

Citywide Instructional Expectations Case Study Guiding Questions

Overview

The 2014-15 Citywide Instructional Expectations help schools reflect upon and refine their practice in order to prepare all students to graduate college and career ready. One strategy for reflecting on practice is to examine how other schools have approached their work. These case studies offer insights on how teachers, school leaders and field support staff make decisions and engage stakeholders to develop school-wide practices to strengthen student achievement.

Case study schools have strong practices in building coherence among their culture, structures, and instructional core. The school communities voluntarily and generously shared their work in order to develop case studies that:

- Reflect authentic practice in a New York City school
- Include resources or artifacts from the school
- Connect to one or more of the 2014-15 Citywide Instructional Expectations components: Knowledge of Students, Instructional Focus, Collaborative Professional Learning

Guiding Questions: Knowledge of Students

From the 2014-15 Citywide Instructional Expectations: The work of schools is to support students to demonstrate academic and personal growth, achieve at their highest levels, and be afforded opportunities for college and career participation. The success of that mission depends on a school's ability to know their students well. All students should experience rigorous instruction that is aligned with school-wide goals for preparing students for success in college and careers. It remains the responsibility of the classroom teacher to know how each of his or her students is progressing towards mastery of the content and the standards. Further, it is the responsibility of the school to ensure that each student's academic and social-emotional development and progress toward meeting the benchmarks for college and career readiness are well known and addressed.

1. What information in this case study suggests how the school prioritizes knowing and addressing the strengths and needs of individual students?
2. What structures are in place in the school to ensure that students' needs are known and addressed?
3. How does the school ensure that these structures are implemented effectively?
4. How does this knowledge of students support the school in achieving its instructional goals?
5. What would a school leader have to attend to when developing staff's capacity to identify and meet the needs of student, both in and out of the classroom?
6. What questions does this study raise? What data or evidence would you like to add?
7. How will your school develop or refine practices to ensure that each student's strengths and needs are known and addressed by at least one staff member?
 - a. What is one practice that you and your team already do well that can be built upon in the upcoming school year?
 - b. What is one next step you can take to help support this work in your school?

Potential Next Steps: Team activities on the [Common Core Library](#)

- Looking at Students' Current Thinking and Surfacing Gaps
- Understanding and Interpreting the *Where Are They Now?* Reports

Minute by Minute

School Strategies for Optimizing Time



Case Studies of Promising Practices

ACKNOWLEDGEMENTS

This report was produced by the New York City Department of Education's Office of Postsecondary Readiness (OPSR) and Research & Policy Support Group (RPSG).

OPSR and RPSG gratefully acknowledge the valuable contributions from many individuals to produce this resource. First and foremost, we want to express our deep appreciation to all the school staff who participated in this project. Through their support, we had the opportunity to engage with principals and school communities throughout the city whose time, insight, and hospitality were essential for the success of this project. In particular, we would like to thank Edgar Rodriguez, Pat Tubridy, Allen Barge, Phil Weinberg, Mirza Sanchez-Medina, Yvette Sy, Carlos Santiago, David Krulwich, Suzette Dyer, Michael Shadrick, Alona Cohen, Millie Henriquez-McArdle, Gary Giordano, and their committed teams.

Additionally, critical support came from Josh Thomases, Vanda Belusic-Vollor, Julian Cohen, Lauren Perkins, Noel De La Rosa, Victoria Crispin, Ailish Brady, Michelle Paladino, and Katie Hansen; and the following offices, OPSR, RPSG and Office of Academic Policy and Systems. We are also extremely grateful for our expert reviewers who provided ongoing encouragement and constructive feedback.

Finally, we would like to thank the Michael & Susan Dell Foundation and The Fund for Public Schools for graciously supporting this work.

Sincerely,
The School Time Lab Team

Lisa Anzalone, *Program Director*
Kathleen Mulgrew-Daretany, *Program Manager*
Verna Lauria, *Consultant*
Nancy Sheehan, *Intern*
Luanne Smith, *Intern*

Elise Corwin, *Evaluator*
Lillian Dunn, *Evaluator*
Amanda Warco, *Intern*

Office of Postsecondary Readiness

Research & Policy Support Group

EXECUTIVE SUMMARY

In the last decade, there have been significant increases in the New York City high school graduation rates. Nevertheless, far too many students are graduating high school without the knowledge and skills they will need for college and career, and far too many continue to require remediation once they arrive at college. A central priority of the New York City Department of Education (NYC DOE) is to ensure that New York City schools provide all students with the academic coursework and developmental experiences they need to graduate ready for college and career.

The [Office of Postsecondary Readiness](#) (OPSR) established a set of benchmarks to define the qualities and achievements that students need to complete in order to be ready to enroll, persist, and succeed in college or other postsecondary training, and gain entry into meaningful careers. These [College and Career Readiness Benchmarks](#) fall into four domains: Common Core Learning Standards, Academic and Personal Behaviors, Academic Programming, and College and Career Access. The focus of this report is on configuring academic programs that not only enable more students to meet the state graduation requirements but that also lead to college and career readiness. To maximize access to courses and opportunities that are predictive of college and career readiness, schools must optimize a fundamental resource – time during the regular school day.

School Time Lab (STL) is a two-year New York City initiative funded by the Michael & Susan Dell Foundation, implemented by OPSR, and evaluated by the Research and Policy Support Group (RPSG) to study and bolster how school leaders use this fundamental asset to provide opportunities for all students to enroll in the higher-level coursework and developmental experiences necessary for college and career.

