Mapping the Field

A REPORT ON EXPANDED-TIME SCHOOLS IN AMERICA
FALL 2012
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As of 2012, over 1,000 schools across the U.S. operate with an expanded schedule, and this number has grown markedly in recent years. These schools represent the vanguard of a broader movement to re-imagine public education in America. By expanding their operational days and/or years for all students, the schools have reformed what has been one of the most intractable features of the American educational landscape—the calendar of 180, six-and-a-half hour days that has been the norm for at least a century.

Expanding learning time has become a leading strategy for closing the achievement and opportunity gaps that plague high-poverty schools in particular. With more time, educators are able to deepen the curriculum, embed enrichment classes and activities, and engage in frequent opportunities for teacher collaboration and professional development. Over the last few years, policy and education leaders at the district, state, and federal levels have promoted and funded initiatives that enable more school time at unprecedented rates, resulting in a surge in the number of schools operating with innovative schedules and calendars.

Despite the accelerating momentum to expand learning time, little is known about the universe of expanded-time (ET) schools across the country. This remains largely a decentralized movement, with entrepreneurial endeavors that break from the conventional school calendar still the predominant mode for becoming an ET school. In an effort to better define and identify the diverse and growing cohort of ET schools, the National Center on Time & Learning (NCTL), an organization dedicated to re-designing and expanding school time to improve opportunities and outcomes for all students, has developed a database to collect and present...
the latest information. Focusing on individual ET schools, this database, launched in 2009, is the only resource of its kind with information on school characteristics as well as on scheduling trends taking shape at expanded-time schools across the country.¹ The database can be accessed through NCTL’s website at www.timeandlearning.org/db/.

Mapping the Field: A Report on Expanded-Time Schools in America

Documenting the 1,002 schools in the NCTL Database as of January 2012, Mapping the Field provides analysis of meaningful trends and key characteristics in this exciting educational arena. Like NCTL’s first expanded-time schools report, which was released in late 2009, the data explored in these pages represent a snapshot of an ever-changing and burgeoning field. Indeed, as the data make clear, that field is dynamic, like the database itself, with new ET schools being identified and added on an on-going basis.² By capturing, analyzing, and presenting the relevant school-level data from this diverse group of schools, the following report illuminates what we know today about the wide range of schools providing more time for teaching and learning than the conventional schedule and calendar allow.

The data explored in these pages represent a snapshot of an ever-changing and burgeoning field.

Criteria for Inclusion in the NCTL Expanded-Time Schools Database

According to criteria established by NCTL, a school will be included in the database if it has the following characteristics:

• The school must be public.
• The expanded school schedule must apply to all enrolled students.
• The school must operate with an average school day length of at least 7 hours (the national average is 6.7 hours).
• For schools qualifying based on the length of their school day, an average school day must be 30 or more minutes longer than surrounding public schools (or compared to ET schools’ pre-conversion schedules).
• For schools qualifying based on the length of their school year, an average school year must be 10 or more days longer than surrounding public schools (or compared to ET schools’ pre-conversion schedules).
Overall, the vital statistics of ET schools reveal a field very much affected by policy. During the past several years, policymakers at all levels have begun to position expanded learning time as a core strategy in school improvement efforts and, more generally, as a necessary feature of a public school system that ensures all students are well prepared for success in higher education and the workforce. In turn, the number of ET schools in the NCTL Database has grown rapidly. And as the field has grown, so, too, has the potential impact of these schools—all of which deliberately break from the conventional school schedule and/or calendar—on long-term prospects for American education. Through its database and periodic reports about the wide and increasing range of ET schools, the National Center on Time & Learning will continue to track this evolving field with an eye toward how these schools can, and do, take a leading role in the educational advancement of the next generation.

1 Since its initial launch, the database has been upgraded and NCTL has introduced more refined criteria for school identification and inclusion. Specifically, in 2009, the original database criteria did not set any minimum time thresholds for inclusion and instead defined an ET school as any with a deliberately longer day and/or year than surrounding schools. Consequently, the current database population will not be compared directly to the original cohort of 655 schools that populated the database in 2009. It is important to note that the current database population is not exhaustive. Although the effort to identify schools was quite comprehensive, the necessarily de-centralized nature of the identification process likely means that NCTL was not able to locate and verify every expanded-time school in America. Appendix A details the methodology that NCTL used to identify the schools included in this study.

2 Because the NCTL Expanded-Time Schools Database is designed to accommodate the dynamism of the field, more schools have been added and other information modified since the contents of the database were analyzed for this report.
An analysis of the 1,002 expanded-time schools in the NCTL Database reveals the following:

**EXPANDED-TIME (ET) SCHOOLS ARE A WIDESPREAD AND DIVERSE GROUP**

- Expanded-time schools are located in 36 states and the District of Columbia.
- The schools serve approximately 520,000 students and represent about 1 percent of all schools nationwide.
- Four in 10 ET schools are traditional district schools; the remaining 60 percent are charter schools.

**ET SCHOOLS SERVE A HIGH-NEEDS STUDENT POPULATION**

- Almost three-quarters (72%) of ET schools are in urban areas.
- Nearly 6 in 10 (58%) ET schools have student populations that are at least 75 percent eligible for free or reduced-price lunch (vs. 20% of schools nationally).
- One-third (33%) of ET schools serve a student body that is at least 99 percent minority (vs. 22% of schools nationally).

**TYPICALLY, ET SCHOOLS ARE “YOUNG” AND “START-UP”**

- Almost 6 in 10 (59%) of the schools with ET start dates that have been identified have opened with—or converted to—expanded-time schedules in the last five years.
- Over three-quarters (76%) of traditional district ET schools have become expanded-time schools in the last three years.

- Nearly three-quarters (72%) of ET schools are “start-ups,” with the remaining 28 percent converting to expanded time from a traditional schedule.

**ET SCHOOLS HAVE SIGNIFICANTLY MORE TIME THAN THE NORM**

- The average length of the school day across all ET schools is 7.8 hours (vs. 6.7 hours for conventional schools nationally), and 40 percent of ET schools operate with a day that is at least 8 hours long.
- More than half (56%) of ET schools feature a day at least 1 hour longer than surrounding public schools.
- Charter schools have typically expanded the school day more than traditional district schools, with almost half (46%) of charter ET schools operating with a day that is at least 8 hours long (compared with only 30 percent of traditional district ET schools).
- The average number of annual hours among ET schools is 1,430, or over 200 more hours than the national average (1,206) for all schools.

