Best Practices for Expanded Learning Time

#AccelerateNotRemediate

May 4, 2021
Accelerating Learning Webinar Series

▷ April 6 | Strategies for Whole Child Summer Learning and Beyond
▷ April 20 | High-Quality Tutoring Strategies
▷ May 4 | Best Practices for Expanded Learning Time
▷ May 18 | Using Assessments to Determine Student Needs
▷ June 1 | Equity-Centered Strategies to Support Students

#AccelerateNotRemediate
Moderator

Tara Kini
Chief of Staff and
Director of State Policy,
Learning Policy Institute

@ms_kini
@LPI_Learning
Housekeeping

▷ All participants will be muted throughout.
▷ You may write in your questions at any time throughout today’s presentation using the Chat feature. These will be answered during the Q&A segment.
▷ Please do not send questions to individuals but rather to All Panelists using the drop-down menu.
▷ This webinar is being recorded and will be posted online at http://links.aasa.org/recordings and at https://learningpolicyinstitute.org/events.
Panelists

**Moderator**

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#AccelerateNotRemediate
Panelist

Marisa Saunders
Associate Director for Research
UCLA Center for Community Schooling

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Accelerating Learning: The Promise of Expanded Learning Time

Marisa Saunders
Assistant Director for Research, UCLA Center for Community Schooling

UCLA Center for Community Schooling
Pandemic exacerbated longstanding disparities in learning time

- *Prisoners of Time, 1994*
- Learning time gap is compounded by the effects of segregation, wealth inequalities and diminishing learning opportunities

*Students from middle- and upper-income families typically spend 6,000 more hours in educational activities than students in low-income families by the time they reach 6th grade*  
(ExpandEd, 2014)
Expanded Learning Time: A Youth Sector Approach to Accelerate Learning

- Brings together the time and resources of youth-serving public agencies, community-based organizations, family-engaged organizations to the task of creating sustained ELT.
- Creates learning environments where young people learn best
- Bridges the spheres students inhabit
- Expands the focus of learning
High-quality and Based on How Students Learn Best

• Learning is social, emotional and academic
• Relationship-building is central
• Empowering and agentive
• Builds on students’ strengths and prior knowledge
• Addresses barriers to learning
Integrates With In-school Learning

- Not an add-on
- Complements in-school learning
- Integrates with school day and curriculum
- Recognizes the needs of adult/educator learning time
Prioritizes Equity

“You know, you have to understand that schools haven’t historically served our children, so why would we want to keep our children in school for longer?”

–Parent Organizer
An Evidence-based, Whole Child Approach: Community Schools

- Four core pillars including expanded and enriched learning time
- ELT integrates with other pillars to address learning barriers; engage family and community; and design strategies in collaboration with students, families and community members
- Incorporates in- and out-of-school ELT strategies
### Effect of NYC-CS on Elementary and Middle School and High School Outcomes

#### Impact of NYC-CS on Elementary and Middle Schools

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2015–16</th>
<th>2016–17</th>
<th>2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion chronically absent(^a)</td>
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<td>![arrow down]</td>
</tr>
<tr>
<td>Proportion on-time progressive</td>
<td>![arrow up]</td>
<td>![arrow up]</td>
<td>N/A</td>
</tr>
<tr>
<td>Average math test scores</td>
<td>![arrow up]</td>
<td></td>
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<tr>
<td>Average ELA test scores</td>
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<tr>
<td>Number of disciplinary incidents(^a)</td>
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<tr>
<td>Teacher responsibility for student success</td>
<td>![arrow up]</td>
<td>![arrow up]</td>
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<tr>
<td>Student connectedness to adults and peers</td>
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<td>![arrow up]</td>
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<tr>
<td>Family empowerment opportunities</td>
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</tbody>
</table>

#### Impact of NYC-CS on High Schools

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2015–16</th>
<th>2016–17</th>
<th>2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion chronically absent(^a)</td>
<td>![arrow down]</td>
<td>![arrow down]</td>
<td>![arrow down]</td>
</tr>
<tr>
<td>Proportion graduated</td>
<td>![arrow up]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits accumulated</td>
<td>![arrow up]</td>
<td>![arrow up]</td>
<td>![arrow up]</td>
</tr>
<tr>
<td>Number of disciplinary incidents(^a)</td>
<td>![arrow up]</td>
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<td></td>
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</tr>
</tbody>
</table>

**NOTE:** Shaded cells indicate positive and statistically significant impacts. Arrows indicate whether the impact involved an increase or decrease in the outcome.

\(^a\) For these outcomes, a downward arrow suggests a reduction in the outcome among community schools, relative to the comparison schools. N/A = not available.