STL consists of two complementary projects:

- PROJECT 1** **Case Studies of Promising Practices.** The purpose of this project is to identify and document effective scheduling models and strategies from schools that are successfully graduating students prepared for college and career. Ten model high schools were selected for study. Key programming and scheduling strategies were identified across the schools and are described in detail through case studies.
- PROJECT 2** **School Reprogramming Pilot.** Ten high schools looking to improve how they use time to increase postsecondary readiness were selected to participate in one and a half years of professional learning and on-site coaching from the STL team. Resources, materials and findings from Project 2 will be released in Fall 2014.

The following report describes findings from Project 1. Ten model schools were selected based on demographic characteristics and indicators of college and career preparedness. These schools were also strategically chosen to reflect the city's diverse school system and vary by size, focus, age, and demographics. The STL team conducted interviews with these schools via site visits and follow-up phone meetings to understand their scheduling structures and processes and how programming contributes to their students' postsecondary readiness.

While every school operates under a different schedule with distinct priorities, common themes and strategies emerged across the ten schools. Some of these relate directly to scheduling and others are important factors that influence course sequencing and offerings. The following is a list of **FIVE KEY THEMES** that surfaced related to Academic Programming for college and career readiness:



Academic Programming: Designing Course Offerings and Sequences

Schools provide rigorous and differentiated sequences in core courses based on proficiency and/or the school's philosophy, require supplemental courses in core academic areas, and use strategies like parallel scheduling to meet students' needs across all subjects. These strategies enable students to both meet and exceed graduation requirements.



Staff Learning and Collaboration Time

Model schools prioritize adult learning and allocate time during the day for teachers to meet regularly and collaborate. Principals often use [School-Based Option](#) (SBO) votes to restructure the day and create additional time for teacher collaboration.



Extra Time for Student Learning

All schools acknowledge that there is not enough time during the regular school day to meet the needs of their students. Schools use time before and after the school day as well as on weekends to provide extra courses, tutoring, and support for both struggling and on-track students. Schools devote their own resources to pay for teachers to work outside the regular school day or take advantage of partner organizations to supply staff and activities.



Allocating Time for Youth Development

Finding time during the school day for advisory classes, culture-building rituals and celebrations, and student engagement plays an important role in college and career readiness at model schools. Prioritizing these types of activities and skills helps students develop strong academic and personal behaviors and creates a strong college-going school culture.



Allocating Time for College and Career Learning Opportunities

All schools offer opportunities for students to take advanced courses and some help students earn college credits while still in high school. Students also learn career skills through internship opportunities.

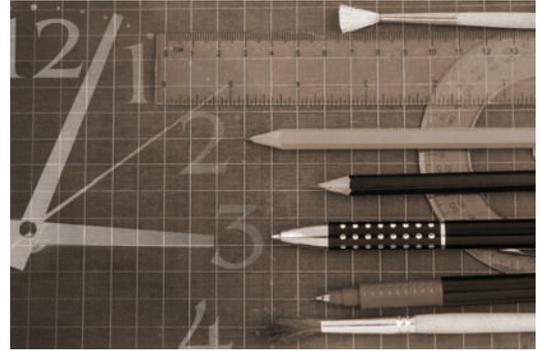
All ten schools included in Project 1 incorporate these five themes into their scheduling and programming decision-making. While the case studies only highlight certain strategies within two or three of these themes, it is important to note that all five are integral for their college and career-readiness philosophy.

The following report summarizes findings from across the ten model schools, highlights key themes and strategies, and provides individual case studies on each school. The Guide to Key Themes and Case studies presents overall lessons learned as well as background information about model schools. Within this chapter, [Table 2. Model School Program Structures and Priorities](#) and [Table 3. Balancing Priorities and Tradeoffs](#) offer easy reference of model school priorities and tradeoffs. [Table 4. Road Map to Case Studies](#) provides a helpful guide to navigating the case studies. The case studies that follow provide detailed descriptions of how schools make decisions about time. The objective is for educators to learn from their peers and find lessons that can be applied to their own school settings.



GUIDE TO KEY THEMES AND CASE STUDIES

In the last decade, there have been significant increases in the New York City high school graduation rates. Nevertheless, far too many students are graduating high school without the knowledge and skills they will need for college and career, and far too many continue to require remediation once they arrive at college. A central priority of the New York City Department of Education (NYC DOE) is to ensure that New York City schools provide all students with the academic coursework and developmental experiences they need to graduate ready for college and career.



One critical piece in this equation is understanding how schools use time, a fundamental asset, to prepare students for life beyond high school. Effective programming and use of school time translate into actionable strategies that create access to key academic courses and experiences that are predictive of postsecondary readiness.

The purpose of this report is to highlight effective scheduling models and strategies from schools that are successfully preparing students for college and career. Ten model New York City public high schools were selected for study. The findings provide insight into how successful schools leverage time to focus on their priorities. Additionally, it describes the difficult choices school leaders must make when balancing the tradeoffs inherent in allocating this precious resource.

This chapter provides information on how model schools were selected and background information about their context, schedule, and priorities; describes key tradeoffs; and highlights common themes and strategies. Following this chapter, detailed case studies on the ten model schools showcase their key programming strategies and describe the tradeoffs they have made to effectively prepare their students. The objective is for educators to learn from their peers and find lessons that can be applied to their own school settings.

IDENTIFYING MODEL SCHOOLS

In order to find schools that were both high performing and representative of New York City, the STL team conducted a thorough and strategic school selection process. To begin, the STL team generated a list of all high schools in the city. After removing specialized, screened, and selective high schools, the pool was limited to schools that reflect the demographic makeup of the city (see Demographic Criteria below). Next, 2011-12 college and career readiness data were used to narrow the sample to high-performing high schools (see College and Career Readiness Indicators below). Using these quantitative measures, the evaluation team generated rankings for each College and Career Readiness indicator. Schools that fell into the top ten in at least two categories were considered for inclusion. In order to create the final set of schools, the STL team reviewed the list of schools to ensure diversity of focus, size, age, and student population. In a couple instances, demographic criteria were expanded to ensure a representative sample of schools.