**MOST ET SCHOOLS HAVE NOT CHOSEN TO MEANINGFULLY EXTEND THE SCHOOL YEAR**

- The average length of the year among ET schools is 184 days, with charter ET schools featuring a slightly longer year (185 days) than traditional district ET schools (181 days).
- While a majority (57%) have a year that is at most 5 days longer than surrounding public schools, only one-fifth (21%) of ET schools offer a school year that is at least 10 days longer than surrounding public schools.
A Brief History of Expanded-Time Schools

Providing students more learning time is not a new idea. The first serious proposal for expanding school time appeared in a seminal 1983 report titled A Nation at Risk, which called for adding at least another hour to the school day to accommodate a more rigorous set of learning standards. A decade later, the National Commission on Time and Learning, in its report Prisoners of Time, put the matter succinctly:

*Time is learning’s warden. Our time-bound mentality has fooled us all into believing that schools can educate all of the people all of the time in a school year of 180 six-hour days. The consequence of our self-deception has been to ask the impossible of our students.... Holding all students to the same high standards means that some students will need more time.*

As forceful as these appeals were, they produced no significant institution-wide change—effectively, no movement ensued on the part of traditional public schools to break from the conventional calendar and/or schedule. The one notable exception to this adherence to school-time norms came from the emerging group of independent public schools known as charter schools. By leveraging their operational autonomy from the fixed policies of surrounding districts (including those related to school time), many charter school founders crafted their schools—which had been established to be deliberately unlike the conventional—on a platform of a longer school day and/or year.

Throughout the 1990s and into the beginning of the 21st century, charter schools stood as the most prominent models for expanding school time. Meanwhile, some non-charter, but still somewhat independent, district schools across the country also began exploring opportunities to add more school time to their calendars. These included magnet schools, such as audition arts high schools, and an emergent crop of in-district autonomous schools, such as the Pilot Schools in the city of Boston and the Achievable Dream Academy in Newport News, Virginia.
Building on these early efforts to retool the conventional school calendar, several districts launched district-managed initiatives to add time to a group of underperforming schools. The earliest high-profile version of these initiatives took place in New York in 1996, when then-Chancellor Rudy Crew increased learning time in the schedules of a few dozen struggling schools by adding 20 minutes to the day and 5 days to the year. A few years later, in Miami, where he had moved in 2003, Crew established the School Improvement Zone, which added 1 hour daily and 10 more instructional days to 39 schools in the Miami-Dade School District. Though these two particular initiatives have now been phased out, similar initiatives are in operation today in districts such as Houston, Denver, and Volusia County (Daytona Beach), Florida. Several districts in the state of Massachusetts also have expanded school time for a select number of schools through a competitive grant program. The Massachusetts Expanded Learning Time (ELT) Initiative provides funding to district schools that add 300 annual hours to the school year and is the only state grant program of its kind.

For the past decade, the conversion of many traditional district schools to independent charter schools has also enabled the growth of expanded-time schools nationally. Though a given district’s intent for school conversion may not be to increase learning time, per se, these charter schools are more likely to go on to develop an educational model that revolves around a longer day and/or year. This conversion strategy is one that New Orleans (through the Recovery School District) and Philadelphia, among others, have adopted.

Innovative Policies Supporting the Growth of the Expanded-Time Schools Movement

Even as the formation and occurrence of ET schools accelerated somewhat by the middle of this past decade, aside from the multi-state charter school networks such as the Knowledge is Power Program (KIPP) and Achievement First, the various streams for the establishment or conversion of ET schools were mostly localized efforts. Some, like the Miami School Improvement Zone and the Massachusetts ELT Initiative, had garnered a bit of attention among education leaders around the country, yet not enough to ignite a significant shift in practice across the nation. It was not until the Obama Administration, through the education reform efforts launched as a part of the American Recovery and Reinvestment Act (ARRA), established new policies incentivizing more school time that the field saw considerable movement. Among the new and reformed federal programs, the most significant is the School Improvement Grant (SIG) program, which aims to turn around chronically under-performing schools. In funding SIG schools to engage in a deep reform process focused on fueling higher student achievement, the U.S. Department of Education explicitly calls for “increased learning time” as one of the key strategies that schools selecting specific reform models must employ. During the 2010–2011 school year, the SIG program, with monies through ARRA alone totaling about $3.5 billion, provided grants to over 1,200 schools nationwide.

“Our time-bound mentality has fooled us all into believing that schools can educate all of the people all of the time in a school year of 180 six-hour days.... Holding all students to the same high standards means that some students will need more time.”

—PRISONERS OF TIME
Together, these multiple paths for expanded-time school establishment or conversion have resulted in a population of over 1,000 expanded-time schools nationwide.

While it appears, to date, that only a minority of SIG schools have expanded their schedule and/or calendar in a way that meets the NCTL Database criteria, the SIG program is nonetheless significant as a primary pathway for schools to expand learning time. Along with increasing the number of ET schools nationally, the SIG program has established a policy framework with more time as one of the core components of any school improvement process.4

This approach to promoting expanded learning time by embedding it within a broader constellation of high-impact improvement strategies also has been adopted by many states in their own ARRA-motivated efforts to turn around low-performing schools. For example, a number of states have crafted state-operated “innovation districts” aimed at spurring broad-based innovation—including the ability to diverge from the standard schedule—among regular district schools. These innovation districts essentially transfer select district schools into a superseding structure that offers the individual sites some autonomy from their home districts, and, in so doing, opens the door for the creation of more ET schools. A number of states—Massachusetts, Colorado, Connecticut, Maine, Kentucky, and Tennessee—now have these innovation districts, or a similar policy structure, in place. Additionally, many states also have lifted the cap on charter schools, a move that will likely stimulate the establishment of even more schools with expanded time.

Meanwhile, many states also have earned new waiver flexibilities from the Elementary & Secondary Education Act, enabling them to re-direct federal funds to support expanded-time schools. The waivers permit states to use dollars previously reserved for the remedial tutoring program known as Supplemental Educational Services (SES) and for the once exclusively out-of-school time initiative known as 21st Century Community Learning Centers to expand school time for an entire student population. While states have not yet had time to implement the new approaches made possible by the waivers, they, too, are likely to lead to the establishment of more ET schools, primarily through the conversion of existing district schools to a longer day and/or year.

Together, these multiple paths for ET school establishment or conversion have resulted in a population of over 1,000 expanded-time schools nationwide. While these 1,002 schools represent only about 1 percent of the total universe of American public schools—a testament to the challenges of expanding school time much beyond the norm—that proportion is almost sure to grow in the coming years. As discussed above, more avenues for funding have become available, and, importantly, the strategy of expanding time has become embedded within the broader school reform agenda with much greater frequency. Consequently, both practitioners and policymakers are increasingly coming to the conclusion that ambitions to turn around chronically low-performing schools and, indeed, to strengthen American schools overall, must incorporate more learning time.


4 In the analysis that is presented in this report, the 77 SIG schools in the NCTL Database are sometimes disaggregated to ascertain preliminary trends in this relatively new group of expanded-time schools.
The Value of More Time

Why do many education policymakers and the school leaders in the 1,000-plus schools included in the NCTL Expanded-Time Schools Database consider the conventional school schedule and calendar of 180, six-and-a-half-hour days inadequate, especially for students in high-poverty communities? While educators at each ET school have their own unique set of reasons for choosing to expand time, their choice carries with it three key benefits for all:

I. Having more time in the school day allows educators at expanded-time schools to develop longer and/or supplemental academic classes, which, in turn, enables teachers to broaden and deepen the content of these classes. Consider the following advantages of having more time, reported by teachers in some Massachusetts ET schools:

- Covering more material and examining topics in greater depth
- Completing, reinforcing, and extending lessons
- Connecting concepts occurring in different classes
- Setting context and repeating content, if necessary
- Answering students’ questions
- Discussing and reflecting on lessons

Moreover, with the imminent implementation in most states of the Common Core standards in math and English language arts (ELA)—the most rigorous standards to date calling for students to gain and apply a wide range of knowledge and skills—additional time will likely play an ever more crucial role in the push toward higher academic achievement.

