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EXTENDED SCHOOL DAYS

At A Glance

In response to increasing pressure to raise students' achievement levels, states and school districts across the country are considering extended school day reforms. This Information Capsule provides a summary of strategies that can be implemented to increase the effectiveness of extended school day initiatives. Research conducted on the impact of extending the school day on student achievement is also reviewed. Miami-Dade County Public Schools' hours of operation are provided and a brief description of the district's Zone schools initiative is also included.

Since the 1960s, most schools in the United States have operated on a standard 6 or 6 ½ hour day schedule and, despite the implementation of a variety of other educational reforms, the basic structure of the school day has remained relatively unchanged. In response to increasing pressure to raise student achievement levels, however, states and school districts across the country are considering an extension of the school day (Silva, 2007; Pennington, 2006; Aronson et al., 1999).

Massachusetts was the first state to undertake a state-sponsored extended learning time initiative. Ten schools in five districts began implementation of the program in 2006-07. Through a \$6.5 million allocation from the state legislature, each school received an extra \$1,300 per student to increase learning time by 30 percent (approximately two hours per day) for all students in the school and to reconfigure the use of time during the school day. Over 70 additional Massachusetts schools have received state grants to study the feasibility of implementing extended day programs (Pennington, 2007; Vaznis, 2007).

Researchers have cited the following benefits derived from extending the school day (Dinkes, 2007; Silva, 2007; Pennington, 2006):

- the ability to teach the curriculum in greater depth by providing more time for core academic subjects without shortchanging other subjects;
- more opportunities to integrate experiential learning with academic subjects;
- more opportunities for teachers to adjust their instructional strategies to students' diverse learning styles;
- the provision of extra time for low-income students, who often have few opportunities to learn outside of school;
- stronger student-teacher relationships;
- the ability to try other school reform initiatives that cannot be fully implemented during the standard school day; and
- a schedule conducive to more teacher planning time and professional development activities.

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Critics of extended school days have voiced the following concerns (Silva, 2007; Pennington, 2006; Glass, 2002; Bussard, n.d.):

- it is hard to justify the expenses associated with extending the school day;
- more time would not have to be added to the school day if the existing time was used more efficiently;
- because resources are limited, other reforms may have a greater impact on students' performance, such as recruiting high-quality teachers, providing teachers with extensive training in the subject matter they teach, purchasing high quality classroom materials, and reducing class size;
- extended days will interfere with family time and discretionary after-school activities; and
- changing the school schedule affects not only school staff and students, but parents, employers, and industries that depend on the traditional school day.

Strategies for Implementing Extended School Day Initiatives

A review of the research has identified the following strategies that can be implemented to increase the effectiveness of extended school day initiatives.

- **Implement Extended Days as Part of a Comprehensive Reform Effort.** Most districts and schools that have extended their school days have not done so in isolation, but as part of larger reform efforts (Silva, 2007).

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time alone does not appear to be enough to change educational outcomes. The extended time must be accompanied by other school qualities, including strong leaders, highly qualified teachers, high student expectations, and a safe and supportive school environment (Silva, 2007; Pennington, 2006; Long Beach Unified School District, 2000).

- **Focus on Local Needs.** When considering an extended day schedule, districts should examine their unique needs and determine how a schedule change will address those needs. Research suggests there is no single extended time reform strategy that is successful in all contexts, but a group of strategies that have worked in particular schools and districts and may work in others (O'Brien, 2006; Adelman et al., 1996). Silva (2007) concluded, therefore, that the best extended time reforms will not be national or universal programs, although they will have some common characteristics.

Research indicates that it is important to ask the following questions when considering an extension of the school day (O'Brien, 2006; U.S. Department of Education, 1995):

- Are schedule changes incorporated into the broader goals of the district and its schools?
- How does the extended day initiative fit into the overall school improvement plan?
- How is the extended day plan integrated with other teaching and learning strategies?
- Have the district and its schools planned sufficiently for successful implementation of the initiative?
- How will progress be measured?
- Does the plan consider issues that may arise related to the community's cultural diversity?

Districts should determine which of their schools will be best able to successfully implement the extended day reform. Indicators of school readiness include (Silva, 2007; Long Beach Unified School District, 2000; U. S. Department of Education, 1995):

- strong leadership with a vision of how the school can be improved;
- a clear and shared set of goals that center on student learning;
- a well-developed system for hiring and supervising staff, monitoring performance, and guiding the initiative;
- committed and well-trained teachers; and
- support for reform from parents and the community.