DEMOGRAPHIC CRITERIA

- At least 40% Black and Latino Students
- At least 60% Students Receiving Free or Reduced Price Lunch
- Average Incoming 8th Grade ELA and Math Proficiency Levels of 3.0 or Below

COLLEGE AND CAREER READINESS INDICATORS

- Four-Year Graduation Rate
- Postsecondary Enrollment Rate
- Percent of Students taking Algebra 2/Trigonometry, Chemistry, Physics, and Language Other Than English (LOTE) Regents Exams
- Percent of Students Passing Global History and US History Regents Exams
- Percent of Students Scoring College Ready (75+) on English Regents Exams
- Percent of Students Taking College and Career Preparatory Courses

Ten schools were selected to be included in the project. The STL team conducted interviews with these schools via site visits and follow-up phone meetings over the course of six months. The goal of the interviews was to understand the structure of the schedule, course sequences, scheduling process, and how programming contributes to postsecondary readiness. Evaluators interviewed the principal, programmer, and other staff involved in scheduling, as well as collected copies of master and sample schedules. Not all case studies focus on the initial area of strength identified through the school selection process; rather, case studies were written based on the content of these interviews.

WHO ARE THE MODEL SCHOOLS?

The model schools are representative of the city's diverse school system and vary by size, age, focus, and demographics. Discussions with the selected schools revealed the unique strengths and challenges associated with programming a large vs. small or new vs. established school. [Career and Technical Education](#) (CTE) schools and themed schools face additional tradeoffs in order to bring unique offerings to their students. The following table summarizes key demographic and performance information about each school.

TABLE 1. MODEL SCHOOL KEY DEMOGRAPHIC AND PERFORMANCE INFORMATION, SCHOOL YEAR 2012-13

	Areas of Strength from Selection Process	Year Founded	Borough and District	Total Students	Admissions Policy	Co-located	% Black or Hispanic
Academy for Careers in Television & Film	Grad Rate, US History	2008	Queens District 30	437	Limited Unscreened	Yes	74%
Channel View School for Research	Grad Rate, Global History	2004	Queens District 27	436	Limited Unscreened	Yes	80%
Edward R. Murrow High School	College Enrollment, Global History	1974	Brooklyn District 21	4,031	Educational Option with screened programs	No	42%
High School of Telecommunication Arts and Technology	Algebra 2, LOTE, English	1985	Brooklyn District 20	1,292	Educational Option	No	63%
Manhattan Bridges High School	Algebra 2, Chemistry, Physics, LOTE	2003	Manhattan District 2	561	Screened: Language and Academics	Yes	100%
PACE High School	Algebra 2, College Enrollment, English, US History	2004	Manhattan District 2	426	Limited Unscreened	Yes	76%
Pelham Preparatory Academy	Grad Rate, LOTE, College Enrollment, English	2002	Bronx District 11	504	Limited Unscreened	Yes	90%
The Urban Assembly School for Applied Math and Science	Grad Rate, College Enrollment, English, US History	2004	Bronx District 9	339	Limited Unscreened	Yes	95%
The Urban Assembly School for Law and Justice	Grad Rate, College Enrollment, English, Global History	2004	Brooklyn District 13	440	Limited Unscreened	Yes	96%
Williamsburg Preparatory High School	Chemistry, LOTE, College Enrollment	2004	Brooklyn District 14	636	Limited Unscreened	Yes	86%

**TABLE 1. MODEL SCHOOL KEY DEMOGRAPHIC AND PERFORMANCE INFORMATION,
SCHOOL YEAR 2012-13 (continued)**

	% Receiving Free or Reduced-Price Lunch	% English Language Learners	% Special Education	Average Incoming 8th Grade ELA & Math Proficiency Level	Four-Year Grad Rate	% College and Career Ready*	Post-secondary Enrollment Rate
Academy for Careers in Television & Film	67%	3%	20%	2.93	97%	NA**	80%
Channel View School for Research	73%	1%	15%	2.99	86%	65%	61%
Edward R. Murrow High School	50%	9%	17%	3.12	78%	69%	76%
High School of Telecommunication Arts and Technology	80%	6%	24%	3.00	83%	68%	79%
Manhattan Bridges High School	100%	68%	4%	2.57	82%	50%	70%
PACE High School	73%	2%	16%	3.01	89%	73%	69%
Pelham Preparatory Academy	72%	2%	21%	2.90	95%	81%	83%
The Urban Assembly School for Applied Math and Science	90%***	7%	22%	2.90	89%	79%	92%
The Urban Assembly School for Law and Justice	73%	1%	15%	2.94	89%	69%	82%
Williamsburg Preparatory High School	82%	3%	15%	2.93	89%	62%	67%

* [College Readiness Index](#) is defined as the percentage of students in the school’s four-year cohort who have graduated with a Regents Diploma and met CUNY’s standards for college readiness in English and math. This measure also includes three semesters of persistence in college.

** Data not available yet since school opened in 2008 and the measure includes three semesters of persistence in college.

***Percentage includes students in grades 6-12.

TABLE 2. MODEL SCHOOL PROGRAM STRUCTURES AND PRIORITIES

All schools share the ultimate goal of postsecondary readiness, but schools prioritize and allocate resources in various ways to achieve that goal. The table below summarizes schedule structures and highlights one key programming priority at each of the schools.