II. Expanding overall school time allows schools the flexibility to also incorporate enrichment classes and activities that enhance students’ educational experiences and engagement. In an environment where accountability to learning standards is paramount, schools are sometimes forced to shift time away from non-tested subjects, ensuring sufficient time to develop student proficiency in the tested subjects.
Thus, expanded time allows schools to offer enrichment classes—such as visual and performing arts, technology, and physical education—along with various enrichment activities, ranging from forensics and robotics to service learning and apprenticeships with businesses and other community partners. When combined with rigorous academic offerings, such enrichment creates a more well-rounded education for each individual student.

III. A longer school day and/or year gives schools opportunities to dedicate ample time for teacher collaboration and professional development, which together enable educators to strengthen their instruction. Research has shown that having regular times for teachers to meet as a group to discuss student performance and pedagogical techniques is one of the most potent factors leading to higher-quality instruction as well as an intensified commitment to higher expectations.8

Although the significance of these reported benefits carries great implications for education and policy leaders at every level, having more time does not by itself guarantee these or other benefits; time must be used wisely and well. As the National Center on Time & Learning explains in Time Well Spent, its 2011 publication profiling high-performing, expanded-time schools, time operates as just one “gear” of four in the machinery of school improvement. The other three gears—people, culture, and data—must work in concert with time for it to have a real impact on student learning.9

Also, notwithstanding the benefits of more learning time for teachers and students, there are still considerable structural barriers to expanding school time beyond the conventional time norms. Such obstacles typically include the need for additional resources to support the longer day and/or year and the hard-to-quantify, but still substantial, resistance by many key stakeholders to major institutional change. For charter or magnet schools, which operate with independence from the institutional and fiscal structures that tend to keep the calendar and/or schedule firmly in place, these barriers are somewhat easier to surmount. However, for traditional district schools, emerging policies and newly available funding streams at the federal, state, and local levels that support the expansion of school time have become key, even necessary, levers to implementing the expanded school day and year.

Today, the interplay between the forces pushing against school time expansion, on one side, and those advancing the potential positive impact that more time can have on teaching and learning, on the other, frame the ET schools movement. The vital statistics presented in the analyses that follow describe a field of ET schools that is playing a critical role in changing the American educational landscape. By their very formation and continued growth, ET schools, as documented in these pages, suggest that the momentum toward expanding time could very well stand at the leading edge of the transformation of American schooling.

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7 See, for example, McMurre, J. (2008). Instructional time in elementary schools: A closer look at changes for specific subjects. Washington, DC: Center on Education Policy.


Profile of Expanded-Time Schools

The following descriptive analyses reflect the data set in the NCTL Database as of January 2012. These data are used to construct a profile of the expanded-time schools in aggregate and, when relevant, the data are disaggregated to explore meaningful differences between and among certain subgroups of ET schools.10

Expanded-Time Schools Are a Widespread and Diverse Group

*Expanded-time schools are not limited to a small number of states and districts.* As documented in Figure 1, NCTL was able to identify 1,002 expanded-time schools in 36 states and the District of Columbia, operating in school year (SY)2011-2012. (For a complete list of schools included in the NCTL Database, and their locations, see Appendix C.) These schools serve approximately 520,000 students in total, representing a significant increase from the findings in NCTL’s 2009 report, which identified 655 schools serving approximately 300,000 students. All told, expanded-time schools now represent about 1 percent of the total of roughly 100,000 public schools and 1 percent of the total K–12 student population of approximately 50 million.11

Subgroups in the Expanded-Time Schools Database

The NCTL Database comprises several distinct subgroups of schools. Often, there are meaningful differences in time practices (and other indicators) between and among these subgroups, and, thus, we highlight these differences throughout this report. For example, traditional district ET and charter ET schools are often afforded varying degrees of scheduling autonomy—a factor that has the potential to shape distinctive trends between these subgroups. Similarly, schools serving different grade levels are also included as subgroups because they are frequently subject to different time requirements from their state or district. Finally, we also separate out a new cohort of traditional district ET schools, termed School Improvement Grant (SIG) schools. These schools received federal funding with the specific requirement, among others, to increase learning time for students. Because a number of stakeholders have interest in tracking the time practices of these SIG schools, we separate them out for review.
The five states with the greatest number of ET schools—California, Illinois, Massachusetts, New Jersey, and North Carolina—are all states with significant policies in place to encourage ET school establishment and/or conversion. These policies include, but are not limited to, minimal restrictions on the number of charter schools permitted; localized efforts to extend greater flexibilities—including scheduling autonomies—to individual schools; and state grant-funded initiatives, such as the Massachusetts Expanded Learning Time (ELT) Initiative.
A large percentage of expanded-time schools are located in highly-populated states. California, Illinois, New Jersey, and North Carolina—four of the ten most populous states according to the 2010 U.S. Census—are home to 38 percent of the expanded-time schools in this study (totaling 379 schools).

The vast majority of expanded-time schools are located in urban areas, with a strong representation in many of the nation’s largest cities, including New York, Los Angeles, Chicago, and Houston. Seventy-two percent of ET schools are located in urban areas and 20 percent in suburbs, while only 8 percent of ET schools are located in rural areas (Figure 2).

Compared to the national population of schools, a larger proportion of expanded-time schools are charter schools. In contrast to 5 percent of schools nationally that operate with a charter, 60 percent of expanded-time schools identified by NCTL are charter schools (Figure 3). This finding, nevertheless, represents a smaller proportion than was identified in the 2009 NCTL report on expanded-time schools, where 74 percent of the schools then in the database were charter schools.

The population of expanded-time schools comprises fewer elementary schools than is the case nationally. While nearly 70 percent of schools nationally are elementary schools, only about one-third of ET schools are elementary schools (Figure 3).
Expanded-time schools are also much more likely to have a non-traditional configuration of grades (e.g. K-8 or 5-12) than are schools nationally. While only 7 percent of schools nationally have a non-traditional configuration, 35 percent of ET schools do (Figure 3).

Expanded-Time Schools Serve At-Risk Student Populations

Expanded-time schools are more likely than are other public schools to be Title-1 eligible\(^{13}\) and much more likely to be schools with high concentrations of low-income students. Eighty-six percent of expanded-time schools are Title I-eligible, while only 65 percent of schools nationally meet the Title I eligibility criteria. Further, when examining the NCTL Database to track schools with even higher concentrations of low-income students, we see that a majority (58%) of ET schools are composed of student populations where three out of every four students are low-income (i.e. eligible for a free or reduced-price lunch). In comparison, nationally, only 20 percent of schools have a student body that is at least 75 percent low-income (Figure 4).

