different now than it was before the extended day.]*
11. How has your school's staffing changed with the longer day (e.g., flex scheduling, outside providers)? *[Note: Probe for staffing changes among both instructional and non-instructional staff (e.g., secretaries, nurses, custodians) and whether they all stay for the full school day.]*

What impact have these staff changes had? How have you responded to the availability or not of some staff members?

Teachers' Experiences

12. How do your teachers feel about the change in length of the school day? *[If respondent seems unsure or unclear, prompt as to whether the teachers seem to be in favor of the longer day, grateful for or supportive of the extra time, frustrated by the longer hours, etc.]*
 - a. How do teachers view the purpose of the additional time available in the longer school day?
 - b. Do teachers view the time as an add-on to the traditional day? Is the extra time a seamlessly integrated part of the school day?
13. How did you gain teacher buy-in for the expanded day?
14. How has the extended day influenced teachers' instruction schedules? (e.g., are they teaching more classes, more hours, different/additional content?)

Does this vary by teacher? (If so, how is it determined?) *[Note: This is trying to determine if all or only some teachers are taking on additional responsibilities with the longer day.]*
15. Have there been any changes to the content of teachers' curriculum through the addition of time? (e.g., additional content being covered? traditional content being covered in more depth? new curriculum used for some part of the school day?)
16. Have there been any changes to the mode of instruction through the addition of time? (e.g., more hands-on activities? cross-classroom collaboration? co-teaching?)
17. What structures are in place to support teachers implementing the redesigned longer school day?

Students' Experiences

18. Do all students participate in the full extended day? *[Note: Some students may have IEPs allowing them to opt out of a longer day.]*
19. Are the additional activities for students integrated throughout the day, or do they occur at the end of the day? Do all students participate in the same activities? *(If not, how is it determined which students do which activities?)*
20. How is support for special populations integrated into the longer day?
21. What have you heard from students about the longer school day?
22. What have you heard from parents/families about the longer school day?
 - a. Are there any common criticisms or challenges parents express?
 - i. How have these been addressed?
 - ii. Has this proven effective?
 - b. What about any common compliments you have heard about the longer day?

Overall Strengths and Challenges

23. Currently, what have you been able to accomplish with your longer day/what are you happiest with that is happening at your school as a result of the longer day?
24. How do you know if things are going well? (e.g., student/staff/family surveys, word of mouth, increased attendance, increased test scores, decreased discipline incidences)
25. What has been most challenging about implementing a longer day? How have you overcome this?
26. What resources/supports have been most integral/important in successfully implementing an expanded day at your school?
27. Long term, how will you know if ELT is successful at your school (i.e., how do you define success)?

Blank Data Collection Table

School Name: _____ **Grades:** _____

Year ELT Started: _____ **Focus (if any):** _____

Principal: _____ **Interview Date:** _____

	Primary Data Source	Fall 2015 Data Collection	Changes to ELT As of _____ (date)
Reported Context for ELT			
<i>Funding source</i>	Extant data		
<i>School's goals or reasons for implementing ELT</i>	Extant data		
<i>School's priorities for ELT</i>	Interview, Extant data		
<i>School's history of ELT</i>	Interview, Extant data		N/A
<i>Instructional focus and essential skills</i>	Interview, Extant data		
<i>Other contextual information</i>	Interview, Extant data		
Planning for ELT			
<i>Plan for preparing for ELT</i>	Extant data		
• Who was involved in planning	Interview		
• Flexible aspects of ELT design	Interview		
• Required aspects of ELT design	Interview		
• Planning challenges	Interview		
<i>Communication of ELT plan</i>	Interview, Extant data		
• <i>To Teachers</i>	Interview, Extant data		

	Primary Data Source	Fall 2015 Data Collection	Changes to ELT As of _____ (date)
• <i>To Students</i>	Interview, Extant data		
• <i>To Parents/Community</i>	Interview, Extant data		
Overview of ELT Implementation			
<i>Total amount of extra time</i>	Interview, Extant data		
Amount of time for teachers	Interview		
• Professional development	Interview		
• Collaboration	Interview		
• Personal planning	Interview		
• Other	Interview		
Describe additional teacher time	Interview		
• Professional development	Interview		
• Collaboration	Interview		
• Personal planning	Interview		
• Other	Interview		
<i>Amount of additional student time overall</i>	Interview, Extant data		
<i>Amount of time and description of each added activity (also indicate whether teacher- or partner-led)</i>	Interview, Extant data		
• <i>Added or expanded ELA</i>	Interview, Extant data		
• <i>Added or expanded math</i>	Interview, Extant data		
• <i>Added or expanded science</i>	Interview, Extant data		