<p>Academy for Careers in Television & Film (ACTvF) 4 academic blocks of 75 minutes</p>	<p>WELL-DEVELOPED ADVISORY ACTvF runs an intensive advisory program that meets four times a week and is highly structured. Specific days are designated for certain activities and advisors are expected to commit substantial amounts of time to developing curriculum and monitoring student progress. A non-traditional program allows for more flexible teacher capacity, which is essential to implementing advisory.</p>
<p>Channel View School for Research 8 periods of 45 minutes</p>	<p>FLEXIBLE PROGRAMMING Channel View prioritizes the ability to adapt programming based on student need. Dual-licensed teachers and parallel scheduling help maximize flexibility.</p>
<p>Edward R. Murrow High School 9 “Bands” of 45, 55, or 60 minutes</p>	<p>STUDENT CHOICE The program and programming process at Murrow are designed to mimic college, where students have high levels of choice and must take greater responsibility for their education.</p>
<p>High School of Telecommunication Arts and Technology (HSTAT) 8 periods of 43 minutes</p>	<p>MAXIMIZING TEACHER TIME HSTAT prioritizes giving teachers time to meet and collaborate. Grade teams have the opportunity to meet daily during coordinated free periods and students are released early on Wednesdays to allow for time when the entire faculty can meet as a whole or break up into teams.</p>
<p>Manhattan Bridges High School (MBHS) 5 academic blocks of 74 minutes</p>	<p>ESL MBHS is a Spanish language bilingual school that prioritizes longer periods and differentiated ELA instruction, which they believe are particularly important for language acquisition.</p>
<p>PACE High School 8 periods of 47 minutes</p>	<p>EXTRA SUPPORT FOR STRUGGLING STUDENTS PACE High School designs academic interventions targeting struggling students that require large amounts of time outside the regular school day.</p>
<p>Pelham Preparatory Academy 8 periods of 45 minutes</p>	<p>TAKING ADVANTAGE OF PARTNERSHIPS Pelham Prep builds relationships with co-located schools and external organizations to increase course offerings and academic support to students and to minimize internal costs.</p>
<p>The Urban Assembly School for Applied Math and Science (AMS) 6 day cycle schedule: 60 minute periods</p>	<p>UNIQUE MATH AND SCIENCE SEQUENCES AMS is strategic about sequencing science and math to provide more depth over breadth. For example, geometry is dropped from the core math sequence in order to provide additional mastery in algebra topics.</p>
<p>The Urban Assembly School for Law and Justice (SLJ) 8 periods of 50 minutes</p>	<p>HISTORY AND ELA COURSE SEQUENCING SLJ’s law and justice theme guides course sequencing and offerings. Required supplemental courses in research and law are added to the core curriculum.</p>
<p>Williamsburg Preparatory High School 8 periods of 50 minutes</p>	<p>STUDENT FEEDBACK Williamsburg Prep conducts regular focus groups to determine student needs and tailors course dosage and offerings based on feedback.</p>

WORKING WITHIN CONSTRAINTS

Schools face similar challenges: operating within the constraints of a regular school day, meeting graduation requirements, and tackling the unique circumstances of working in New York City. The constraints below surfaced across all model schools and provide context for how schools make decisions and prioritize their time with students and teachers.



State Graduation Requirements

Schools make strategic decisions about time allocation to maximize students passing and meeting the college-ready benchmarks on New York State required exams. For example, one school focuses on preparing all 10th-grade students for the Global History [Regents exam](#) by providing double periods over one school year, rather than offering the traditional two-year sequence. This means that retaking the Algebra 1 exam may be delayed until 11th grade for those who fail in 9th grade. Other schools provide a supplemental course in a particular core academic subject to maximize the number of students who pass and reach college-ready benchmarks on Regents exams. Many pay teachers per session to provide tutoring and additional support after school hours and on weekends.

Sharing Space

Many schools in New York City share their building with other schools. Co-location can be limiting because schools must coordinate the cafeteria, gym, labs, and other shared spaces. Often in these schools, programming begins with allocating these shared resources and all other scheduling must revolve around these fixed periods. That said, schools respond differently to the challenge of co-location. Some choose to program students for very early or very late lunch periods to avoid sharing the cafeteria in order to maintain separate school cultures. Other schools mix students within shared spaces and pool resources. For example, a couple of the model schools work collaboratively within their respective campuses to allow students to enroll in AP classes across schools.

Contractual Limits on Time

One important contractual consideration that greatly influences programming is operating within the rules of [United Federation of Teachers](#) (UFT) contracts. In order to make certain schedule changes, staff must approve the change via [School-Based Options](#) (SBOs). Examples of changes that require SBO approval include changing the [configuration of extended time](#), using extended time for inquiry work, creating a block program, and starting the school day before 8:00 am or ending after 3:45 pm. Some schools included in this report used SBOs to carve out time one day per week for all-staff meetings when students are released early or come in late. Another school used an SBO to reconfigure how they were using their extended time. For more information about SBOs, please refer to the NYC DOE Office of Labor Relations [Frequently Asked Questions](#) and the UFT SBOs [webpage](#).

Balancing Tradeoffs

With every decision schools make to better prepare their students for college and career, there are tradeoffs to consider. Schools must be strategic about resource allocation, course sequencing, and dosage in order to meet the needs of their students and be true to the priorities of the school. The examples in the table below demonstrate some of the strategic decisions the model schools have made. While there are no right or wrong decisions, each school must weigh their priorities and consider tradeoffs to make the best choice for their students.

