Charlotte-Mecklenburg Schools

Center for Research & Evaluation
Office of Accountability

Billingsville Elementary
Expanded Day Program

EVALUATION REPORT

December 2008

BILLINGSVILLE EXPANDED DAY EVALUATION REPORT

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EXECUTIVE SUMMARY

In its first year of implementation, we found few positive outcomes for Billingsville's Expanded Day program. Firstly, the program was not implemented as outlined in the Expanded Day Project Charter. Rather than hands-on project based lessons, the extra hour was used more flexibly for a variety of activities including re-teaching, planning, Accelerated Reader, and standardized test preparation. The program was implemented this way for several reasons. For example, school administration found that this flexibility was needed in order to give teachers the planning time that they needed. Teachers also found that planning integrated project-based activities for each day simply took too much time. Similarly, in the weeks before EOG testing, school administration decided to focus on re-teaching and test preparation during the extra hour.

Academically, Billingsville experienced a slight decline (-0.8%) in the percent of students achieving proficiency on the Math EOG. When compared to a matched comparison group of students from similar schools, Billingsville's third graders performed worse on the Math EOG. However, though this difference was statistically significant, the effect size for third grade EOG Math scores was too small to be practically significant. Fourth and fifth graders did not differ significantly from matched comparison students.

When compared to a matched comparison group of students from similar schools, Billingsville's third and fourth grade EOG Reading scores did not differ significantly from matched comparison students. However, Billingsville's fifth graders did score higher than the matched comparison group. The difference was statistically significant, but the effect size for fifth grade EOG Reading scores was too small to be practically significant. Billingsville also experienced an 11% drop in proficiency on the writing exam this year. However, Billingsville's fourth grade writing scores did not differ significantly from matched comparison students.

In comparison to 14 other similar schools, Billingsville ranked seventh in the percent of students passing the Science EOG. When compared to a matched comparison group of students from demographically similar schools, though slightly higher, Billingsville students' EOG Science scores did not differ significantly from the matched comparison group. However, when compared to a sample of students drawn from the 15 lowest performing schools on the Science EOG, Billingsville students did score significantly higher than matched comparison students. Though statistically significant, the effect size for this difference was small. This indicates that though there was an effect of expanded day for science scores when compared to similar students from the lowest performing schools in the district, the effect of the intervention was not very strong.

Staff perceptions of expanded day, as reported by surveys and focus groups, were generally negative. Most felt that the expanded day program was not effective and about half believed that it should not be continued in the future. Staff reported that children were tired at the end of the day and that they themselves were "burned out". Almost half of staff members stated that the expanded day program had decreased their job satisfaction and most rated morale at the school as low or very low.

Teachers' median number of years experience declined from 6 years in 2006-2007 to 4 years in 2007-2008. In comparison to other similar schools, Billingsville is among the lowest in experience (12th out

of 15) and also experienced the largest drop in teacher experience between 2006-2007 and 2007-2008 (-2 years). Teacher attendance at Billingsville was at 94% in 2007-2008. Attendance increased 1% from 2006-2007. Billingsville's teacher attendance was comparable to other similar schools which ranged from 91-97%.

Parent involvement was assessed by questions on the staff surveys, parent response rate on the annual Family Survey, and parent ratings on the annual Family Survey. Staff members perceived parental involvement at Billingsville as low, and a majority believed that expanded day had no influence on parental involvement at the school. The response rate to the Family Survey was lower (52%) in 2007-2008 than the previous school year (84%), but on average parents gave the school the same overall grade (a C+), reported attending the same number of school functions, and receiving the same number of school communications over the last two years. Finally, parent attitudes did not differ between the two years regarding discipline, school communication, and the effectiveness of instruction.

LITERATURE REVIEW

Background

There is much discussion among educators and policy makers regarding the amount of time that students spend in school. Though we no longer live in an agrarian society, schools continue to follow a schedule in which school days are approximately six hours long and the school year runs from fall to spring. The National Education Commission on Time and Learning, a congressional committee formed in 1994 to study the use of time in America's schools, noted that,

> ***"Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary. The rule, only rarely voiced, is simple: learn what you can in the time we make available."***

Many studies have compared American students to students in other industrialized countries. Findings indicate that though American students might actually spend more time in class, students in other countries spend more time on core academic subjects and American students lag behind their international counterparts in achievement scores (Mullis et. al, 2003; Kane, 1994). The realization that schools may not use time as effectively as possible led to suggestions to extend the amount of time that students spend in school in order to improve student achievement. The potential benefits hypothesized to result from expanding school time include: more time on task, increased depth and breadth of teaching and learning, greater opportunities for planning and professional development for teachers, greater opportunities for enrichment for students, and ultimately higher student achievement. Potential disadvantages to expanding the school day and year include: prohibitive costs, reduced time with family, reduced time on after school activities, student and teacher burnout, and ineffectual use of the extra time (Pennington, 2007; Peabody, Horst, & O'Reilly, 2007).

Relationship Between Time and Learning

Few studies have examined the impact of extended day and extended year programs on student achievement. However, there is a large research base examining the relationship between time and learning. Generally, studies suggest that additional time in isolation is unlikely to give a major boost to student achievement (Aronson, 1995; Aronson, Zimmerman, & Carlos 1999; Blai, 1986; Hossler et al., 1988; Levin, 1984). Rather, it is how students spend their time that appears to matter. There is little to no relationship between allocated time (i.e., hours spent in school) and academic achievement. There is some relationship between engaged time, or the time spent on academic material, and achievement. There is a stronger relationship between academic learning time, or the time in which students actually learn, and achievement (Aronson, Zimmerman, & Carlos, 1999; Hossler et al., 1988). Furthermore, adding time is expensive. Levin (1984) found that increasing instructional time had the smallest effect per cost when compared to tutoring, computer assisted support, and reductions in class size. Deblois (1997) stated that the costs of adding extra time to the school day likely outweigh the benefits.

Researchers emphasize that using time to effectively maximize academic learning is necessary to increase student achievement. Barriers to learning include: inefficient classroom management, discipline activities, inappropriate curriculum, ineffective instructional techniques, student inattentiveness

and student absence (Aronson, Zimmerman, & Carlos 1999). Thus, key factors in maximizing academic learning time include: 1) classroom management, 2) appropriate instruction and curriculum, and 3) student motivation. These elements must be in place and barriers to learning addressed before any additional time can raise student achievement (Aronson, Zimmerman & Carlos, 1999; Hossler et al.,1988).

Research Findings for Extended Learning Time

Very few studies directly measure the effects of extended day/year programs on student achievement. Of those that have examined the impact of extended learning time, findings are mixed for after school, extended day, and extended year programs. After school programs often include academic components such as homework time, extra instruction, and enrichment. An examination of the 21st Century Learning program found few effects of 3 hours of homework and enrichment time (Dynarski, 2004). Farmer-Hinton (2002) found one month gains over a matched comparison group for children who received an extra hour of instruction after school. Nechworth (1990) found mixed results in an evaluation of two after school programs for Title I children.

