

**A White Paper on Chicago Public Schools'
Extended Day Proposal: *The Best
Education, or Just the Longest?***

**Chicago Parents for Quality Education
April 9, 2012**

About Chicago Parents for Quality Education

Chicago Parents for Quality Education is a coalition of parents from schools and community groups across the city who have joined forces to help inform the Chicago Board of Education on what we view as necessary changes to the school day at CPS.

We are concerned that not all children will receive a well-rounded education, especially kids who are in schools with a high achievement gap and high drop-out rate. We do not believe that extending the day to include only more core subjects will address the achievement gap that separates too many of our city's children. While each school has its own specific needs and culture -- one-size does not fit all -- we are unified in believing that many of our children have been deprived of non-tested subjects and we want to see this better addressed in the CPS guidelines. For example, lumping PE and arts together demonstrates a lack of importance in two critical areas that have not been prioritized for too long.

In addition, we would like the following issues addressed to improve the alarming achievement gap in our city:

- A curriculum for all in addition to reading, math and science that includes regular physical education, arts education (visual, drama, dance), music education, recess, language acquisition, social studies and civics, and integrated technology led by a teacher.
- Better supports in the schools from social workers, psychologists, nurses and other developmental supports that address the needs of the whole child.
- Early childhood education and class sizes in primary grades that are manageable and allow kids to get the attention they need to learn and grow.
- Facilities upgrades. Many of our schools are in dire need of repair and upgrading.
- Our children have been stuck in a punitive culture of test prep and over-testing. They are being measured and assessed constantly at the elementary level, cutting into valuable learning time.

In the immediate term, parents are concerned that Chicago Public Schools has set forth an agenda regarding the longer day that profoundly affects Chicago's children and families without soliciting or listening to real parent feedback. We are deeply concerned that schools, teachers and students are being asked to do more with fewer resources and that this will have a highly demoralizing effect on our district, and, ultimately on our children and their attitudes about formal education.

- CPS must provide the necessary resources for an extended day of any length. As noted above, there are many basic programs/courses missing from current day.
- Funding for an extended day should not be accomplished by cutting any current staff from our schools
- With a projected deficit of \$600 - \$700 million we do not believe that CPS can adequately provide a quality 7.5 hour school day for our children.

Chicago Parents for Quality Education Member Groups:

19th Ward Parents

Albany Park Neighborhood Council

Black Star Project

Concerned Pioneer Parents for a Better School Day

Communities United for Quality Education/Comunidades Unidas para una Mejor Educacion (CUQE)

Gamaliel Metro Chicago

Grimes Fleming Child Advocates

Kenwood Oakland Community Organization (KOCO)

Lawndale Alliance

Logan Square Neighborhood Association (LSNA)

Parent PAC

Parents4Teachers

Progressive Action Coalition for Education

Parents United for Responsible Education (PURE)

Raise Your Hand Coalition

Six Point Five to Thrive

Table of Contents

I. Summary	1
II. The Facts about Extended Day	2
III. What Does the Research Say?	3
IV. Proven Educational Strategies	6
V. Extended Day and the Common Core	8
VI. The Cost, or How Will This be Paid for?	9
VII. Houston: A Case Study	10

I. Summary

Mayor Rahm Emanuel and Chicago Public Schools have proposed a 7.5 hour school for all CPS students from Kindergarten through high school. Chicago Parents for Quality Education supports a school day filled with evidence-based, quality educational activities that will support student achievement. Unfortunately, we do not believe that the Mayor's proposal provides this level of quality. Providing more time to repeat activities that are failing will not benefit our children.

Numerous surveys have shown that parents support a longer day in Chicago, but not an excessively long day. Some parents desire a longer day because of after school safety or childcare needs, which can be met by quality afterschool programs.

Mayor Emanuel and his CPS appointees have repeatedly spread misinformation about the need for a longer day, and have disregarded parent input on the subject. The school day they have proposed would be the longest day of any major school district in the country, not one that merely (as they are fond of saying) brings us on par with the national average.

As this paper will show, there are serious flaws in the Mayor's proposal. There is a large body of research on extended learning time, including at least 19 literature reviews covering dozens of research papers. These studies have been observational in nature – in fact there has never been a controlled study conducted – and the results at best are correlations of a number of factors. Many researchers agree that the body of research is inconclusive, and that where there have been positive results they are likely the result of the level of quality of how the time is used rather than the time itself.

