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Thank you for your request for research on **the impact of extended school day on student outcomes and whether this impact varies by grade level**. Ask A REL is a collaborative reference desk service provided by the 10 regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research-based education questions.

Please note that REL Southwest has not done an evaluation of the resources themselves but offers this list to you for your information only.

BACKGROUND

To impact student outcomes such as improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement, schools and districts sometimes employ the educational strategy called extended learning time. Extended (or expanded) learning time takes a wide variety of forms from state to state or school to school, and has multiple uses. For example, school days and school weeks are used as a strategy to: increase instructional time; teach through non-traditional experiences such as apprenticeships or internships; give students academic support as part of their school days or years; or engage in learning opportunities in areas such as the arts and sports.

Moving from half-day to full-day kindergarten or adding an hour or more to the school day may be long-term or short-term. The extension may be implemented to improve the overall academic performance of the student body, or it may be more specific—for example, to increase instructional time and test preparation in advance of a high-stakes test.¹

Following an established REL Southwest protocol, we conducted a search for research reports, websites, as well as descriptive briefs on the impact of extended school day on student outcomes and whether this impact varies by grade level. The sources included federally funded organizations, additional research institutions, educational databases, and general Internet searches using Google and Bing. See the methods section at the end of this Ask A REL for additional information on how we identified the following sources.

¹ The Glossary of Education Reform—<http://edglossary.org/expanded-learning-time/>—a comprehensive online resource that describes widely used school-improvement terms, concepts, and strategies for journalists, parents, and community members.

QUESTION

What does research tell us about the impact of extended school day on student outcomes and whether this impact varies by grade level?

SOURCES

Burton, Ella M. (2007). Extended School Day. Research Brief, *Education Partnerships, Inc.* <http://files.eric.ed.gov/fulltext/ED537590.pdf>.

From the ERIC abstract: “There are only a handful of formal studies that examined the impact of changes in school starting time on student learning and behavior. The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota is a leader in this research and identified the impact of changes in school starting times across the school, community and family contexts. Most of the research on extended school days examined the impact in elementary and middle school settings. Only recently have researchers begun to look at the impact of extended days on high schools. The following factors, drawn from the literature, summarize things to consider when thinking about extending the school day: (1) Impact of school start time within the school context; (2) Impact of school start time on the community; (3) Impact of school start time on families; and (4) Impact of school start time on students. Several school districts from New York to California to Alaska have discussed extending the day, however, no more than a few dozen have implemented such a plan. When implemented little data has been gathered on the impact of change. When considering an extended day, whether an early start, later start or staggered start times including flexible scheduling, schools must consider the impact on families, student employment and other factors. For many schools these considerations may carry greater weight than educational benefits.”

Curwen, M. S.; Colón-Muñiz, A., Curwen, M. S., Colón-Muñiz, A. (2013). Educators challenging poverty and Latino low achievement: Extending and enriching the school day, *Journal of Urban Learning, Teaching, and Research*, v9 p65-77. <http://files.eric.ed.gov/fulltext/EJ1027061.pdf>.

From the ERIC abstract: “Latino students, as children of historically underachieving populations, often have their academic success in jeopardy. For many schools, after-school programs complement the regular school day, with more than half of the 49,700 U.S. elementary schools having one or more on-site programs. Such programs vary in intent, purposes, and resources and typically emphasize remediation rather than developing interests or competencies in curricular areas beyond language arts and math. This qualitative case study explores the practices of one dual language elementary school in a high poverty Latino community and its academic/enrichment extended day program. Wenger's (1998) community of practice framework captures the mutual engagement, joint enterprise, and shared repertoire of practices tightly woven between the regular school day's classroom teachers and the after-school instructional assistants. This investigation provides insight into collaborative efforts that can counter the isolation, segregation, and mediocrity of school experiences that children in poverty

often experience and provide points for offering dual language and cultural experiences through an extension of the school day.”

Fashola, O. S. (2013). Evaluation of an extended day program for African American males in the context of single gender schooling and schoolwide reform: A case for extending the school day for African American Males, *Peabody Journal of Education*, v88 n4 p488-517. <http://eric.ed.gov/?id=EJ1021123>.