Extended year programs have also had mixed success in raising student achievement. Frazier and Morrison (1998) found that students in year-round kindergarten outperformed matched control students at the beginning of first grade. Fourth grade students receiving 15 extra days of instruction improved academic achievement, whereas students in other grades experienced no change in academic achievement (Green, 1998). Less than one percent of at risk students attending an optional extended year program were retained the next year (Washington, 1998). Finally, schools in Wisconsin that moved start dates from September to August experienced small increases in test scores for fourth graders. However, these increases were only found for one grade level and were very small relative to increases seen with other educational reforms (Sims, 2008).

The Knowledge is Power Program (KIPP) is a whole school reform that includes extended day and year components as well as high expectations, choice and commitment by families, power to lead, and a focus on results. Ross et al. (2008) found that students at a KIPP school in Memphis performed significantly better than matched comparison students on math and reading standardized tests. The effect sizes ranged from .24 (moderate) to .63 (large). However it is unclear what role the extended day and year components played in increasing students' test scores in comparison to other components of the program.

Massachusetts Expanded Day Initiative

In 2006-2007, 10 urban schools in 5 districts in Massachusetts expanded learning time by 30%. Massachusetts 2020, a non-profit organization devoted to expanding educational and economic opportunities for children and families in Massachusetts, examined successful private and charter schools with expanded day programs and concluded that in order for expanded day programs to be successful, the following guidelines should be followed:

- Expanded day must be a comprehensive reconfiguration of the use of time, not just an add-on at the end of the day.

- It is essential to involve teachers and unions from the start of planning.
- Adequate time for planning is essential.
- It may take several years to yield significant results. Long term funding, support and program evaluation are necessary.

Following these guidelines, schools created plans that included $1300 per student allocation, broader and deeper coverage of the curriculum including increased time on core academic subjects, increased time for teachers to engage in collaborative planning and focus on improving instruction, more individualized instruction, greater opportunities for enrichment, greater interaction between teachers and students, partnerships with community-based organizations, and engagement of parents (Pennington, 2007).

Though evaluation of this initiative is ongoing, findings have been published regarding implementation and student, teacher, and parent perceptions (Peabody, Horst, & O'Reilly, 2008). Each of the Massachusetts schools adopted one of three types of schedules. All elementary schools (n=3) adopted an integrated schedule in which the added time was incorporated throughout the school day; all middle schools (n=4) adopted a divided schedule in which the added time was a distinct program at the end of the school day; K-8 schools (n=3) adopted a mixed schedule which included elements of both the integrated and divided schedules.

Challenges in the planning phase included: uncertainty of funding, teacher buy-in, and brokering agreements with unions. Implementation challenges included: lack of extra planning time for teachers in some schools, reduced ability to attend professional development during extended hours, less time than expected for collaboration, and, in the divided schedule schools, challenges in erasing the dividing line between the regular day and the extended day. Researchers also conducted focus groups with administrators, teachers, students, and parents, and found a number of themes that cut across schedule type. Most saw the expanded day as a positive step toward improving teaching and learning. However, students and teachers found expanded day tiring. Teacher satisfaction was moderated by the perceived level of support by their administration. One principal advised that "the most important thing is to support staff". Teachers and administrators recommended involving teachers in the redesign process so that they feel a sense of ownership of their program (Peabody, Horst, & O'Reilly, 2008).

Teachers and students were also surveyed at the beginning and end of the school year regarding their impressions of the expanded day programs in their schools. Survey findings showed that expectations at the beginning of the year were more positive than reported outcomes at the end of the year. For example, 71% of teachers expected that school climate would improve. Only 44% reported in the spring that it did. Most students were unhappy with the longer school day, particularly in the divided schedule schools (though students in the divided schools were older, so age was a confounding factor). Students and teachers reported advantages such as increased instruction and enrichment time, opportunities for additional help, and improved learning. Disadvantages included fatigue, scheduling issues, student behavior issues, and lack of planning. There were no differences between students at expanded day schools and matched control schools on attendance rates, truancy rates, in-school suspensions, or out of school suspensions (Peabody, Horst, & O'Reilly, 2008).

Conclusion

There is little research available regarding the efficacy of extending learning time for students. Based on studies of time and learning, it appears that expanding student learning time has potential to raise student achievement under the right conditions. Prior to adding extra time to the school day, barriers to learning such as inefficient classroom management, ineffective instructional techniques, and inappropriate curriculum should be addressed. Because adding extra time to the school day is expensive, it is prudent to maximize existing time first. Once existing barriers to learning have been addressed, careful planning to expand the school day can begin. Adequate time for planning is essential and should involve stakeholders such as teachers and parents from the beginning. The expanded day program should involve a comprehensive reconfiguration of the use of time and should be rigorously evaluated.

METHODS

The Expanded Day Charter is a pilot program that was implemented at Billingsville Elementary in 2007-2008. The decision to implement an expanded school day pilot program at Billingsville was based on the school's designation by the North Carolina Accountability Program. Less than 50% of third through fifth grade students were performing at or above grade level on state tests in 2006. Billingsville is also one of the two elementary schools currently in the CMS Achievement Zone, a collection of schools targeted by CMS administration for assistance focused on improving student achievement.

Purpose

Broadly, the purpose of this evaluation is to determine whether adding an hour of focused, hands-on instruction has had a positive effect on children's achievement levels at Billingsville elementary. This evaluation also examines the extent to which increased professional development and increased teacher pay affects teacher turnover rates, attendance, and teachers' perceptions of the teaching and learning environment at this school. To the extent possible, efforts will be made to determine whether the intended climate change has an impact on the level of parental involvement by Billingsville parents.

Although the primary outcome of interest for measuring the success of this program is performance on the End-Of-Grade (EOG) examinations, determining the impact of program activities on ancillary indicators such as teacher attendance, teacher and parent satisfaction, and parental involvement is also important, as these indicators may moderate the relationship between program activities and academic achievement.

Evaluation Questions

With these goals in mind, the proposed evaluation questions are as follows:

1. What are the activities implemented during the additional hour of instruction to students?
2. Do EOG achievement scores for children at Billingsville improve beyond those in a matched comparison group, while controlling for prior performance?
3. What are the teacher and staff perceptions in relation to their job satisfaction, perceived effectiveness of additional professional development, and the added hour of instruction? What does staff perceive as the benefits of the extended day program and the barriers to implementation?
4. What is the experience level of current Billingsville teachers as compared to teachers in previous years?
1. Is there a reduction in the rate of teacher turn-over during the 2007-2008 school-year at Billingsville Elementary compared to prior years?
2. How does the rate of Billingsville teacher attendance in 2007-2008 compare to the rates of attendance achieved in prior years and at similar schools?
3. Does parent satisfaction improve based on the annual 2007-08 CMS Family Survey?

