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Time and Learning in Schools: A National Profile

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Introduction

For nearly three decades, educators and government leaders called for significant reform to the nation's school calendar. Two seminal reports on American education, A Nation at Risk (1983) and Prisoners of Time (1994), recommended that American students spend more time in school.[1] More recently, President Obama and Secretary of Education Duncan echoed this call for change, highlighting increased learning time as a core strategy for turning around persistently low-performing schools. The U.S. Department of Education guidelines for several American Recovery and Reinvestment Act grant programs, including Race to the Top and Investing in Innovation (i3), as well as Title I School Improvement Grant (SIG) Funds, consider time to be a key strategy for school improvement. In response to these financial incentives, state and district officials are taking unprecedented steps to implement policies that increase the amount of time children spend in school.

Despite the emphasis on the potential for improving student achievement through increased time in schools, educational policymakers and leaders considering initiatives to expand in-school time do so with a shortage of basic information that characterizes the current policy landscape. There is little evidence available on the amount of time students currently spend in school, variations in time across school sectors and settings, or the extent to which efforts to increase learning time in schools are presently underway. In short, the field lacks a comprehensive national profile of the range and incidence of the policies and practices that describe in-school learning time. With hundreds of public schools currently implementing increased learning time through federal funding, understanding the landscape and identifying opportunities for further research and evaluation is imperative.

This report takes a first step toward filling the need for more information on time allocated to schooling. Data from the federal Schools and Staffing Survey (SASS), the only nationally representative data source available for identifying variations in time across schools, are used to measure and document in-school time among the nation's traditional public, private and charter schools. The SASS does not collect data on student performance, and as a result does not support an exploration of the relationship between time and student learning. Nevertheless, the SASS is an important resource for understanding the incidence and distribution of time in schools, as well as trends over time. We primarily use data from the most recent administration of the SASS (school year 2007-08) to provide a 'state of the field' report, which could be used in the future to monitor how time in school changes as state and federal policies continue to emphasize time as a turnaround and reform strategy. SASS data from the 1999-00 and 2003-04 administrations are also used to describe trends over time.

Profile of Time in Schools

In this report, we profile the amounts of in-school time allocated to traditional public, private[2] and charter schools, and the ways in which schools use this time for key activities related to student learning and achievement. More specifically, the profile describes:

- Average amounts of time children spend in school, and the differences among students enrolled in traditional public, private, and charter schools;
- The extent to which schools have added more time to their school year and day, and which schools are more or less likely to do so; and
- Differences among schools in the use of time during the school day.

[1] The National Commission on Excellence in Education. (April, 1983). A National at Risk: The Imperative for Educational Reform. Retrieved from: http://reagan.procon.org/sourcefiles/a-nation-at-risk-reagan-april-1983.pdf; National Education Commission on Time and Learning. (April 1994). Prisoners of Time. Retrieved from: http://www2.ed.gov/pubs/PrisonersOfTime/index.htm

[2] Private schools in the SASS include both religious and non-religious schools.

In each case, we present nationally representative estimates for regular schools; excluded from our analyses were state-operated special schools, schools that exclusively served students with special needs (e.g., special education), and Kindergarten or pre-school only schools. Where possible we compare traditional public schools to their private and charter school counterparts; however, in some instances, the sample size for private and charter schools is sufficiently small that we are able to report only findings for traditional public schools.[3]

Our assessment of the amount of time in schools relies on two primary indicators grounded in typical educational practice. Historically, American public school students attended school between early fall and early summer – approximately 180 days – for about six hours per day.[4] To date, much of the discussion surrounding expanding in-school time has focused on either lengthening the school year, expanding the school day, or some combination of an expanded year and day. For this report, schools with more than 180 days in their school year were recognized as adopting a longer school year. Likewise, schools reporting seven or more hours in their school day were identified as having an extended day. A third indicator is used to examine the extent to which schools expanded their year to cover the entire 12-month calendar. Although an expanded school calendar does not necessarily require schools to add more in-school time, reallocating time across 12, rather than the traditional 9-10 months of the school year represents a time-related shift in educational policy and practice.

