Welcome. Thank you for joining the Education Writers Association for today's webinar. Examining the promise and pitfalls of teaching during out of school time.

We're going to give it a minute before we get started. And as we wait for folks to trickle in, I'd like to go over a few housekeeping items. If you have a question for our speakers, please drop them in the Q&A with your name and affiliation. You can ask your question at any time and we will get to them during the audience Q&A at the end. We'll be putting the link to an evaluation survey of this webinar in the chat as well as in a follow up email. Please complete it. Your feedback is really important and helps EWA improve. So with that out of the way, let's jump into our discussion.

I'm **Sarah Dockery Sparks**, Assistant Editor and Data Journalist for **Education Week**. I have covered education research and the science of learning for about 20 years.

Today, I'm fortunate to be joined by **Jill Barshay, Bella DiMarco, and Matthew Kraft**. Jill writes for the weekly Proof Points column for **The Hechinger Repor**t. In 2019, she received an American Educational Research Association award for Excellence in Media Reporting on Education. Previously, she was a Spencer fellow and a former algebra teacher. Bella DiMarco is a policy analyst for FutureEd. She's previously worked [to] expand access to after school and summer learning programs for underserved youth while on the Afterschool Alliance's research and field outreach programs. Bella is currently pursuing her master's degree in public policy from Georgetown University's McCourt School of Public Policy. And finally, Matthew Kraft is an associate professor of education and economics at Brown University and a research associate at the National Bureau of Economic Research. His research primarily focuses on efforts to improve educator and organizational effectiveness in urban public schools. Prior to getting his doctorate in quantitative policy analysis and education from Harvard University, he taught middle and high school humanities.

So today we're going to be looking at the response to pandemic era missed learning. Is it more important to provide more or longer educational opportunities when it comes to instruction time, does quantity win over quality? Is there a tipping point for instructional learning time? Across the nation, we're seeing a lot of educators and education leaders experiment with all different kinds of models for expanded learning time to help students recover from unprecedented disruptive learning during the pandemic. This can look like many different things in many different districts.

Some are expanding the academic calendar, reimagining the structure and the length of the school day or the school week. Some offer supplemental or accelerated instruction time during the school day or an extracurricular activities. Regardless of the format, one thing remains the same. It can take the place of traditional out of school time like summer camp after school enrichment.

But today, we will look at the various approaches to expanded learning time. Our expert panelists will cover whether there's a specific magic number of minutes or hours in a school day

that can really make a difference, or an optimal length for the academic calendar. [We'll look at] what's gained and lost when education leaders use traditionally out of school time to keep kids in school, either for instructional or other purposes.

We'll start today with Matthew Kraft. Can you tell us a little bit about the prevailing narrative right now about instructional time in American schools, and how that relates to student achievement. And what does the research say as we move forward?

[Matthew Kraft, Brown University] 15:04:30
Thanks, Sarah. It's a real pleasure to be with you. And these distinguished panelists. I want to just ground the conversation in what I think will likely be another familiar debate, which is thinking about the role of money in school. That's something that we've debated for decades.

And I think we've learned through a range of rigorous research that money matters. It's a necessary but not sufficient condition for improving educational outcomes. And and we get caught up in the debate of you know, doesn't matter or not or it matters how you use it and how much you have.

[Matthew Kraft, Brown University] 15:05:13
But I think 2 things can be true. Money matters and how use it matters. And the same goes for time.

[Matthew Kraft, Brown University] 15:05:21
And that's a conclusion that I've arrived at after reviewing over. 75 different research studies that use causal research methods to credibly identify the effect of learning time on student achievement in a working paper with my co-author.

[Matthew Kraft, Brown University] 15:05:41
Sara Novakov called Time in School and You know, I think what's key is that Not only do we find on average a positive effect of time on learning.

[Matthew Kraft, Brown University] 15:05:53
But that average really masks wide variation depending on when the time is allocated. How the time it is used and What was the amount of time that already existed in the school setting?

[Matthew Kraft, Brown University] 15:06:11
And so. I think in addition to that general orientation of the evidence, it's just good to have a handful of comparative facts.

[Matthew Kraft, Brown University] 15:06:21
Internationally we talk a lot about kind of the US falling behind our peers and When you look at the data on international comparisons of instructional time.

[Matthew Kraft, Brown University] 15:06:37

The US actually rakes fairly high eighth compared to between kind of 40 and 50 countries that have data through the OECD.

[Matthew Kraft, Brown University] 15:06:47
And one of the patterns you see is that Compared to most other high income countries, we have longer school days?

[Matthew Kraft, Brown University] 15:06:58
Average within the public school system but shorter school years. In comparison. And we can talk about that averaging in the United States, but we also know that The US education system is highly decentralized.

[Matthew Kraft, Brown University] 15:07:16
And so that average actually masks what I think is if there is one takeaway that I would love to impart in this conversation.

[Matthew Kraft, Brown University] 15:07:24
Is that there are huge inequities in access to learning time. Learning time within the United States. On average, students in the U.

[Matthew Kraft, Brown University] 15:07:35
Are in school about a thousand 230 h per year. That's about 6.9 h per day, 178 days per year.

[Matthew Kraft, Brown University] 15:07:46
But if you compare just traditional. Public schools in the United States. And rank them in terms of total time in the academic school year.

[Matthew Kraft, Brown University] 15:07:57
Those schools at the ninetieth percentile out of 100 are in school for 200 or more hours per year than those at the tenth percentile.

[Matthew Kraft, Brown University] 15:08:09
That's essentially saying they have a school year that is about 5 and a half weeks longer in terms of effective.

[Matthew Kraft, Brown University] 15:08:17
Time. You multiply that by 12 or 13 years and you're getting substantial amounts of inequity in access to learning.

[Matthew Kraft, Brown University] 15:08:27
And so when we have these conversations, I think it's really important to recognize that Time matters, but we need to use it well.

[Matthew Kraft, Brown University] 15:08:36

There's likely diminishing returns. So if you have a super long school day adding a little bit more time, probably doesn't get you as much as adding an extra day to the calendar if it's a short calendar year.

[Matthew Kraft, Brown University] 15:08:47
And that there's wide inequities in the US where some kids really are being left behind even though on average the United States is not lagging our high income peers nearly as much as some of the kind of broader rhetoric might suggest.

[Sarah D. Sparks, Education Week] 15:09:08
We know that Dr. Kraft is going to be offline briefly. But he will be back with us in a few minutes for the Q&A.

[Sarah D. Sparks, Education Week] 15:09:20
Let's go for right now to Jill Barcia at the Heckinger Report. I know you've been covering a lot of great research coming out this year about Not just what academic recovery looks like, but What individual students learning rates are like and it seems there's some interesting misconceptions about how How fast kids actually learn new material.