Many expanded-time schools serve high-minority student populations. On average, approximately 33 percent of the expanded-time schools in the NCTL Database serve near universal minority student populations (i.e., >99% minority student population) (Figure 4). Charter ET schools are more likely to serve a nearly all minority student population, with 42 percent of charter ET schools doing so. Twenty-two percent of traditional district expanded-time schools serve nearly all minority students—a figure equal to the percentage of district schools nationally that fall into this category.
Expanded-Time Schools Are More Likely to Start with Expanded Schedules than to Convert from a Conventional Schedule

NCTL identified two distinct types of expanded-time schools: The first type is “converted”—those schools that at one time operated on a conventional schedule but have intentionally transitioned to an expanded schedule, either through their own choice or as a reform encouraged or required by the district or state. The second type is “start-up”—those schools that were established with a schedule that was deliberately longer than surrounding public schools.

“Start-up” expanded-time schools in the NCTL Database are much more common than are “converted” schools, with 72 percent of schools identified as this initial type. Within the “start-up” category, charter schools are more likely than traditional district schools to begin with an expanded schedule (97 percent of charter ET schools vs. 28 percent of traditional district ET schools). The remaining 72 percent of traditional district ET schools have converted to a schedule that expands beyond that of the other schools in their home district.
Expanded-Time Schools are Typically “Young”

A vast majority of ET schools in the NCTL Expanded-Time Schools Database have either been established with, or converted to, expanded time in recent years. Overall, 86 percent of ET schools with known start dates have operated for less than a decade, and nearly 60 percent of ET schools have operated under an expanded schedule for five or fewer years. Further, 39 percent of schools in the database have implemented an expanded schedule within the last three years (Figure 5).

Traditional district ET schools are more likely than charter ET schools to have recently enacted an expanded-time schedule. Approximately three-quarters of the newest group of expanded-time schools (i.e. fewer than three years of operation under an expanded schedule) are traditional district schools. Conversely, the 14 percent of all expanded-time schools with more than 10 years of operation under an expanded schedule are primarily charter schools. Ninety-one percent of expanded-time schools with greater than 10 years of operation are charter schools (Figure 6).}

Significant new policies have been enacted to enable the growth of expanded-time schools. The findings here suggest that such policies are having a real-world impact, especially as they stimulate traditional district schools to convert to expanded time.

Newer ET schools have largely converted to an expanded-time schedule from a traditional schedule, while older ET schools predominantly started as such. In fact, ET schools with fewer than three years of operation are three times more likely to have converted to that schedule (75% vs. 25%). Meanwhile, nearly all (99%) of the ET schools with greater than 10 years of operation are “start-up” expanded-time schools (Figure 6). As noted in the “Brief History” section of this report, during the last few years, significant new policies have been enacted to enable the growth of expanded-time schools. The findings here suggest that such policies are having a real-world impact, especially as they stimulate traditional district schools to convert to expanded time.

10 Whenever possible, data for all schools are included in each analysis; however, in several cases, data were not available for every school in each area examined. Thus, the n (number) for each data point is included and should be considered in determining the magnitude of each finding.


12 Data from the federal Schools and Staffing Survey (SASS)—the only nationally representative data source available on time practices across schools—is used to provide national averages for comparison to the expanded-time schools. The most recent SASS administration took place in SY2007-2008 and is used in conjunction with the U.S. Department of Education’s Public School Universe Survey, SY2008-2009.

13 Eligibility for school-wide Title I programs requires that at least 40 percent of the school’s enrollment comes from low-income families.
Figure 5  Percentage of Expanded-Time Schools by Number of Years as an ET School (n=545)

Source: NCTL Expanded-Time Schools Database (January 2012)

Figure 6  ET Schools Operating on an Expanded Schedule More than 10 Years (n=76) ET Schools Operating on an Expanded Schedule Fewer than 3 Years (n=212)
Expanded-time schools in the NCTL Database provide, on average, about six-and-a-half more weeks of schooling per year than conventional public schools. The following section describes the varying ways that schools in the NCTL Database structure this additional time, and examines the average length of the school day and school year among different types of expanded-time schools.

**Expanded-Time Schools Have Meaningfully Longer School Days than Schools Across the Nation**

Although expanded-time schools vary in their approach to, and amount of, added time, the group of expanded-time schools in the NCTL Database offers significantly more school time for all students than the average U.S. school. During SY2011-2012, schools in the NCTL Database were open, on average, for 7.8 hours a day and 184 days per year. This compares to a national average of 6.7 hours per day and 180 days per year in traditional public schools, as described by the nationally representative Schools and Staffing Survey (SASS) (Table 1). Nationally, nearly two-thirds of typical district public schools operate for fewer than 7 hours per day. In contrast, nearly 100 percent of the ET schools in this study have a school day that is at least 7 hours in length, and 40 percent of ET schools offer a school day that is longer than 8 hours (Table 2).

**Expanded-time middle and high schools tend to offer longer school days than expanded-time elementary schools.** While only approximately one-quarter of ET elementary schools offer a school day that is greater than 8 hours, 70 percent of ET middle schools and 40 percent of ET high schools offer an 8-hour or longer school day (Table 3).

**Expanded-time charter schools typically offer longer school days than traditional district expanded-time schools.** As shown in Table 2, just over half the traditional district ET schools provide a school day longer than 7.5 hours. In contrast, three-quarters of all charter ET schools operate a school day that is longer than 7.5 hours, and nearly half of all charter ET schools operate a school day that is longer than 8 hours. This difference is particularly apparent at the elementary and middle school levels, where charter ET schools are much more likely than traditional district ET schools to offer a school day longer than 8 hours (Figure 7). By contrast, at the high school level, the same proportion of charter and traditional district ET schools (40%) offer a school day longer than 8 hours.
### Table 1  Average Length of the School Day in Expanded-Time Schools

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<th>Traditional District ET Schools (n=399)</th>
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Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

### Table 2  Percentage of ET Schools by Length of School Day and School Type

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<th>National Average, Non-Charters (n=5,730)</th>
<th>All ET Schools (n=1,002)</th>
<th>Traditional District ET Schools (n=399)</th>
<th>Charter ET Schools (n=603)</th>
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<td><strong>&lt;7 Hours</strong></td>
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<td><strong>&gt;=8 Hours</strong></td>
<td>1.9</td>
<td>40.0</td>
<td>29.6</td>
<td>46.8</td>
<td>40.3</td>
</tr>
</tbody>
</table>

*Note: Three schools in the NCTL Expanded-Time Schools Database offer a school day of 6.7 hours but were included because they provide a comparatively long school year (200 days). Thus, the comparison to a school day length of <7 hours in the national averages was retained to enable comparisons across all categories.

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

### Table 3  Percentage of ET Schools by Length of School Day and School Level

<table>
<thead>
<tr>
<th></th>
<th>Elementary Schools (n=337)</th>
<th>Middle Schools (n=143)</th>
<th>High Schools (n=171)</th>
<th>Non-Traditional Configurations (n=351)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&lt;7 Hours</strong></td>
<td>0.6</td>
<td>0.0</td>
<td>0.0</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>7-7.49 Hours</strong></td>
<td>48.1</td>
<td>15.4</td>
<td>26.3</td>
<td>30.8</td>
</tr>
<tr>
<td><strong>7.5-7.99 Hours</strong></td>
<td>24.6</td>
<td>14.7</td>
<td>33.9</td>
<td>28.5</td>
</tr>
<tr>
<td><strong>&gt;=8 Hours</strong></td>
<td>26.7</td>
<td>69.9</td>
<td>39.7</td>
<td>40.5</td>
</tr>
</tbody>
</table>

Note: Three schools that offer a school day of just 6.7 hours were included in the NCTL Expanded-Time Schools Database, because they provide a comparatively long school year (200 days).