We also expect that the likely impact of additional time on student learning and achievement will be, to a large extent, dependent on the ways schools use their time. The federal definition of "increased learning time" is used as a framework for considering the ways schools may use time during the school day.[5] This framework characterizes time not only in terms of the hours or minutes added to the school day, but also the extent to which time is dedicated to: 1) instruction in core and non-core subject areas; 2) enrichment activities and enhanced instructional programs; and 3) teacher professional activities. Within each category, we use multiple indicators from the SASS database to describe differences in how time is used in schools with and without longer school days.

Report Organization

The report begins with an overview of state policies governing in-school time. Within this context, we subsequently present estimates for the average length of the school year and day among traditional public, private and charter schools, as well as the frequency with which schools lengthen their school year or school day beyond the national average and the extent to which schools adopt a 12-month calendar. This is followed by a discussion of differences between extended and non-extended day schools in how they use time during the school day. The report concludes with a discussion of key findings and directions for future policy analysis and research.

State Policies & Minimum Thresholds

Local decisions regarding the length of the school year and day occur against a backdrop of state policies regarding minimum amounts of time students spend in school. In most states, requirements for the public school calendar are articulated in state law and regulation.[6] Depending on the state, public schools may be required to have a minimum number of:

- Instructional days per year
- Instructional hours per year
- Hours in the school day[7]

Minimum time requirements vary across the U.S., as well as within states and by grade level. For

[3] Figure A.1, in the Appendix, describes the analytic sample used to produce estimates for each school sector.

[4] Kindergarten and pre-kindergarten students, however, may have considerably shorter days and are generally not included in calculations for average school day length.

[5] For example, see U.S Department of Education publication, "Race to the Top Program Guidance and Frequently Asked Questions," (dated May 27, 2010) for the federal definition of "Increased Learning Time" and further information on its interpretation and applicability in districts and schools receiving federal funds through the Race to the Top, Investment in Innovation (i3) and School Improvement Grant competitions. (Publication available at: http://www2.ed.gov/programs/racetothetop/faq.pdf)

[6] A summary of state policies for in-school time is provided in the Appendix.

[7] Depending on the state, the minimum amount of time may or may not include breaks such as recess or lunch. In addition, in some instances schools may be able to operate a shorter school day, but this would not count against their state's requirement for a minimum number of school days.

instance, while most states requiring a minimum number of instructional days per year set their threshold at 180 days, state minimums range from 160 days per year in Colorado to 186 days (for grades K-11) in Kansas. There is considerably more variation in state policies for school day length than in the length of the school year. Typically, the smallest allowable number of hours for a school day falls between 5.5 and 6.5 hours. The kindergarten grades are a notable exception, and depending on the state, may be eligible for much shorter school days. However, some states have much lower or higher thresholds. California, for example, has the least stringent requirements, with a minimum of 3.8 hours per school day for grades 1-3 and 4 hours for grades 4-12. In contrast, Texas sets its minimum at 7 hours per day. Frequently, states also specify requirements for different grade levels, with fewer hours required for younger children (e.g., K-3) and longer days for high school aged students.

In many states, public schools are subject to multiple time-related requirements (Figure 1). For instance, most states stipulate a minimum number of hours in the school day coupled with either a minimum requirement for instructional days or hours in the school year:

- 16 states specify a minimum number of instructional days and a minimum number of hours in a school day, and
- 6 states set minimums for instructional hours and the minimum number of hours in the school day.

Ten other states have a more prescriptive approach, with minimum requirements for the number of days in the school year, total instructional hours, and the number of hours in the school day. Eight states just specify a minimum number of days or a minimum number of instructional hours in the school year. Minnesota is the only state that does not have minimum requirements for in-school learning time.

Figure 1: State Policies for In-School Time in Traditional Public Schools

Policies	States
• Minimum Instructional Days • Minimum Instructional Hours • Minimum Hours in School Day	AZ, CA, CT, HI, KY, LA, MD, NC, ND, OH
• Minimum Instructional Days or Instructional Hours • Minimum Hours in School Day	AK, FL, GA, KS, NH, OK, PA, VA
• Minimum Instructional Days • Minimum Hours in School Day	AL, AR, DC, IL, IN, IA, MS, NV, NJ, NY, RI, SC, TN, TX, VT, WV
• Minimum Instructional Hours • Minimum Hours in School Day	DE
• Minimum Instructional Days • Minimum Instructional Hours	CO, MA, MO, UT, WA, WI
• Minimum Instructional Days or Minimum Instructional Hours or Minimum Hours in the School Day	NM
• Minimum Instructional Days	ME, WY
• Minimum Instructional Hours	ID, MI, MT, NE, OR, SD
• No Requirements	MN