[Sarah D. Sparks, Education Week] 15:09:51
Could you talk a little bit about? What you're seeing and what it might take to catch up.

[Jill Barshay, The Hechinger Report] 15:09:58
Hi, I want to clarify should I start with how far behind students have slipped or you want me to start with that learning rate study, Sarah.

[Sarah D. Sparks, Education Week] 15:10:08
Why don't we start with what we know about how much. The learning trajectory has slept since the pandemic and then go into the rates that students are having and getting back.

[Jill Barshay, The Hechinger Report] 15:10:16
Sure.

[Jill Barshay, The Hechinger Report] 15:10:21
Great, great. So, by chance I was just at an embargo briefing by the National Center for Education Statistics.

[Jill Barshay, The Hechinger Report] 15:10:31
That's the the geeky data unit inside the Department of Education and we have a little bit of update that's going to come out Thursday, but I'm not allowed to share it yet.

[Jill Barshay, The Hechinger Report] 15:10:41
But I can share with you some, the data we knew up until this week and one thing we know is that before the pandemic.

[Jill Barshay, The Hechinger Report] 15:10:50
Principal said that 36% of their students were behind grade level. So we're used to over a third of students being behind grade level.

[Jill Barshay, The Hechinger Report] 15:11:00
But then after the pandemic hit. 50% of students, according to principals, were behind grade level in their school.

[Jill Barshay, The Hechinger Report] 15:11:09
That was in, they said that in June, 2,021. And then at the end of last year, in December, the TWENTIETH 2, it only that only improved a tiny bit.

[Jill Barshay, The Hechinger Report] 15:11:22
They said 49% of their students were still behind grade level. And now we have a new update for 2,023, which we can all learn about on Thursday.

[Jill Barshay, The Hechinger Report] 15:11:30
And if you want to find out about it early, you can call the Department of Education's press department.

[Jill Barshay, The Hechinger Report] 15:11:37
Well, I've been tracking learning loss figures. Ever since the pandemic came, I feel like a meteorologist about like how far behind students are.

[Jill Barshay, The Hechinger Report] 15:11:46
And I want to share my most recent story with you because there's a few good graphs in it that kind of give you a perspective.

[Jill Barshay, The Hechinger Report] 15:11:55
You know, some research studies say, oh, students are 4 to 5 months behind. And others say they're one to 3 months behind.

[Jill Barshay, The Hechinger Report] 15:12:04
And I wouldn't get bogged down in all the details. But a graph like this.

[Jill Barshay, The Hechinger Report] 15:12:07
Helps to put things in perspective. This is the percent of children that are on grade level according to one of the benchmark assessment tests.

[Jill Barshay, The Hechinger Report] 15:12:17
It's, this one is by curriculum associates. And as you can see, let me just.

[Jill Barshay, The Hechinger Report] 15:12:23

Move that up a little bit bigger. Back before the pandemic is the navy blue line and you can see over 80% of kindergartners were on grade level before the pandemic.

[Jill Barshay, The Hechinger Report] 15:12:35
And then look how after the pandemic hit that slipped to below 70%. And that purple one is just this past spring.

[Jill Barshay, The Hechinger Report] 15:12:44
So we're just not really improving. And as you get, as the kids get older, there are fewer and fewer that are on grade level.

[Jill Barshay, The Hechinger Report] 15:12:52
But as you can see, there's kind of a similar drop to how many are on grade level now, and it's just not improving that much.

[Jill Barshay, The Hechinger Report] 15:12:59
It's not getting better. When you get all the way to eighth graders on the far right here, only 43% were on grade level before the pandemic hit.

[Jill Barshay, The Hechinger Report] 15:13:09
And now it's hovering around 38%. So, no improvement really. Now I'm gonna switch to another.

[Jill Barshay, The Hechinger Report] 15:13:20
This one, I'm gonna make it a little bit smaller so you can see it better.

[Jill Barshay, The Hechinger Report] 15:13:27
See if that works. One more less. There we go. This one's another easier, almost easier to absorb.

[Jill Barshay, The Hechinger Report] 15:13:37
This is looking at another assessment. This is the Renaissance learning. And you can see the difference in achievement between the most recent spring of 2,023 and 2,019 before the pandemic.

[Jill Barshay, The Hechinger Report] 15:13:53
And this really shows how. We declined a little bit in the early grades and reading. But look at those eighth graders on the far right.

[Jill Barshay, The Hechinger Report] 15:14:02
They're so much farther behind. That what that's saying is the typical eighth grader in the spring of 2,023 is so much farther behind than the typical eighth grader in the spring of 2,019.

[Jill Barshay, The Hechinger Report] 15:14:16
Now, I don't know if you can see the points on the left-hand side. It goes to 2, 4, 6, 8, 12.

[Jill Barshay, The Hechinger Report] 15:14:22
Look at the in math. These are much greater scale. And we beginning in fifth grade onwards, students are more than 10 points behind.

[Jill Barshay, The Hechinger Report] 15:14:33
That's a lot. That's months of learning. And it and they're just not catching up.

[Jill Barshay, The Hechinger Report] 15:14:40
Then they give you one third look here. Make that a little bigger. This might be the easiest of all the charts to understand.

[Jill Barshay, The Hechinger Report] 15:14:49
This is NW EA, which was recently purchased by a for profit company and this is showing on the left how far behind students are compared to pre COVID levels but what I really like is this green line and it's saying how many months of schooling would be necessary for them to catch up.

[Jill Barshay, The Hechinger Report] 15:15:14
And so you can see here. It for eighth graders, it's 7 and a half months of schooling.

[Jill Barshay, The Hechinger Report] 15:15:21
That's like almost an entire school year like extra they would be 7 and a half months extra in reading to catch up to where eighth graders were before the pandemic hit.

[Jill Barshay, The Hechinger Report] 15:15:31
And look at it in math. It's just even more astronomical. It's 9.1.

[Jill Barshay, The Hechinger Report] 15:15:37
That's more than a year of school. So I feel like this is a great way of saying that students really did learn a lot, lose a lot during the pandemic.

[Jill Barshay, The Hechinger Report] 15:15:47
There hasn't been a lot of catch up. And where we do see some catch-up. Particularly in some of the middle grades.

[Jill Barshay, The Hechinger Report] 15:15:55
What's quite interesting is that the researchers don't see that students are learning faster. They're not learning more in a year now than they used to before the pandemic to do this catch-up.

[Jill Barshay, The Hechinger Report] 15:16:06
What they're noticing is that there's a little bit less learning loss during the summertime and it's a real mystery.

[Jill Barshay, The Hechinger Report] 15:16:12
People don't understand yet why since the pandemic hit, there were students are retaining more of their knowledge.