This is backed up by the results of the Houston Apollo 20 program. One of the central strategies was individualized math tutoring (but not reading tutoring). Not surprisingly, the program has seen significant improvements in math, but minimal in reading. Within six months of starting the program, Houston revised the plan to eliminate the longer day component as more schools were converted to the program.

At the same time, CPS has seemingly ignored strategies that are backed by research, such as early childhood education, reducing class sizes, and individualized tutoring interventions. There has also been little or no discussion of the benefits of non-core subjects such art, music, physical education, recess, language, social studies, civics and technology.

The school districts that have tried a longer day have done so as a limited pilot, in part because of the tremendous costs. Based on the experiences in Massachusetts and Houston, implementing such a program citywide in Chicago could cost from \$525 million to \$825 million – just for the added time. Yet CPS recently announced that it is facing a deficit in the coming year of \$600 – 700 million, before considering the added costs of a longer day.

Mayor Emanuel is pursuing a course of action for Chicago Public Schools that is not backed up by research results or parent and community input, that CPS cannot remotely afford to implement, and one that we believe will not further educational achievement.

II. The Facts about Extended Day

The Rhetoric

Rahm Emanuel: “. . . the additional time gets you to par, just to the starting line.”

- Emanuel says longer days will put CPS on par with the country, Chicago Sun-Times, Sep. 3, 2011

Jean-Claude Brizard: “The longer day puts schools on par with the national average.”

CPS Includes Recess in Longer Day Plans, NBC Chicago, Jan. 23, 2012

Becky Carroll: “All we’re actually doing is getting on par with other districts in the country.”

- Chicago Schools Slow to Embrace Longer School Days, Education Week, 10/13/2011.

Becky Carroll: “”The 7 1/2-hour day “gets us to the national average for elementary and high schools.””

- Some CPS parents worry longer day will hurt special college prep courses, Chicago Sun-Times, Feb 2, 2012.

Mayor’s Press Office: “. . . 390 minutes of instruction needed to bring Chicago students on par with their peers in other major school districts.”

- Mayor Emanuel, Charter Operators Announce Longer School Day for Charter Schools Citywide, Oct. 27, 2011.

The Truth:

- National average is 6.64 hours per day and 180 days per year.

- Illinois average is 6.5 hours

- Top 10 Chicago suburban elementary schools average 6 hour 28 minutes per day, and 175 days per year.

Sources: US Dept. of Education, National Center for Education Statistics, Schools and Staffing, 2007-08. Top Schools Have Longer Day, Chicago Sun Times, October 31, 2011.

CPS has approved a 180 day calendar for 2012-13. Expanding the school day to 6.5 hours will bring Chicago on par with the national average, meeting CPS’ stated goal.

III. What Does the Research Say?

One of the leading pieces of research on the extended day is “Extending the School Day or Year: A Systematic Review of Research (1985-2009),” published in the Review of Educational Research in September 2010. The study reviews 15 research papers over a 25-year span. CPS bases much of their assessment of an extended day on this study, yet they have been very selective about the parts of the study that they cite to back up their claims.

In the presentation available on the CPS web site, the headline proclaims “Research Supports More Time.” It goes on to say “an analysis showed that 14 of 15 studies found that extending the school day or year resulted in increases in student achievement.”

www.cps.edu/Programs/DistrictInitiatives/FullDay/Documents/FullDayPresentation.pdf

However, digging into the study a bit deeper finds the real substance:

“It is fair to say *that the effect of ED has yet to be fairly tested using well-controlled experimental or quasiexperimental designs* from which strong causal implications could be drawn.”

“Based on the limited evidence available Extended Day or Extended Year has, at worst, **no effect on achievement and, at best, a small relationship** with achievement”

“Of the eight studies examining the relationship between EY and academic achievement, seven found some evidence of a positive relationship between EY . . . *In no study was the positive effect of extended school year found to be significant across all groups or for all outcomes. The other study found no relationship . . .*”

“The content and instructional strategies used in school are paramount to the success or failure of extending school time.”