- Improve the Quality of Instruction.** Silva (2007) claimed that the reasoning behind extending the school day is simple: more time in school should result in more learning and better student performance. However, she reported that research shows the relationship between time and learning is complex and suggests that improving the quality of instruction may be as important as increasing the amount of time in school. Studies have shown that schools cannot simply add hours. Quality learning activities must be included during the extra time (Viznis, 2007). Findings from the Beginning Teacher Evaluation Study (Brown & Saks, 1986; Karweit, 1985) indicated that just adding hours to the school day did not guarantee instructional time would be used more effectively. Aronson, Zimmerman, and Carlos (1999) stated that “only when time is used more effectively will adding more of it begin to result in improved learning outcomes.” In schools where time is not well utilized, Metzker (2003) stated it is unlikely that the addition of more time will lead to higher student achievement. Schools that demonstrate

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 poor quality teaching, rote instructional methods, and a curriculum that is poorly aligned with state standards and assessment should first try to improve the quality of existing time before adding more time (Pennington, 2006; Aronson et al., 2005).

In Massachusetts, schools participating in the Expanding Learning Time initiative ensured that extended time did not mean “more of the same.” All schools’ plans included (Pennington, 2007; Pennington, 2006):

- broader and deeper coverage of the curriculum, including increased time in core academic subjects;
- classes that emphasized project-based learning, not more lecture-style teaching;
- more individualized instruction to allow teachers to work with students of diverse ability levels;
- more opportunities for enrichment and experiential learning in subjects such as

art, music, and drama, integrated with the core curriculum to reinforce academic learning;

- extra time for small group instruction, tutoring, and homework assistance; and
 - partnerships with community-based organizations.
- Maximize Instructional and Academic Learning Time.** Researchers have found that students do not spend a significant portion of the existing school day actively engaged in learning (Silva, 2007; Metzker, 2003; Glass, 2002; Evertson & Harris, 1992; Karweit, 1985). Cotton (1989) conducted a meta-analysis of 57 studies and concluded that only about half of the typical school day was actually used for instruction. Examples of non-instructional activities include lunch, roll call, and breaks. Within the classroom, learning time is often further reduced by interruptions over the public address system, inefficient classroom management, disciplinary issues, and excessive preparation for standardized tests. Additional reductions in instructional time are caused by factors such as absences, tardies, and weather conditions.

Aronson, Zimmerman, and Carlos’ (1999) review of the literature concluded that, in most cases, at the end of the school day, the amount of engaged time was a small subset of the time originally allocated for learning. They urged school administrators to find ways to minimize activities that reduce instructional time, including school assemblies, disruptive announcements over the public address system, and time spent changing classrooms. Ellis and Worthington (1994) recommended that administrators and teachers work together to prevent “managerial tasks from intruding upon instructional time.”

Some noninstructional activities that occur in classrooms are beyond the control of teachers, such as fire drills, public address system announcements, and the need to take roll call. However, studies

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show that a great deal of the variation in classroom learning time is due to teachers' classroom management skills. Several studies found that poor classroom management resulted in the loss of considerable amounts of instructional time due to long breaks between activities, disciplinary activities, and student disruptions (Aronson et al., 1999; Kane, 1994).

- **Allow Sufficient Time for Planning Extended Day Programs.** Schools and districts that have implemented extended day programs have found that careful planning is critical to the success of the initiative (Vaznis, 2007; Long Beach Unified School District, 2000). The U.S. Department of Education (1995) reported that effective extended day programs specify program goals and objectives, determine an appropriate schedule based on the population being served, and estimate the associated costs. Northeast and Islands Regional Educational Laboratory (1998) recommended visiting schools that are actively involved in scheduling changes to observe their classes and speak directly with staff and students. Wrobel (1999) cautioned that significant scheduling changes take time for school staff and families to arrange. He suggested that schools and districts spend one year planning before beginning program implementation.

In addition, school boards and all district and school staff should understand that it will most likely take several years following the schedule change before increases in students' performance are observed (Northeast and Islands Regional Educational Laboratory, 1998). Adelman, Haslem, and Pringle (1996) stated that one of the most consistent research findings over the past 20 years is that change takes time. Their research suggests that it usually takes from 3 to 5 years, or even longer, to fully develop new educational programs.