Source: National Center on Time and Learning and Education Commission of the States

Figure 2: Number of Days in the School Year, by School Sector (1999-00; 2003-04; 2007-08)

School Year	Traditional Public (Days)			Private (Days)			Charter (Days)		
	99-00	03-04	07-08	99-00	03-04	07-08	99-00	03-04	07-08
Mean	179	179	179	179	179	178	179	182	180
Percentiles									
25th	176	176	177	175	175	175	180	180	178
50th	180	180	180	180	180	180	180	180	180
75th	180	180	180	180	180	180	180	183	180

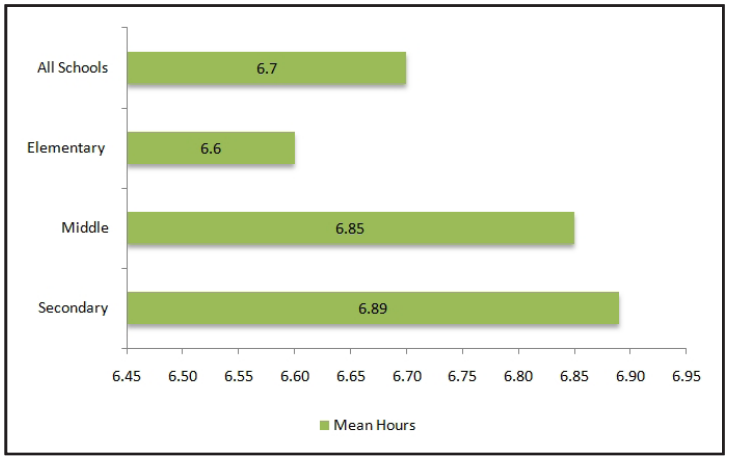
Source: Schools and Staffing Survey (SASS): 1999-00; 2003-04; 2007-08

The Typical School Year & Day

For the 2007-08 school year, most schools operated approximately 180 days per year, regardless of whether it was a traditional public, private or charter school (Figure 2). Moreover, during the past decade, there has been little change in the average number of days in the school year. For the most part, the days that students attend school occur during a 9-10 month time period between early fall and early summer; about 86% of traditional public schools allocate their school days according to this traditional school calendar.

On average, students in traditional public schools spent about 6 hours and 45 minutes in school each school day[8] (Figure 3). The length of the school day was somewhat shorter for elementary students – about 6 hours and 36 minutes – and longer for middle and secondary students, approximately 6 hours and 50 minutes. Traditional public schools tended to have slightly shorter school days than

Figure 3: Number of Hours in the Traditional Public School Day (2007-08)



Source: SASS: 2007-08

Figure 4: Number of Hours in the School Day, by School Sector (1999-00; 2003-04; 2007-08)

School Year	Traditional Public (Hours)			Private (Hours)			Charter (Hours)		
	99-00	03-04	07-08	99-00	03-04	07-08	99-00	03-04	07-08
Mean	6.63	6.64	6.70	6.70	6.76	6.80	6.72	6.70	6.83
Percentiles									
25th	6.41	6.41	6.50	6.50	6.50	6.50	6.50	6.50	6.50
50th	6.72	6.70	6.75	6.75	6.75	6.92	6.92	6.91	7.00
75th	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.29	7.25

Source: SASS: 1999-00; 2003-04; 2007-08

[8] It is important to note that the number of hours and minutes in the school day reflects the length of the school day. However, the SASS question, on which this analysis is based, does not differentiate between "time in school" (i.e., allocated time) and actual "instructional time." It is realistic to think that some of the school day may be dedicated to other non-instructional activities such as recess and lunch.

their charter and private school counterparts (Figure 4). For the 2007-08 school year, charter school students attended school, on average, about 8 minutes more per day than their traditional public school peers, and private school days were approximately 6 minutes longer than what was found in the average traditional public school.

Simply looking at the average length of the school day, however, is somewhat misleading. For schools in each sector, the median, or 50th percentile, was actually above the national average. That is, the bulk of schools had days that were longer than the average, with a small number of schools that had substantially shorter days pushing down the overall average school day length. Cast in this light, the differences between traditional public, private and charter schools are even more substantial. The typical, or median, charter school day was nearly 15 minutes longer than its traditional public school counterparts, and private school days included about 10 more minutes than traditional public school days.