Several reviewed studies had the problem that multiple strategies were implemented together, making it impossible to evaluate an individual strategy:

“However, it should be noted that because a number of reforms were made in conjunction to extended school time, it remains *impossible to determine if the observed effects are because of the extra school time or another component of the program.*”

“Components in addition to extended year were included in this intervention. Consequently, it is *difficult to determine which of these components or combination of components may have caused observed effects.*”

“The authors highlighted that *extended time alone may not be the cause of improved academic performance.*”

Other studies show similar, inconclusive results:

“Analyses do not suggest a causal relationship and do not control for any other school- or student-related factors (e.g., demographics).”

- Farbman (2009), “Tracking an Emerging Movement: A Report on Expanded Time Schools in America,” p. 25, *National Center for Time and Learning*

“The wide range of results across [extended learning time schools] illustrates that **expanding time is neither a silver bullet nor a panacea**”

- Massachusetts Expanded Learning Time Initiative 2010-11 Update, p.4

“The research literature suggests that, while time is certainly a critical factor, by itself it has little direct impact on student performance. ***Simply adding time to the school year or day would not likely produce large-scale gains in student achievement.*** Rather, what research studies repeatedly find is that in education, ***quality is the key to making time matter.***”

- Aronson, Zimmerman, Carlos (1998), Improving Student Achievement by Extending School: Is It Just a Matter of Time?

“-Extending the school day or year may bring non-instructional benefits, but ***little research-based evidence exists to support the possibility that student achievement will increase as well...The crucial issue seems to be how the time is used, with quality of instruction being the key.***”

- Evans and Bechtel (1997), “Extended Day/Year Programs: A Research Synthesis.”

“***Simply adding extra hours to the school day will not transform a failing school into a successful one . . .*** As Josh Phillips, Co-Director of Roxbury Preparatory Charter School cautioned, “***Before schools consider adding a seventh and eighth hour in the day they need to make sure they are making good use of the first six; otherwise it won’t have much impact.***””

- Farbman and Kaplan (2005), Time for a Change

Chicago's longer day experience

Additionally, CPS has failed to take into account its own experience with longer school days. Thirteen CPS schools have long had a 6.5 hour day, versus the norm of 5.75 hours. Also, 24 charter schools in Chicago have been operating with days of 7.5 hours or longer

A comparison of the ISAT scores at schools with different length days shows that schools with a 6.5 hour day outscore the CPS average, while schools with a 7.5 or longer day show similar achievement to the 5.75 hour schools.

Day Length	ISAT Composite Overall (2011)
Original 6.5 Hour Schools Average	90.5
CPS Average	75.6
7.5+ Hour Schools Average	75.8

Source: Six Point Five to Thrive

CPS is gathering data from the pioneer schools that converted to a 7.5 hour day during the 2011-12 school. Not enough time has passed to gather and evaluate this data in a meaningful way, and to be able to use that information to shape a broader extended day effort. This is a tremendous wasted opportunity, and one that means we are moving forward without evaluating the work already being done.

IV. Proven Educational Strategies

While there has been much discussion of the length of day, virtually no specifics have been offered by CPS leadership regarding the implementation of proven, tested and quality strategies for improving student achievement. This is despite their repeated assertions that they recognize the need for quality programming as part of a longer day.

The U.S. Department of Education's Institute for Educational Sciences has identified four evidence-based interventions that have been proved effective in randomized controlled studies, plus one more that has preliminary evidence in such studies. These strategies are:

- **One-on-one tutoring by qualified tutors for at-risk readers in grades 1-3** (the average tutored student reads more proficiently than approximately 75% of the untutored students in the control group)
- **Life-Skills Training for junior high students** (low-cost, replicable program reduces smoking by 20% and serious levels of substance abuse by about 30% by the end of high school, compared to the control group)
- **Reducing class size in grades K-3** (the average student in small classes scores higher on the Stanford Achievement Test in reading/math than about 60% of students in regular-sized classes)
- **Instruction for early readers in phonemic awareness and phonics** (the average student in these interventions reads more proficiently than approximately 70% of students in the control group)
- **High-quality, educational child care and preschool for low-income children** (by age 15, reduces special education placements and grade retentions by nearly 50% compared to controls; by age 21, more than doubles the proportion attending four-year college and reduces the percentage of teenage parents by 44%)

Why is CPS leadership not discussing their plans to implement any of these interventions, either alone or as part of an extended day?