From the ERIC abstract: “This article presents the results of the 2nd-year evaluation of an after-school program designed for an extended school day program serving African American middle school students in the city of Baltimore, Maryland (ACCESS-West). This study describes the effects of schoolwide reform especially as it relates to single-gender schools, educating African American males, and extending the school day. The ACCESS-West program goals included improving academic achievement, improving student attitude toward school, decreasing chronic truancy and absenteeism, and increasing parental engagement and involvement. Second-year results reveal that three of the four goals were met but that the interplay between schoolwide reform and implementing the extended-day program had mixed effects on the program. Staffing and administrative changes and high percentages of special needs students adversely affected the program and results. Dedication, commitment, and implementation positively contributed to the outcomes of the 2nd-year results. The results contribute to the growing body of literature and research that continues to investigate the effects of single-gender schools on minority males. The results suggest that the schools need a number of years to establish their areas of staffing, administration, curriculum, and student enrollment before the results they can expect positive results. These results also suggest that providing African American males with an extended-day program that is flexible, yet structured, can provide positive results academically, behaviorally, and with the challenges of parental engagement and involvement.”

Folsom, J. S., Petscher, Y., Osborne-Lampkin, L., Cooley, S., Herrera, S., Partridge, M., & Smith, K. (2016). School reading performance and the extended school day policy in Florida (REL 2016–141). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2016141>.

From the IES description: “Beginning with the 2012/13 school year, Florida law required that the 100 lowest-performing elementary schools in reading extend the school day. This study examined how the lowest performing schools implemented the extended school day policy and the trends in school reading performance among the lowest performing schools and other elementary schools. The lowest-performing schools were located throughout Florida and on average, were smaller but served higher proportions of minorities and higher proportions of students receiving free or reduced-price lunch compared to other elementary schools.”

From the report: “This study addresses three research questions:

- Where were the lowest performing schools located, and how did the demographic composition of the lowest performing schools compare with that of other elementary schools?
- How did districts and schools incorporate the extra hour of instruction in 2013/14? Was there evidence of additional reading instruction? How was the additional time added, and how was instruction provided?
- What was the nature and variability of growth in school reading performance among the lowest performing schools and other elementary schools between 2011/12 and 2013/14? How much growth was expected in the absence of the extra hour of instruction, and did the lowest performing schools exhibit more growth than expected?

Key findings:

Florida law requires the 100 lowest performing elementary schools in reading to extend the school day by one hour to provide supplemental reading instruction. This study found that those schools were smaller than other elementary schools and served a higher proportion of racial/ethnic minority students and students eligible for the school lunch program. The lowest performing schools reported increasing the number of minutes of reading instruction provided to students, increasing staff, and providing instruction in the extra hour that differed from instruction during the rest of the day. When growth in performance is measured, initially low scores generally rise, even in the absence of an intervention, because of natural year-to-year variations. While average school reading performance improved among the lowest performing schools, the increase did not exceed the small year-to-year variations expected when measuring initially low student performance.”

Jacobson, Reuben; Blank, Martin J. (2011). Expanding the learning day: An essential component of the community schools strategy. *New Directions for Youth Development*, n131 p55-67. <http://eric.ed.gov/?id=EJ945495>.

From the ERIC abstract: “From their beginning, community schools have expanded the learning day as a central component of their comprehensive strategy. Community schools of the early twentieth century served as centers of the community where students, families, and community members came to learn, to become civically engaged, and to prepare for the workforce. In this way, community schools served as a precursor to current efforts to expand learning time and opportunities in schools. Today, community schools and their partners continue to expand learning time and opportunities as one important dimension of a comprehensive strategy to ensure that students are ready for college, career, and citizenship, and to strengthen families and the community. In this article, the authors describe community schools, lay out the similarities and differences between the community schools and the ELT schools, and provide examples of how community schools are expanding both learning time and opportunities. Finally, the authors present a set of principles for using expanded learning in a community school setting.”

Janicki, Heidi L. (2011). Evaluation of an Extended-Day Kindergarten Program, *ERS Spectrum*, v29 n3 p11-27. <http://eric.ed.gov/?id=EJ955829>.

From the ERIC abstract: “Following a model for an extended-day kindergarten program that had been in operation in select schools for nearly 20 years, a southeastern Virginia school division expanded the Extended-Day Kindergarten (EDK) Program with an additional 40 classes in 39 schools during the 2006-2007 school year. The EDK Program supplemented the traditional half-day kindergarten program with a focus on language arts and mathematics during an additional three hour and ten minute session. A total of 642 students were served by the program during the 2006-2007 school year with approximately 15 students per class at any given time. The program evaluation examined the implementation of the program expansion, the characteristics of students who participated, stakeholders' perceptions of the program, EDK students' progress in language arts and mathematics in kindergarten and first grade compared to other groups of students who did not participate in the EDK Program, and the cost of the program expansion. (Contains 9 tables, 1 footnote and 7 figures.)”