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data
The small sample of School Improvement Grant (SIG) schools in the NCTL Database shows considerable variability in the length of school days. A sizable percentage of ET SIG schools appear at both ends of the spectrum: Forty percent operate with a school day that is longer than 8 hours, but a roughly equal share (39%) operates with a day that is 7.5 hours or shorter (Table 2).

Expanded-Time Schools Do Not Have Substantially Longer School Years than Schools Across the Nation

ET schools, on average, do not have school years that are meaningfully longer than schools nationally. Across the nation, the typical district public school operates for 180 days per year. The average ET school has a school year that extends only a few days beyond this national average, at 184 days (Table 4). The majority of ET schools operating with a school year that is slightly longer still are charter schools, which average 185 days, in comparison to ET traditional district schools, which, at 181 days, tend to adhere to school years closer to national averages.

Elementary schools are the least likely to have a longer school year. In the NCTL database, 64 percent of the ET elementary schools offer a school year of fewer than 181 days, and only 22 percent offer a school year beyond 187 days. However, it is worth noting that across all levels of ET schools, the largest proportion of schools is always in the “less than 181 day” category, further reinforcing the conclusion that ET schools are not meaningfully extending the school year beyond the national average of 180 days per year (Table 6).
### Table 4  Average Length of the School Year in Expanded-Time Schools

<table>
<thead>
<tr>
<th>Number of Days/Year</th>
<th>National Average, Non-Charters (n=5,730)</th>
<th>All ET Schools (n=1,002)</th>
<th>Traditional District ET Schools (n=399)</th>
<th>Charter ET Schools (n=603)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;180</td>
<td>180</td>
<td>184</td>
<td>181</td>
<td>185</td>
</tr>
</tbody>
</table>

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

### Table 5  Percentage of ET Schools by Length of School Year and School Type

<table>
<thead>
<tr>
<th>Length of School Year</th>
<th>National Average, Non-Charters (n=5,730)</th>
<th>All ET Schools (n=1,002)</th>
<th>Traditional District ET Schools (n=399)</th>
<th>Charter ET Schools (n=603)</th>
<th>SIG ET Schools (n=77)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;181 days</td>
<td>83.4</td>
<td>50.9</td>
<td>74.4</td>
<td>35.3</td>
<td>76.6</td>
</tr>
<tr>
<td>181-183 days</td>
<td>8.5</td>
<td>9.4</td>
<td>8.5</td>
<td>10.0</td>
<td>9.1</td>
</tr>
<tr>
<td>184-187</td>
<td>5.0</td>
<td>11.4</td>
<td>5.8</td>
<td>14.8</td>
<td>7.8</td>
</tr>
<tr>
<td>&gt;187</td>
<td>3.2</td>
<td>28.5</td>
<td>11.3</td>
<td>40.0</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

### Table 6  Percentage of ET Schools by Length of School Year and School Level

<table>
<thead>
<tr>
<th>Length of School Year</th>
<th>Elementary Schools (n=337)</th>
<th>Middle Schools (n=143)</th>
<th>High Schools (n=171)</th>
<th>Non-Traditional Configurations (n=351)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;181 days</td>
<td>64.4</td>
<td>42.0</td>
<td>52.6</td>
<td>43.6</td>
</tr>
<tr>
<td>181-183 days</td>
<td>5.9</td>
<td>12.6</td>
<td>11.7</td>
<td>10.3</td>
</tr>
<tr>
<td>184-187</td>
<td>10.7</td>
<td>10.5</td>
<td>9.4</td>
<td>12.8</td>
</tr>
<tr>
<td>&gt;187</td>
<td>22.0</td>
<td>35.0</td>
<td>26.3</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Source: NCTL Expanded-Time Schools Database (January 2012)
**Expanded-time charter schools tend to offer longer school years than traditional district ET schools.**

Forty percent of the ET charter schools in the NCTL Database are open for more than 187 days, while only 11 percent of the traditional district ET schools fall in this category (Table 5). The disparity between traditional district ET and charter ET schools is most apparent in the elementary and middle school categories. Among traditional district ET schools, 84 percent of elementary and 74 percent of middle schools operate with a school year of fewer than 181 days, whereas among ET charter schools, only 31 percent of elementary and 33 percent of middle schools are open 181 days or fewer (Figure 8).

**When Compared to Their Surrounding Schools, Expanded-Time Schools Extend the Length of the School Day More than the School Year**

While the above analyses of the data compare ET schools in the NCTL Database to schools nationally, we can also examine how ET schools compare to schools in their surrounding districts. This more localized comparison is important because of the variation that exists across states and districts in the length of the school day and year, and it also yields insight into the specific choices ET schools have made in establishing their schedules and/or calendars.

*When compared to surrounding schools, it is much more common for ET schools to extend their daily schedules than to extend their yearly calendars.* In fact, an analysis of the NCTL data set finds that 99 percent of ET schools operate with a longer school day than surrounding schools, while only 54 percent operate with a longer school year than surrounding schools. Twenty-nine percent of ET schools offer 90 or more minutes per day, and the majority of ET schools offer at least 60 more minutes per day for students than do surrounding schools (Figure 9). By contrast, the majority of expanded-time schools have a yearly calendar that is the same length as, or not much longer than, the calendar in surrounding schools (i.e., fewer than 5 additional days/year). This finding may suggest that it could be more difficult, or less desirable, for ET schools to expand beyond the conventional yearly calendar than it is for them to expand beyond the traditional daily schedule.

*Just as the national comparisons reveal, charter ET schools are more likely than traditional district ET schools to offer substantially longer school days than schools in their surrounding district.* Thirty-six percent of ET charter schools operate on a daily schedule that is at least 90 minutes longer than surrounding schools, while only 20 percent of traditional district ET schools do. Conversely, approximately half the traditional district and SIG expanded-time schools have a daily schedule at the bottom end of the spectrum—that is, only between 30 and 59 minutes longer than surrounding schools—while just 27 percent of ET charter schools have a daily schedule at the spectrum’s lower end (Figure 9).
**Figure 8** Percentage of ET Schools by Length of School Year with Consideration of School Level and School Type

![Bar charts showing the percentage of ET schools by length of school year for different school levels and types.](image)

*Source: NCTL Expanded-Time Schools Database (January 2012)*

**Figure 9** Additional Minutes Per Day in Expanded-Time Schools in Comparison to Surrounding Schools

![Bar charts showing the additional minutes per day in expanded-time schools compared to surrounding schools.](image)

*Source: NCTL Expanded-Time Schools Database (January 2012)*
Charter ET schools are also more likely than traditional district ET schools to offer a longer school year than surrounding schools. While nearly one-third of charter ET schools operate with yearly schedules that are at least 10 days longer than surrounding schools, only 10 percent of traditional district ET schools fall in this category (Figure 10). Traditional district ET and SIG ET schools are most likely to maintain a traditional school year length: Eighty-four and 86 percent of traditional district ET and SIG ET schools, respectively, operate with 5 or fewer additional days per year than surrounding schools, compared to just 40 percent of charter ET schools in the NCTL Database that do so.