During the past decade, schools have slightly lengthened their school day. The average traditional public school day gained about four minutes over this time period (Figure 4). Most of the gains were among schools with a previously shorter-than-average day; there were fewer changes among schools with average or above average hours in their school day. In contrast, the average private and charter school day increased by approximately 6 minutes. In the case of charter schools, most of the growth occurred among schools that added substantial amounts of time to their day, with schools in the top 25% of the distribution seeing almost a 15-minute increase in school day length over the 10-year time period.

More Time in School

While state policies establish minimum thresholds, districts and schools have the flexibility to incorporate more time into their school schedules and, in fact, many do so. Schools may add days to their school week or year, as well as minutes or hours to their school day. For our analysis, we used two criteria to identify schools that adopted a longer school year or an extended school day. First, schools with more than 180 days in their school year were recognized as adopting a longer school year. This benchmark corresponds with the typical school year length. Second, schools reporting 7 or more hours in their school day were identified as having an extended school day. The range for the typical (median) school day – across traditional public, private and charter schools – is between 6.75 and 7 hours. We elected to set the threshold at the top of the range to best identify those schools adopting a longer-than-average day.

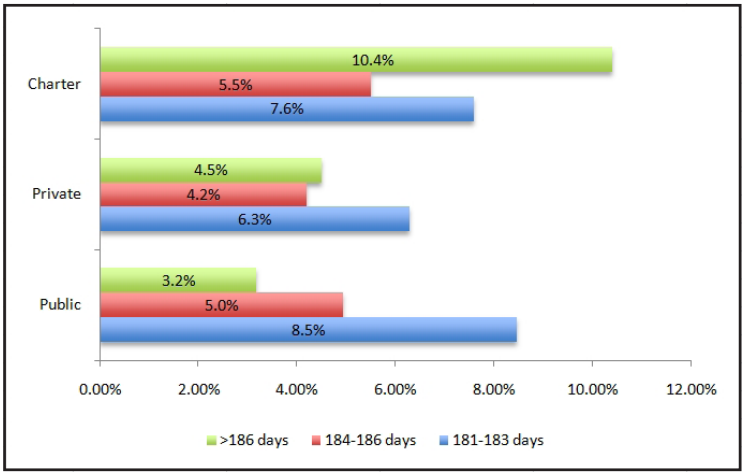
In the following sections we examine the extent to which traditional public schools adopt a longer school year or day.[9] Where possible, we compare traditional public school students' in-school time to that available to their peers in charter and private schools.

Extended School Year

On average, traditional public schools were not inclined to lengthen their school year significantly beyond the national average of 180 days (Figure 5). During the 2007-08 school year, only about 17% of traditional public schools reported having an extended school year. Of these schools, most only marginally increased the number of days in the school year:

- 8.5% adopted a school year with 181-183 days and another 5% had a school year with 184-186 days.
- Just 3% of traditional public schools had a school year with more than 186 days.

Figure 5: Percentage of Schools with Extended School Year, by School Sector (2007-08)



Source: SASS: 2007-08

[9] The Schools and Staffing Survey (SASS), the primary data source for our analyses, does not include information on the number of days in the school week. As a result, our analyses are limited to those schools that reported a longer-than-average school year or day.

The story was somewhat different among charter schools. Of the nearly one-quarter of charter schools (24%) with a school year longer than 180 days, nearly 10% lengthened their year to more than 187 days.

Some patterns are observed in the characteristics of schools that adopt an extended year (Figure 6). In comparison to the national average, urban schools were more likely to adopt a school year with more than 180 days (20% vs. 17%), as were schools with relatively large enrollments (21% vs. 17%). Moreover, longer school years were somewhat more likely in schools that served relatively large percentages of minority students (20% vs. 17%), and more common among middle and high schools (20% and 18% vs. 17%) as opposed to elementary schools. Unionized districts, on average, were more likely to have an extended year; however, schools that adopt a substantially longer school year – more than 187 days – were considerably more likely to be non-unionized (7% vs. 2%).