RESULTS

Implementation of the additional hour

According to the Expanded Day Project Charter, the additional hour of instruction was intended to utilize project-based lessons that integrated science and social studies with reading, math and writing instruction. Project planners anticipated that these hands-on lessons would be motivating and exciting to students and rewarding to teachers. School administration, however, chose to use the time flexibly for a variety of activities including reteaching, planning, Accelerated Reader, and standardized test preparation. Monthly observations conducted by the Achievement Zone resource teacher showed minimal integration of reading, math, or writing into science and social studies lessons. The creation of science projects in January were the only project-based learning observed.

Student Achievement

Billingsville student performance on Math, Reading, Writing (fourth grade), and Science (fifth grade) EOGs were compared to students from 14 similar schools. Matched comparison schools were chosen based on similarities in demographic composition (i.e., gender, race, percent receiving FRL, percent McKinney-Vento, percent magnet students, percent LEP, percent EC, and percent gifted), attendance patterns (i.e., average OSS days, ISS days, unexcused absences, and excused absences), and performance on standardized tests (i.e., percent proficient on EOGs in 2006-2007). A cluster analysis was conducted in order to group similar schools based on these criteria.[1]

In order to more closely examine academic achievement at Billingsville we created a matched comparison group for Billingsville students using propensity score matching. This process involves finding an appropriate comparison student from one of the 14 comparison schools for each Billingsville student. Students in each grade are matched based on their gender, ethnicity, LEP status, FRL status, EC status, McKinney-Vento status, magnet program status, EOG scores from the previous year (or in the case of third graders, EOG Math pretest scores or DIBELS scores), and number of unexcused absences.

Analysis of Covariance (ANCOVA) was then used to assess the effect of Billingsville's expanded day program on student EOG scores. Group (Billingsville vs. Matched Comparison) was entered into the model as a fixed effect and the previous year's EOG scores were included in the model as a covariate. An omega squared ($\Omega 2$) was calculated as an estimate of the size of the effect of each variable. Effect sizes of less than 0.10 are considered small. A medium effect size ranges from .10-.80 and a large effect size is greater than .80.

[1]Analyses were also conducted utilizing the 15 lowest performing schools from 2006-2007 (2007-2008 for Science EOGs) regardless of demographic similarities. See further footnotes for results by EOG test.

READING EOG

Of the 15 schools examined, Billingsville ranked tenth in the percent of students proficient on the 2007-2008 Reading EOG exam (Table 1). Because the Reading EOG was renormed in 2007-2008, the percent of students proficient in reading declined significantly at all schools. However 8 comparison schools experienced larger declines in proficiency than Billingsville.

Table 1.
Percent of Students by School Proficient on EOG Reading

School	% Prof Read 07	% Prof Read 08	% Change
Morehead	83.4%	55.2%	-28.2%
Barringer	79.6%	51.6%	-28.0%
Winding Springs	79.7%	49.1%	-30.6%
Lincoln Heights	71.2%	44.4%	-26.8%
Statesville Rd	76.8%	44.4%	-32.4%
First Ward	84.3%	41.6%	-42.7%
Irwin Ave	76.8%	34.5%	-42.3%
Westerly Hills	65.7%	32.0%	-33.7%
Allenbrook	70.0%	30.8%	-39.2%
Billingsville	63.6%	26.9%	-36.7%
Ashley Park	71.0%	25.2%	-45.8%
Thomasboro	67.2%	23.6%	-43.6%
Druid Hills	69.4%	23.2%	-46.2%
Walter G Byers	68.4%	22.7%	-45.7%
Bruns Ave	64.3%	18.8%	-45.5%

Billingsville students were matched with similar students from the matched comparison schools using propensity score matching.[2] Appendix A displays the Reading EOG descriptive statistics for the match criteria variables for Billingsville and comparison students by grade level. There were no significant differences between groups.

Of the 70 third grade students at Billingsville, 50 were included in the analyses. Of those who were not included, 11 students did not have current EOG Reading scores. Eight of these students transferred out of state, 1 student switched schools, and 1 student took an alternate assessment. An additional 9 students had no 2nd grade DIBELS scores to use as a control variable. Third grade students at Billingsville evidenced slightly lower performance on the Reading EOG than the matched comparison group after controlling for DIBELS scores (Table 2). However, this difference was not statistically significant.

[2]Similar results were found when choosing the matched comparison group from the 15 lowest performing schools in 2006-2007.

Of the 60 fourth grade students at Billingsville, 37 were included in the analyses. Of those who were not included, 9 students did not have current EOG Reading scores. Four of these students took an alternate assessment, 2 transferred out of state, 1 transferred to another CMS school, 1 transferred in state, and 1 had no attendance record. Fourteen additional students had no scores from the previous year to use as a control variable. Nine of these students had taken an alternate assessment that year, 4 transferred in with no scores, and 1 was inactive in 2006-2007. Reading EOG scores for fourth grade students at Billingsville did not differ significantly from the matched comparison group, after controlling for the previous year's EOG Reading scores (Table 2).

Of the 71 fifth grade students at Billingsville, 48 were included in the analyses. Of those who were not included, 16 students did not have current EOG Reading scores. Eight of these students had transferred out of state, 4 had transferred within state or to a non-public school, 3 took an alternate assessment, and 1 had no attendance record. Seven additional students did not have Reading EOG scores from the previous year to use as a control variable. Four of these students had taken an alternate assessment that year, 2 transferred to CMS with no previous scores, and 1 was inactive in 2006-2007. Billingsville fifth graders did score significantly higher on the Reading EOG than the matched comparison group. However, the effect size was small.

Table 2.
ANCOVA Results for EOG Reading Scores by Grade

	Billingsville		Comparison Group		Group Differences	
Variable	Mean	SD	Mean	SD	F	Ω^2
Third Grade	327.94	10.43	329.28	9.56	0.20	0.00
Fourth Grade	337.57	9.80	338.16	7.15	0.37	0.00
Fifth Grade	344.96	8.04	341.17	6.24	8.61*	0.04

* Difference is significant at the $p<.05$ level

[3]Similar results were found when choosing the matched comparison group from the 15 lowest performing schools in 2006-2007. However, though Billingsville's third grade scores were lower than the matched comparison group, in this case the difference was not significant.

MATH EOG

Of the 15 schools examined, Billingsville ranked eleventh in the percent of students proficient on the Math EOG exam (Table 3). The percent of students proficient in math declined slightly between 2006-2007 and 2007-2008, however 6 comparison schools experienced larger declines in proficiency.