TABLE 3. BALANCING PRIORITIES AND TRADEOFFS

IF YOU PRIORITIZE...	YOU MIGHT CONSIDER...	BUT, YOU MAY NEED TO GIVE UP...
Course Depth	Block scheduling or longer class periods	<ul style="list-style-type: none"> • Course breadth. Longer class periods reduce the number of classes students can take per day, which in turn may impact credit accumulation. • Consistency. Students and teachers may no longer have a consistent schedule where classes meet every day.
Tailored Course Sequences Starting in 9th Grade	Pre-assessing students' skill levels and starting them on differentiated pathways	<ul style="list-style-type: none"> • Heterogeneous classes or sections. Classes are determined by proficiency and students move with those with similar skills. • Flexibility to move students based on performance. If tracks are predetermined, it can be difficult for students to move to a more advanced section. Parallel scheduling, meaning subject area classes meet simultaneously, may be required in order to accommodate movement.
Youth Development	Advisory	<ul style="list-style-type: none"> • Resources and time. Resources and time allocated to other parts of the school will need to be used to program teachers for advisory and provide professional development to train teachers as effective advisors. Students also need to reallocate time spent on other courses or activities to be programmed for advisory.
Mastery of Core Academic Areas	Required supplemental courses in core academic areas	<ul style="list-style-type: none"> • Student choice. Requiring students to take an additional writing or research course takes time out of the schedule that could be used for elective classes. • Advanced Language Other Than English (LOTE) or non-core subjects. Offering supplemental literacy or math courses can take time away from LOTE, which in turn prevents students from graduating with an Advanced Regents Diploma, or experiences in non-core subjects.
Large Teaching Staff/Smaller Caseloads	Hiring more teachers and less administrative staff	<ul style="list-style-type: none"> • Administrative support. If the administration is kept small in order to devote more resources to additional teachers or to pay per session for extra responsibilities, teachers must help fulfill administrative duties.
More Adult Learning or Common Planning Time	Late start or early dismissal one day a week for PD or meetings	<ul style="list-style-type: none"> • Time with students one day per week. Time that might be used for classes or tutoring may need to be sacrificed to allow for all-staff meetings or professional development.
Offering Students a Wider Array of Courses and Experiences	Sharing teachers, classes, or space with co-located schools	<ul style="list-style-type: none"> • Separate school cultures. If students or teachers are interacting with students or staff from other schools, school cultures may influence one another.

KEY THEMES

While every school operates under a different schedule with distinct priorities, common strategies are used across the model schools. Some of these relate directly to scheduling and others are important factors that influence course sequencing and offerings. Below is a list of five key themes that surfaced related to Academic Programming for college and career readiness.

Note that all ten schools included in Project 1 incorporate these five themes into their scheduling and programming decision-making. While the case studies only highlight certain strategies within two or three of these themes, it is important to note that all five are integral for college and career readiness.



Academic Programming: Designing Course Offerings and Sequences

Schools offer different types of courses and multiple pathways for incoming and continuing students. These schools focus on designing rigorous courses and course sequences in order to graduate their students ready for college and career. Students enter high school with varying proficiency and schools face the challenge of addressing the distinct needs of under-prepared, on-track, and accelerated students. Tailoring courses based on proficiency level influences programming since students will be progressing at different rates. Many schools program students for additional courses in core academic areas to increase mastery and skill development. Common examples include literacy or research classes that allow students to practice writing and analysis.



Staff Learning and Collaboration Time

All schools design schedules to provide structured time for adult learning and collaboration. Schools strategically schedule to ensure that grade-level or departmental teachers have coinciding non-teaching periods when they can meet. Some schools release students early or start late once a week to allow for the entire staff to receive professional development or meet in various groupings. As one principal mentioned, the implementation of [Common Core](#) may not directly affect scheduling; however, it will increase the amount of time teachers need to meet and co-plan.



Extra Time for Student Learning

Most schools agree that there is often not enough time during the school day to provide all the necessary supports to students who need or want extra help. All schools use some combination of before and after-school hours and Saturday time to provide extra tutoring, support, and in some cases, classes for their students. Most fund this by offering teachers per session to work extra hours and some take advantage of partnerships to supply staff and programs. For example, some schools maintain small administrations in order to devote more resources to paying teachers per session. Lower-achieving students are encouraged or sometimes “prescribed” to attend tutoring, while on-track students may use the extra time for Regents exam or SAT prep. Advanced students may use the time to take higher-level coursework, or pursue non-core academic interests. Schools sometimes message this extra time as part of the regular school day to encourage attendance.



Allocating Time for Youth Development

Finding time during the school day for youth development through advisory classes, culture-building rituals and celebrations, and student engagement plays an important role in college and career readiness. Advisory is designated time to address academic and personal behaviors as well as college preparation and socio-emotional skills. Valuing student voice empowers students to be more responsible and play a more active role in their education. Their feedback can influence course offerings and sequences. Prioritizing these types of activities and skills helps students develop strong academic and personal behaviors and creates a pervasive college-going culture that is responsive to student needs.



Allocating Time for College and Career Learning Opportunities

All ten schools offer opportunities for students to take advanced courses and some even help students earn college credits. Schools offer college-level classes through various providers, including [College Now](#), as well as Advanced Placement or “college-certified” classes. Some schools encourage or require students to complete internships in order to learn on-the-job skills. These internships may or may not be credit-bearing and often include a classroom component.

ROAD MAP TO CASE STUDIES

The following table provides a road map to guide readers through the model school case studies. It outlines the key themes and specific strategies described in depth in each model school’s case study.

Each case study provides an overview as well as a detailed description of the school’s approach to using time, including a discussion of their priorities and tradeoffs. The case studies also include a sample bell schedule and a table showing the core course offerings and sequences to give readers a complete and detailed picture of each schedule.