### Table 7  
Average Length of the School Day and Year in Expanded-Time Schools

<table>
<thead>
<tr>
<th></th>
<th>National Average, Non-Charters (n=5,730)</th>
<th>All ET Schools (n=1,002)</th>
<th>Traditional District ET Schools (n=399)</th>
<th>Charter ET Schools (n=603)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Days/Year</td>
<td>180</td>
<td>184</td>
<td>181</td>
<td>185</td>
</tr>
<tr>
<td>Number of Hours/Day</td>
<td>6.7</td>
<td>7.8</td>
<td>7.6</td>
<td>7.9</td>
</tr>
<tr>
<td>Total Yearly Hours*</td>
<td>1,206</td>
<td>1,430</td>
<td>1,370</td>
<td>1,469</td>
</tr>
</tbody>
</table>

*Total yearly hours are calculated as the number of school days multiplied by the number of hours per day. This total does not account for early dismissal days or Saturday hours, which are features of many school schedules.

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data
Expanded-Time Schools Offer Significantly More Total Time in School

With a longer day and year than other schools across the nation, the 1,002 ET schools in the NCTL Database operate with an average of 1,430 annual hours of schooling, in comparison to an estimated 1,206 hours in a conventional school. This additional time in school each year means that students attend ET schools for over 33 more days (based on the daily national average)—about 6.5 weeks more—than students in a typical school. Table 7, on the previous page, shows the total number of annual hours for schools in the NCTL Database when the number of days per year and the number of hours per day are combined.

Charter ET schools offer more total time in school per year that traditional district ET schools. Charter ET schools in the NCTL Database offer on average 100 more hours per year than traditional district ET schools in the database (Table 7). As shown in Table 8, charter ET schools are also more likely to offer both a longer school day (8+ hours) and a longer school year (>187 days) than traditional district ET schools. Over 41 percent of charter schools fall in both these categories, while only 17 percent of traditional district schools do. By contrast, 81 percent of traditional district ET schools have both the shortest school year (<181 days) and the shortest school day (< 7.5 hours).

With a longer day and year than other schools across the nation, the 1,002 ET schools in the NCTL Database operate with an average of 1,430 annual hours of schooling, in comparison to an estimated 1,206 hours in a conventional school.

---

Note that three schools offering a school day of 6.7 hours are included in the NCTL Database because these schools operate with a comparatively long school year (200 days).

### Table 8: Percentage of Expanded-Time Schools by Length of School Day and Year

<table>
<thead>
<tr>
<th></th>
<th>All ET Schools</th>
<th>Charter ET Schools</th>
<th>Traditional District ET Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;7.5 hours</td>
<td>7.5-7.99 hours</td>
<td>8+ hours</td>
</tr>
<tr>
<td></td>
<td>(n=340)</td>
<td>(n=262)</td>
<td>(n=151)</td>
</tr>
<tr>
<td>&lt;181 days</td>
<td>60.9</td>
<td>46.2</td>
<td>45.5</td>
</tr>
<tr>
<td>181-183 days</td>
<td>6.8</td>
<td>11.1</td>
<td>10.5</td>
</tr>
<tr>
<td>184-187 days</td>
<td>12.7</td>
<td>11.5</td>
<td>9.8</td>
</tr>
<tr>
<td>&gt;187 days</td>
<td>19.7</td>
<td>31.3</td>
<td>34.3</td>
</tr>
</tbody>
</table>

Source: NCTL Expanded-Time Schools Database (January 2012)
Future Research

As more schools across the country consider options to expand their school day and/or year for all students, there is an ongoing need to track and document this dynamic field. Further, there are a number of key areas where additional research can and should be conducted to determine with greater precision how current expanded-time schools are utilizing time within their school day and year, and to what effects.

Student and Teacher Time Use

There is a need to better understand how expanded-time schools are making choices about student and teacher time use within the school day and how educators at these schools are developing comprehensive school schedules and/or calendars that: (a) maximize instructional time, (b) target individual student needs, (c) employ rigorous academic courses and engaging enrichment programs for students, (d) provide ample and effective collaboration and development time for staff, and (e) prepare students for success in college and careers.

Student Outcomes

Expanding school time appears to hold great promise as a way to target individual student needs and improve overall student engagement and performance. However, the field currently lacks a rigorous analysis of student performance data from expanded-time schools that controls for demographics, past performance, and inter-state variability in examination measures. Interpreting such outcomes analyses to fully understand how various quantities and configurations of time might influence student performance changes would require connecting these outcomes to diverse implementation practices and student and teacher time use. Additionally, non-traditional student outcome measures—such as school engagement, creativity, and the development of 21st century skills (e.g. communication, problem-solving, and teamwork)—would be a welcome complement to academic performance analyses. Together, these investigations could provide a comprehensive, detailed picture of the effects of expanded-time schools on overall student outcomes.
Financing
There is also a need to better understand how expanded-time schools finance and staff their educational programs. Such an inquiry should aim to uncover a set of lessons learned that can encourage other schools to reallocate resources and/or capitalize on existing funding mechanisms to tailor an expanded-time model that meets their unique needs. Further, research is needed to detail various tradeoffs that ET schools might make to determine how expanded-time models could be replicable and, in turn, how the strategy of expanding time might be more fiscally sustainable.

As our nation moves forward in efforts to improve the teaching and learning within individual schools and across the American education system as a whole, it seems only logical to look to these educators, who already have begun to think differently about how to re-configure and re-engineer schools.

As researchers, including those at NCTL, pursue further studies in the field of expanded-time schools, there is little doubt that these schools, which have taken the initiative to abandon the conventional school calendar and schedule, are worthy of documenting. After all, the educators who operate these schools have been able to overcome one of the most intransigent features of American schooling and are clearly proprietors of an ambitious vision. Meanwhile, as our nation moves forward in efforts to improve the teaching and learning within individual schools and across the American education system as a whole, it seems only logical to look to these educators, who already have begun to think differently about how to re-configure and re-engineer schools.

At the National Center on Time & Learning, we are committed to continuing to track the field of expanded-time schools and also to disseminating effective practices observed from within this universe of innovative schools. We hope that these efforts, including the creation of the NCTL Expanded-Time Schools Database and the publication of this report, will continue to encourage school leaders, policymakers, and researchers to explore how expanded time, used wisely and well, can be leveraged to generate deep and lasting educational improvement and enable our country to better prepare all children for future success.
The National Center on Time & Learning Expanded-Time Schools Database includes:

- Basic information about each expanded-time school: name, location, grades served, and year established as an expanded-time school
- School schedule and calendar information: number of school days per year, start and end times each day, early release or late-start day information, and start-up or expanded-time conversion status
- Schedule and calendar comparisons to other neighboring schools: number of minutes per day and number of days per year compared to surrounding schools
- Demographic data, drawn from the U.S. Department of Education’s Common Core of Data: school setting/urbanicity, student ethnicity demographics, free/reduced-price lunch data, school Title I eligibility, and school size
- Student outcomes data: percentage of students meeting or exceeding grade-level standards in English-Language Arts (ELA) and mathematics, as demonstrated on the state’s standardized assessment, paired with comparable information at the state and district levels

METHODOLOGY

Since the release of our first database publication in 2009, the National Center on Time & Learning has sought to continually track the expanded-time schools listed there while also identifying and adding new schools to the NCTL Expanded-Time Schools Database.