	Primary Data Source	Fall 2015 Data Collection	Changes to ELT As of _____ (date)
• <i>Added or expanded social studies</i>	Interview, Extant data		
• <i>Added or expanded arts</i>	Interview, Extant data		
• <i>Other added or expanded enrichment</i>	Interview, Extant data		
Administrator Experiences			
District support	Interview		
• How did you learn about available district support	Interview		
• Type(s) of district support	Interview		
• Who at district delivers support	Interview		
Changes administrators experience with ELT	Interview		
Staffing changes with ELT (e.g., flex scheduling, outside providers)	Interview		
Teacher Experiences			
Teacher buy-in	Interview		
<i>Changes for teachers</i>	Interview, Extant data		
• <i>Changes to instruction schedules</i>	Interview, Extant data		
• <i>Changes to curriculum/content</i>	Interview, Extant data		
• <i>Changes to mode of instruction</i>	Interview, Extant data		
• <i>Other changes</i>	Interview, Extant data		

	Primary Data Source	Fall 2015 Data Collection	Changes to ELT As of _____ (date)
Student and Family Experiences			
Integration of additional activities	Interview		
Participating students (all? some?)	Interview		
<i>Support for special populations during ELT/targeted interventions</i>	Interview, Extant data		
• <i>SWD</i>	Interview, Extant data		
• <i>ELL</i>	Interview, Extant data		
• <i>Other</i>	Interview, Extant data		
Parent opinions	Interview		
• Challenges/criticisms	Interview		
• Compliments	Interview		
Overall Strengths and Challenges			
Going well/best result of ELT so far	Interview		
• How do you know what is going well?	Interview		
Biggest challenge so far	Interview		
• How addressing big challenges?	Interview		
Most important resources to support ELT implementation	Interview		
How will you know if ELT is successful?	Interview		
<i>Other/General</i>	Interview, Extant data		

Appendix C. Superintendent's Circular #CAO-1 Minimum Allocations of Standard Time

	Superintendent's Circular <i>School Year 2008-2009</i>	NUMBER: CAO-1 DATE: September 1, 2008
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Instructional Time: Minimum Allocations

Elementary School Level	Hours Per Year	Or an Average Of
English Language Arts	270 Hours	90 Minutes per Day
English Language Development (Gr. K-2)	135 Hours	45 Minutes per Day
ELD (Gr. 3-5, stage 1-2)	135 Hours	60 Minutes per Day
ELD (Gr. 3-5, stage 3-4)	180 Hours	90 Minutes per Day
Mathematics	270 Hours	60 Minutes per Day
Science & Technology, and History & Social Science (each subject):		
- Kindergarten-Grade 2	54 Hours	90 Minutes per Week
- Grade 3	81 Hours	135 Minutes per Week
- Grade 4-5	135 Hours	225 Minutes per Week
Total Instruction:		
- Kindergarten		425 Hours per Year
- Grades 1-5		990 Hours per Year

Middle School Level	Hours Per Year	Or an Average Of
English Language Arts	252 Hours	84 Minutes per Day
ELD (stage 1-5)	252 Hours	84 Minutes per Day
Mathematics, Science & Technology, and History & Social Science (each)	126 Hours per Subject	42 Minutes per Day
Physical Education and Health (each)	126 Hours per Subject Total: Grades 6-8	
Total Instruction		990 Hours per Year

High School Level	Hours Per Day	Or an Average Of
English Language Arts, Math, Science & Technology, History & Social Science: each subject	126 Hours per Subject	42 Minutes per Day
ELD (stage 1-3)	252 Hours	84 Minutes per Day
ELD (stage 4-5)	126 Hours	42 Minutes per Day
Physical Education and the Arts (Visual Art, Music, Theater, Dance): each subject	126 Hours per Subject in Grades 9-12	
Health and Computer Applications: each subject	63 Hours per Subject in Grades 9-12	
NOTE: Students receiving transition services in Grade 9 should receive an average of 80 minutes instruction in English Language Arts / ESL and Math each day.		
Total Instruction		990 Hours per Year

NOTE: Students who have completed their required courses prior to the end of their fourth year in high school should be enrolled in elective courses established by the individual high schools (including Advanced Placement courses, internships, community service activities, and independent study programs) or in dual enrollment courses in local colleges and universities.

For more information about this circular, contact:

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Carol R. Johnson, Superintendent

Appendix D. Description of Autonomous Schools (with ELT)

This appendix is an excerpt from a larger report that focuses on patterns within and across autonomous schools in the Boston Public Schools. It is divided into four sections focusing on the four primary categories of autonomous schools:

- I. Pilot Schools
- II. In-District Charter Schools
- III. Innovation Schools
- IV. Turnaround Schools

Within each school type, the types of autonomies most relevant to the larger ELT report are Calendar, Budgeting, Staffing, and Teacher Compensation. Each type of autonomy has its own chart that contains four rows:

- **Flexibilities** refer to the opportunities a school has beyond the powers of traditional schools.
- **Constraints** refer to restrictions on those autonomies that come from Massachusetts law or city agreements.
- **Descriptions of All Available Schools:** This section is based on all available documents (noted at the beginning of each section) that pertain to individual schools' plans to use the autonomies. The *n* refers to how many schools' documents were examined.
- **Summary of Schools in the ELT Report:** This section summarizes the behaviors of the schools that are examined in the report to which this appendix is attached. In most cases, the *Schools in the ELT Report* are a subset of the *All Available Schools* category, due to the facts that some autonomous schools did not have ELT and some schools were unavailable to participate in the interviews for the ELT report. This section is based only on the documentation listed at the beginning of each section and not on staff interviews.