[Jill Barshay, The Hechinger Report] 15:16:20
They're not forgetting as much. And so that's my meteorological report for today.

[Sarah D. Sparks, Education Week] 15:16:27
Thanks. And we'll go into a little bit more about what you're learning about student learning rates during the Q&A.

[Sarah D. Sparks, Education Week] 15:16:35
I want to turn to Bella de Marco. We know that. A lot of school districts are experimenting a lot with different models for extended learning time.

[Sarah D. Sparks, Education Week] 15:16:49
But we also know that less than half of states have high poverty schools that are really getting a lot more money than their median poverty schools.

[Sarah D. Sparks, Education Week] 15:17:03
And we also know that a lot of states are relying on federal recovery money from the pandemic, which is going to be expiring next year.

[Sarah D. Sparks, Education Week] 15:17:15
So I'd like to know a little bit about what you're seeing in terms of state and district approaches to expanded learning time as well as Which ones seem most sustainable and effective in the long term?

[Bella DiMarco, FutureEd] 15:17:29
Yes. Yes, absolutely. Yeah, over the last couple of years, one of the things that we've been doing a future ed has been tracking and looking at school districts responses to the pandemic.

[Bella DiMarco, FutureEd] 15:17:42
And specifically how they've been using. Sort of their pandemic funds. And so when we talk about expanding learning time, there are several ways that we can do this and we looked at some of the big ones and so The first way is.

[Bella DiMarco, FutureEd] 15:17:58
By extending the school year. And so. Adding additional days beyond what is mandated by states.

[Bella DiMarco, FutureEd] 15:18:05
And so typically that is 180 days, but like Matt said earlier, this does very, very significantly state to state.

[Bella DiMarco, FutureEd] 15:18:13
And so there's a couple of different ways that we have seen. Districts do this. The 2 primary is The first is by.

[Bella DiMarco, FutureEd] 15:18:22
Extending sort of the length of the calendar and so a school district might have their calendar go for 200 or more days and so students would either start the school year earlier or end the school year later than the rest of their peers.

[Bella DiMarco, FutureEd] 15:18:36
And so I think one of the interesting examples that we've seen is what has happened in Richmond Public Schools.

[Bella DiMarco, FutureEd] 15:18:44
And so starting this school year, they adopted their what they're calling their RPS 200 pilot program and so there were 2 elementary schools that adopted it starting the school year.

[Bella DiMarco, FutureEd] 15:18:57
And so the students in those 2 schools, they started their year in July and so that way they will end.

[Bella DiMarco, FutureEd] 15:19:02
This school year at the same time as everyone else in the district. Which, has sort of some important implications that we can talk a little bit more about later.

[Bella DiMarco, FutureEd] 15:19:13
And so this, the rich ones are PS 200 program is also sort of a compromised.

[Bella DiMarco, FutureEd] 15:19:19
Initiative that again we can talk about some of the challenges in getting it originally passed. In a bit. And then the other sort of primary model that we have seen is sort of the intercession model.

[Bella DiMarco, FutureEd] 15:19:33
And so this is where like schools or districts will add additional days sort of throughout the school year.

[Bella DiMarco, FutureEd] 15:19:40
So it could be during spring break, winter break or other things like that. And so these sort of blocks of time, what we've seen, they could be.

[Bella DiMarco, FutureEd] 15:19:50
May or blocks of time they could be targeted for certain students or they could be open to all students to receive sort of additional support.

[Bella DiMarco, FutureEd] 15:19:58
And so one. Interesting example for here is the Dallas Independence School District. And so in 2021 they launched a sort of district wide expanded school year initiative and so there were 2 sort of district wide expanded school year initiative.

[Bella DiMarco, FutureEd] 15:20:16
And so there were 2 sort of primary calendars that they adopted. Expanded school year initiative. And so there were 2 sort of primary calendars that they adopted.

[Bella DiMarco, FutureEd] 15:20:25
And by and large, the most And so at these schools, they ended up adding about 5 weeks of intercession time.

[Bella DiMarco, FutureEd] 15:20:29
To their school calendar. Where they invited the students that they thought would benefit most. From this additional support to come and participate in their intercessions.

[Bella DiMarco, FutureEd] 15:20:41
LA Unified is another example. They took sort of a similar approach with just much less. Intensive and so they added what they called acceleration days onto their sort of spring and winter breaks for students to come and get additional support.

[Bella DiMarco, FutureEd] 15:20:56
The other model that we looked at is sort of extending the school day. And so typically what we saw was This meant adding anywhere from maybe 30 min to an hour onto the school day.

[Bella DiMarco, FutureEd] 15:21:07
Which could equal anywhere from sort of 14 to 28 days over the course of the year. And that's sort of based on a 6 and a half hour day.

[Bella DiMarco, FutureEd] 15:21:17
So that will vary state to state. And so when we, we add this additional time, it could be sort of spread out across the entire day.

[Bella DiMarco, FutureEd] 15:21:28
And so each of gets a little bit longer. But sort of the more effective thing that we have seen is using that additional time for sort of a dedicated.

[Bella DiMarco, FutureEd] 15:21:37
Targeted sort of intervention block. And so that's what we saw in Atlantic public schools, for example.

[Bella DiMarco, FutureEd] 15:21:43

They ended up adding 30 min onto every their elementary school calendar and so they use that time for sort of a dedicated intervention block for small group tutoring and things like that.

[Bella DiMarco, FutureEd] 15:21:56
We saw something similar in the Cicero school district outside of Chicago where they also added 30 min onto their day and they used that for sort of small group math and reading support as well.

[Bella DiMarco, FutureEd] 15:22:11
And then the last sort of model that we looked at. Is just your, your sort of typical at school time opportunities.

[Bella DiMarco, FutureEd] 15:22:18
So these are your traditional after school and summer learning programs. And so what we found, probably not surprising is that these are much more widely adopted than sort of extending the school year or extending the school day.

[Bella DiMarco, FutureEd] 15:22:32
And that's probably for a number of different reasons, but. I think some of the bigger ones are probably because the after school and summer learning programs don't necessarily require sort of those broad calendar chat changes.

[Bella DiMarco, FutureEd] 15:22:49
You're less likely to run into sort of the scheduling challenges. The cost challenges. They're also more often than not going to be voluntary for students.

[Bella DiMarco, FutureEd] 15:22:59
And they typically tend to focus more on sort of enrichment opportunities. And so that can be sort of more appealing to students or to families to teachers as well.

[Bella DiMarco, FutureEd] 15:23:09
But then you also ran to the issue of. He's programs are not always necessarily. Their primary focus is not always on academics.