Warner, Darlene Owyn (2012). A Comparison of the effect of instructional time and instructional program on reading achievement growth of kindergarten students, ProQuest LLC, Ed.D. Dissertation, Aurora University.
<http://eric.ed.gov/?id=ED551011>.

From the ERIC abstract: “This dissertation study examined reading achievement among students enrolled in half-day kindergarten (HDK) and full-day kindergarten (FDK) programs. First, a review of the research on reading achievement in students in both HDK and FDK programs was presented. Next, the study, including the research questions, study design, and analysis plan, were outlined. Participants included a diverse sample of kindergarten students enrolled in both HDK and FDK programs from all the classrooms in a large, unit school district in the Midwest. Reading achievement was measured by performance on the Letter-Sound Fluency task using AIMSweb©. The study examined whether reading achievement growth differed for students in HDK as compared to FDK programs, as well as whether the type of reading instructional program in which children participated predicted reading achievement growth. This dissertation also examined the performance of students who were identified as English Language Learners and students from low-income families. The results indicated that the positive effects of FDK are greater than for HDK; however, the differences were statistically significant only for children who are English Language Learners or who receive free or reduced lunch. Only one reading program, SRA-Reading Mastery, used in conjunction with SRA-Language for Learning in Extended Day Kindergarten, was found to be associated with higher achievement growth as compared to all of the other reading programs. The results have implications for how to best close the achievement gap in U.S. schools and may provide educators with necessary research to meet the needs of at-risk students and to make judicious reading curricular expenditures. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.]”

McMurrer, J., Frizzell, M., Yoshioka, N. (2015). Expanded learning time: A summary of findings from case studies in four states. *Center on Education Policy*.
<http://files.eric.ed.gov/fulltext/ED555412.pdf>.

From the report's introduction: "Many low-performing schools across the nation have increased learning time in response to federal requirements for the School Improvement Grant (SIG) program. The conditions governing federal waivers of the Elementary and Secondary Education Act (ESEA) also require certain schools to redesign the school day, week, or year to include additional time for student learning and teacher collaboration. Furthermore, the waivers allow greater flexibility to redirect certain federal funding streams toward increased learning time. This report by the Center on Education Policy (CEP) at the George Washington University summarizes the findings of a series of case studies of 17 low-performing schools within 11 school districts in four geographically dispersed states--Connecticut, Colorado, Oregon, and Virginia. This research examined state and local efforts to expand learning time through the unique lens of state and local responses to specific federal provisions. In particular, we investigated the strategies being used by the case study sites to meet federal requirements and encouragements for increased or expanded learning time, and the challenges, successes, and impacts associated with this implementation process. All four states in this study have been granted ESEA waivers. Most of the case study schools received SIG funds and/or were identified as "priority" schools under ESEA waivers, meaning that they were among the lowest-performing schools in their state. From October 2013 through March 2014, CEP staff and consultants visited all of the participating districts and the majority of participating schools. We interviewed 49 education leaders, including 13 state education officials, 18 district leaders, and 18 school principals. We also gathered information from state ESEA waiver applications and other relevant state, district, and school policy documents. As explained later in this report, different federal initiatives use different terminology and definitions for provisions that have the common goal of adding time for student learning and for teacher collaboration, professional development, or planning. For simplicity's sake, this report uses the umbrella term of "expanded learning time," or ELT, to describe these various approaches. Throughout this report, the findings are supported by examples from specific districts and schools. Key findings included: (1) Case study schools are meeting the federal requirements to expand learning time, but ELT is costly, and the short-term nature of federal grants is causing difficulties for some schools; (2) Case study districts and schools differ in when and how they expand learning time; (3) State, district, and school leaders participating in these case studies often emphasized that improving the quality of instruction in low-performing schools was just as important as increasing the quantity of instructional time; (4) There was evidence of improved student outcomes in some, but not all, of the case study schools; however, several schools were in the early stages of ELT implementation at the time of the study; (5) Few case study districts and schools were taking advantage of the flexibility afforded by waivers to redirect certain federal funding streams to ELT; (6) States and districts varied in their level of involvement and support for ELT initiatives in schools; (7) Implementing ELT sometimes required negotiations with teachers' unions about such issues as contractual time and compensation; and (8) Teacher and student fatigue from longer school days was cited as a challenge in implementing ELT in all four states studied. More detailed information

can be found in the individual reports developed by CEP for each of the four states and 11 districts. These detailed reports, plus three appendices, are available on the CEP website (<http://www.cep-dc.org>.)”