I. Pilot Schools

The following primary sources were used for data on pilot schools:

- BTU Collective Bargaining Agreement (2010–2016)
- Request for Proposals: Pilot Schools (2007)
- The 2015–16 Election to Work Agreements for the following schools:
 - Baldwin
 - BCLA
 - Boston Arts Academy
 - BTU School
 - Fenway High School
 - Frederick
 - Gardner
 - Greater Eggleston
 - Haley
 - Lee
 - Lyon
 - Mission Hill
 - New Mission High School
 - Quincy Upper
 - Tech Boston
 - Young Achievers

Much of the information on pilot schools was unavailable at the time this appendix was written. The Election to Work Agreements were designed as documents for teachers to sign in agreeing to work at the school, and their scope is narrow.

The following patterns were observed in the above documents about pilot schools.

Calendar Autonomies in Pilot Schools	
Flexibilities	Can lengthen school day and/or year for students
	Can lengthen school day and/or year for teachers <ul style="list-style-type: none"> ▪ Teachers must work the full hours or leave the school
	Can organize the day’s schedule how they like
Constraints	School must inform staff of day and year length prior to end of school year (and at the time of application for new hires)
Descriptions: All Available Schools (<i>n</i> = 17)	Most pilot schools had a longer student day, with 30 min/day the most common ELT length. Three schools had variable schedules, whereby students had earlier dismissal on one or more days in the week. The Election to Work Agreements (EWA) describe the start and end times for teacher workdays but often do not specify the length of the student day. No school specifically described a longer school year, although one had an orientation for freshmen.
Summary of Schools in the ELT Report (<i>n</i> = 7)	By definition, all the ELT schools in the study had provisions for a lengthened school day in their Election to Work Agreements. No schools described a lengthened school year, although one school had an orientation for incoming freshmen.

Budgeting Autonomies in Pilot Schools	
Flexibilities	Receive average school-based per-pupil budget in a lump sum
	Receive a start-up supplement to budget
	Option to purchase discretionary services from district or provide in-house and receive the cost in budget
	Covered by liability and insurance provisions as all other BPS schools
Constraints	None identified
Descriptions: All Available Schools (<i>n</i> = 17)	One school mentioned budgeting based on average teacher salary, but otherwise none of the EWAs discussed the specifics of budgeting.
Summary of Schools in the ELT Report (<i>n</i> = 7)	No schools discussed any aspects of budgeting in their Election to Work Agreements, although the BPS-BTU collective bargaining agreement specifies that all pilot schools receive a lump sum budget from the district that they can spend as they wish and can opt out of some central services, which results in the funding for those services being added to the school’s budget.

Staffing Autonomies in Pilot Schools	
Flexibilities	Excessing <ul style="list-style-type: none"> ▪ The school can remove teachers from the school (teachers enter the excess pool and seek another position in BPS) ▪ Teachers can excess themselves from the school
	Select staff without regard to seniority or membership in BTU
	Formulate unique job descriptions
Constraints	Staff continue to accrue seniority in union
	Salary cannot be less than minimum salary eligible for in BTU
	Staff who accept roles that fall under the BTU contract must join BTU
	No BTU member may be laid off due to the existence of pilot schools
Descriptions: All Available Schools (<i>n</i> = 17)	Most of the schools (14) noted that staff continued to accrue seniority and remain members of their union. Another common autonomy mentioned was excessing (12 mentioned teachers excessing themselves, and 11 mentioned that the school could excess teachers). Most of the schools (10) continued to use the BPS evaluation system, but six schools were developing their own evaluation or considering it. Less commonly, schools had provisions making additional hours voluntary (two); stated a maximum number of hours that teachers would have contact with students (two); and considered staggering teacher schedules (two).
Summary of Schools in the ELT Report (<i>n</i> = 7)	Based on the BPS-BTU collective bargaining agreement (CBA), all pilot schools can excess teachers, which two schools specifically mentioned in their EWAs. The CBA also allows teachers to excess themselves from the school, which three schools' EWAs mention. The CBA specifies that schools can hire teachers regardless of their status, but no EWAs mention this. Although all additional hours are stated as mandatory in the CBA, one school's EWA said that additional hours were voluntary. Four schools intended to create their own teacher evaluation process. Two schools were considering staggering staff hours.