[Bella DiMarco, FutureEd] 15:23:19
And so we have to look at that balance as well. And so just one example that we have found.

[Bella DiMarco, FutureEd] 15:23:26
Is in Mobile County in Alabama, so they were able to use their app or their COVID funds to expand.

[Bella DiMarco, FutureEd] 15:23:33
Their after school and summer programming across all 92 of their schools. And so they were able to use this time for homework help.

[Bella DiMarco, FutureEd] 15:23:43
Additional academic support, but also a focus on sort of art and music and STEM and other enrichment opportunities.

[Bella DiMarco, FutureEd] 15:23:51
And so those were just sort of some of the bigger ways that we have seen in terms of increasing academic time and obviously they all sort of have their own pros and cons.

[Bella DiMarco, FutureEd] 15:24:05
Their own challenges in terms of implementing implementation and things like that that we need to consider when we talk about.

[Bella DiMarco, FutureEd] 15:24:13
Sort of what are the more effective ways to increase learning time and specifically to increase that instructional time.

[Sarah D. Sparks, Education Week] 15:24:23
Thanks. Actually, I'd like to stay with you. 1 min if you can tell us a little bit about The funding and sustainability there.

[Sarah D. Sparks, Education Week] 15:24:34
You mentioned a few folks who are using their COVID relief funding for this and I'm interested if you're seeing any differences in model of which seemed to be the most sustainable for districts and whether districts are approaching this as a short term intervention to get kids back from the pandemic.

[Sarah D. Sparks, Education Week] 15:24:57
Or if they are actually changing the structure of how they're looking at schooling.

[Bella DiMarco, FutureEd] 15:25:04
Yes, so. Part, through your second question, that definitely depends on the district. I know some districts.

[Bella DiMarco, FutureEd] 15:25:13
These are sort of temporary, others are hoping to continue. In terms of sustainability, typically the sort of after school and summer program model is a little bit more.

[Bella DiMarco, FutureEd] 15:25:28
Sustainable for several reasons, but one is a lot of the times that They do sort of rely on.

[Bella DiMarco, FutureEd] 15:25:33
Community partners to help provide this support. So there's that aspect. You also don't They're not always run by.

[Bella DiMarco, FutureEd] 15:25:44
Sort of your school day teachers and so when we talk about especially with lengthening this school year a lot of the times we are talking about renegotiating teacher contracts.

[Bella DiMarco, FutureEd] 15:25:55
Providing pretty hefty bonuses to teachers, which is obviously needed. But it does incur some pretty big costs and so extending the school year.

[Bella DiMarco, FutureEd] 15:26:05
It's gonna be, typically more costly than. Sort of your optional after school and summer learning programs and also when we talk about I guess the number of students who are participating and are we targeting these programs are they open to everybody that's going to have different sort of costs.

[Bella DiMarco, FutureEd] 15:26:22
Implications as well.

[Sarah D. Sparks, Education Week] 15:26:25
Dr. Kraft, could you talk a little bit about You mentioned this huge gap between the ninetieth percentile schools that are basically giving their kids the equivalent of more than a year close to 2 years of additional instruction over the course of their academic career.

[Sarah D. Sparks, Education Week] 15:26:45
What do we know about those schools versus the 10% schools? And what that does in terms of their student performance as well as what approaches they might be using.

[Matthew Kraft, Brown University] 15:27:01
So one of the key. Findings of our research is that Students experience these vastly different. Amounts of what we would like to call allocated learning time.

[Matthew Kraft, Brown University] 15:27:16
It's just the length of time that their school is operating. And we have to recognize that. Schools use that learning time in very different ways.

[Matthew Kraft, Brown University] 15:27:28
And so it's It is a comparison that's apples to apples to say we have x amount of time in our school day.

[Matthew Kraft, Brown University] 15:27:36
That's not the same as we have X amount of learning time allocated to math. And so the comparisons are.

[Matthew Kraft, Brown University] 15:27:45

Important to kind of dig into the weeds. But I think one of the main things that we know is that there are a number of states.

[Matthew Kraft, Brown University] 15:27:54
Which are responsible in our country to set minimum learning time laws and those can be in the form of total instructional hours.

[Matthew Kraft, Brown University] 15:28:04
They can be in the form of minimum number of school days. They can be in the form of minimum hours per day in different combination.

[Matthew Kraft, Brown University] 15:28:16
And that patchwork kind of, laws. There's number of states that have very very low minimum number of total hours and there are schools in those states that often go well above those minimum hours.

[Matthew Kraft, Brown University] 15:28:35
They're not binding, but there's a non-trivial number of schools that that only meet those.

[Matthew Kraft, Brown University] 15:28:39
So I think the first. Of the puzzle here is recognizing that those differences Not to that extreme degree, but to a meaningful degree, you know more than a hundred hours a difference on average, even at each level.

[Matthew Kraft, Brown University] 15:28:58
Policy and if I were to kind of a very potentially actionable lever for at least bringing up that lower tail, the, the schools with the least amount of total time, it would be by leveraging state laws.

[Matthew Kraft, Brown University] 15:29:13
To increase that. Now, interestingly, we don't see a strong relationship. In kind of cutting along race and socioeconomic status.

[Matthew Kraft, Brown University] 15:29:24
In terms of this inequity that we often do for other elements of inequity in our educational schools. System because It's more often that, larger urban districts have longer school time.

[Matthew Kraft, Brown University] 15:29:42
And so those schools are more often serving larger proportions of. Students of color and students from low income backgrounds.

[Matthew Kraft, Brown University] 15:29:55

And we see this kind of nonlinear relationship relationship relationship where we've got a lot of low income and students of color getting large amounts of time and then a kind of bottoms out and then a non-trivial amount also getting very little learning time.

[Matthew Kraft, Brown University] 15:30:07
And so I think there's a lot to unpack here because There are very mixed opinions among our communities and parents about whether or not we should be increasing learning time.

[Matthew Kraft, Brown University] 15:30:23
And if so, how In terms of pinning down the effect on student achievement, you know, that's really where we have to turn to the rigorous causal evidence that uses credible research designs.

[Matthew Kraft, Brown University] 15:30:34
And you know what we see is that these are differences. That, amount to, you know, between a Let's call it month of learning to several months of learning.

[Matthew Kraft, Brown University] 15:30:47
In the kind of higher end of the spectrum. But that again, the challenges is that what we've learned from prior studies doesn't always mean that.

[Matthew Kraft, Brown University] 15:30:58
A new district comes along and says I'm gonna do that and they're gonna experience the exact same result because implementation matters equally as much as the in line how much time is potentially increased.

[Sarah D. Sparks, Education Week] 15:31:10
Hmm. And I know your research. Showed anywhere from 16% to 25% of a school day was not necessarily the instructional time.