Figure 6: Characteristics of Traditional Public Schools with an Extended School Year (2007-08)

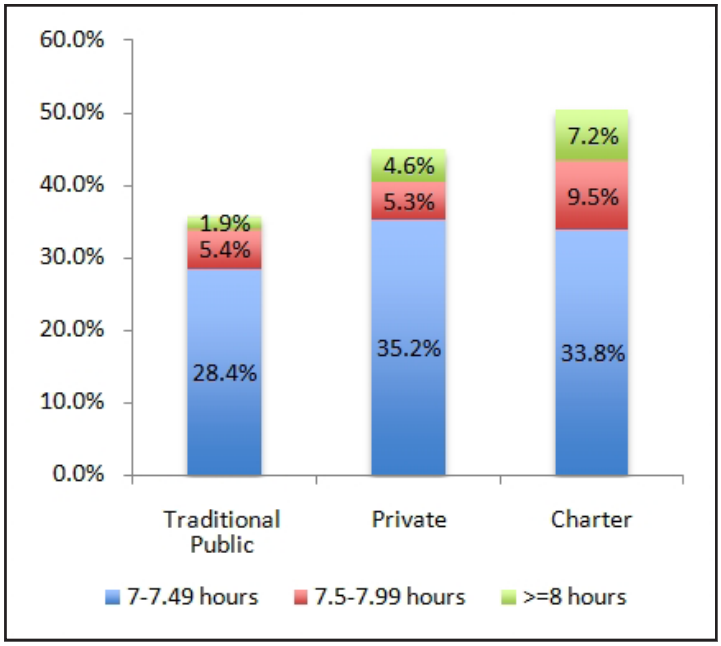
	Characteristics	>180 Days	>187 Days
National Average		16.6	3.2
Location (%)	Urban	19.7	4.2
	Rural	18.4	2.6
	Suburban	10.3	3.0
Enrollment (%)	<321	14.2	2.4
	321-509	16.3	2.7
	510-834	16.2	3.8
	>834	21.3	4.1
Collective Bargaining (%)	Union	17.9	2.2
	Non-union	13.0	6.8
Student Achievement (Prior Year) (%)	Met AYP	16.9	3.4
	Did not meet AYP	16.8	3.6
School Level (%)	Elementary	15.4	3.0
	Middle	19.7	3.0
	Secondary	18.0	4.1
% Minority (%)	High (75th percentile)	19.9	7.1
	Low (25th percentile)	14.5	8.0
% Poverty (FRPL) (%)	High (75th percentile)	19.2	4.9
	Low (25th percentile)	21.2	2.5
Title I (%)		17.7	3.6

Source: SASS: 2007-08

Longer School Day

A little more than one-third of traditional public schools (36%) reported a school day of 7 or more hours for the 2007-08 school year (Figure 7). Of these schools, most adopted a school day between 7 and 7.5 hours (28%). Substantially longer days were less common, with about 5% of traditional public schools reporting a 7.5-8 hour school day, and 2% of schools with a day longer than 8 hours. Students in private and charter schools were more likely to encounter longer school days. Half of charter schools (50%) and slightly less than half of private schools (45%) reported school days with 7 or more hours. In both cases, like traditional public schools, most charter and private schools adopted a school day between 7 and 7.5 hours (34% and 35%, respectively). However, nearly 17%

Figure 7: Schools with Longer School Days, by School Sector (2007-08)



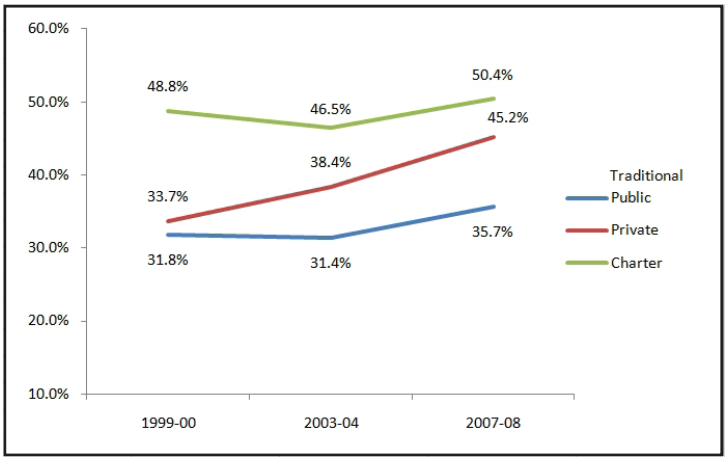
Source: SASS: 2007-08

of charter schools lengthened their school day to 7.5 hours or more, whereas 10% of private schools did so.