TABLE 4. ROAD MAP TO CASE STUDIES

SCHOOL	THEMES & STRATEGIES
<p>Case Study 1: Academy for Careers in Television & Film Small Career and Technical Education (CTE) school that values advisory and data-driven decision-making</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: Course Dosage; Parallel Scheduling  YOUTH DEVELOPMENT: Advisory  COLLEGE LEARNING: Internships
<p>Case Study 2: Channel View School for Research Grade 6-12 Outward Bound school that prioritizes flexible programming and takes advantages of partnerships</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: Student Grouping; Course Dosage  EXTRA TIME: Saturday School  COLLEGE LEARNING: College Now and Partner Programs
<p>Case Study 3: Edward R. Murrow High School Large school with huge course offerings that lets students take ownership of their education</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: Math and Science Sequences  EXTRA TIME: Supporting Struggling Students  YOUTH DEVELOPMENT: College Culture
<p>Case Study 4: High School of Telecommunication Arts and Technology Large school that believes supporting teachers supports students</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: Supplemental Courses  STAFF TIME: Teacher Collaboration  YOUTH DEVELOPMENT: 9th Grade Structure; College Culture
<p>Case Study 5: Manhattan Bridges High School Medium Spanish-language bilingual school with engineering and IT themes</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: ELA Dosage and Differentiation  YOUTH DEVELOPMENT: College and Career Readiness Seminar  COLLEGE LEARNING: Internships and Job Shadowing; College Now
<p>Case Study 6: PACE High School Small school created as a partner for Pace University with strong academic supports for students</p>	<ul style="list-style-type: none">  STAFF TIME: Teacher Meeting Time; Teacher Looping  EXTRA TIME: Support for Struggling Students  COLLEGE LEARNING: College Partnership
<p>Case Study 7: Pelham Preparatory Academy Small school on a large campus that takes advantage of partnerships to meet student needs</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: Supplemental Courses  EXTRA TIME: Partner Programs  COLLEGE LEARNING: College Preparatory Certified Courses; Sharing AP Resources
<p>Case Study 8: The Urban Assembly School for Applied Math and Science Small grade 6-12 school with unique programming sequences</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: Math and Science Sequences  STAFF TIME: Teacher Development  YOUTH DEVELOPMENT: Advisory
<p>Case Study 9: The Urban Assembly School for Law and Justice Small school that designs its program to align with its law and justice theme</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: Supplemental Courses; Course Sequences  EXTRA TIME: Partner Programs  YOUTH DEVELOPMENT: Advisory
<p>Case Study 10: Williamsburg Preparatory High School Small school driven by student feedback</p>	<ul style="list-style-type: none">  ACADEMIC PROGRAMMING: Math Sequences, Supplemental Courses  YOUTH DEVELOPMENT: Student Engagement; Advisory



Academic
Programming



Youth
Development



College
Learning

ACADEMY FOR CAREERS IN TELEVISION & FILM

**IN THEIR
OWN
WORDS**

The Academy for Careers in Television and Film (ACTvF) exists to provide a bridge to higher education and meaningful preparation for careers in television and film production. Through customized academic programs and personalized instruction, students at ACTvF acquire the prerequisite skills and knowledge to successfully transition into competitive four-year colleges. Industry internships and hands-on experiences allow ACTvF students to develop the technical skills and work habits necessary to successfully pursue careers in production.

The Academy for Careers in Television and Film (ACTvF) was founded in 2008 as a small Career and Technical Education (CTE) school in Queens with a focus on television and film production. At inception, ACTvF founders strategically chose to implement a block schedule with 75 minute periods to provide sufficient instructional time for academic and production-related classes. The school also prioritizes allocating time for advisory and opportunities to build career skills.



ACTvF AT A GLANCE

Founded
2008

Borough and District
Queens, District 30

Total Students
437

Admissions Policy
Limited Unscreened

Co-located
Yes

Black or Hispanic
74%

Free or Reduced Price Lunch
67%

English Language Learners
3%

Special Education
20%

Average Incoming 8th Grade
ELA & Math Proficiency Level
2.93

Graduation Rate
97%

College and Career Ready
N/A*

Postsecondary Enrollment Rate
80%

* Data not available yet.



Academic
ProgrammingYouth
DevelopmentCollege
Learning

SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 9:00-10:15 (75 mins)	Academic Course	Academic Course	Academic Course	Academic Course	Academic Course
Period 2 10:17-11:32 (75 mins)	Academic Course	Academic Course	Academic Course	Academic Course	Academic Course
Period 3 11:34-12:49 (75 mins)	Academic Course	Academic Course	Academic Course	Academic Course	Academic Course
Period 4 12:52-1:30 (38 mins)	Lunch/ Advisory	Lunch/ Advisory	Lunch	Lunch/ Advisory	Lunch/ Advisory
Period 5 1:33-2:12 (39 mins)	Lunch/ Advisory	Lunch/ Advisory	Academic Course 1:35-2:50	Lunch/ Advisory	Lunch/ Advisory
Period 6 2:15-3:30 (75 mins)	Academic Course	Academic Course	Early Release at 2:50	Academic Course	Academic Course
After School 3:30-4:30 (60 mins)	Tutoring/ Production Activities	Tutoring/ Production Activities		Tutoring/ Production Activities	Tutoring/ Production Activities

“Everything we do goes through the (teacher) advisor ... (so) we see the role of the teachers is really beyond just the classes they teach.”

– School Social Worker

NOTES ON SCHEDULE

- ACTvF makes a large teaching staff a priority, which means they must have a leaner administration in order to accommodate a higher number of teachers. Thus, teachers at ACTvF have less than the full load equivalent of a traditional program, and have at least a full 75 minute period to prep and plan each day. Once a week, the expectation is for that period to be dedicated to team meeting and planning.
- The schedule is driven in part by the Production classes that meet for the same or more time as academic courses (75 minutes, often four times per week). In the 11th grade, all Production classes meet during 4th period, including eight two-day cycles a year where every student stays for extended day until 4:15 pm. To make this work, the school implemented specific accommodations including:
 - [College Now](#) programming was moved from after school to before school because it conflicted with production shoots.
 - Academic teachers sometimes delay tutoring until 4:15 pm to accommodate students who are participating in extended day film shoots.
- In addition to after school, tutoring is offered on Saturdays for Regents exam prep.