[Sarah D. Sparks, Education Week] 15:31:26
I'm wondering Is there. Are there other valuable things in that time that we should keep that non-instructional time or is this really a question of efficiency and how quickly schools are able to get on task and stay on task.

[Matthew Kraft, Brown University] 15:31:45
So anytime we're using a scarce resource, whether it be money or time, we should ask how can we use it most efficiently.

[Matthew Kraft, Brown University] 15:31:53
And I think that that's particularly important for time because What kids do outside of school is also meaningful for their learning and for their lives and for their, you know, well being.

[Matthew Kraft, Brown University] 15:32:09

So we should think carefully before taking that time away and adding it to the school today. We, so my colleagues and I were interested in a better understanding the degree to which we were losing learning time that already exists during the school day and and we explore that question by partnering with the Providence Public Schools.

[Matthew Kraft, Brown University] 15:32:32
To conduct, over 60 classroom observations just to observe what was happening inside of classrooms. And you know, this statistic decided between 15 to 25% of instructional time being lost is You know net of the things that we want schools to do that aren't traditional instructional time like lunch and recess and that aren't traditional instructional time like lunch and recess and passing periods.

[Matthew Kraft, Brown University] 15:32:58
It's just of the time, like lunch and recess and passing periods. It's just of the time that they're in.

[Matthew Kraft, Brown University] 15:33:00
Core classes. We found that, probably a lower estimate is, up to, about 25% because of things like in this district, which you know, I don't think is representative of all districts, but I think it's helpful and emblematic.

[Matthew Kraft, Brown University] 15:33:18
Of what we're seeing in a lot of urban districts, particularly with the increase in chronic absenteeism post COVID.

[Matthew Kraft, Brown University] 15:33:24
That things like students showing up late and disrupting the classroom, disorienting the kind of flow of instruction, in particular classroom.

[Matthew Kraft, Brown University] 15:33:37
Phone calls that you know someone from the central office is calling to ask about a student or check in about permission slips.

[Matthew Kraft, Brown University] 15:33:47
Intercom announcements, you know, that drive by with teachers and administrators knocking on a door.

[Matthew Kraft, Brown University] 15:33:52
Those little things add up to a degree that we. Don't really perceive because they're so small, but they're so frequent.

[Matthew Kraft, Brown University] 15:33:58
And what was particularly compelling is it wasn't just a time that was lost due to the interruption.

[Matthew Kraft, Brown University] 15:34:03

It's that it's snowballs into, you know, a 5 to 10 X larger amount of time lost because getting students back on track once you

[Matthew Kraft, Brown University] 15:34:20
I know.

[Sarah D. Sparks, Education Week] 15:34:27
Dr. Kraft, I think your signal is going out a little bit.

[Matthew Kraft, Brown University] 15:34:36
And. Is real, you know, in, policy, but learning time requirements and get it.

[Matthew Kraft, Brown University] 15:34:46
I apologize. Can you hear me now?

[Sarah D. Sparks, Education Week] 15:34:48
I, yes, thank you.

[Matthew Kraft, Brown University] 15:34:51
My apologies. Just to wrap up, I think that we can really make a difference by increasing minimum learning time hours, but also using the time that we have well.

[Matthew Kraft, Brown University] 15:35:03
And that means holding classroom instructional time sacred from these frequent daily interruptions.

[Sarah D. Sparks, Education Week] 15:35:08
Thanks. Jill, I know we've heard a lot about acceleration. And One of the underlying things with that is increasing the rate at which students can learn.

[Sarah D. Sparks, Education Week] 15:35:27
And There's a lot of conversation around some kids being faster learners or slower learners.

[Sarah D. Sparks, Education Week] 15:35:34
Your recent coverage of the Carnegie Mellon research really kind of Add some questions and and doubt to whether there really are those kind of difference or if they operate in that way.

[Sarah D. Sparks, Education Week] 15:35:49
Could you talk a little bit about what you saw? Through that research as well as what you've seen in the classroom.

[Jill Barshay, The Hechinger Report] 15:35:58
This was a fascinating little study. When I was writing about it, I wasn't thinking about pandemic learning loss at all.

[Jill Barshay, The Hechinger Report] 15:36:07
And I didn't even think about the possible connections to it. This, this is a lab of connections to it.

[Jill Barshay, The Hechinger Report] 15:36:12
This, this is a lab of cognitive scientists at Carnegie Mellon and they wanted to study what faster learners were doing just to kind of see what their brains were were doing and how they were.

[Jill Barshay, The Hechinger Report] 15:36:24
What these students were thinking so that we could share this wisdom with the rest of us. So they looked at some data sets of students on instructional software and educational computer games and they were looking to isolate the faster learners so they could study them.

[Jill Barshay, The Hechinger Report] 15:36:42
And then they ran into this huge problem because they couldn't find any faster learners. And they were, they were shocked because it goes against what all of us think.

[Jill Barshay, The Hechinger Report] 15:36:50
I mean, we've all been in classrooms where some kids get A's and they seem to learn everything instant instantly fast and the rest of us take a long time and a lot more repetition.

[Jill Barshay, The Hechinger Report] 15:37:01
And then they were confused. They thought, well, maybe it's a mistake. And they kept looking at it across all of their data.

[Jill Barshay, The Hechinger Report] 15:37:07
Sets of students on education technology and across all 27 data sets they couldn't see any evidence that some kids were learning faster than others.

[Jill Barshay, The Hechinger Report] 15:37:19
And the way Clan Coding are the head of this research project explained it to me. Is that kids are starting in different places and they're ending in different places.

[Jill Barshay, The Hechinger Report] 15:37:29
But they're all progressing at the same rate. I think it's important to understand that they were not measuring how much kids learn per minute or per hour.

[Jill Barshay, The Hechinger Report] 15:37:40
They were measuring how much kids learn per practice opportunity. So imagining how much you learn from a practice math problem or how much you learn every time you play this this battleship fraction game and you're you're trying to guess where the fraction lands on the number line.

[Jill Barshay, The Hechinger Report] 15:37:59
It's sort of like each swing at the back. Think of it that way. And that what they what they're noticing is that for every swing at the back, kids learn almost about the same amount.

[Jill Barshay, The Hechinger Report] 15:38:09
So if you knew nothing about a topic, it would take Every kid, the high achievers and the low achievers about the same amount of time to master it.

[Jill Barshay, The Hechinger Report] 15:38:20
And the reason it seems in the classroom that some kids are learning much faster than others is because they actually have a head start.

[Jill Barshay, The Hechinger Report] 15:38:27
And the way Professor Koniger explained it to me is, you know, maybe some kids learned fractions much faster in third grade, but maybe they've been making pancakes with their dad every Sunday morning and using measuring cups and they already had a lot more exposure to it.