Teacher Compensation Autonomies in Pilot Schools	
Flexibilities	First 95 hours beyond contract requirements uncompensated
Constraints	Hours 96–145 compensated by district at contractual hourly rate
	Hours 146+ compensated by school at contractual hourly rate
Descriptions: All Available Schools (<i>n</i> = 17)	About half of the schools (eight) explicitly stated that they would use the pilot school model of compensation, whereby the first 95 hours would be uncompensated, the next 50 compensated by the district at the contractual hourly rate, and any hours beyond 145 compensated by the school at the contractual hourly rate. Three schools offered a stipend for optional additional time, such as facilitating afterschool programming, serving on the governing board, or conducting home visits. One school had optional additional hours at half the contract rate. Two schools intended to figure out with teachers a form of compensation that was unspecified. One school had no information about compensation in the EWA.

Summary of Schools in the ELT Report (n = 7)	All the schools offered teachers the same salary and benefits as they would receive at any other BPS school. Additional hours were compensated at all schools using a model designed for pilot schools. The first 95 additional hours were uncompensated, the next 50 (hours 96–145) were compensated by the district at the contractual hourly rate, and any hours beyond 145 were compensated by the school at the contractual hourly rate. Most schools did not have more than 145 additional hours, thus making all additional teacher compensation district-provided.
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II. In-District Charter Schools

The following primary sources were used for data on in-district charter schools:

- Massachusetts General Laws: Chapter 71, Section 89: Public Schools: Commonwealth charter schools; Horace Mann charter schools; applications; enrollment; employees; funding
- MA DESE Guidance for Memoranda of Understanding (May 2015)
- The Charter Applications for the following schools:
 - Boston Green Academy (Nov. 2010)
 - Dudley Street Neighborhood Charter School (Nov. 2011)
 - UP Academy Charter School of Boston (Nov. 2010)
 - UP Academy Charter School of Dorchester (Nov. 2012)
- The Election to Work Agreement for the Kennedy Academy for Health Careers (2015)
- The Memorandum of Understanding Type A for Boston Day and Evening Academy (2013)

Prospective in-district charter schools had to submit detailed applications stating how they intended to operate their schools, so information is very thorough for the four schools with charter applications. Information is lacking for the two schools without charter plans available. The laws governing in-district charter schools are Massachusetts laws, so the information is at the state level; more precise information on practices specifically for Boston were not available.

The following patterns were observed in the above documents about in-district charter schools.

Calendar Autonomies in In-District Charter Schools	
Flexibilities	Can lengthen school day and/or year for students Can lengthen school day and/or year for teachers
Constraints	Bound by agreements made with district in Memorandum of Understanding Type A
Descriptions: All Available Schools (n = 6)	At least four schools had a longer student day. Two schools lengthened the school year by five days, one had a four-week summer session, and one had an orientation for new students. Two schools had variable schedules, whereby students had earlier dismissal on one or more days in the week. Two had behavior support programming after school and on Saturdays, and one school was considering academic programming on Saturdays or during vacations.

Summary of Schools in the ELT Report (n = 5)	All five schools had a lengthened student day, but no schools had a lengthened school year. Two schools had orientations prior to the start of school. Three schools offered academic supports (often called Acceleration Academies) for some students during the February and April vacations and/or on Saturdays. Two of the schools had variable schedules, whereby students were released early one or more days a week.
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Budgeting Autonomies in In-District Charter Schools	
Flexibilities	Board of Trustees develops budget
	Receives at minimum what school would under the BPS’s budgetary allocation rules
	Can spend allocated funding however school sees fit without further approval from superintendent or school committee
	May receive federal and state grants independently of the school district
	Can request additional flexibilities in charter/MOU with district
Constraints	Board of Trustees must submit budget to superintendent and school committee
	Cannot spend in excess of budget request (with exception of federal/state grants)
Descriptions: All Available Schools (n = 6)	At least five of the schools received a lump sum budget, requested to opt out of some central services, and created bank accounts to receive the funds from the district although the transfer frequency varied. Four schools budgeted based on actual staff salaries. Two schools identified themselves as local education agencies (LEAs) and, therefore, responsible for Title I, Title IIA, IDEA, and student improvement grants.
Summary of Schools in the ELT Report (n = 5)	Of the four schools whose documents discussed budgeting, all described receiving a lump sum budget from the district, opting out of some central services, budgeting based on actual (instead of average) salaries, and having their own bank account for the district to transfer funding into. One of the schools identified itself as an LEA; therefore, it could receive federal funding directly, in the form of Title I, Title IIA, and IDEA funding as well as school improvement grants.