There is also a multitude of other studies that show support for these and other parent priorities such as Art, Music, PE, recess and afterschool:

From Class Size Matters:

- Studies from Tennessee, Wisconsin, and elsewhere demonstrate that students who are assigned to smaller classes in grades K-3rd do better in every way that can be measured: they score higher on tests, receive better grades, and exhibit improved attendance.
- Those students whose performance improves the most are those who need the most help: children from poor and minority backgrounds, who experience twice the gains as the average student. Alan Krueger of Princeton has estimated that reducing class size in the early grades shrinks the achievement gap by about 38%.

“Providing recess to students on a regular basis may benefit academic behaviors, while also facilitating social development and contributing to overall physical activity and its associated health benefits.”

- The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance, Centers for Disease Control, April 2010.

“Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.”

- Why Bilinguals Are Smarter, New York Times, March 17, 2012.

Benefits of Arts Education, Americans for the Arts:

- Stimulates and develops the imagination and critical thinking, and refines cognitive and creative skills.
- Has a tremendous impact on the developmental growth of every child and has proven to help level the "learning field" across socio-economic boundaries.
- Strengthens problem-solving and critical-thinking skills, adding to overall academic achievement and school success.
- Develops a sense of craftsmanship, quality task performance, and goal-setting—skills needed to succeed in the classroom and beyond.
- Teaches children life skills such as developing an informed perception; articulating a vision; learning to solve problems and make decisions; building self-confidence and self-discipline; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish.

A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life, Afterschool Alliance, May 2011

- Chapin Hall's study of Chicago's After School Matters program found that students who participated in the program missed fewer days of school than their classmates and that students who participated most frequently failed fewer core academic courses (English, Math, Science and Social Studies).
- Students enrolled in the variety of afterschool and summer learning programs offered by Project Exploration were found to graduate high school at a 95 percent rate, nearly double the overall rate of those attending Chicago Public Schools.
- The Promising Afterschool Programs Study, a study of about 3,000 low-income, ethnically- diverse elementary and middle school students, found that those who regularly attended high- quality programs over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to their peers who were routinely unsupervised during the afterschool hours.
- Students participating in LA's BEST afterschool programs demonstrated higher academic achievement on standardized tests of math, reading and language arts.

V. The Cost, or How Will This be Paid for?

CPS Financial Position

“Chicago Public Schools faces a budget deficit estimated at \$600 million to \$700 million in 2013, with the cost of a longer school day still unknown, officials said.”

- CPS budget for 2013 has huge shortfall, Chicago Tribune, March 28, 2012.

Chicago Public Schools Budget Overview, Board of Education, March 28, 2012:

- ◆ 2011-12 School Year: “FY12 deficit projected at \$208 million.”
- ◆ 2012-13 School Year: “FY 13 budget deficit expect [sic] to be between \$600 and \$700 million.”

CPS has been unable to identify the financial impact of a longer day, and unable to provide schools with the budget information needed for planning:

Jan. 12, 2012 – “Schools will receive their budgets over the next few weeks, including funding that will help them transition to the full school day.” CPS Press Release.

Mar. 28, 2012 – “Release Budgets to Schools (Mid April).” CPS Board Presentation.

April 5, 2012 – “Becky Carroll said that budget talks are underway and she couldn’t specify what if any cuts will be necessary to fund the new schedule.” Chicago Tribune.

Experience in Other School Districts

Massachusetts: State provides \$1,300/year per student additional funding.

Projected cost for Chicago’s 404,151 students = **\$525.4 million**

Houston: Budgeted \$28.5 million over five years to support 20 schools. First year evaluation put incremental cost per student at \$2,042.

Projected cost for Chicago’s 404,151 students = **\$825 million**

Bottom Line

CPS can’t afford to offer a quality school day at the current 5.75 hour day; how will it be able to do so while adding the additional cost of a 7.5 hour day?

VI. Extended Day and the Common Core

A review of CPS leadership's public comments on the extended reveals a distressing pattern of tying the additional time to the need to prepare students for the upcoming common core standardized tests. *This pattern raises the question – will a longer day be used to spend even more time preparing our children to take standardized tests?*

“Brizard has established as a key priority the longer school day, one that will include instruction that incorporates the new Common Core State Standards.”

- CPS Press Release, Chicago Public Schools Begins Move to Common Core State Standards To Align With Rigorous Curriculum for Longer School Day in 2012/2013 , Aug 30, 2011.

Brizard: “When you take a look at the new standards kids have to meet in English and in mathematics and in science, they need more time to get there.”