[Jill Barshay, The Hechinger Report] 15:38:44
So it's kind of mind-blowing and it may only be true for computerized instruction where kids are really getting guidance and being forced to kind of keep swinging at the back.

[Jill Barshay, The Hechinger Report] 15:38:55
And they also get instant feedback where they're told if they get the problem right or wrong and they might be getting some hints and if they get it wrong on some of it, there, there, the computer explains how to do the problem properly.

[Jill Barshay, The Hechinger Report] 15:39:09
In the real life and real classroom where there's not this guided press practice work. It's quite clear.

[Jill Barshay, The Hechinger Report] 15:39:18
Have different motivations and some are self-motivated to swing at the bat more and they'll do more practice problems.

[Jill Barshay, The Hechinger Report] 15:39:27
And when they're confused, they'll ask questions and get guidance. And all that helps you learn a lot more.

[Sarah D. Sparks, Education Week] 15:39:33
And just to note, this was not including students with disabilities, correct?

[Jill Barshay, The Hechinger Report] 15:39:39

Correct, they didn't. There might have been kids with disabilities in the data set, but they weren't demarcated.

[Jill Barshay, The Hechinger Report] 15:39:45
And so it was just all the students that and most of it was on math. A lot of it was on the math learning.

[Jill Barshay, The Hechinger Report] 15:39:54
Software. They did notice a slightly more difference in learning rates when it came to language. Particularly ones that just involve pure memorization.

[Jill Barshay, The Hechinger Report] 15:40:05
So for example, there was a program that was teaching Chinese vocabulary. And I guess you just had to memorize the Chinese characters.

[Jill Barshay, The Hechinger Report] 15:40:15
And there was a, there are some more differences in how quickly and how many repetitions you need to, memorize something.

[Jill Barshay, The Hechinger Report] 15:40:22
But in other kinds of learning where you can also rely on your deduction, induction, pattern recognition, and you can compensate with other skills.

[Jill Barshay, The Hechinger Report] 15:40:30
Kids learn it remarkably similar rates.

[Sarah D. Sparks, Education Week] 15:40:34
Thanks. Well, you've had a lot of. Interaction with.

[Sarah D. Sparks, Education Week] 15:40:41
After school and before school programs. And it's been really interesting watching some of the research around the effectiveness of different programs that are outside of the normal school day.

[Sarah D. Sparks, Education Week] 15:40:54
There's also been some really interesting findings around the use of tutoring. Which seems to be more effective when it's done with in the school day then after school.

[Sarah D. Sparks, Education Week] 15:41:07
I'm wondering if you could talk a little bit about what trends we're seeing and how districts are using that out of school time and what approaches seem to be most effective.

[Bella DiMarco, FutureEd] 15:41:20
Yeah. Yeah, absolutely. So in terms of the out of school time space and after school programs.

[Bella DiMarco, FutureEd] 15:41:29
In general. Typically they've primarily had more of a focus on sort of the enrichment opportunities.

[Bella DiMarco, FutureEd] 15:41:39
We are seeing a lot of programs that also have sort of a a primary focus on academics as well.

[Bella DiMarco, FutureEd] 15:41:46
And so when we talk about addressing darling loss. Those are typically the ones that we see. Be a little bit more effective.

[Bella DiMarco, FutureEd] 15:41:54
In terms of the same academic outcomes. That said, we do know that there's. Sort of this.

[Bella DiMarco, FutureEd] 15:42:01
Important research that shows that the sort of the social emotional type stuff. Is heavily correlated with academic. Outcomes as well.

[Bella DiMarco, FutureEd] 15:42:12
And so sort of. The after school space and focusing on sort of the whole child approach. We are seeing research come out that shows that that.

[Bella DiMarco, FutureEd] 15:42:22
Is effective. And then in terms of sort of tutoring. What we are seeing is that the in school day tutoring does tend to be more effective.

[Bella DiMarco, FutureEd] 15:42:33
And I think One of the sort of reasons for that that we have seen is sort of the connection between what's being taught in the school day and what they're receiving that tutoring in.

[Bella DiMarco, FutureEd] 15:42:45
And so that Hi, dosage tutoring needs to be connected to that core curriculum. It's beneficial.

[Bella DiMarco, FutureEd] 15:42:55
It's taught by the teacher or if it's taught by. Sort of a highly effective teacher and so we've seen that that's where and that's why I smoke that in school day tutoring.

[Bella DiMarco, FutureEd] 15:43:07
Is more effective. But we're also seeing a lot of tutoring happen in the out of school space as well.

[Bella DiMarco, FutureEd] 15:43:14
That that is having a positive impact.

[Sarah D. Sparks, Education Week] 15:43:21
Dr. Kraft, could you? Comment a little bit on some districts are moving the total opposite way.

[Sarah D. Sparks, Education Week] 15:43:30
Of moving to 4 day weeks. And some of those are increasing the length of days, but not necessarily increasing the overall amount of time.

[Sarah D. Sparks, Education Week] 15:43:40
What are you finding about that particular structure and how it affects student learning?

[Matthew Kraft, Brown University] 15:43:50
I think that it's understandable schools are trying to find ways to address 2 big challenges. One is tight budgets and that was the motivation for a lot of changes to 4 day school weeks kind of pre pandemic, which was, you know, not insignificant.

[Matthew Kraft, Brown University] 15:44:07
And then post pandemic. A lot of the transition has been.

[Matthew Kraft, Brown University] 15:44:17
Particularly among rural schools that have struggled and they see offering a 4 day school week as a way to compete in a tightly market.

[Matthew Kraft, Brown University] 15:44:24
The evidence which there's been really a flurry of high quality studies that have come out in the last couple of years.

[Matthew Kraft, Brown University] 15:44:31
I think overwhelmingly shows that this is a bad deal for students. Now that doesn't mean that that is always the case.

[Matthew Kraft, Brown University] 15:44:42
Of course these estimates are averages and I think one of the key things that, shapes.

[Matthew Kraft, Brown University] 15:44:47
Some of that evidence is whether or not schools are keeping the total amount of instructional time the same and just kind of chopping up Friday and adding it in equal parts to Monday to Thursday.

[Matthew Kraft, Brown University] 15:45:00
Or they're producing the total amount of time in that shift to the 4 day school.

[Matthew Kraft, Brown University] 15:45:06

But I think the key thing to remember is that all time is not created equal. So an hour of learning on a Friday between 9 and 10 am is not the same as an hour of learning on a Thursday from 3 30 to 4 third.

[Matthew Kraft, Brown University] 15:45:24
And so you can imagine there's the I can't say. Teachers ability to stay focused over the course of to ask ourselves it's understandable to make that transition given the challenges, but that shouldn't be the only option for schools and districts.