Staffing Autonomies in In-District Charter Schools	
Flexibilities	Exempt from local collective bargaining agreements (with exceptions noted in Constraints)
Constraints	Staff remain members of their union
	Staff members’ salaries cannot be less than the minimum salary they are eligible for in their union
Descriptions: All Available Schools (n = 6)	All six schools noted that they could excess teachers, though only one of those schools stated that teachers could excess themselves. All schools also had a form for teachers to sign—four had a Working Conditions Acknowledgement Form and two had an Election to Work Agreement. Five schools noted that they had sole discretion to hire staff without regard to seniority and that the schools could formulate job descriptions. Four schools specified that they were exempt from the BTU collective bargaining agreements, with the exceptions of staff remaining union members, continuing to accrue seniority, and having a minimum salary. Four schools identified themselves as exempt from the CBA layoff and recall language, and one stated that teachers had no attachment rights to their positions. Three schools noted that their boards would manage teachers independently of the Boston School Committee. Four schools were considering developing their own teacher evaluation processes.

Summary of Schools in the ELT Report (n = 5)	Four schools stated that they could hire staff regardless of their status and that they were exempt from the layoff and recall language in the BTU collective bargaining agreement. Three schools stated that they would manage their staff independently of the Boston School Committee. Four schools intended to formulate their own job descriptions with unique duties, and four schools also were considering developing their own teacher evaluation processes. All five schools noted that they could excess teachers from the school, but only one school also stated that teachers could excess themselves from the school if they wished. For staff, two schools had an EWA, and three had a Working Conditions Acknowledgement Form (WCAF).
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Teacher Compensation Autonomies in In-District Charter Schools	
Flexibilities	Can design compensation incentives as desired—for example: <ul style="list-style-type: none"> ▪ Returning teachers may get schoolwide bonus for student achievement/progress ▪ Work outside BPS can be considered toward experience on BTU salary scale ▪ Salary increased with promotions
Constraints	School must pay staff members at least minimum salary on BTU base pay scale
Descriptions: All Available Schools (n = 6)	Five of the schools specified that teachers would receive at least the minimum salary on the BTU base pay scale. Two schools offered and one school was considering an additional stipend for teachers. Two schools offered incentive pay to teachers based on student achievement. Two schools had flexibilities related to the salary scale: one school retained the option to place teachers on the BTU scale and consider other professional experience, and one school retained the option not to adhere to the steps and lanes stipulated in the BTU contract. One school used a compensation model similar to that of pilot schools, whereby the first 95 additional hours were uncompensated (it was unclear who compensated teachers for hours 96–145 or at what rate).
Summaries of Schools in the ELT Report (n = 5)	Three schools offered incentives to teachers, whereby returning staff could receive a stipend if students met academic goals set by the principal. One school intended to use the BPS salary scale but retained the option to place teachers on the scale itself, considering experience in the professional world and teaching outside BPS. One school adopted a compensation system similar to that of pilot schools, whereby the first 95 additional hours would be uncompensated (although the rate for subsequent hours and whether the school or district pays this compensation are unclear). Two schools offered teachers a stipend for the additional time they would spend instructing and attending professional development.

III. Innovation Schools

The following primary sources were used for data on innovation schools:

- Massachusetts General Laws, Chapter 71, Section 92: [Public Schools: Innovation Schools](#)
- The innovation plans for the following schools:
 - Blackstone (Jan. 2013)
 - Charlestown Diploma Plus Innovation Academy (May 2011, updated Nov. 2013)
 - Roger Clapp (June 2011)
 - Eliot K–8 Innovation School (May 2012)
 - Dr. William W. Henderson K–12 Inclusion School (Nov. 2013)
 - John F. Kennedy Elementary School (Jan. 2014)

- Madison Park Technical Vocational High School (May 2012)
- Margarita Muniz Academy (Oct. 2011)
- William Monroe Trotter School (Jan. 2013)

Prospective innovation schools had to submit detailed plans for how they would use their autonomies, so for schools with available plans there was thorough information. Not every school is included in this appendix, however, because not all plans were available. Innovation schools are regulated by Massachusetts law, and so the provisions are not specific to Boston.

The following patterns were observed in the above documents about innovation schools.

Calendar Autonomies in Innovation Schools	
Flexibilities	Can lengthen school day and/or year for students
	Can lengthen school day and/or year for teachers
Constraints	Must request schedule and calendar autonomies in proposal to become an innovation school
Descriptions: All Available Schools (<i>n</i> = 9)	Most innovation schools had a longer student day of 30 min/day while three schools did not have a longer day. All schools except one had a standard year length, and only one had a required orientation for all students. Three schools had optional academic programming on Saturdays or during vacations. Four schools had or were considering afterschool academic supports.
Summary of Schools in the ELT Report (<i>n</i> = 5)	Innovation schools have the option to lengthen the school day, and all schools specified an extended school day in their innovation plans. Three schools described plans to have academic supports (often called Acceleration Academies) for some students during the February and April vacations and/or on Saturdays. One school had a required 2-week orientation for all students. No schools proposed an extended school year.