- **Cultivate Strong Teacher and Union Support.** A study of extended day schools in Massachusetts found that teachers' hours generally increased from about 32-35 hours per week to 40-50 hours per week. The greater number of hours included extra class time,

professional development activities, and team meetings (Pennington, 2006). Based on the experiences in Massachusetts, Pennington (2007) concluded that it is essential to involve teachers from the start in extended day reforms. When schools included teachers in the planning process and asked for their feedback, it was reported that teachers took "ownership" of the new program and became invested in its success. The U.S. Department of Education (1995) stated that an orientation to the program's goals, objectives, and requirements is one of the activities that can help develop the strong professional community essential to successful program implementation.

In California, teachers in extended day schools reported being happy with the additional salary they received, as well as the extra planning time available on the extended day schedule (Gandara, 2000). Still, concerns at schools that have implemented extended day programs have included how to retain teachers and avoid the teacher burn-out that often results from the longer hours (Silva, 2007; Drago et al., 1999). Adelman, Haslem, and Pringle (1996) studied 14 school sites that used time resourcefully to improve the quality of teaching and learning. They found that, in schools implementing schedule changes, teacher turnover was a serious issue. Teachers with family responsibilities were most likely to leave schools with extended day schedules.

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Silva (2007) reported that teacher unions want to ensure their members are fully compensated for the extra time and that extended time schedules are voluntary. In all five Massachusetts districts that reached union-management decisions for teachers at extended day schools, superintendents did not try to re-bargain overall contracts, but instead developed side agreements with the unions (Pennington, 2007). Similarly, Adelman, Haslem, and Pringle (1996) reported that a number of schools with extended schedules negotiated special agreements with the unions

that permitted teachers to work extra hours. In all cases, teachers received a pay increase or a stipend based on their hourly or hourly-overtime rate.

- **Provide Teachers with Professional Development and Planning Time.** Research has shown that strong staff development programs are needed to ensure that extra time is used effectively (Long Beach Unified School District, 2000). The U.S. Department of Education (1994) has recommended that teachers receive regular, sustained time for lesson development, collegial collaboration, and professional development activities.

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Professional development can provide teachers with strategies for presenting information in a number of different formats. Teachers trained in traditional methods of instruction, and especially those who rely primarily on the lecture method, need professional development to make the best use of extended class time (O'Brien, 2006; Northeast and Islands Regional Educational Laboratory, 1998). Teachers can also benefit from professional development that teaches them how to improve their time management skills. Studies have indicated that training in classroom management skills helps reduce the amount of classroom time lost to noninstructional activities (Metzker, 2003; Aronson et al., 1999).

In Massachusetts, common teacher planning time was found to reinforce the curriculum across subject areas and classes (Pennington, 2006). Findings from Adelman, Haslem, and Pringle's (1996) study suggested that teachers used extra planning time to prepare for the expanded role that extended days required them to assume.

These authors also reported that some schools implementing extended day programs hired additional professional staff to assist in the extended day reform efforts. These staff members developed new instructional strategies and facilitated classroom instruction.

They also oversaw efforts to find additional resources, planned special programs such as internships and field trips, and maintained regular contact with parents and members of the local community. The addition of these staff gave teachers the extra time they needed to engage in professional development and planning activities.

- **Create Extended Day Programs that Generate Student Support.** Many students attending extended day schools have reported that they have virtually no personal time to unwind or relax (Wrobel, 1999). The extended day impacts participation in after-school activities, sports and cultural programs, and scheduling of appointments (Burton, 2007). Hossler, Stage, and Gallagher (1988) warned that requiring students to spend more time in school may result in undesirable consequences for at-risk students, including:
 - lower-achieving students may not work as hard because they feel they are being left even further behind;
 - extended school days may force low-income high school students to choose between school and employment; and
 - extended school days may interfere with participation in extracurricular activities, which are sometimes the only bond between at-risk students and their schools.

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High school students frequently do not support the conversion to an extended school day (Pennington, 2006). To increase support for the extended day, schools should create learning opportunities tied to students' needs and interests. Pennington (2006) found that the most successful extended high school options were those that gave students access to work experience and college credit. A few extended learning opportunities allow older students to earn money so school does not conflict with their after-school jobs. Some of the most promising extended day models create learning opportunities on college campuses, in community service, and through internships with employers (Pennington, 2006).