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https://www.rand.org/pubs/research_briefs/RB10107.html
Community School Outcomes

- Improved academic outcomes
  - Graduation rates
  - On-time grade advancement
  - Course pass rates

- Improved opportunity to learn outcomes
  - Attendance
  - Positive school climate
  - Social and emotional well-being
  - Teacher satisfaction

- Broadened understanding of authentic learning
Powerful learning doesn’t just happen in schools; it happens all the time and everywhere.
Resources

• Learning Policy Institute, *Community Schools Playbook*
• Policy Analysis for California Education, *Expanded Learning Partnerships: A Foundation for Rebuilding to Support the Whole Child*
• RAND Corporation, *What is the Impact of the New York City Community Schools Initiative?*
• Saunders, M., Ruiz de Velasco, K., & Oakes, J., *Learning Time: In Pursuit of Educational Equity*
Panelists

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Jose Rivera, MEd– Asst. Superintendent, Grandview SD #200

May 4, 2021
The Why?

- The pandemic resulted in what could be described as the greatest interruption in decades for students attending school, severely impacting learning opportunities, resulting in more remote learning opportunities, and for some students, very minimal participation.

- Nearly all — more than 97% — of educators reported seeing some learning loss in their students over the past year when compared with children in previous years, and a majority, or 57%, estimated their students are behind by more than three months in their social-emotional progress, Horace Mann found.

- The U.S. and Japan gave distance learning the harshest scores overall, with a majority of teachers ranking the effectiveness only slightly better than skipping school completely. CNBC

- Other research also shows distance learning has causes a significant setback in achievement, particularly among Black and Hispanic students and students with disabilities. CNBC

- Data from the Center for Disease Control and Prevention also suggested that virtual learning “might present more risks than in-person instruction related to child and parental mental and emotional health and some health-supporting behaviors.”

- Finally, pandemic or no pandemic, we owe it to all students to provide them with Accelerated Learning and Expanded Learning Time. We continually brainstorm ways in which we can best provide this for our students.
What are the ways to provide accelerated learning time?

- Summer, ESY, Before School, After School, Vacation Break
  Expanded Learning Opportunities. The possibilities are endless on possible ways to provide accelerated or expanded learning time.

- It is critical that you identify the why, or the purpose you are providing accelerated or expanded learning time. This will best determine how critical the need is for this time that you are creating.
Accelerating or Expanding Learning and the question: Are we, or did we make a difference?

- Assessments used to measure the difference being made throughout extended learning time, as well as standards reached, or accomplished during accelerated or expanded learning opportunities. Pre opportunity assessment, or the last assessment taken by a child (spring) and a post opportunity assessment, or next assessment taken (fall). Comparisons made to children provided accelerated or expanded learning, and those not provided, or not making the choice for the opportunity in order to best see if differences were made.

- Our experience showed that the younger the student, PreK through entering 4th grade, the differences were greater, or the results were more positive.
Where is the Yakima Valley?

• Agricultural center of Washington State
• Apples, wine grapes, peaches, pears, cherries and 77% of the nation’s hops come from Yakima County.
- Kindergarten Readiness
- Enriching Kindergarten Experience
- 3rd/4th Graders at Benchmark in Reading/Mathematics
- Algebra-Ready by 8th Grade
- Career and College Ready
The “Nuts and Bolts” of Providing Expanded Learning Time

- Kids get one opportunity to learn all they can in a grade. If they do not meet grade level expectations, they need expanded learning time. Students will continue to get further behind if they are not provided the opportunity. We have offered ongoing expanded learning for summer school for years, as well as before school focused learning opportunities for Targeted Assistance.

- Middle Level has peer tutoring, and afterschool Expanded Learning opportunities for students.

- The High School offers peer tutoring, as well as afterschool Expanded Learning activities for students.

- To support a Growth Mindset, and our goal of Continual Improvement, we support Expanded Learning opportunities before school for elementary, and after school for secondary.

- In support of Anytime, Anywhere Learning, and Growth Mindset, we offer the West Valley Virtual Academy, with over 300 courses, as well as the West Valley Virtual University – Arizona State University, offering university credits at no cost.

- EARLY START World Language learning opportunity for 3rd and 4th graders, provided by Rosetta Stone available for every student who chooses the opportunity for before school Accelerated Learning opportunity, at no cost. This has extended to Language Lab, now offering 5th, 6th, and 7th graders, after school Accelerated Learning opportunity at no cost. We have around 400 students taking advantage of this opportunity. This is paid for from revenue generated through statewide participation in the West Valley Virtual Academy. Also supports Growth Mindset.
West Valley School District, Yakima, WA

- Summer 2021
  - Early Learning & Grades k-4
  - Six-week session, Mondays – Thursdays
  - June 28 – August 5
  - 8:30 am – 12:30 pm
  - Breakfast and lunch provided
  - Bus transportation with limited bus stops

- Focus on:
  - Literacy
  - Math
  - STEAM: Science, Technology, Engineering, Arts, Math
High Quality Instruction
Let’s Make Up for Lost Time!
No Cost, At-Home School Readiness
(June–August, for children entering kindergarten Fall 2021)
ParentChild+
Equal Possibilities From The Start

Play & Learn

For the parents and other caregivers of children 1-5 years old. A great way to help children learn the skills they need while having fun.