Table 3.
Percent of Students by School Proficient on EOG Math

School	% Prof Math 07	%Prof Math 08	% Change
Morehead	67.2%	76.4%	9.2%
Statesville Rd	63.1%	67.4%	4.3%
Winding Springs	62.4%	64.5%	2.1%
Barringer	61.6%	62.2%	0.6%
Allenbrook	38.2%	54.3%	16.1%
Irwin Ave	59.1%	54.1%	-5.0%
First Ward	61.4%	53.4%	-8.0%
Lincoln Heights	52.3%	53.4%	1.1%
Bruns Ave	45.8%	46.1%	0.3%
Westerly Hills	46.7%	42.9%	-3.8%
Billingsville	43.2%	42.4%	-0.8%
Druid Hills	41.8%	40.0%	-1.8%
Ashley Park	53.2%	36.1%	-17.1%
Thomasboro	31.1%	35.0%	3.9%
Walter G Byers	38.3%	29.7%	-8.6%

Billingsville students were matched with similar students from the matched comparison schools using propensity score matching.[3] Appendix B displays the Math EOG descriptive statistics for the match criteria variables for Billingsville and comparison students by grade level. There were no significant differences between groups.

Of the 70 third grade students at Billingsville, 52 were included in the analyses. Of those who were not included, 11 students did not have current EOG Math scores. Ten of these students transferred out of state and 1 student took an alternate assessment. An additional 7 students had no pretest scores to use as a control variable. Four of these students enrolled in Billingsville after the pretest had been given, 2 were absent on the day of the pretest, and 1 was listed as LEP at the time of the pretest. Third grade students at Billingsville evidenced slightly lower performance on the Math EOG than the matched comparison group after controlling for pretest scores (Table 4). Though this difference was significant, the effect size was very small.

Of the 60 fourth grade students at Billingsville, 38 were included in the analyses. Of those who were not included, 9 students did not have current EOG Math scores. Four of these students took an alternate

assessment, 2 transferred out of state, 1 transferred to another CMS school, 1 transferred in state, and 1 had no attendance record. Thirteen additional students had no scores from the previous year to use as a control variable. Eight of these students had taken an alternate assessment that year, 4 transferred in with no scores, and 1 was inactive in 2006-2007. Math EOG scores for fourth grade students at Billingsville did not differ significantly from the matched comparison group, after controlling for the previous year's EOG Math scores (Table 4).

Of the 71 fifth grade students at Billingsville, 49 were included in the analyses. Of those who were not included, 16 students did not have current EOG Math scores. Eight of these students had transferred out of state, 4 had transferred within state or to a non-public school, 3 took an alternate assessment, and 1 had no attendance record. Six additional students did not have scores from the previous year to use as a control variable. Three of these students had taken an alternate assessment that year, 2 transferred to CMS with no previous scores, and 1 was inactive in 2006-2007. Again, Math EOG scores for fifth grade students at Billingsville did not differ significantly from the matched comparison group, after controlling for the previous year's EOG Math scores (Table 4).

Table 4.
ANCOVA Results for EOG Math Scores by Grade

	Billingsville		Comparison Group		Group Differences	
Variable	Mean	SD	Mean	SD	F	Ω^2
Third Grade	331.90	6.58	334.67	6.80	5.35*	0.03
Fourth Grade	343.34	8.95	343.61	8.98	0.43	0.00
Fifth Grade	352.31	7.06	351.04	7.94	2.38	0.00

* Difference is significant at the $p<.05$ level

SCIENCE EOG

Of the 15 schools examined, Billingsville ranked seventh in the percent of students proficient on the Science EOG exam (Table 5).

Table 5.
Percent of Students by School Proficient on EOG Science

School	%Prof Science 08
Barringer	38.0%
Morehead	36.9%
Statesville Rd	34.2%
Lincoln Heights	33.9%
Winding Springs	20.0%
First Ward	17.0%
Billingsville	13.8%
Westerly Hills	12.1%
Allenbrook	10.4%
Irwin Ave	10.1%
Druid Hills	9.4%
Thomasboro	9.2%
Walter G Byers	5.4%
Ashley Park	4.4%
Bruns Ave	1.1%

Billingsville students were matched with similar students from the matched comparison schools using propensity score matching.[4] Appendix C displays the Science EOG descriptive statistics for the match criteria variables for Billingsville and comparison students by grade level. There were no significant differences between groups.

[4]When selecting the matched comparison group from the 15 lowest performing schools in 2007-2008 we found that Billingsville students did score statistically significantly higher than matched comparison students on the Science EOG. The effect size for this difference was small ($\Omega 2=.05$) indicating that, though significant, the difference was not large in magnitude.

Of the 71 fifth grade students at Billingsville, 48 were included in the analyses. Of those who were not included, 16 students did not have current EOG Science scores. Eight of these students had transferred out of state, 4 had transferred within state or to a non-public school, 3 took an alternate assessment, and 1 had no attendance record. Seven additional students did not have Reading EOG scores from the previous year to use as a control variable. Four of these students had taken an alternate assessment that year, 2 transferred to CMS with no previous scores, and 1 was inactive in 2006-2007. Though Billingsville students scored slightly higher on the Science EOG than the matched comparison group, this difference in scores was not statistically significant (Table 6).

Table 6.
ANCOVA Results for Fifth Grade EOG Science Scores

	Billingsville		Comparison Group		Group Differences	
Variable	Mean	SD	Mean	SD	F	Ω^2
Fifth Grade	145.04	6.15	143.23	7.62	2.67*	0.00

* Difference is significant at the $p<.05$ level

WRITING EOG

Of the 15 schools examined, Billingsville ranked twelfth in the percent of students proficient on the Writing EOG exam (Table 7). Billingsville also experienced an 11% drop in proficiency between 2006-2007 and 2007-2008, the second largest decline of the schools examined.

Table 7.
Percent of Students by School Proficient on EOG Writing

School	% Prof Write 07	%Prof Write 08	% Change
Barringer	61.3%	60.9%	-0.4%
Lincoln Heights	44.9%	60.7%	15.8%
Morehead	45.2%	60.0%	14.8%
First Ward	60.7%	57.5%	-3.2%
Statesville Rd	39.5%	52.0%	12.5%
Ashley Park	22.2%	46.7%	24.5%
Irwin Ave	19.0%	38.4%	19.4%
Winding Springs	48.5%	36.8%	-11.7%
Westerly Hills	35.8%	33.9%	-1.9%
Druid Hills	27.7%	33.3%	5.6%
Thomasboro	19.7%	28.1%	8.4%
Billingsville	33.9%	22.9%	-11.0%
Bruns Ave	28.8%	22.9%	-5.9%
Allenbrook	6.7%	22.4%	15.7%
Walter G Byers	11.1%	18.5%	7.4%

Billingsville students were again matched with similar students from the matched comparison schools using propensity score matching.[5] Appendix D displays the Writing EOG descriptive statistics for the match criteria variables for Billingsville and comparison students by grade level. There were no significant differences between groups.