This effort represents a two-part process: First, beginning in the summer of 2011 and continuing through the winter of 2011-2012, NCTL staff confirmed the schedule information for the 655 schools in the original database to ensure that each still met the criteria for database inclusion. This information was obtained from school year (SY)2011-2012 schedules posted on the individual school’s, or on the district’s, website, or, when unavailable, by contacting school administrators directly. Any additional school information—location, grades served, etc.—was also modified to reflect SY2011-2012. Second, NCTL staff added new schools to the database that had been identified since the 2009 publication. Identification of these schools relied heavily on searching through web content—such as news articles, blog postings, lists from state charter school organizations, and research reports highlighting schools with alternative schedules or school-level schedule and/or calendar changes. Once these schools were identified as potential new entries for the NCTL Database, each was assessed according to the same process of schedule verification, often involving direct contact with school administrators to further evaluate and confirm their inclusion.
Beyond identifying additional schools for inclusion, NCTL also collected supplemental school-level information from a variety of sources to build a comprehensive profile for each expanded-time school. For example, school demographic characteristics—such as eligibility status for Title I programs and student enrollment—were downloaded from the U.S. Department of Education’s Common Core of Data (CCD), using each school’s unique identification number. The CCD includes school-level characteristics up through SY2009-2010. Additionally, NCTL collected student outcomes data—the percentage of students demonstrating proficiency or higher at each grade level in ELA and mathematics—from SY2007-2008 through SY2010-2011, where applicable and available. These data were retrieved from each state’s Department of Education website and, whenever possible, comparable district and state proficiency scores were provided.

We offer the NCTL Expanded-Time Schools Database as a resource to multiple audiences for multiple purposes. In particular, the NCTL Database is designed for the following audiences: researchers intending to pursue rigorous research and evaluation projects that can help to develop a deeper understanding of the choices that educators at the database schools are making in expanding their school day and/or year and the necessary conditions that support the successful integration of their scheduling strategies; policymakers interested in tracking the growing expanded-time movement and its implementation and impact in specific schools; and practitioners who hope to learn from the experiences of expanded-time schools in neighboring districts and states.
## Appendix B

### Characteristics of 2011–2012 Expanded-Time Schools

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>EXPANDED-TIME SCHOOLS</th>
<th>NATIONAL COMPARISONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Number of Schools</strong></td>
<td>1,002</td>
<td>98,916</td>
</tr>
<tr>
<td><strong>School Classification</strong></td>
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<td></td>
</tr>
<tr>
<td>% Traditional District*</td>
<td>39.8</td>
<td>95.5</td>
</tr>
<tr>
<td>% Charter</td>
<td>60.2</td>
<td>4.5</td>
</tr>
<tr>
<td>% School Improvement Grant (SIG)</td>
<td>7.7</td>
<td>N/A</td>
</tr>
<tr>
<td>% Title I-Eligible</td>
<td>86.0</td>
<td>65.2</td>
</tr>
<tr>
<td><strong>Grades Served</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Elementary</td>
<td>33.6</td>
<td>68.8</td>
</tr>
<tr>
<td>% Secondary</td>
<td>14.3</td>
<td>23.8</td>
</tr>
<tr>
<td>% Non-Traditional Grade Configuration</td>
<td>35.0</td>
<td>7.4</td>
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<tr>
<td><strong>Urbanicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Urban</td>
<td>72.2</td>
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<tr>
<td>% Suburban</td>
<td>19.5</td>
<td>42.5</td>
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<td>% Rural</td>
<td>8.3</td>
<td>31.4</td>
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<tr>
<td><strong>School Size</strong></td>
<td></td>
<td></td>
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<tr>
<td>&lt;321 Students</td>
<td>31.6</td>
<td>32.0</td>
</tr>
<tr>
<td>321-509 Students</td>
<td>29.4</td>
<td>27.5</td>
</tr>
<tr>
<td>&gt;510 Students</td>
<td>39.0</td>
<td>40.5</td>
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<tr>
<td><strong>Free/Reduced-Price Lunch (FRPL)-Eligible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;50% FRPL-Eligible</td>
<td>18.1</td>
<td>54.3</td>
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<tr>
<td>75% or Greater FRPL-Eligible</td>
<td>58.0</td>
<td>20.0</td>
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<tr>
<td><strong>Student Demographics</strong></td>
<td></td>
<td></td>
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<tr>
<td>&lt;60% Minority Students</td>
<td>17.7</td>
<td>54.3</td>
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<td>&gt;99% Minority Students</td>
<td>32.7</td>
<td>21.9</td>
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<tr>
<td><strong>Schedule Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Length of School Year, in Days</td>
<td>183.6</td>
<td>179.5</td>
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<tr>
<td>Average Length of School Day, in Hours</td>
<td>7.8</td>
<td>6.7</td>
</tr>
</tbody>
</table>

*Inclusive of School Improvement Grant (SIG) schools

Sources: National Center for Education Statistics Public Schools Universe Survey (SY2008-2009) and Schools and Staffing Survey (SASS, SY2007-2008) for national comparisons; NCTL Expanded-Time Schools Database (January 2012) for all other data
### Appendix C
#### 2011–2012 Expanded-Time Schools Across the U.S.

#### Alaska

<table>
<thead>
<tr>
<th>CITY AND SCHOOL</th>
<th>TYPE</th>
<th>GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>Charter</td>
<td>K-6</td>
</tr>
<tr>
<td>Winterberry Public Charter</td>
<td>Charter</td>
<td>K-8</td>
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</table>

#### Anchorage

<table>
<thead>
<tr>
<th>CITY AND SCHOOL</th>
<th>TYPE</th>
<th>GRADES</th>
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</thead>
<tbody>
<tr>
<td>Aquarian Charter</td>
<td>Charter</td>
<td>K-6</td>
</tr>
<tr>
<td>Winterberry Public Charter</td>
<td>Charter</td>
<td>K-8</td>
</tr>
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</table>

#### Arkansas

<table>
<thead>
<tr>
<th>CITY AND SCHOOL</th>
<th>TYPE</th>
<th>GRADES</th>
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</thead>
<tbody>
<tr>
<td>Blytheville</td>
<td>Charter</td>
<td>4-6</td>
</tr>
<tr>
<td>KIPP – Blytheville College Preparatory</td>
<td>Charter</td>
<td>5-8</td>
</tr>
<tr>
<td>KIPP – Delta College Preparatory</td>
<td>Charter</td>
<td>K-5</td>
</tr>
<tr>
<td>KIPP – Delta Collegiate High</td>
<td>Charter</td>
<td>9-12</td>
</tr>
<tr>
<td>KIPP – Delta Elementary Literacy Academy</td>
<td>Charter</td>
<td>PK-3</td>
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</table>