Patall, E. A., Cooper, H., and Allen, A. B. (2010). Extending the school day or school year: A systematic review of research (1985-2009). *Review of Educational Research*, v80 n3 p401-436 Sep <http://eric.ed.gov/?id=EJ906926>.

From the ERIC abstract: “Attention has been directed toward extended school time as a measure to improve academic achievement. The school year and day length have varied over time and across localities depending on the particular needs of the community. Proponents argue that extending time will have learning and non-academic benefits. Opponents suggest increased time is not guaranteed to lead to more effective instruction and suggest other costs. Despite noted limitations in the research, past reviewers have argued that any positive relation between allocated time and achievement is tentative and instructional quality needs to be addressed first. After a comprehensive search of the literature, 15 empirical studies of various designs conducted since 1985 were found. The literature revealed that (a) designs are generally weak for making causal inferences and (b) outcomes other than achievement are scarcely studied. That said, findings suggest that extending school time can be an effective way to support student learning, particularly (a) for students most at risk of school failure and (b) when considerations are made for how time is used. Of note, the strongest research designs produced the most consistent positive results. Implications for policy and practice are discussed.”

Redd, Z., Boccanfuso, C., Walker, K., Princiotta, D., Knewstubb, D., Moore, K. (2012). Expanding time for learning both inside and outside the classroom: A review of the evidence base, Child Trends. A report commissioned by The Wallace Foundation. <https://eric.ed.gov/?q=ED534555&id=ED534555>.

From the ERIC abstract: “This report synthesizes what is known about the effectiveness of school and program interventions that aim to address deficiencies and inequities in academic achievement and educational attainment by expanding learning opportunities for students both inside and outside of school. In Chapter 1, the authors introduce and frame the topic by providing background on the educational system in the United States and the need for improving the system to better support optimal achievement and attainment outcomes. The introduction also outlines the current policy context, describes the methodology for conducting the literature review, and provides information on the different types of out-of-school time programs. In Chapter 2, they examine the available literature on models in which districts or schools either expand the length of the day that young people must be in school or expand the number of days in the school year. This chapter is divided into two sections: the first looks at the evidence on extended school-day (ESD) program models; the second focuses on findings from extended school-year (ESY) program models. Because this review aims to cover the effects of extended learning time programs serving students in grades K-12, both sections include information on kindergarten programs. Most of the studies of ESD and ESY models focus solely on academic achievement outcomes, so that will be the focus of this review. In Chapter 3, they summarize the effects of social intervention

programs that expand learning opportunities outside of the school day by providing at least one academic component as a part of their regular program offerings. In many cases, these programs are designed to complement learning that happens in school. They refer to these programs as expanded learning opportunities or ELO programs. Because ELO programs take place in community and school settings during nonschool hours, these programs are also commonly referred to as out-of-school time (OST) programs. Because random assignment evaluations were available on ELO programs, but not for ESD and ESY program models, Chapter 3 is structured differently than Chapter 2 and focuses on "what works" based on findings from these rigorous evaluations. In addition, the ELO evaluations tended to include information on a wider range of educational outcomes beyond academic achievement; therefore, their review of the research literature on ELO programs in Chapter 3 includes a broader review of educational outcomes, such as information on student engagement and educational attainment. In Chapter 4, they offer a set of conclusions and recommendations based on what they learned from their investigations. (Contains 2 figures, 2 tables, 3 footnotes and 14 endnotes.)”

ADDITIONAL ORGANIZATIONS AND RESOURCES TO CONSULT

Gabrieli, C. (2011). The Emergence of Time as a Lever for Learning, *New Directions for Youth Development*, n131 p43-54 . <http://eric.ed.gov/?id=EJ945494>.

From the ERIC abstract: “More schools than ever are expanding their schedules beyond the traditional limits of six and a half hours a day, 180 days of the year. Schools serving predominantly high-poverty populations make up the vast majority of this emerging movement as they try to overcome the widespread failure of schooling to meet academic goals for high-risk students. Although raising academic achievement is certainly the single biggest driver of this wave, many participants are also motivated by the desire to provide a well-rounded education to all children and to address their broader social-emotional and twenty-first century skills needs. This chapter offers an overview of expanded learning time (ELT) schools and their relationships with community-based partners offering expanded learning opportunities (ELOs).”

Stelow, S., Holland, J. G.; Jackson, R. (2012). Extended learning time: Research and resources, Finance Project. <http://files.eric.ed.gov/fulltext/ED542373.pdf>.