Of the 60 fourth grade students at Billingsville, 36 were included in the analyses. Of those who were not included, 13 students did not have current EOG Writing scores. Five of these students took an alternate assessment, 2 transferred out of state, 1 transferred to another CMS school, 1 transferred in state, 1 had no attendance record, 2 entered the school after the writing test had been administered, and 1 had no writing test record. Eleven additional students had no EOG Reading scores from the previous year to use as a control variable. Six of these students had taken an alternate assessment that year, 3 transferred in with no scores, 1 was inactive in 2006-2007 and 1 had no Reading exam record. After controlling for the previous year's EOG Reading scores, writing scores for fourth grade students at Billingsville did not differ significantly from the matched comparison group (Table 8).

Table 8.
ANCOVA Results for Fourth Grade EOG Writing Scores

	Billingsville		Comparison Group		Group Differences	
Variable	Mean	SD	Mean	SD	F	Ω^2
Fourth Grade	7.28	1.67	7.67	1.76	1.27	0.00

* Difference is significant at the $p<.05$ level

[5]Similar results were found for the Writing EOG when choosing the matched comparison group from the 15 lowest performing schools in 2006-2007.

Staff perceptions of Expanded Day

The Center for Research and Evaluation administered a survey to Billingsville elementary school staff in the fall and spring regarding their experiences and impressions of the expanded day program. Specifically, staff were surveyed regarding their job satisfaction, professional development, perceptions of parent and community involvement at Billingsville, and their perceptions of the overall efficacy of the expanded day program. The survey consisted of four multiple choice questions regarding job satisfaction and teacher morale, one open-ended and seven multiple choice questions about professional development, ten multiple choice questions pertaining to parent and community involvement, and two open-ended and three multiple choice questions regarding the perceived efficacy of the expanded day program, whether it should be continued, and whether it should be put in place in other schools. This survey was administered twice during the school year: at the end of the fall semester and again at the end of the spring semester. Both administrations took place during a mandatory staff meeting. Questions regarding summer professional development were not asked in the spring and two additional questions regarding job title and years of experience were added to the spring survey. We also held four small quarterly focus groups with teachers and staff in which we asked for the positive and negative aspects of expanded day, the barriers to implementation, and their suggestions for future implementation of expanded day. Please see Appendix E for a full listing of focus group responses.

Focus group participants listed several positive aspects of the expanded day program. They felt that students were learning and enjoying the hands-on activities during the extra hour. Teachers also liked that they could cover more curriculum with the additional time. Focus group participants liked having the extra person in the classroom at the end of the day and said that it offered more opportunities for team teaching. However, staff felt that there were many negative aspects of expanded day as well. Many stated that students and staff were tired, particularly kindergarteners, that students were hungry at the end of the day, and that behavior problems increased during the transition to expanded day. Teachers complained about a lack of planning time, though more time was allotted in October in response to their complaints. Teachers also reported purchasing materials for projects on their own and feeling that they were not given what was promised for the expanded day program (i.e., materials, summer planning time, presenters during the extra hour, and kits for hands-on activities).

About a third of staff members surveyed believed that expanded day should be continued next year, particularly if programmatic changes are made. However, most (67%) believed that it was not effective and approximately half believed that it should not be continued next year or put in place in other elementary schools. The most cited reasons for not supporting future implementation of the program included opinions that children were too tired at the end of the day and that teachers were tired and "burned out". There were no significant differences in these ratings between the fall and spring survey, or between teachers and non-teachers, or staff with less than 5 years of experience and staff with more than 5 years of experience. Staff also listed several barriers to implementation in focus groups. These include a lack of staff and student buy-in, a perceived lack of vision or mission for the program, the time that it takes to plan for the extra hour, and a lack of communication and planning/forethought from the school administration (see Appendix E for all of the barriers listed in focus groups).

In general, staff reported an average level of satisfaction with the quality and quantity of professional development that they received. Teachers and non-teachers did not differ significantly in their

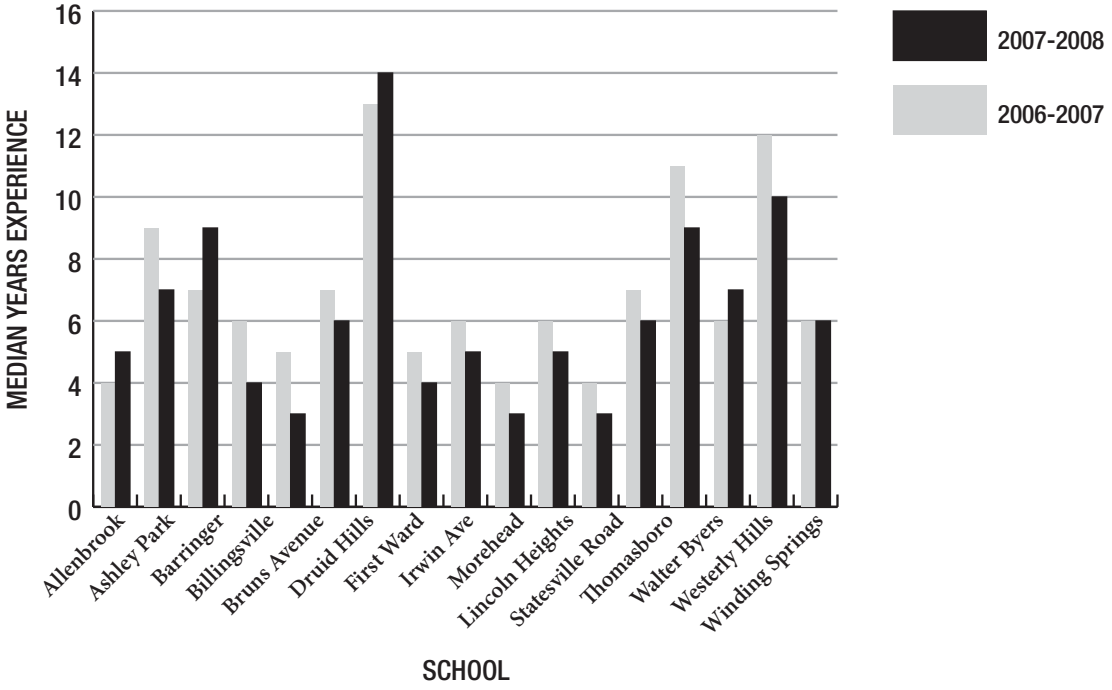
responses nor did years of experience significantly impact ratings on the spring survey. Further professional development needs that were mentioned included behavioral management, training in particular subject areas (i.e., science, writing), and methods to better use data. A majority of staff also reported average levels of satisfaction with their jobs. Almost half of staff members stated that the expanded day program had decreased their job satisfaction. Most staff members rated morale at Billingsville as Low or Very Low. Approximately one-third of respondents wished to leave the school before the upcoming 2008-2009 school year. Teachers and non-teachers did not differ significantly in their responses to these questions nor did years of experience significantly impact ratings on the spring survey.