#### BLYTHEVILLE

<table>
<thead>
<tr>
<th>CITY AND SCHOOL</th>
<th>TYPE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Baker Interdistrict Elementary</td>
<td>District</td>
<td>K-5</td>
</tr>
<tr>
<td>Chenal Elementary</td>
<td>District</td>
<td>K-5</td>
</tr>
<tr>
<td>Joe T. Robinson High</td>
<td>District</td>
<td>9-12</td>
</tr>
<tr>
<td>Mills University Studies High</td>
<td>District</td>
<td>9-12</td>
</tr>
</tbody>
</table>

#### Helena

<table>
<thead>
<tr>
<th>CITY AND SCHOOL</th>
<th>TYPE</th>
<th>GRADES</th>
</tr>
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# Appendix C

## 2011–2012 Expanded-Time Schools Across the U.S.

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SUITLAND: Drew Freeman Middle District K-8

Michigan

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### North Dakota

- **MINOT**
  - Central Campus
  - District
  - Grades: 9-10

### New Hampshire

- **MERRIMACK**
  - Academy for Science and Design
  - Charter
  - Grades: 7-12

- **PEMBROKE**
  - Strong Foundations Charter
  - Charter
  - Grades: K-7

### New Jersey

- **ASBURY PARK**
  - Hope Academy Charter
  - Charter
  - Grades: K-8

- **ATLANTIC CITY**
  - Oceanside Charter
  - Charter
  - Grades: PK-8

- **CAMDEN**
  - Camden Academy Charter High
  - Charter
  - Grades: 9-12
  - Camden High
  - District
  - Grades: 9-12
  - Camden’s Promise Charter Middle
  - Charter
  - Grades: 5-8
  - D.U.E. Season Charter
  - Charter
  - Grades: K-8
  - Environment Community Charter
  - Charter
  - Grades: K-5
  - Freedom Academy Charter
  - Charter
  - Grades: 5-8
  - Leap Academy University Charter
  - Charter
  - Grades: K-12
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<td>Douglas MacArthur Girls Leadership Academy</td>
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### Appendix C: 2011–2012 Expanded-Time Schools Across the U.S.
Appendix C
2011–2012 Expanded-Time Schools Across the U.S.

Ohio continued

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DAYTON

Dayton Leadership Academies – Dayton Liberty Campus                             | Charter | K-8    |
Dayton Leadership Academies – Dayton View Campus                                | Charter | K-8    |
Life Skills Center of Dayton                                                     | Charter | 9-12   |

EAST CLEVELAND

MC² STEM High                                                                  | District| 9-12   |

LORAIN

Academy of Arts and Sciences                                                    | Charter | K-3    |
Lorain Preparatory Academy                                                      | Charter | 3-8    |

MANSFIELD

Foundation Academy of Mansfield                                                | Charter | K-8    |

MIDDLETOWN

Middletown Preparatory and Fitness Academy                                     | Charter | K-8    |

SPRINGFIELD

Springfield Preparatory and Fitness Academy                                      | Charter | K-8    |

TOLEDO

Star Academy of Toledo                                                           | Charter | K-8    |
Toledo Preparatory and Fitness Academy                                          | Charter | K-8    |

TROTWOOD

Trotwood Preparatory and Fitness Academy                                        | Charter | K-8    |

WARREN

Academy of Arts and Humanities                                                   | Charter | K-8    |

WESTERVILLE

Cornerstone Academy                                                             | Charter | K-8    |

YOUNGSTOWN

Youngstown Academy of Excellence                                               | Charter | K-8    |

Oklahoma

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Oregon

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PHOENIXVILLE

Renaissance Academy Charter                                                     | Charter | K-12   |

PITTSBURGH

Fort Pitt Elementary                                                             | District| PK-5   |
Pittsburgh Arlington                                                             | District| PK-8   |
Pittsburgh Colfax                                                                | District| K-8    |
Pittsburgh Murray                                                                | District| PK-8   |
Pittsburgh Northview                                                             | District| PK-8   |
Pittsburgh Weil                                                                  | District| PK-5   |
Propel – Montour                                                                | Charter | K-8    |

SIMPSON

Fell Charter Elementary                                                          | Charter | K-8    |

TURTLE CREEK

Propel East                                                                     | Charter | K-8    |
Woodland Hills Academy                                                          | District| K-7    |

Rhode Island

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<td>New Vision Academy</td>
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<td>Park Avenue Elementary Enhanced Option</td>
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<td>Robert Churchwell Museum Magnet Elementary</td>
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<td>Shwab Elementary</td>
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<td><strong>Whites Creek</strong></td>
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## Texas

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<th>City and School</th>
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<tr>
<td><strong>Alamo</strong></td>
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<td>IDEA – Alamo</td>
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<td><strong>Austin</strong></td>
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<td>KIPP – Austin College Prep</td>
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<td>KIPP – Austin Connections Elementary</td>
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<td>St. Mary’s Academy Charter</td>
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<td>KIPP – Truth Academy</td>
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<td><strong>Donna</strong></td>
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<td>T.A. Sims Elementary</td>
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<td>Versia L. Williams Elementary</td>
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<td>KIPP – Coastal Village Primary</td>
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## Virginia

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<tr>
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<td>An Achievable Dream Middle &amp; High</td>
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## Washington

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<td><strong>Sunnyside</strong></td>
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<td><strong>Yakima</strong></td>
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<td>Washington Middle</td>
<td>District</td>
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Join the Movement: Accessing the NCTL Expanded-Time Schools Database

At the National Center on Time & Learning, we are committed to tracking the diverse and growing world of expanded-time schools and disseminating information on these innovative schools through our online NCTL Expanded-Time Schools Database. Responding to the dynamism of this burgeoning field, NCTL will continue to update and expand this database as new schools are identified.

If you are an educator at an expanded time school that is not yet included in the NCTL Database, we encourage you to visit us at www.timeandlearning.org/db/ to add your school and be listed among the leaders in this field. And if your school is already included, please help us provide further details and/or any updates for the entry.

In addition, we encourage the use of the NCTL Expanded-Time Schools Database as the preeminent resource for school leaders, policymakers, researchers, and members of the media seeking to investigate the current field of expanded-time schools as well as the potential of expanded learning time, moving forward. Please continue to visit our website as new resources are continually added in an effort to track how expanded-time schools are leveraging time wisely and well to generate deep and lasting educational improvement and enable all students to achieve future success.
The National Center on Time & Learning (NCTL) is dedicated to expanding learning time to improve student achievement and enable a well-rounded education. Through research, public policy, and technical assistance, NCTL supports national, state, and local initiatives that add significantly more school time to help children meet the demands of the 21st century and prepare for success in college and careers.

The Time to Succeed Coalition (TSC) is a broad and diverse coalition working to ensure that all children in our nation’s high-poverty communities have more and better learning time in school to prepare them for success. Led by the Ford Foundation and the National Center on Time & Learning, TSC is building the movement to expand learning time and to help communities overcome barriers to change. It is time to succeed—and with expanded learning time, we will succeed.

MAPPING THE FIELD: A REPORT ON EXPANDED-TIME SCHOOLS IN AMERICA

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PHOTOGRAPHY

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Todd Williamson

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