- **Communicate with Stakeholders.** Parents and the public often disapprove of changes to the school calendar. Although American children spend 80 percent of their waking hours outside of school (including weekends, school holidays, and summer), some parents are concerned that children are already in school long enough and that extended days reduce the time they can spend engaged in other activities (Pennington, 2007; Wrobel, 1999). Extending the school day affects not only students and teachers, but parents, employers, and industries that are dependent on the traditional school day (Silva, 2007).

Extending the school day affects not only students and teachers, but parents, employers, and industries that are dependent on the traditional school day.

Recent opinion polls indicate that the public is almost evenly split about extending school days, with 48 percent in favor of doing so and 49 percent opposed (Silva, 2007). Adelman, Haslem, and Pringle (1996) pointed out that, while public and parental support for extended school days has gradually increased, survey items rarely mention the costs associated with adding extra hours to the school day. They postulated that this knowledge might increase the percent of respondents opposed to extended schedules.

Pennington (2007) reported that a key lesson learned by Massachusetts school officials was that they must engage in continuous communication with all sectors of the community. Explaining that extra time was not just “more of the same,” but was an opportunity for expanded learning and enrichment, helped generate support. Administrators and teachers in schools that implemented extended day programs made the following suggestions:

- clearly communicate program goals to parents and the community;
- offer documentation of the plan’s advantages, disadvantages, and effects on student achievement;
- provide early notification of the scheduling change to parents, students, and staff;
- explain that students’ performance will not improve immediately and the impact of the extended day may not be seen for several years; and

- ask for input from teachers, administrators, students, and parents through surveys, interviews, focus groups, or informal discussions.

- **Develop Community Partnerships.** Programs that draw on resources available within the community can provide a wider variety of learning experiences to students outside of the traditional classroom. In Massachusetts, all extended day plans included partnerships with both local organizations unique to the particular community and national organizations, such as the YMCA and Boys and Girls Clubs. In some schools with strong postsecondary partnerships, college faculty are asked to teach dual enrollment or advanced level classes. In others, community partners teach supplemental and/or enrichment courses (Pennington, 2007; Pennington, 2006; U.S. Department of Education, 1995).

- **Collect and Use Data to Inform the Process.** Silva (2007) recommended that educators collect data on the use of time as a school reform. Data should be used to answer questions such as (Dinkes, 2007; Silva, 2007):
 - How is time in school currently spent?
 - How much time is spent on academic instruction in a given school day and in a given class period?
 - What is the best way to use the additional time?
 - How well are teachers able to cover the curriculum in the existing time?
 - How much time is lost to poor classroom management?
 - Do teachers and students feel they have enough time for learning and, if not, what do they want more time for?
 - What supports must be in place to increase the likelihood of the initiative’s success?

Evaluations of extended day programs should feature (Silva, 2007; Long Beach Unified School District, 2000; Northeast and Islands Regional Educational Laboratory, 1998; U.S. Department of Education, 1995):

- multiple measures of program effectiveness and student performance to determine if the extended day is having a

positive impact on students' academic performance;

- tracking of the amount of time allocated for instruction, along with student assessment results, to determine if students are performing at lower levels because there is not enough time to teach content or because content is not being taught effectively; and
- feedback from school staff, students, and parents to assess their attitudes regarding the program and obtain suggestions for improvement.

- **Consider the Expenses that will be Incurred.** High costs are the primary reason most states and school districts have not implemented extended day reforms (Aronson et al., 1999). Based on Odden's (1983) calculations, Glass (2002) estimated that it would cost the nation approximately \$40 billion a year in 2000 dollars to extend the school day from 6 ½ to 8 hours. Calculations are based largely on increased school staffing, but often do not consider additional costs such as higher electrical bills, upgrading facilities that do not have appropriate lighting for early or late hours, supplementary curricular materials, and investments in professional development needed for teachers to effectively implement the extended day reform (Silva, 2007).

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Extending the school day is generally considered to be less costly than extending the school year. Keeping a school open for a few extra hours usually does not generate significantly greater transportation or maintenance expenses. Staff costs are lower when hours, as opposed to whole days, are added (Silva, 2007; Adelman et al., 1996).

