

# Great Ideas for Great Public Schools

## MASSACHUSETTS

### Expanded learning time raises student achievement, teacher satisfaction

The Massachusetts Teachers Association is a partner in the nation's first state-driven, multi-district foray into expanded learning time (ELT). Long a hallmark of high-profile charter schools such as the Harlem Children's Zone, ELT is a **proven means of raising achievement among economically disadvantaged students**. Spearheaded by Mass 2020, a nonprofit with government, foundation, and union support, the Bay State's ELT initiative started in 5 schools in 10 districts in 2006 and now includes 19 schools in 19 districts—14 are represented by NEA affiliates. The results are promising: student achievement is rising, teachers are more satisfied, and they can earn up to 20 percent more per year.

#### How it works

- All schools add 300 hours (an increase of about 25 percent) and all teachers participate (or transfer).
- The extra time is used for core academic subjects such as math, science, and English language arts, as well as art, music, and physical education.
- Teachers have more opportunities to collaborate during the school day—to plan lessons together, develop curriculum, and use data to enhance learning.
- Schools partner with organizations and resources ranging from the Boston Ballet to the EcoTarium.
- Some schools offer integrated afterschool programs with documented success in raising student achievement—for example, Citizen Schools, which couples academic support with enriching experiences such as visiting a hospital to learn about being a doctor, nurse, or lab technician.

#### Helps students make big gains

According to the Massachusetts Department of Elementary and Secondary Education:

- The number of ELT students rated “proficient” in one or more subjects rose by more than 30 percent between 2008 and 2010.

**For more information:** Paul Toner, president, Massachusetts Teacher Association, 617-878-8214, ptoner@massteacher.org

**Report:** *Listening to Experts: What Massachusetts Teachers are Saying about Time and Learning and the Expanded Learning Time Initiative*, [www.mass2020.org/files/file/Listening\\_to\\_Experts\\_final.pdf](http://www.mass2020.org/files/file/Listening_to_Experts_final.pdf)



*Great Public Schools for Every Student*

- In the eight schools that have been a part of the ELT initiative since its inception in 2006, achievement gaps have narrowed by 33 points in math and by 15 points in English language arts and science.
- ELT schools outperform other high-poverty schools—40 percent are “high growth” in math versus 25 percent of non-ELT schools; 25 percent are “high growth” in English language arts versus 11 percent of non-ELT schools.

#### Gives teachers what they need most: time

- According to teachers themselves, time is what they need most—time to cover the curriculum, meet the needs of all students, and collaborate with colleagues.
- In the 2008 Massachusetts Teaching Leading and Learning Survey (MassTeLLS), 50 percent of the teachers in ELT schools reported that they have adequate time to cover the curriculum, versus 34 percent of teachers in non-ELT schools.
- In a more recent survey conducted by independent evaluator Abt Associates, 90 percent of teachers in ELT schools reported that sufficient time is allotted to core academic subjects.