Budgeting Autonomies in Innovation Schools	
Flexibilities	School can request a wide range of flexibilities—for example: <ul style="list-style-type: none"> ▪ Choice to budget based on either actual or average salary costs ▪ Opt out of some central services ▪ Lump sum per pupil budget ▪ Make changes to funding weight system ▪ Roll over funds to subsequent years ▪ Create a nonprofit (501c3) for fundraising ▪ Complete discretion on how to spend the budget
	Budget cannot be reduced by BPS as a result of the school fundraising
Constraints	School must request specific flexibilities in innovation plan
Descriptions: All Available Schools (<i>n</i> = 9)	All nine schools requested to opt out of some central services and have that cost added to their budget. Most schools discussed budgeting based on actual versus average teacher salaries: Six intended to use actual salaries, one average, and one reserved the right to decide. Four schools mentioned having a lump sum per pupil budget. Four schools intended to create a nonprofit or have another way to fundraise. Two schools intended to roll over funds to subsequent years. Two schools requested additional funding: one for wraparound services and one for planning.

Summary of Schools in the ELT Report (n = 5)	Innovation schools have the option to budget based on actual or average teacher salaries, and four took the actual option while one took the average option. All five schools identified the option to opt out of some central services, which would result in the district allocating the value of those services to the schools' budgets. One school requested to roll over any additional funds to the next fiscal year, and one school specified receiving a lump sum budget from the district.
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Staffing Autonomies in Innovation Schools	
Flexibilities	<p>Can request a wide range of flexibilities—for example:</p> <ul style="list-style-type: none"> ▪ To excess staff ▪ To take in teachers excessed from other schools ▪ Open post positions/advertise outside BPS ▪ Formulate unique job descriptions ▪ Principal can reassign staff to different grades ▪ Select staff without regard to status ▪ Request waivers from seniority and attachment rights ▪ Design working conditions
Constraints	Must request specific flexibilities in innovation plan (if not requested, provisions of the collective bargaining agreement apply)
	<p>Must create an Election to Work Agreement for staff to sign</p> <ul style="list-style-type: none"> ▪ <i>Note:</i> Some schools include a provision that the EWA is nonexhaustive.
Descriptions: All Available Schools (n = 9)	<p>Most schools (seven) requested the autonomy to open post positions, but one of those schools intended to give priority to BTU members by interviewing them before outside candidates. Five schools intended to create positions and/or unique job descriptions. Some schools discussed excessing: Three schools requested the ability to excess staff, five allowed teachers to excess themselves, two schools specified that they did not have to rely on the excess pool when open posting positions, and one school specified that the superintendent could place a staff member in a vacancy. Three schools were considering staggering staff schedules. Four schools specifically mentioned having an EWA, and one school mentioned a document of working conditions. Less commonly, only two schools requested to move staff or place them in a vacancy, two schools requested waivers from seniority and attachment rights, one school intended to hire based on needs (regardless of membership in a bargaining unit), and one school planned to hire staff regardless of status.</p>
Summary of Schools in the ELT Report (n = 5)	<p>Four schools planned to open post positions outside BPS, and two specified that they could hire staff regardless of the applicant's status. Three schools planned to formulate their own job descriptions that could include unique duties. Four schools stated that teachers could excess themselves from the school, while only two schools stated that the school could excess teachers. One school did not mention excessing at all in the innovation plan. Three schools specifically stated that staff would have to sign an Election to Work Agreement.</p>

Teacher Compensation Autonomies in Innovation Schools	
Flexibilities	Can choose in innovation plan how to compensate for hours beyond contract <ul style="list-style-type: none"> ▪ Pilot model (first 95 hours uncompensated) ▪ Stipend model (hourly rate varies by school)
Constraints	Must include in innovation plan a staffing plan that includes how principals, faculty, and staff will be compensated
Descriptions: All Available Schools (<i>n</i> = 9)	More than half of the schools (four) adopted a model of compensation similar to that of pilot schools, whereby the first 95 additional hours were uncompensated and the hours over 95 were compensated at the contractual hourly rate (it is unclear whether those payments came from the school budget or the district). Three schools compensated teachers for all additional hours with either a stipend of around \$3,000 or an hourly rate of around \$21.50. Two schools had optional extra time and offered small stipends.
Summary of Schools in the ELT Report (<i>n</i> = 5)	Four schools offered teachers a stipend for ELT, and two of those schools clarified that the stipends equated to an hourly rate of around \$22. One school adopted a model similar to that of pilot schools, whereby the first 95 hours were uncompensated and subsequent hours were compensated at the contractual hourly rate (it is unclear whether the district or the school pays that rate).