Focus group participants also gave many suggestions for improving the expanded day program, some of which were implemented during the year (i.e., more planning time). Several staff members suggested using the extra time throughout the day rather than tacking it onto the end of the day and allowing more flexibility in what can be taught during that time. Staff had suggestions for increasing the utility of the 2nd staff member during the extra hour (i.e., holding them accountable for being on time, giving them responsibilities, including them in planning for the extra hour). Staff also had several ideas for getting buy-in from staff and students such as including staff in planning and decision making for expanded day and having "Fun Fridays" to celebrate student accomplishments during the extra hour. Finally, staff requested more support and better hands-on resources in the future (see Appendix E for all suggestions made by focus group participants).

Teacher Experience

Billingsville teachers' median years of experience decline from 6 years of experience in 2006-2007 to 4 years of experience in 2007-2008. Billingsville teachers' experience was also compared to the median teacher experience at 14 similar schools (Figure 1). On average, these schools experience a slight decline (-0.65 years) in teacher experience in 2007-2008. Billingsville, Bruns Avenue, and Westerly Hills experienced the largest decline (-2 years) in teacher experience from 2006-2007 to 2007-2008. Teachers at Bruns Avenue and Lincoln Heights had the least amount of experience (median = 3.5) in 2007-2008.

Figure 1.
Teacher Median Years of Experience by School and Year

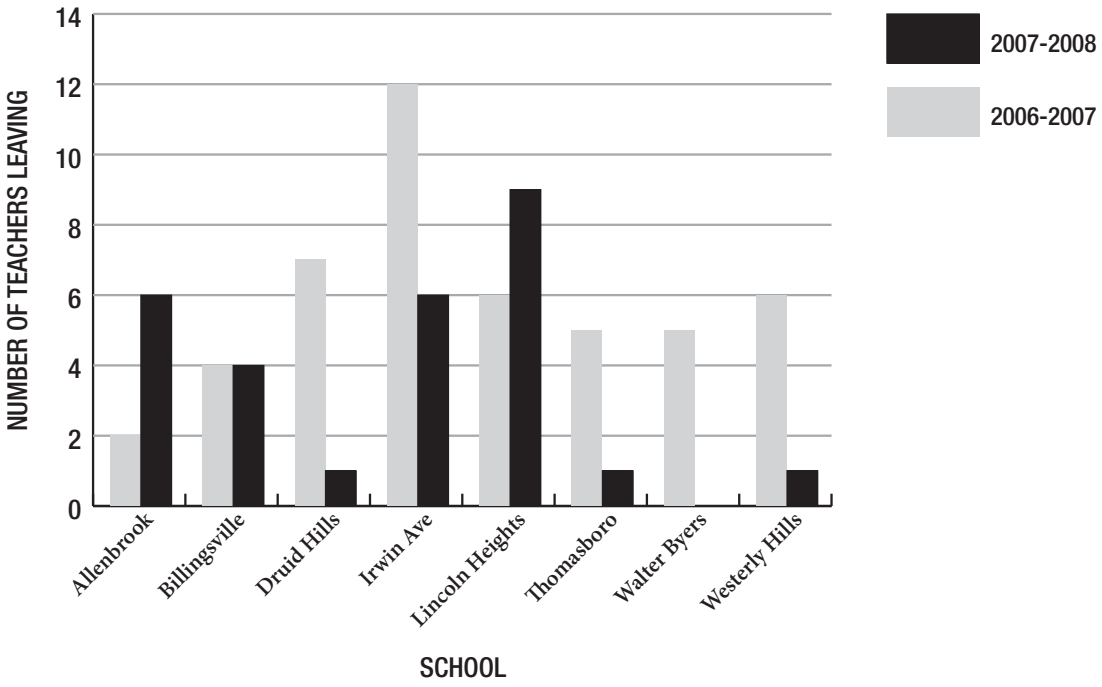


Teacher Turnover

In 2007-2008 four teachers left Billingsville. One individual returned to school, another accepted other employment, another left due to expiration of their appointment, and one individual left because of job dissatisfaction. Four teachers also left Billingsville in 2006-2007. One individual retired, another moved, and two others resigned for other reasons. We compared teacher turnover at Billingsville to 7 other schools of similar size and demographic composition. As illustrated by Figure 2, Billingsville had fewer teachers leave in 2007-2008 than 3 comparison schools. In 2006-2007, Billingsville's teacher turnover rate was better than 5 of the comparison schools.[6]

[6]Teacher turnover does not include teachers that transfer to other schools.

Figure 2.
Teacher Turnover by School and Year



Teacher Attendance

Teacher attendance rates were calculated for Billingsville and comparison school teachers. Those teachers who began the year at their respective school were included in the analyses, teachers who came after the start of the school year (i.e., after October) were not included. In 2007-2008, teacher attendance ranged from 91-97% at the schools examined. Billingsville's teacher attendance rate was 94%. Attendance rates were relatively stable from 2006-2007 to 2007-2008 (Table 9). Billingsville teachers increased attendance from 93% in 2006-2007 to 94% in 2007-2008.

Table 9.
Teacher Attendance Rates by School and Year

School	Teacher Attendance Rate	
	2006-2007	2007-2008
Allenbrook	91%	94%
Ashley Park	97%	95%
Barringer	95%	94%
Billingsville	93%	94%
Bruns Avenue	93%	93%
Druid Hills	95%	95%
First Ward	93%	96%
Irwin Ave	95%	96%
Morehead	95%	96%
Lincoln Heights	94%	97%
Statesville Road	95%	94%
Thomasboro	94%	96%
Walter Byers	94%	93%
Westerly Hills	95%	91%
Winding Springs	95%	95%

Parental Involvement and Satisfaction

Staff members perceived parental involvement at Billingsville as low, and a majority believed that expanded day had no influence on parental involvement at the school. In fact, fewer parents (52%) responded to the annual CMS Family Survey in 2007-2008 than in 2006-2007 (84%), possibly suggesting a decline in interest in the school. However, when asked what grade they give their school and CMS, parents answered similarly over both years. Parents also did not differ significantly over the two years in their ratings of parental attendance at school functions, the number of school communications that they received, school discipline, school communication, and the effectiveness of instruction (Table 10).