FOUR-YEAR PROGRAM PLAN

	ELA	Social Studies	Math		Science	LOTE	CTE
			Option A	Option B			
9	Double Dose ELA 9	None	Geometry	Algebra 1	Living Environment (some take Earth Science if already passed Living Environment)	Spanish	Production: Documentaries; Introduction to Narrative
10	ELA 10	Double Dose Global History	Algebra 2/ Trig	Geometry (small group pulled out for Math Foundations)	Earth Science or Chemistry	None	Production: Narrative for specific class skills
11	ELA 11 or AP English Composition	Double Dose US History or AP US History (Includes Govt/ Econ curriculum)	None	Algebra 2/ Trig	Chemistry or no science (those not taking science are often Production TAs)	None	Production: Students choose specialization
12	English Literature and Research or AP Literature	AP Psychology	AP Calculus	Senior Math*	Trying to add an AP Science for next year	None	Production: Students choose specialization, work as a production TA or participate in an internship off-site

* Senior Math is divided into three sections that are differentiated based on student need. One section might be focused on retaking the Algebra 1 Regents exam in order to achieve college readiness, while another section may be focused on passing the Algebra 2/Trig Regents exam. All Senior Math classes include SAT prep during the first semester and preparing for the CUNY placement exams in the second semester.

KEY THEMES & STRATEGIES



**Academic Programming:
Designing Course Offerings and Sequences**

Tailoring Course Dosage and Sequences

To bolster performance, ACTvF strategically increases instruction time in certain courses resulting in high Regents exam pass rates. Most core courses meet three times per week, however:

- ELA is offered five times a week for all 9th graders. Since class periods are longer and typically do not meet every day, this amounts to a double dose of ELA in 9th grade. By providing additional time in 9th grade, students finish the traditional four-year ELA sequence in three years, which allows students to take advanced or AP courses in 12th grade.



- Global History meets five times a week and is offered over one year in 10th grade, rather than completed over two years in 9th and 10th grades. Staff prefer offering Global History in one year to avoid challenges related to the gap in learning over summer vacation and having a different teacher from one year to the next. This also opens up time in the 9th grade schedule for students to fulfill their Language Other Than English (LOTE) requirement. Because ACTvF is a CTE school, students are required to complete only one year of LOTE courses to achieve an [Advanced Regents Diploma](#).
- Dosage for US History for 11th graders was also changed from meeting three times a week to five times a week because the school recognized the large amount of content to cover. The additional time also allows teachers to incorporate the Participation in Government/Economics curriculum into the 11th grade.
- Production meets four times per week in 9th-11th grades. Twelfth graders are not required to take a Production course. Many act as TAs for Production classes in lower grades or participate in internships instead.

ACTvF runs parallel courses to offer further supports and reduce class sizes.

Parallel Scheduling and Pulling Out Students

ACTvF runs parallel courses, meaning offering sections of the same content area class simultaneously, and pulling out struggling students to offer further supports and reduce class sizes.

- In 10th grade, a small selection of students from two math blocks are pulled out to receive a Math Foundations class. Approximately 12 students who have Individualized Education Programs (IEPs) and/or lack fundamental skills are taken out of these two classes. This allows for more tailored attention to build basic math skills and decreases the number of students in the original two blocks.
- The Math Foundations course is credit-bearing and covers Algebra 1 skills and prepares students for Algebra 2/Trig concepts. Students are re-evaluated midyear; a few may move back to Geometry, but most stay in the foundational class. Students then move immediately to Algebra 2/Trig in 11th grade rather than taking Geometry.

ACTvF also uses parallel scheduling with math and science across grade levels so that students coming in with IEPs or at different proficiency levels can be placed in the appropriate classes. For example, if an incoming 9th grade student has already passed Algebra 1, he or she can be put into Geometry but remains with the designated 9th grade block for the rest of the day.





Allocating Time for Youth Development

Advisory

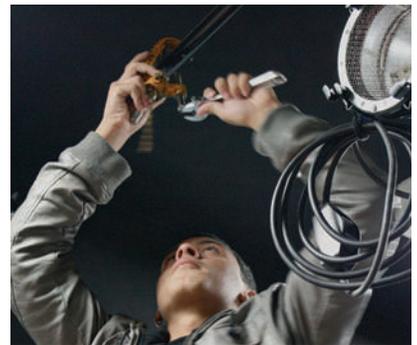
Advisory meets four times a week for 38 minutes. Students are placed in a small group of 12-18 students with an advisor, both of which remain consistent all four years. Advisory is part of a teacher's program like any other academic class and every teacher, with the exception of the college advisor, teaches an advisory. Students earn a half credit per semester.

Advisory is highly structured and each of the four days during the week is devoted to a different type of activity according to grade level, including independent reading, college and career preparation, study hall, financial literacy (required for [CTE certification](#)), and "Advisory Circle". Initially, the Social Worker designed grade-specific curricula with some input from teachers. However, in recent years, ACTvF has established a structure of grade-specific advisory teams, where every teacher in the team has input to further develop and adjust the curriculum as needed. For example, 11th and 12th grade advisory teams work closely with the college office; similarly, teachers offer Regents prep during advisory, leveraging the expertise of teachers within the team who can design and distribute lesson plans. Grade-level teams meet monthly during Wednesday staff meetings to plan advisory for the following month.

College culture and awareness-building also happens through advisory.

In 9th grade, students are introduced to the school's expectations and graduation requirements. In 11th grade, students learn about the application process, take three college trips, and complete college research projects. Starting in school year 2012-13, 12th graders take a college planning class once a week (in addition to advisory), where they work on their college applications and Free Application for Federal Student Aid (FAFSA). Over time, ACTvF wants advisors to play more of a role in facilitating the college planning process. The school also requires that every student apply to at least one CUNY and one SUNY school.