- Chicago CPS CEO Jean-Claude Brizard Grades His Mid-Term Performance, FOX Chicago News, Jan. 10, 2012

““We know that our students need additional instruction time in front of a teacher in core subjects like reading, math and science,” said CEO Brizard.”

- CPS Press Release, CPS CEO Brizard Meets With Parents, Teachers At Fiske Elementary School, To Discuss Benefits of Full School Day, Jan. 10. 2012

“With state tests based on tougher “common core” standards due in 2014, Carroll said, “all students need instructional time in core subjects such as math, reading and science — regardless of their academic performance levels — to prepare them for when the common core becomes the norm in Illinois.””

- Some CPS parents worry longer day will hurt special college prep courses, Chicago Sun-Times, Feb 2, 2012.

“Beginning next year, CPS will be moving toward a new curriculum aligned with the Common Core State Standards to more accurately reflect the knowledge and skills our students need in order to succeed in college and careers. All students will be challenged by this new and rigorous curriculum and will find that the additional time is necessary to ensure their continued success.”

- Letter to the Editor, 13 principals say city's longer school day works, Feb 16, 2012.

Brizard: “New tough standards will raise the bar for all students, even the most advanced, and everyone will need the extra time.”

CPS plan for longer school day has too many holes, Chicago Sun-Times, Mar. 19, 2011

“We are moving to a full school day to give children the time they need to focus on core subjects and ultimately provide students with the education they deserve,” said Mayor Rahm Emanuel.

- CPS Press release, CPS Releases Parameters for Full School Day to Increase Instructional Time, Boost Student Achievement, Jan. 12, 2012

VII. Houston: A Case Study

Chicago would do well to pay attention to the extended day experience of Houston, a city commonly cited by Mayor Emanuel and CPS leadership. An extended day and year were implemented in a 20 school pilot program along with other strategies, and in less than a year the extended day and year were dropped from the program while the other strategies were continued, based on detailed evaluation results.

The Apollo 20 program was developed by the Houston Independent School District in 2010. Their goal was to implement a series of strategies that had been deemed to show promise in charter schools and to pilot them in a traditional public school setting.

The program was slated for 20 schools – four high schools and five middle schools beginning with the 2010-11 school year, and eleven elementary schools in the 2011-12 school year. A selection of the worst performing schools in the district was chosen for inclusion in the program.

The program was developed and implemented with support from Education Innovation Laboratory at Harvard University, and with \$28.5 million in additional funding for five years.

Apollo 20 is based in five strategies that are being implemented together:

- **Human Capital**
- **More Time on Task**
- **Data-Driven Instruction**
- **High-Dosage Tutoring**
- **Culture of High Expectations for All**

Some of the key elements included replacing all of the principals and 39 percent of the teachers in the initial nine schools in the program; individualized data driven instruction based on assessments; and providing intensive tutoring in math for 6th and 9th grade students. Houston spent an additional \$2,042 per student in the first year to implement the program.

In the first year of the program, the school district hired 254 full-time Math Fellows (tutors) for the 9 schools, at a cost of more than \$2,500 per 6th and 9th grade student.

Even before the first year of the program was completed, it was clear that the tutoring portion was a success: 6th and 9th grade math scores soared, and math scores in other grades increased as well. Reading scores remained largely flat. It was clear that the tutoring, and not the longer day, drove the results. In fact, *when the program was expanded to eleven elementary schools in the second year, the newly added schools included all of the program elements except the longer school day!*

The evaluations done for Apollo 20 make clear that the intensive tutoring was primarily responsible for the positive results. In a review of the program strengths the extended time was not even mentioned as a factor.

The results would likely have been even more impressive except that the math tutoring was limited to two grades and reading was not included in the tutoring, due to budget constraints.

The mid-year evaluation report observed that “students and teachers have expressed some weariness because of the extended school day.” There were also concerns raised about how the additional time was being used in the classrooms: “Teachers need additional support and training to increase instructional quality, academic rigor, and student engagement. ***In many classrooms, students are either engaged in low-level worksheets and activities or sit listening to teacher-centered instruction.***”

As noted above, the longer day and year were dropped from the program design in the second year.

Sources:

-Fryer, Injecting Successful Charter School Strategies into Traditional Public Schools: Early Results from an Experiment in Houston, Jan. 2012

- HISD, Apollo 20 Schools Mid-Year Network Education Report 2010-2011, Jan. 2011