There is no one answer to the question of how much it costs to extend the school day. Costs vary considerably by school because schools use different staffing models to cover the extra hours and extend the day by different amounts of time. Studies that have calculated the cost of extending the school day have concluded

that a 10 percent increase in time requires a 6 to 7 percent increase in cost (Dinkes, 2007; Silva, 2007).

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The most thorough study of extended time costs was conducted by Farbman and Kaplan (2005), based on eight extended time Massachusetts schools. The authors found that extended learning time was more expensive, but not proportionately so. The extended time schools expected to spend between \$900 to \$1,540 per student, or approximately 7 to 12 percent more than schools that were on traditional schedules. Farbman and Kaplan (2005) concluded that "because these schools have extended the school schedule by 15 to 60 percent, the increase in cost is not directly proportional to the time added."

The U.S. Department of Education (1995) recommended that district and school officials find creative ways to fund extended day programs. Their report suggested that districts combine state funding with local monies and donations from community organizations and recruit parents and other community members to serve as volunteers. Pennington (2006) advised that, when possible, schools should seek partnerships with institutions of higher education, community organizations, and local employers to increase the number and types of learning opportunities available to students without significantly raising costs.

The Impact of Extended Time on Student Achievement

Research on the extended school day and its impact on student performance is limited and there has never been a controlled or longitudinal study that specifically measures the impact of extending time on student learning (Silva, 2007; Long Beach Unified School District, 2000). Difficulties with the existing research include:

- Different types of time have been studied. The majority of studies have examined the relationship between achievement and allocated time (the amount of time students

attend school), but a substantial number have instead focused on instructional time (the amount of classroom time devoted to formal instruction) or the more difficult to measure academic learning time (the time during which students are actually learning). This inconsistency makes it difficult to compare results and explains why, according to Aronson, Zimmerman, and Carlos (1999), research into extended school days has produced mixed findings.

- Most studies have relied on correlational data. The results of correlational studies are often misinterpreted as providing evidence that the extended time caused the increases in student achievement (Aronson et al., 1999; Karweit, 1985).
- Research has provided few time performance guidelines for teachers and students. For example, it has not been established how much of the school day can reasonably be used for instruction; how long teachers can be expected to productively interact with their students; or how long students can be expected to pay attention to learning tasks (Karweit, 1985).

In general, research has indicated that students who are given more allocated school time have slightly better academic outcomes than students attending

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schools with standard-length days. The relationship between time and achievement is stronger when students are given not just more allocated time, but more instructional time and is even greater when students' academic learning time

increases. Therefore, as expected, it is not the extra time itself that influences student achievement, but how that extra time is used (Silva, 2007; Long Beach Unified School District, 2000; Evans & Bechtel, 1997; Worthen & Zstray, 1994).

- Glass' (2002) review of the research found that increasing the amount of allocated school time had very little impact on student achievement. He concluded that the small benefits achieved from providing extra time did not justify the high costs associated with increasing the length of the school day.

- Cotton (1989) analyzed 57 studies on the relationship between time and learning. She found a small positive relationship between allocated time and student achievement, but a strong positive relationship between academic learning time and student achievement.
- Aronson, Zimmerman, and Carlos' (1999) meta-analysis found little or no relationship between allocated time and student achievement and a larger relationship between academic learning time and achievement.

Three studies, reviewed below, have concluded that students attending schools with extended allocated time had higher levels of academic performance compared to students in schools with standard schedules. It should be noted that the non-experimental pretest-posttest design employed in all of the studies provides no way of determining if the samples were equivalent at the beginning of the study. Therefore, it is not possible to draw causal conclusions from these data.

- During the 1999-2000 school year, 98 New York city schools were classified as Schools Under Registration Review (SURR). Almost half of the elementary and middle SURR schools operated under extended time provisions. The New York City Board of Education (2002; 2000) produced two reports on these schools, comparing them to other SURR schools that received additional resources but did not extend the school day. From 1999 to 2002, extended time schools were found to outperform non-extended time schools in both reading and mathematics. Furthermore, the percentage of students at

... the percentage of students at extended time schools meeting reading and mathematics standards improved at a significantly higher rate than the percentage of students system-wide.

extended time schools meeting reading and mathematics standards improved at a significantly higher rate than the percentage of students systemwide. However, from 2003 to 2005, although students in extended time

schools continued to improve their reading and mathematics performance, their rate of improvement did not significantly surpass that of schools systemwide (United Federation of Teachers, 2006). Possible reasons for

extended day schools' performance exceeding the performance of schools districtwide from 1999 to 2000, but not from 2003 to 2005, were not provided. (Note: New York City's Extended Time Schools program was terminated by Chancellor Joel Klein in the summer of 2006).