[Matthew Kraft, Brown University] 15:45:46
As a potential solution to difficult. Budget situations and financial shortfalls as well as a tight teacher.

[Matthew Kraft, Brown University] 15:45:57
We have to be able to find solutions. That don't ultimately shorten shortchange students.

[Sarah D. Sparks, Education Week] 15:46:04
Thanks. Sure.

[Jill Barshay, The Hechinger Report] 15:46:04
Can I add something to what, Matt just said? One of the really interesting things about the 4 day school week research is that in many rural communities there's no difference.

[Jill Barshay, The Hechinger Report] 15:46:15
They're not always seeing in rural America this that students are learning less and one of the reasons is that they were already skipping Fridays for football games and it wasn't just the football team, but it was like, like fan buses would be going out and they were missing Friday anyway.

[Jill Barshay, The Hechinger Report] 15:46:33
So it wasn't a big difference between the 2.

[Sarah D. Sparks, Education Week] 15:46:37
That's a good transition into some of our questions from the audience. Because our first one is for Bella, Jess Clark with Louisville Public Media says that Jefferson County Public Schools is really leaning hard into the summer programming and after school model.

[Sarah D. Sparks, Education Week] 15:46:55
Can you talk a little bit more about what impact those programs have from your research? In test scores, engagement.

[Sarah D. Sparks, Education Week] 15:47:04
In comparison to extend extending the school day or year. And I'll also add on to that.

[Sarah D. Sparks, Education Week] 15:47:11
Are there any? Benefits or findings that you have about the ones that are incorporating these.

[Sarah D. Sparks, Education Week] 15:47:23
Potentially non-academic but sports related or things like that to encourage kids to come.

[Bella DiMarco, FutureEd] 15:47:30
Yes. I think the first Like the most important thing when we talk about like which ones are more effective is sort of what we've been saying is it's really the quality.

[Bella DiMarco, FutureEd] 15:47:43
Of the program is going to be core of all of this. So really well run. Summer program that focuses on an adequate amount of academic instructional time and there is research that sort of shows what is that adequate amount of time.

[Bella DiMarco, FutureEd] 15:48:01
And I'm happy to send follow up research and resources on that. But a really well run summer program.

[Bella DiMarco, FutureEd] 15:48:10
That does everything it's supposed to be doing is probably going to be more effective than a poorly run extended day program.

[Bella DiMarco, FutureEd] 15:48:20
Especially if we're talking about a school district that maybe, maybe they added 30 min onto their day.

[Bella DiMarco, FutureEd] 15:48:27
But they added it across the entire school day. So every class just got 5 min longer. That's probably not gonna have any impact on students.

[Bella DiMarco, FutureEd] 15:48:37
Compared to sort of a really well run after school program or summer program. And so I think that's sort of key to all of it.

[Bella DiMarco, FutureEd] 15:48:47
The other thing that I think when we talk about sort of being able to compare. The impacts of these programs.

[Bella DiMarco, FutureEd] 15:48:56
Is the attendance piece and like you said, Sarah, getting kids to actually show up. There is a lot of research in after school and summer programs that shows that they not only sort of improve attendance in sort of the after school.

[Bella DiMarco, FutureEd] 15:49:14
Space but they also improve attendance during the school day and so in a lot of regards if students are more likely to show up to those after school programs where they may be more engaged or they're doing something that's a little bit different, that could be more effective than.

[Bella DiMarco, FutureEd] 15:49:32
Having a great program that nobody shows up to during this school day. And so I think that's also key to sort of all of this.

[Bella DiMarco, FutureEd] 15:49:39
And then the last thing I'll say. Just on being able to compare is. It's super tricky to compare sort of outcomes from.

[Bella DiMarco, FutureEd] 15:49:49
Some are not for school programs because they very So widely they're not all focused on academic outcomes. Some of them don't touch on academics at all.

[Bella DiMarco, FutureEd] 15:50:00
And so you couldn't really compare what. Like the academic outcomes of those programs compared to sort of extending the school day or the school year.

[Bella DiMarco, FutureEd] 15:50:08
And so there are different sort of outcomes that come out of that. I do know that there are some research studies and I want to say that Matt's paper, one of Matt's papers, has looked into sort of comparing sort of the outcomes or the efficacy of these different programs.

[Bella DiMarco, FutureEd] 15:50:26
And which one sort of. Boost academic outcomes more so than others, but. I would just say like generally there are

[Bella DiMarco, FutureEd] 15:50:37
There are positive effects on academic. Outcomes that come out of all of them. It really depends on sort of how that time is used and sort of the quality of that.

[Sarah D. Sparks, Education Week] 15:50:51
And Matthews. Research reports as well as some other things are going to be posted. Some are posted in the chat now and will be incorporated into it afterwards.

[Bella DiMarco, FutureEd] 15:50:52
Yeah. Okay.

[Sarah D. Sparks, Education Week] 15:51:03
So if you want to dig into the research more, that will be up. I have a question which I think will be for Jill though feel free to jump in.

[Sarah D. Sparks, Education Week] 15:51:14
You see some polling along with anecdotal evidence that most parents think their kids are at grade level and they aren't worried about learning loss and they aren't worried about how much time the kids are spending in classes.

[Sarah D. Sparks, Education Week] 15:51:28
What do we know about how kids communicate with parents about why they need to Get their kid into extra

[Sarah D. Sparks, Education Week] 15:51:39
Programs in school or have an extended day or year.

[Jill Barshay, The Hechinger Report] 15:51:47
I am not familiar with the the polls exactly that you're referring to. Maybe, maybe you know about them, Sarah, but what I do know is, there was a big study done on summer programs from the summer of 2,022, where 8 large districts around the country were using their federal pandemic recovery money and building out these big summer programs.

[Sarah D. Sparks, Education Week] 15:51:50
Okay.

[Jill Barshay, The Hechinger Report] 15:52:10
And it was really hard to convince families to attend them. And it one of the predispositions was not to tell families that your your kids need to go to summer school because they're really behind.

[Jill Barshay, The Hechinger Report] 15:52:23
And instead they were emphasizing how fun the summer program was and this would be great enrichment for your kid.

[Jill Barshay, The Hechinger Report] 15:52:30
And in many of these school districts they had far less than 10% of the families attend the program. Only one of the districts got a high turnout.

[Jill Barshay, The Hechinger Report] 15:52:40
The high turnout was 23%. And the reason why they got it is because they had a full day summer program from 8 a. M.

[Jill Barshay, The Hechinger Report] 15:52:47
To 5 30 so it doubled as free childcare for families and they got a lot of families to attend but then they ran out of their federal pandemic recovery money and they couldn't do the long hours again the next summer.