Table 10.
Parent Ratings on the Family Survey for 2006-2007 and 2007-2008

Construct	2006-2007	SD	2007-2008	SD	F	*p**
School Grade[a]	3.99	1.01	3.90	1.15	0.19	0.66
CMS Grade	3.68	0.98	3.82	1.08	0.55	0.46
Parent Attendance at school functions [b]	2.75	0.70	2.64	0.58	0.82	0.37
Number of School Communications	2.35	0.68	2.21	0.68	1.27	0.26
Discipline[c]	3.72	0.88	3.71	0.84	0.01	0.94
School Communication	3.89	0.84	3.97	0.83	0.35	0.55
Effective Instruction	3.94	0.85	4.02	0.70	0.36	0.40

* Group differences are significant if $p<.05$.

[a] 1 = F, 2 = D, 3 = C, 4 = B, 5 =A
[b] 1 = Never, 2 = Once, 3 = 2-3 times, 4 = 4-10 times, 5 = 10+ times
[c] 1 = Don't Know, 2 = Strongly Disagree, 3 = Disagree, 4 = Agree, 5 = Strongly Agree

CONCLUSION

Though only in its first year of implementation (and it may take several years to yield results), we found few positive outcomes for the Expanded Day program at Billingsville. It appears that there are several barriers to implementation. Firstly, the program was not implemented as envisioned in the Project Charter. Staff report that far more advanced planning (i.e., lesson plans created over the summer) and assistance (i.e., someone to help teachers set up projects) is needed in order to implement the program as it was designed. Further, pre-existing barriers to learning need to be addressed before added learning time can be effective. Barriers such as inefficient classroom management, discipline activities, inappropriate curriculum, ineffective instructional techniques, student inattentiveness, and student absences must be addressed before the extra hour can impact student achievement. Student discipline issues were the most often cited barrier to learning reported by Billingsville staff. Along with the extra support needed to implement the Expanded Day program, training and support to effectively reduce these pre-existing barriers would likely increase the effectiveness of this program. Finally, the lack of teacher buy-in needs to be addressed as well. Proponents of expanded learning time programs state that it is essential to involve teachers and unions (if applicable) from the start of planning. Further, it is equally important to support staff throughout the program as perceived support has been found to relate to teacher satisfaction.

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APPENDIX A

EOG Reading Descriptive Statistics for Continuous Matching Variables

	Billingsville		Comparison Group		Group Differences	
	Mean	SD	Mean	SD	F	*p**
Third Grade						
DIBELS 2nd grade EOY ORF scores	78.72	36.45	82.32	32.89	0.27	0.61
Unexcused Absences	8.90	9.63	8.08	7.30	0.23	0.63
Fourth Grade						
2007 Reading EOG z-scores	-0.92	1.01	-0.71	0.97	0.73	0.40
Unexcused Absences	8.27	6.59	8.32	6.64	0.01	0.97
Fifth Grade						
2007 Reading EOG z-scores	-0.77	0.81	-0.86	0.76	0.38	0.54
Unexcused Absences	6.85	6.44	7.58	9.93	0.18	0.67

*Differences between groups are significant if $p<.05$

EOG Reading Descriptive Statistics for Categorical Matching Variables

	Billingsville	Comparison Group	Group Differences	
Third Grade	%	%	chi-square	*p**
Ethnicity			4.14	0.25
Black	76%	72%		
White	2%	0%		
Asian	0%	0%		
Hispanic	18%	28%		
Multi-Racial	4%	0%		
Gender			0.04	0.84
Male	54%	52%		
Female	46%	48%		
LEP	20%	22%	0.06	0.81
FRL	92%	94%	1.19	0.55
EC			0.35	0.99
Speech/Hearing/Visual	2%	2%		
Mental/Emotional	4%	2%		
Learning Disability	4%	4%		
McKinney-Vento	28%	28%	0.00	1.00

Magnet Program	0%	0%	0.00	1.00
Fourth Grade	**%**	**%**	**chi-square**	***p****
Ethnicity			1.17	0.76
Black	81%	87%		
White	3%	3%		
Hispanic	14%	11%		
Asian	3%	0%		
Multi-Racial	0%	0%		
Gender			0.50	0.48
Male	62%	54%		
Female	38%	46%		
LEP	16%	14%	0.11	0.74
FRL	95%	97%	1.01	0.60
EC			1.01	0.60
Speech/Hearing/Visual	3%	3%		
Mental/Emotional	0%	0%		
Learning Disability	3%	0%		
McKinney-Vento	35%	38%	0.06	0.81
Magnet Program	0%	0%	0.00	1.00
Fifth Grade	**%**	**%**	**chi-square**	***p****
Ethnicity			1.54	0.47
Black	81%	71%		
White	4%	8%		
Hispanic	15%	21%		
Asian	0%	0%		
Multi-Racial	0%	0%		
Gender			1.05	0.31
Male	42%	52%		
Female	58%	48%		
LEP	19%	23%	0.25	0.62
FRL	88%	88%	0.44	0.81
EC			1.25	0.54
Speech/Hearing/Visual	2%	6%		
Mental/Emotional	0%	0%		
Learning Disability	6%	8%		
McKinney-Vento	23%	19%	0.25	.062
Magnet Program	0%	0%	0.00	1.00

* Differences between groups are significant if $p<.05$

APPENDIX B

EOG Math Descriptive Statistics for Continuous Matching Variables

	Billingsville		Comparison Group		Group Differences	
	Mean	SD	Mean	SD	F	*p**
Third Grade						
Math EOG pretest z-scores	-0.93	0.67	-0.93	0.70	0.00	0.99
Unexcused Absences	8.54	9.27	7.06	7.37	0.82	0.37
Fourth Grade						
2007 Math EOG z-scores	-1.01	0.72	-0.89	0.78	0.48	0.49
Unexcused Absences	8.08	6.61	7.45	7.35	0.16	0.70
Fifth Grade						
2007 Math EOG z-scores	-0.59	0.85	-0.54	0.84	0.07	0.79
Unexcused Absences	6.86	6.37	7.04	7.71	0.02	0.90

*Differences between groups are significant if $p<.05$

EOG Math Descriptive Statistics for Categorical Matching Variables

	Billingsville	Comparison Group	Group Differences	
Third Grade	%	%	chi-square	*p**
Ethnicity			0.63	0.89
Black	77%	71%		
White	2%	2%		
Asian	0%	0%		
Hispanic	19%	23%		
Multi-Racial	2%	4%		
Gender			0.04	0.84
Male	56%	58%		
Female	44%	42%		
LEP	19%	27%	0.87	0.35
FRL	92%	90%	1.11	0.57
EC			6.37	0.10
Speech/Hearing/Visual	4%	0%		
Mental/Emotional	4%	0%		
Learning Disability	4%	0%		
McKinney-Vento	29%	17%	1.95	0.16