In recent years there has been a trend toward schools lengthening the school day, although not substantially (Figure 8). This is particularly the case among private schools. Between 1999-00 and 2007-08 there was a 12% increase in the share of private schools with a 7-hour or longer school day. Smaller gains were seen among traditional public schools, with a 4% overall increase in the percentage of schools with a longer school day. In both cases, most of the growth occurred among schools that adopted a 7-7.49-hour school day (3% of traditional publics; 6% of privates). During the same time period, the proportion of charter schools with a longer school day remained essentially unchanged. That said, charters were consistently more likely to have a longer school day than their traditional public or private school counterparts.

Among traditional public schools, middle and high schools were more likely to expand their day than elementary schools (Figure 9). During the 2007-08 school year, nearly half of traditional public middle and high schools (about 46%) reported a school day of 7 or more hours. In comparison, only about one quarter of elementary schools (28%) had a longer school day. When extending the school day, however, traditional public middle and high schools were most likely to adopt a day between 7-7.49 hours; 35% of middle and 40% of high schools reported a school day within this range. About 9% of middle schools and about 3% of high schools adopted a 7.5-8-hour school day, and just 2% of middle and high schools had longer than an 8-hour day.

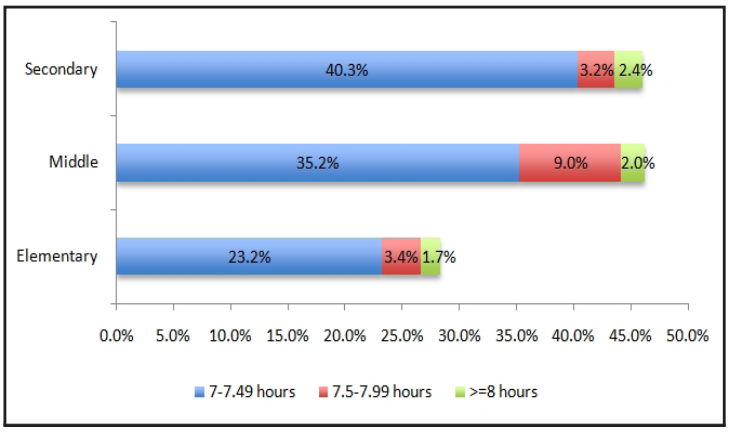
Figure 8: Time Trend in 7-hour or Longer School Day, by School Sector



Source: SASS: 1999-00; 2003-04; 2007-08

During the 2007-08 school year, nearly half of traditional public middle and high schools (about 46%) reported a school day of seven or more hours.

Figure 9: Traditional Public Schools with an Extended Day, Grade Level (2007-08)



Source: SASS: 2007-08

During the 2007-08 school year, schools that elected a longer day were somewhat different from those schools with days that had fewer than 7 hours (Figure 10). They were more likely to be rural (36% vs. 20%) and less likely to be suburban (42% vs. 56%), and they tended to have larger student enrollments.[10] Nearly 20% of traditional public schools with a longer day had enrollments of more than 834 students. Likewise, traditional public schools with longer days also were less likely to have a teachers' union or meet and confer agreement with their school district. Slightly more than half (54%) of traditional public schools with a longer day resided in a district with collective bargaining activity, while nearly 85% of non-extended time traditional public schools resided in a district with collective bargaining. Finally, traditional public schools with longer days were more likely to achieve Adequate Yearly Progress (AYP) during the prior school year than schools with less than seven hours in their day. More than two-thirds of extended time traditional public schools (68%) made AYP during the prior (2006-07) school year, whereas about half of traditional public schools with less than a seven-hour day (53%) made AYP during the same time period. Given data limitations, however, we do not know whether traditional public schools with a longer day during the 2007-08 school year also had an extended day during the prior year. As a result, we cannot tell whether there is a relationship between student performance and school decisions to implement a longer school day.