[Jill Barshay, The Hechinger Report] 15:52:58
And, 2,023. And then when you looked at the, the evidence from this, this is a really well done study from, scholars at Harvard and I think American Institute for Research.

[Jill Barshay, The Hechinger Report] 15:53:09
You had tiny miniscule recovery in math, about 2 to 3%. So if a child was behind a hundred days in learning, it means they caught up about 2 days and 0 catch up in reading.

[Jill Barshay, The Hechinger Report] 15:53:22
It was it was nothing. And one of the problems is that the summer programs were short. They were only about, you know, 4 or 5 weeks.

[Jill Barshay, The Hechinger Report] 15:53:30
And there were a lot of no shows. The students on average only showed up about like 10 to 14 days of it.

[Sarah D. Sparks, Education Week] 15:53:38
That's definitely something. I've seen and something that reporters should be looking out for when you are looking at an intervention report or looking at a program that your district has put into place.

[Sarah D. Sparks, Education Week] 15:53:52
Figuring out what the actual participation rate is, whether that program is an opt-in program where parents volunteer to send their kids.

[Sarah D. Sparks, Education Week] 15:54:04
Or if they're really targeting specific kids and trying to get them in, that can make a huge difference between how much they actually get out of that program and is also really important to look at when you are trying to figure out the cost effectiveness.

[Sarah D. Sparks, Education Week] 15:54:22
Of something that your district is working on. Oh, actually. Dr. Kraft, could you talk a little bit, comment a little bit about the after school research and then I'd like to go into that any of you guys are seeing that needs more coverage or common mistakes you're seeing.

[Sarah D. Sparks, Education Week] 15:54:43
Reporters make when looking into this coverage.

[Matthew Kraft, Brown University] 15:54:49
The research on after school programming, particularly during the summer. I think is. Encouraging in that there are evidence of programs that have positive effects on students academic achievement.

[Matthew Kraft, Brown University] 15:55:06

But I think there's some real structural challenges to doing that. At a high level of implementation at scale.

[Matthew Kraft, Brown University] 15:55:14
And the reason is for some of the things we've already highlighted. Getting parents to opt in to that is challenging.

[Matthew Kraft, Brown University] 15:55:21
And even when they do, most summer school programs suffer from low rates of attendance. And so you get a small amount of families opting in.

[Matthew Kraft, Brown University] 15:55:32
They may not be the families that you would ideally want to target. Necessarily. And even when they do, they're not there for the full amount of day.

[Matthew Kraft, Brown University] 15:55:41
That you would want and it's difficult to coordinate that instruction with the instruction that's happening during the academic year.

[Matthew Kraft, Brown University] 15:55:48
I think that a potential. Positive development we've seen in a number of schools that have attempted to extend the school day but have not been able to do that kind of.

[Matthew Kraft, Brown University] 15:56:03
Formally is to essentially treat. After school programming that's physically at the school that happens immediately. After the end of the traditional school day is kind of a de facto extension.

[Matthew Kraft, Brown University] 15:56:16
Where it's not mandated but It's really easy. Parents don't have to come and move their kid to another place they just Continue with it and and it's kind of part of the DNA of our schooling system those types of things exist but they're often just kind of childcare with homework help.

[Matthew Kraft, Brown University] 15:56:35
And if we can. Transitioned some of those programs to offering dedicated academic instruction. Where we have a higher degree of attendance.

[Matthew Kraft, Brown University] 15:56:47
And we're able to take advantage of. As some districts have had, teachers who are willing to work in those programs, or paraprofessionals.

[Matthew Kraft, Brown University] 15:56:59
And for a, stipend or additional hourly pay. To effectively extend school without having to.

[Matthew Kraft, Brown University] 15:57:10

Push it up against some of the kind of large structural challenges of renegotiating contracts or obliging all parents.

[Matthew Kraft, Brown University] 15:57:20
If you ever go with a coalition coalition of the willing, but you keep that cultural rigor and of the feels like school at the school building that might be a reasonable compromise.

[Sarah D. Sparks, Education Week] 15:57:31
We've only got a couple of minutes left, so I'd like, Jill and Bella, if you give me one or 2.

[Sarah D. Sparks, Education Week] 15:57:39
Areas that you really think. Reporters need to be paying more attention. And. You after they go through.

[Sarah D. Sparks, Education Week] 15:57:50
Bella, do you want to start?

[Bella DiMarco, FutureEd] 15:57:52
Sure. I think. One thing that's really important to keep in mind. Is really like before we even start talking about should we be adding more time should it be lengthening the school years we liked during school day?

[Bella DiMarco, FutureEd] 15:58:10
I think we really need a first. And this has been brought up already, but I think we for really need to first evaluate how the time is already being used.

[Bella DiMarco, FutureEd] 15:58:18
During the normal school day and if that time is not being used effectively during the school day adding more of the same that wasn't working before.

[Bella DiMarco, FutureEd] 15:58:27
Probably not the right move. It's probably not gonna have much of an impact. And so I think First really evaluating sort of how the school of the district.

[Bella DiMarco, FutureEd] 15:58:37
Organizes its, its regular school time and what is actually being done if that's being used effectively.

[Bella DiMarco, FutureEd] 15:58:45
It is the first thing to look at before we even talk about should be adding more time.

[Sarah D. Sparks, Education Week] 15:58:51
And for reporters, that can be a little difficult to dig out of your individual districts, but you can sometimes find daily schedules on individual school websites.

[Sarah D. Sparks, Education Week] 15:59:03
Sometimes it might be helpful to call teachers and ask them what the typical time is. To get kids in and out of the class.

[Sarah D. Sparks, Education Week] 15:59:13
It can be a little difficult if you're not doing a full research on it. Jill.

[Jill Barshay, The Hechinger Report] 15:59:20
Well, I am a reporter, so I don't really have any advice. I think everyone's doing a great job.

[Sarah D. Sparks, Education Week] 15:59:25
And not.

[Matthew Kraft, Brown University] 15:59:29
I think I would always start a story with the school in a district by asking, hey, How many days are in your academic year?

[Matthew Kraft, Brown University] 15:59:37
How long is the typical school day in your elementary middle? And high school settings. And how many of those days that are actually officially counted?

[Matthew Kraft, Brown University] 15:59:50
IS where there's our teacher conferences for half of it or are field trips and just get a sense kind of What it all adds up to.

[Matthew Kraft, Brown University] 16:00:01
That's something that, should be reasonably accessible. And with some of the statistics in the working paper we have, you can easily kind of put in perspective a given school or district.

[Matthew Kraft, Brown University] 16:00:12
2.

[Matthew Kraft, Brown University] 16:00:16
What the