- Zakaluk and Straw (2002) studied the impact of an extended day kindergarten program for economically disadvantaged students in Canada. They found that attending full-day kindergarten classes provided students with more academic benefits than three-quarter or one-half day classes. Although students enrolled in full-day classes began the year with significantly lower reading scores than students in half-day classes, analysis of end-of-year posttests revealed that students in full-day classes made the greatest gains and received scores equal to or higher than their more affluent peers in the half-day program.

Mathematics results were encouraging, although less dramatic than those found for the reading test. At the beginning of the school year, full-day students scored significantly lower than half-day students on all mathematics subtests. At the end of the school year, full-day students' posttest scores equaled

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reading, and possibly mathematics, between students from high and low income neighborhoods.

- A study conducted by Walston and West (2004) confirmed Zakaluk and Straw's (2002) findings in the United States. Walston and West (2004) used data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. Results of their analyses indicated that children in full-day kindergarten classes posted greater reading and mathematics test score gains compared to

children in half-day classes, after adjusting for learning differences associated with ethnicity, gender, poverty status, initial achievement level, gender, class size, amount of time provided for instruction, and the presence of an instructional aide. Walston and West (2004) concluded that younger students seemed to benefit from more school time regardless of other background and school factors.

On A Local Note

Miami-Dade County Public Schools (M-DCPS) students attend school for the following lengths of time:

Grade Level	Allocated School Time
Pre-kindergarten, kindergarten, & grade 1	5 ½ hours
Grades 2-6	6 ½ hours
Grades 6-8 (at middle schools)	6 hours, 40 min.
Grades 6-8 (at K-8 centers)	6 ½ hours
Grades 9-12	7 hours

The district's 39 Zone schools implement an extended day program as part of a comprehensive initiative to increase levels of student achievement. Zone schools provide students with one additional hour of instructional time, enrichment activities, and small-group tutoring. Zone school students attend school for the following lengths of time:

Grade Level	Allocated Zone School Time
Pre-kindergarten, kindergarten, & grade 1	6 ½ hours
Grades 2-6	7 ½ hours
Grades 6-8 (at middle schools)	7 hours, 40 min.
Grades 6-8 (at K-8 centers)	7 ½ hours
Grades 9-12	8 hours

The Zone school initiative also includes an extended school year, block scheduling, collaborative teacher planning time, and site-based, job-embedded professional development. The United Teachers of Dade and M-DCPS negotiated a memorandum of understanding that provides Zone school teachers with an additional 20 percent compensation for the additional

services rendered. The transfer of teaching staff into and out of Zone schools incorporates teacher choice, seniority, and the instructional needs of each school.

A three-year evaluation of the effectiveness of these reforms in Zone schools (2005-06, 2006-07, and 2007-08) is currently being conducted by the Office of Program Evaluation.

Summary

Many educational reforms have been implemented over the last several decades, but the basic structure of the school day has remained relatively unchanged. In response to increasing pressure to raise students' levels of achievement, however, states and school districts across the country are considering extended school day reforms. This report summarized strategies that can be implemented to increase the effectiveness of extended school day initiatives, such as extending school days as part of a broader reform effort, focusing on local needs, and improving the quality of instruction.

Research on the extended school day and its impact on student performance, although limited, indicates that it is not the extra time itself that influences student achievement, but how that extra time is used. Students who receive more allocated school time have slightly better academic outcomes than students attending schools with standard 6 or 6 ½ hour days. The relationship between time and achievement increases when students are given not just more allocated time, but more instructional and academic learning time.

M-DCPS students attend school from 5 ½ to 7 hours per day, depending upon the grade in which they are enrolled. The district's Zone schools implement an extended day program as part of a comprehensive reform initiative, which also includes an extended school year, block scheduling, collaborative teacher planning time, and site-based, job-embedded professional development. The impact of these reforms will be measured by a three-year evaluation of the Zone schools, currently being conducted by the Office of Program Evaluation.

All reports distributed by Research Services can be accessed at <http://drs.dadeschools.net> by selecting "Research Briefs" or "Information Capsules" under the "Current Publications" menu.

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