IV. Turnaround Schools

The following primary sources were used for data on turnaround schools:

- Massachusetts General Laws: Chapter 69, Section 1J of the General Laws: [Underperforming or chronically underperforming schools; creation and submission of turnaround plan; appointment of receiver; annual review](#)
- The following documents related to agreements between the district and unions:
 - Letter of Agreement between the Boston School Committee and Boston Teachers Union (Apr. 2010)
 - Letter of Agreement between the Boston School Committee and the Administrative Guild (Apr. 2010)
 - Decision of the Joint Resolution Committee: Boston School Committee and Boston Association of School Administrators (June 2010)
 - American Arbitration Association; Joint Resolution Agreement: Boston Teachers Union and Boston School Committee (June 2010)
 - Executive Summary of BPS-BTU Joint Resolution Agreement (June 2010)
 - Memorandum of Agreement between BPS and BPE (Boston Plan for Excellence) for the Dearborn STEM Academy (Level 4) (July 2015)
- The following documents pertaining to specific Level 4 schools:
 - Channing School Redesign Plan (Nov. 2013)
 - Henry Dearborn Grade 6–12 STEM Academy School Redesign Plan (Mar. 2015)
 - Winthrop School Redesign Grant Submission (Nov. 2013)
 - Dorchester Academy Memorandum of Agreement between BPS and ABCD (Action for Boston Community Development) (July 2015)
- The Level 5 School Redesign Plans for the following schools:
 - Dever Elementary School (Apr. 2014)

- Holland Elementary School (Apr. 2014)

The state assigns all its schools to one of five levels based on a variety of measures of success, and the two lowest levels (Level 4 and Level 5) are eligible to become turnaround schools. This process is regulated by Massachusetts law. As part of the process of creating a turnaround school, negotiations may need to happen with the relevant unions. Boston has several agreements with unions related to turnaround schools, the most current of which are Joint Resolution Agreements from 2010. These agreements may change in the future. Turnaround schools have detailed plans written by the superintendent (in the case of Level 4 schools) or the Massachusetts Commissioner of Elementary and Secondary Education (in the case of Level 5 schools).

Calendar Autonomies in Turnaround Schools	
Flexibilities	Can require teachers to hold 45 minutes of office hours per week
	Can have 100 additional hours of professional development for teachers <ul style="list-style-type: none"> ▪ Five can be scheduled during the summer (6 hrs/day)
	Can have staggered start and end times for employees <ul style="list-style-type: none"> ▪ Must be within 1 hour of regular start, and the time must be continuous
Constraints	Must have 30 minutes of additional instruction time per day for students
	Teachers can instruct for a maximum of 312 minutes per day at elementary and 270 at secondary
	Teachers can instruct for a maximum of 180 consecutive minutes per day
Descriptions: All Available Schools (<i>n</i> = 6)	All six schools had a longer student day and had afterschool or before-school academic and/or behavioral programming. Half of the schools (three) were considering Saturday or vacation academic supports. Two schools had and one school was considering a longer student year. One school had an orientation for some students. One school had a variable schedule, whereby students had earlier dismissal on one or more days in the week.
Summary of Schools in the ELT Report (<i>n</i> = 6)	All turnaround schools had an extended day of at least 30 minutes of additional instruction time. One school was considering extending the school year. Another school was considering offering academic supports (often called Acceleration Academies) for some students during the February and April vacations and/or on Saturdays and held an orientation for incoming students and students needing academic support.

Budgeting Autonomies in Turnaround Schools	
Flexibilities	Superintendent can include in turnaround plan a reallocation of the existing school budget
	Superintendent can include in turnaround plan additional funding to school from district budget if the district funding the school currently receives is less than the average per pupil funding for similar students in the district
Constraints	Superintendent/commissioner must include in the turnaround plan for the Level 4/Level 5 school a financial plan that includes any additional funds to be provided by the district, commonwealth, federal government, or other sources
	If commissioner proposes reallocating funds to the school from the district budget, the commissioner must notify the school committee in writing

Descriptions: All Available Schools (n = 6)	The four schools with external receivers all received funding from the district. Two turnaround schools received additional funding from the district to pay nonprofit partners such as City Year. Three schools requested to opt out of some central services. Two schools intended to budget based on actual staff salaries.
Summary of Schools in the ELT Report (n = 6)	Only one turnaround school in this study had budgeting information available, and it requested the autonomies to fundraise, to budget based on actual staff salaries, and to opt out of some central services.