From the ERIC abstract: “In recent years policymakers have increasingly looked to Extended Learning Time (ELT) as a means of improving student outcomes. As a result, some school districts have increased academic time for students by adding time to the school day or days to the school year. In other communities, schools and community-based organizations have partnered to offer aligned and integrated school-day and afterschool and summer programs. The following selected list of resources includes summaries of the research supporting Extended Learning Time, and resources describing recommendations related to policy initiatives and resource allocation. The resources are organized in the following sections: (1) Resources on Extended Learning Time and Extended Day Initiatives; and (2) Afterschool and Expanded Learning Opportunities.”

Wilmore-Dafonte, C. N. (2013). A comparative analysis of Texas grade five student achievement between year-round and traditional school calendars. ProQuest LLC, Ed.D. Dissertation, Sam Houston State University.
<http://search.proquest.com/docview/1507569958>.

From the description: “**Purpose:** The purpose of this dissertation was to determine the extent to which school instructional calendar configuration (i.e., year-round or traditional) influenced Grade 5 student academic performance as reflected on the Texas Assessment of Knowledge and Skills (TAKS) test as a function of student ethnicity (i.e., Hispanic, White, and Black) and programmatic enrollment (i.e., economically disadvantaged, Limited English Proficient [LEP], and special education). These variables were examined across three Grade 5 subject tests (i.e., English, mathematics, and science). Finally, analysis was conducted for the 2004-2005 through the 2010-2011 school years.

Methodology: A causal-comparative research design was utilized in this research. The TAKS Reading, Mathematics, and Science scale scores were acquired from the Public Education Information Management System (PEIMS) database. Schools designated as YRE campuses were selected from the NAYRE 2010 listing of Texas YRE school campuses. Schools included in the traditional public school group were selected using campus comparison data obtained from AEIS comparable improvement reports. For each year-round school used in the study, two demographically similar traditional calendar schools were chosen for comparison based on similarities in the percentage of Black, Hispanic, White, and LEP students enrolled at each campus. All Grade 5 students who attended and took the regular English Language version of the TAKS test on these campuses were included in the study. Grade 5 students who attended charter schools and separate alternative campuses were not considered for analysis. A MANOVA technique was used to analyze the data. If a statistically significant result was revealed, then univariate follow-up ANOVA procedures were performed.

Results: Grade 5 Hispanic students and students who were economically disadvantaged overall appeared to have benefitted from attending YRE schools as evidenced by higher TAKS Reading, Mathematics, and Science scale scores, whereas White and Black students appeared to have not statistically significantly benefitted from attending YRE schools. Students designated as LEP appeared to have benefitted more from attending traditional calendar schools versus YRE schools based on TAKS scale scores. Statistical analyses of the differences in TAKS mean scale scores for students enrolled in special education at traditional calendar and YRE schools yielded mixed results.”

Websites

- The National Center on Time & Learning (NCTL) — <http://www.timeandlearning.org>. —“dedicated to expanding learning time to improve student achievement and enable a well-rounded education.” Its Research section includes materials under the headings Time & Learning Theory, Time & Student Achievement, and Expanded-Time Schools Database.

- Massachusetts 2020 —a state affiliate of the NCTL and coordinator of the Massachusetts’ Extended Learning Time Initiative, which requires participating schools to add 300 hours over the course of the school year.
- The Education Commission of the States’ “Issue Site” on school calendars — http://www.timeandlearning.org/sites/default/files/resources/learningtimeinamerica_2015_0.pdf . — presents a variety of readings, research summaries, and statistical information, including discussion of extended day programs and summer school as possible strategies for reducing achievement gaps. The State Legislation section of the website — <http://www.ecs.org/state-legislation-by-state/>.—provides information about what policies states are adopting with respect to school calendar reform.

METHODS

Keywords and Search Strings Used in the Searches:

Extended day; Extended learning time

Search of Databases and Websites

- Institute of Education Sciences (IES) website (<http://www.ies.ed.gov>) and IES sources: Regional Educational Laboratory (REL) Program, National Center for Education Statistics (NCES), National Center for Education Research (NCER), What Works Clearinghouse (WWC)
- ERIC database (www.eric.ed.gov)
- Google Scholar (scholar.google.com)
- Google (www.google.com)
- Bing (www.bing.com)

Criteria for Inclusion

REL Southwest selected resources that provide research on the impact of extended school day on student outcomes and whether this impact varies by grade level. When REL Southwest staff reviewed resources, we considered – among other things – three factors:

1. Date of Publication: The most current information (primarily published from 2010 to the present) is included.
2. Source and Funder of the Report/Brief/Article: Priority was given to publications written in relevant, peer-reviewed journals or reports or produced by well-known research organizations.
3. Methodology: sources include reported studies, literature reviews and policy reports.

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