Magnet Program	0%	0%	0.00	1.00
Fourth Grade	**%**	**%**	**chi-square**	***p****
Ethnicity			0.36	0.95
Black	79%	74%		
White	3%	3%		
Hispanic	16%	21%		
Asian	3%	3%		
Multi-Racial	0%	0%		
Gender			0.06	0.81
Male	63%	61%		
Female	37%	39%		
LEP	18%	23%	0.32	0.57
FRL	97%	100%	1.33	0.51
EC			1.01	0.60
Speech/Hearing/Visual	3%	3%		
Mental/Emotional	0%	0%		
Learning Disability	3%	0%		
McKinney-Vento	34%	29%	0.24	0.62
Magnet Program	0%	0%	0.00	1.00
Fifth Grade	**%**	**%**	**chi-square**	***p****
Ethnicity			0.21	0.98
Black	80%	78%		
White	4%	6%		
Hispanic	14%	14%		
Asian	2%	2%		
Multi-Racial	0%	0%		
Gender			0.17	0.68
Male	41%	45%		
Female	59%	55%		
LEP	20%	20%	0.00	1.00
FRL	92%	88%	0.45	0.80
EC			0.35	0.84
Speech/Hearing/Visual	2%	4%		
Mental/Emotional	0%	0%		
Learning Disability	6%	6%		
McKinney-Vento	22%	22%	0.00	1.00
Magnet Program	0%	0%	0.00	1.00

*Differences between groups are significant if $p<.05$

APPENDIX C

EOG Science Descriptive Statistics for Continuous Matching Variables

	Billingsville		Comparison Group		Group Differences	
Fifth Grade	Mean	SD	Mean	SD	F	*p**
2007 Reading EOG z-scores	-0.77	0.81	-0.86	0.90	0.24	0.62
2007 Math EOG z-scores	-0.58	0.86	-0.56	0.91	0.01	0.91
Unexcused Absences	6.85	6.44	7.79	11.05	0.26	0.61

*Differences between groups are significant if $p<.05$

EOG Science Descriptive Statistics for Categorical Matching Variables

	Billingsville	Comparison Group	Group Differences	
Fifth Grade	%	%	chi-square	*p**
Ethnicity			0.21	0.90
Black	81%	79%		
White	4%	6%		
Hispanic	15%	15%		
Asian	0%	0%		
Multi-Racial	0%	0%		
Gender			0.17	0.68
Male	42%	46%		
Female	58%	54%		
LEP	19%	17%	0.07	0.79
FRL	92%	96%	0.88	0.65
EC			0.55	0.76
Speech/Hearing/Visual	2%	2%		
Mental/Emotional	0%	0%		
Learning Disability	6%	10%		
McKinney-Vento	23%	23%	0.00	1.00
Magnet Program	0%	0%	0.00	1.00

*Differences between groups are significant if $p<.05$

APPENDIX D

EOG Writing Descriptive Statistics for Continuous Matching Variables

	Billingsville		Comparison Group		Group Differences	
Fourth Grade	Mean	SD	Mean	SD	F	*p**
2007 Reading EOG z-scores	-0.85	1.01	-0.88	0.84	0.03	0.87
Unexcused Absences	7.69	6.81	8.24	7.46	0.12	0.73

*Differences between groups are significant if $p<.05$

EOG Writing Descriptive Statistics for Categorical Matching Variables

	Billingsville	Comparison Group	Group Differences	
Fourth Grade	%	%	chi-square	*p**
Ethnicity			2.05	0.73
Black	81%	86%		
White	2%	0%		
Hispanic	12%	12%		
Asian	2%	0%		
Multi-Racial	3%	2%		
Gender			0.20	0.66
Male	62%	57%		
Female	38%	43%		
LEP	14%	12%	0.11	0.75
FRL	91%	91%	0.00	1.00
EC			2.45	0.29
Speech/Hearing/Visual	5%	2%		
Mental/Emotional	0%	0%		
Learning Disability	5%	0%		
McKinney-Vento	38%	36%	0.05	0.82
Magnet Program	0%	0%	0.00	1.00

*Differences between groups are significant if $p<.05$

APPENDIX E

Focus Group Responses

1. Positive Aspects of Expanded Day

- Students have an extra hour of learning
- They enjoy it when they get to do hands on activities
- Teachers can cover more curriculum
- Having an extra person during the hour is helpful and offers opportunities for more team teaching

2. Negative Aspects of Expanded Day

- Students are tired, particularly the Kindergarteners
- Teachers are tired and "burned out"
- Students are hungry by that time of day
- More behavior problems seem to occur during the transition to the extra hour
- Teachers lack planning time
- Support staff don't always show up on time to assist with extra hour
- Teachers had to purchase materials on their own and feel like they did not get what was promised for the extra hour (i.e., materials, summer planning time, presenters during the extra hour, kits for hands on activities).
- Some teachers don't like having to teach one subject during the extra hour and would prefer to use the extra time throughout the day as needed.

3. Barriers to implementing the program

- Inconsistency from support staff member
- No naptime for Kindergarteners
- Many students do not arrive on time in the morning. So even though they are getting an extra hour of instruction in the afternoon, they are losing that time in the morning.
- Lack of staff buy-in to the program
- Lack of vision or mission for the program
- It takes much longer to plan for the extended hour (i.e., SIOPing lessons, creating hands on activities)
- Lack of student buy in to the program; students are not excited or "sold" on the program.
- Lack of consistency in planning time for teachers; it gets taken away for other things.
- Lack of communication and planning/forethought from the administration around expanded day and related activities

4. Suggestions for improving the program

- Use extra time throughout the day as needed rather than tacked on to the end of the day
- Allow more flexibility in what can be taught
- Provide snacks for students
- Give 2nd staff member a larger role during the extra hour: give them responsibilities, include them in planning, hold them accountable for arriving on time.
- Provide a more planned out curriculum with better hands on resources for the extra hour
- Ideas to get buy-in from staff:
  - include in planning and decision making for expanded day
  - use summer time more effectively to plan and have projects ready to go for the school year
  - periodically review the expanded day initiative with staff to get ideas, review what is working and not working, and make changes as needed.
- Ideas to get buy-in from students:
  - Have "Fun Fridays" where students present their projects to other classes and celebrate their accomplishments that week
  - Feature students and projects on TV each week
  - Rotate teachers to different classrooms for more variety during the extra hour
  - Provide a separate place to do labs and someone to help with set up (i.e., the cafeteria) because lab materials are distracting in the classroom, time consuming to set up, and difficult to fit in the classroom.

An Evaluation Report Prepared by the

CENTER FOR RESEARCH & EVALUATION
OFFICE OF ACCOUNTABILITY

December, 2008