Staffing Autonomies in Turnaround Schools	
Flexibilities	Excessing (both directions)
	All staff must reapply for their positions during the first year a school is designated by DESE as underperforming
	Superintendent/commissioner (Level 4/Level 5, respectively) can limit, suspend, or change one or more provisions of collective bargaining agreements
Constraints	No BTU or Boston Association of School Administrators and Supervisors (BASAS) members may be laid off as a result of the existence of the schools designated as underperforming
	For Level 5 schools, commissioner may require school committee and any applicable unions to bargain in good faith for 30 days before changing the collective bargaining agreements
	Employees not rehired at the school retain their rights in the collective bargaining agreement to fill another district position as long as they do not displace any professional teachers during a school year <ul style="list-style-type: none"> ▪ This applies to teachers who do not reapply for their jobs and teachers who reapply but are not hired for a position
	Teachers with professional teacher status who are dismissed for good cause are entitled to 5 days' written notice that includes an explanation for termination and are entitled to a review of the termination decision process
Descriptions: All Available Schools (n = 6)	Two Level 4 schools were considering staggering teacher schedules. Two of the Level 4 schools intended to replace 65% to 80% of the teachers. Only one school noted that teachers could excess themselves. Both Level 5 schools had similar autonomies, such as sole discretion to hire staff regardless of seniority, the ability to formulate job descriptions, and the ability to excess teachers. Each included some unique provisions (e.g., one school is able to create a code of conduct for staff).
Summary of Schools in the ELT Report (n = 6)	The Joint Resolution Agreement between the district and BTU in 2010 guaranteed the following staffing autonomies for turnaround schools: the ability to stagger staff schedules, the requirement that staff reapply for their positions in the first year of turnaround, and the ability for the school to excess teachers and for teachers to excess themselves. One school described in its turnaround plan that it had sole discretion to manage its staff, could formulate job descriptions, could shift staff to other positions within the school, and was exempt from the layoff and recall language in the collective bargaining agreement and from bumping of staff due to excessing at other schools.

Teacher Compensation Autonomies in Turnaround Schools	
Flexibilities	Superintendent (for Level 4 schools) or commissioner (for Level 5 schools) may increase the salary of any administrator or teacher in the school to attract or retain highly qualified staff or to reward staff who work in underperforming/chronically underperforming schools that meet turnaround plan annual goals
Constraints	School cannot reduce the compensation of an administrator, teacher, or staff member unless the hours of the person are proportionately reduced
	Teachers will receive a stipend of \$4,100 for the additional 190 hours worked (for schools that adhere to the 2010 Joint Resolution Agreement between BPS and BTU)
Descriptions: All Available Schools (<i>n</i> = 6)	Two schools noted that they could not reduce compensation without reducing hours. Two schools stated that BPS would provide additional funding if staff were eligible for ELT stipends. These schools also offered different-sized stipends depending on whether teachers were returning or newly hired. Three schools offered a stipend of \$4,100 to all teachers as compensation for the additional 190 hours they would work. Three schools offered incentive pay to teachers based on student achievement. One school retained the option to place teachers on the BTU scale themselves and consider other professional experience.
Summary of Schools in the ELT Report (<i>n</i> = 6)	The Joint Resolution Agreement between the district and BTU in 2010 specified that turnaround schools would offer a stipend to staff as compensation for the additional 190 hours of instruction and professional development and that they would offer incentive pay, whereby returning staff were eligible for additional compensation based on student performance.

Appendix E. Uses of Additional Student Time by School ELT Component

The following table provides a summary of added time for students across all school types. In this table, school counts are provided by ELT type for ranges of added intervention and enrichment time. The table also provides information about the amount of time added to core classes in mathematics, English language arts, science, and social studies.

	Overall (42)	Schedule A (16)	Traditional (4)	Pilot (6)	Innovation (5)	In-district charter (5)	Turnaround (6)	Grant-funded ^a (6)
<i>Intervention</i>								
<60 min/week	3	1	—	1	—	1	—	1
61–120 min/week	4	3	—	1	—	—	—	—
121–180 min/week	8	1	—	—	3	1	3	1
181+ min/week	11	5	3	2	—	1	—	2
<i>Enrichment</i>								
<60 min/week	6	6	—	—	—	—	—	—
61–120 min/week	4	4	—	—	—	—	—	—
121–180 min/week	2	1	—	—	—	1	—	—
181+ min/week	9	2	2	2	—	3	—	3
<i>Additions to core mathematics</i>								
<60 min/week	4	1	—	1	2	—	—	—
61–120 min/week	2	1	—	—	—	1	—	1
121+ min/week	5	1	—	—	1	3	—	—
<i>Additions to core ELA</i>								
<60 min/week	4	2	—	1	1	—	—	—
61–120 min/week	1	—	—	—	—	1	—	1
121+ min/week	9	4	—	—	2	3	—	—
<i>Additions to core science</i>								
<60 min/week	5	4	—	—	1	—	—	—
61–120 min/week	3	—	—	—	1	2	—	1
121+ min/week	—	—	—	—	—	—	—	—
<i>Additions to core social studies</i>								
<60 min/week	2	2	—	—	—	—	—	—
61–120 min/week	4	1 ^b	—	—	1	2	—	1
121+ min/week	—	—	—	—	—	—	—	—

^a Grant-funded schools also fall under other school type categories: three traditional schools, two pilot schools, and one innovation school.

^b One Schedule A school offers a range of 50–200 minutes per week of additional core instruction in social studies.