In addition to developing the curriculum, advisors are expected to play an active role in monitoring the progress and behavior of their students. Advisors are the primary contact for parents. During quarterly parent-teacher conferences, the advisor receives narrative reports from each teacher, which are used as the basis of discussion with parents. Parents may meet directly with teachers if requested, but the primary communication is always via the advisor. Any incident or interaction is logged into a system that automatically emails the advisor of the student involved. There are no deans, therefore the advisor is responsible for handling disciplinary issues. This structure helps ACTvF maintain a small and effective administration.





While advisory duties and responsibilities take up a significant portion of their daily workload, the faculty is very supportive of the school's approach.

ACTvF begins the process early by explaining their approach to advisory during the interview process. The administration is very upfront about the expectation for teachers to have a large role in monitoring student progress. New teachers receive training on advisory during orientation. ACTvF also stresses the importance of teacher input in the advisory planning process to facilitate buy-in from faculty.



Allocating Time for College and Career Learning Opportunities

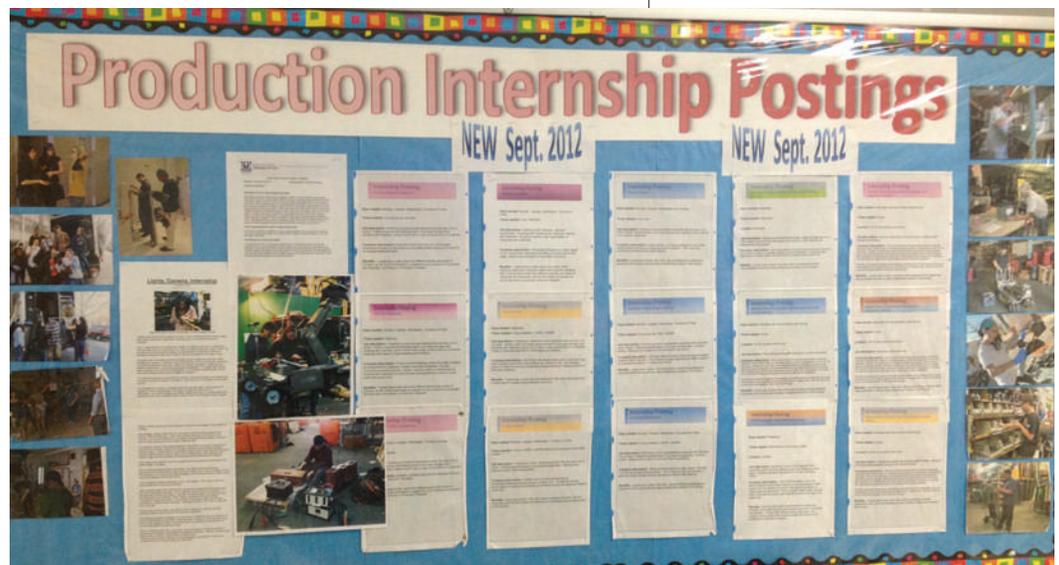
Internships

ACTvF offers internship opportunities to help students learn real-world production skills and general workplace skills.

- Production staff members use both personal networks and active outreach to build relationships with potential employers.
- The application process mimics the production industry – opportunities are posted on a board in the hallway and students apply through an online form.
- 12th grade students participate in internships in 8-week cycles, working 2-4 days per week for at least 4 hours a day. They finish coursework in the mornings and can leave to go to their internships as early as 12:45 pm.
- On the first day, a staff member travels with the individual students to the workplace and introduces the student to the employer to ensure a clear understanding of the responsibilities. This process helps minimize students' anxiety for their first day of work and their challenges related to transportation and directions.

Internship

opportunities help
students learn real-
world production
skills and general
workplace skills.



APPENDIX A – SAMPLE SCHEDULES

ACADEMY FOR CAREERS IN TELEVISION & FILM – 9 TH GRADE STUDENT SCHEDULE					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 75 mins	English 9 2 of 2	Living Environment 2 of 2	Integrated Algebra	Production 2	English 9 2 of 2
2 75 mins	Living Environment 2 of 2	English 9 2 of 2	Living Environment 2 of 2	English 9 2 of 2	Math/Science
3 75 mins	Integrated Algebra	Production 2	Production 2	Integrated Algebra	Production 2
4 38 mins	Advisory 9th	Advisory 9th	Lunch	Advisory 9th	Advisory 9th
5 39 mins	Lunch	Lunch	English 9 2 of 2	Lunch	Lunch
6 75 mins	Physical Education	Spanish 2		Physical Education	Spanish 2

MANHATTAN BRIDGES HIGH SCHOOL – 10 TH GRADE STUDENT SCHEDULE					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 60 mins	AP Spanish	AP Spanish	AP Spanish	AP Spanish	AP Spanish
2 74 mins	Earth Science 1	Earth Science 1	Earth Science 1	Earth Science 1	Earth Science 1
3 74 mins	Humanities 3	Humanities 3	Humanities 3	Humanities 3	Humanities 3
4 40 mins	IC3* Extension B	College Career 10	IC3 Extension B	College Career 10	IC3 Extension B
5 40 mins	IC3 Extension B	College Career 10	IC3 Extension B	College Career 10	IC3 Extension B
6 40 mins	Lunch	Lunch	Lunch	Lunch	Lunch
7 74 mins	ESL 4	ESL Level 4A	ESL 4	ESL Level 4A	ESL 4
8 74 mins	Geometry 1/3	Geometry 1/3	Geometry 1/3	Geometry 1/3	Geometry 1/3
9 120 mins			Dance 1		

* IC3 is an IT course that culminates in an industry approved certification in basic computer and internet use.

To review the remaining case studies of promising practice and the interactive readers' guide, please access the complete report [*Minute by Minute: School Strategies for Optimizing Time.*](#)