Join us for a FREE and interactive time for your child to learn through play.
West Valley School District, Yakima, WA

Migrant Education Summer School – Home Visiting Program
Personalized Learning & Culturally-Responsive Instruction

Family Engagement Week – All Grade Levels
First week of school
Half-days for students & Half-days for Family Engagement (PreK-12)
“Imagine that upon your arrival at an airline ticket counter, you are told that only 65 percent of the flights to your intended destination actually even arrive. The remainder crash en route. And, if you are an ELL student, child of color, or poor, you are required to fly on special, poorly maintained planes—of which only 35 percent make it. Sounds crazy, right? But this is exactly the deal that, as a nation, we are serving up daily to millions of children in thousands of our public schools.”

— From Crash Course: Imagining a Better Future for Public Education by Chris Whittle
Grandview School district in collaboration with district Federal and State programs, Community Partnerships, 21st Century after school, GearUp, Migrant and Save the Children programs aims to offer summer programming that will accelerate the learning of all scholars in grades K-12.
• Summer 2021
  • Early Learning and Grades k–4
  • Six-week session, Mondays–Thursday
  • June 23–June 30
  • 8:30 am – 3:00 pm
  • Breakfast, lunch, and snack provided
  • Focus areas (project-based and integrated approach):
    • Literacy
    • Math
    • STEAM: Science, Technology, Engineering, Arts, Math
    • Interventions
    • Enrichment
    • Social Emotional Learning

Grandview School District, Grandview, WA
Program Design

• **Historical Background**
  - Traditional Summer School (negative feel)
  - Most at-need scholars with least trained staff/leadership
  - Program Design - Critical to meet needs of students (Wild, Wild West)
  - Intentional & Integrated PD for teachers
  - Integrated supports for students (strength & need)
  - Program Design proposal

• **Summer Program Design 2021**
  - Accelerate academic learning in Math & Literacy
  - Support the “Whole Child”
    - Social-Emotional Learning
    - Leadership
    - Health and Nutrition
    - Enrichment Activities
  - School Readiness & Transition Readiness
    - Jumpstart Programs k, 5th, and 8th grades
General Information—Planning

Mitigating Learning Loss Vs. Accelerating Learning

- Initial meeting with Finance and State & Federal program Directors
- Establish dates and vision for summer learning
- Meeting with cabinet to share vision and gather input
- Meet with building leadership teams (principal, VPs, and instructional coaches share vision (parameters))
- **Empower each level to design the summer learning experience (elementary, middle, high schools)**
- Follow up meeting with leadership teams
- Instructional Coaches meeting-curriculum, assessment, and professional development design
- Meet with communications director
- Meet with food service, transportation, and maintenance directors
SPARK Designs for Summer Learning 2021

[Link](#) to High School SPARK Design
[Link](#) to Elementary SPARK Design

### Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Competencies</th>
<th>Lead(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Teacher Prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Breakfast and Yoga</td>
<td>Mindfulness/Whole Child/Nutrition</td>
<td>SEL Specialist and Counselor</td>
</tr>
<tr>
<td>9:40-12:00</td>
<td>PBL Project Work</td>
<td>Core Academics</td>
<td>Team-Teachers</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>Nutrition</td>
<td>All</td>
</tr>
<tr>
<td>12:40-2:10</td>
<td>PBL Project Work</td>
<td>Core Academics</td>
<td>Team-Teachers</td>
</tr>
<tr>
<td>2:15-2:30</td>
<td>Snack, Wrap-Up, Reflection</td>
<td>Mindfulness/Whole Child/Nutrition</td>
<td>SEL Specialist and Counselor</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>Teacher PD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Day

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>1</td>
<td>Benchmark Summer Boost/GIRP/RAVEL</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td>Heinemann Do The Math</td>
</tr>
<tr>
<td>SEL</td>
<td>0.5</td>
<td>Healthy Choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journey of Hope</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Character Strong</td>
</tr>
<tr>
<td>Enrichment</td>
<td>2</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STEM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team-building activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Summer Service Learning Projects</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1 ESD kit/Earth Gen</td>
</tr>
<tr>
<td>Lunch</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

| Total       | 6    |                                                |
Questions, Comments, and Suggestions

Please offer any suggestions on how we could improve on the information that we have shared today.

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Q & A

#AccelerateNotRemediate
Please join us for the next session.

Accelerating Learning: Using Assessments to Determine Student Needs

May 18, 2021

Webinar Registration Link: https://us02web.zoom.us/webinar/register/WN_8SazoDLfSday-DAk-gXx0g

#AccelerateNotRemediate

Panelists:

- **Jorge Aguilar**
  Superintendent, Sacramento City Unified School District (CA)

- **Baron Davis**
  Superintendent, Richland School District Two (SC)

- **Heather Hough**
  Executive Director, Policy Analysis for California Education (PACE)

- **Monica Martinez**
  Director of Strategic Initiatives, Learning Policy Institute (Moderator)

- **John Payne**
  South Carolina Deputy Superintendent, Innovation and Effectiveness

- **Molly Spearman**
  South Carolina Superintendent of Education