Traditional public schools that add significant amounts of time to their school day were more likely to serve students often times identified as at-risk for academic failure (Figure 10). That is, almost one-half of traditional public schools that lengthened their school day to 8 hours or more served a relatively high proportion of minority students – nearly 20% more often than traditional public schools that had a school day between 7 and 7.5 hours. Moreover, traditional public schools with

Figure 10: Extended Day (ED) vs. Non-Extended Day (non-ED) Traditional Public Schools, by School and Student Characteristics (2007-08)

School Characteristics	< 7 Hours (%)	≧ 7 Hours (%)	Extended Day Increments		
			7-7.49 Hours (%)	7.5-8.0 Hours (%)	>8.0 Hours (%)
Location					
Urban	24.2	21.7	21.1	22.0	29.8
Rural	56.1[A]	42.3	43.2	39.7	35.7
Suburban	19.7[A]	36.0	35.7	38.3	34.5
Enrollment					
<321	23.7	28.4	26.4	36.9	33.7
321-509	32.4[A]	24.4	24.9	18.8	32.2
510-834	28.6	27.5	28.2	25.4	22.6
>834	15.3[A]	19.8	10.5	19.0	11.5
Union	85.4[A]	54.2	53.9	58.8	45.1
AYP (Prior Year)	53.3[A]	67.4	69.4[B]	58.2	65.2
Grade Level					
Elementary	72.0[A]	51.2	52.7[B]	40.4[C]	58.4
Middle	14.4[A]	22.2	21.3	28.4	18.3
Secondary	13.6[A]	26.6	26.0	31.1	23.3
Title I (School)	53.0	53.8	52.0	58.2	68.3[D]
% Minority					
High (75th percentile)	28.5	31.1	28.8	36.6	49.7[D]
Low (25th percentile)	22.7	24.0	23.8	23.3	23.3
% Poverty (FRPL) (%)					
High (75th percentile)	29.3	32.8	31.3	36.0	45.5
Low (25th percentile)	28.0[A]	20.4	21.4	14.7	22.4

[A] ED 7.0+ vs. Non ED statistically different at *p<0.05*

[B] ED 7.0-7.49 vs. ED 7.5-8.0 statistically different at *p<0.05*

[C] ED 7.5-8.0 vs. > ED >8.0 statistically different at *p<0.05*

[D] ED 7.0-7.49 vs. ED >8.0 statistically different at *p<0.05*

Source: SASS: 2007-08

[10] Schools with very long school days may operate only 4 days per week, but sufficient data were not available from the SASS to estimate this.

Schools with 8 or more hours in their day were more likely to receive Title I funding than other traditional public schools with a 7-7.5-hour day.

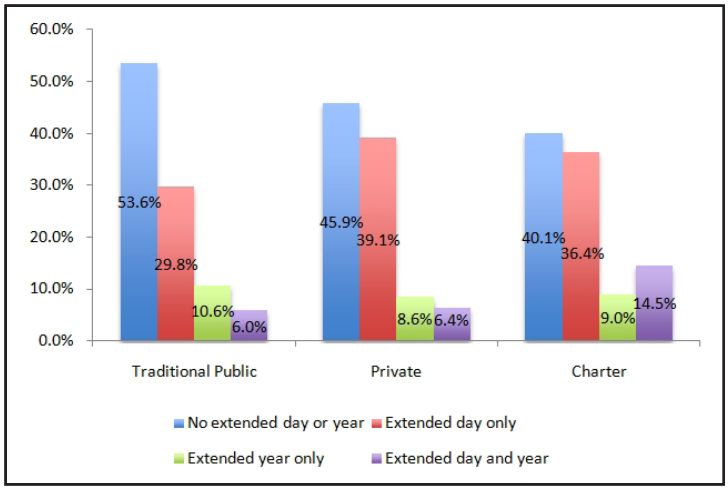
8 or more hours in their day were more likely to receive Title I funding than other traditional public schools with a 7-7.5-hour day. More than two-thirds of traditional public schools (68%) with 8 or more hours in their day received Title I funds, whereas only about one-half of schools (52%) with a 7 to 7.5 hour day received Title I funding.

Extended School Year & Longer School Day

Schools tend to expand their school day or their school year, but not both (Figure 11). Among traditional public schools, about one-third (30%) of traditional public schools implemented an extended day model, while another 11% adopted an extended year. Just 6% of traditional public schools had both a longer school year and day. The same pattern holds for private schools; only 6% had both a longer day and year. Charter schools were more likely to simultaneously rely on multiple strategies to increase in-school time. Nearly 15% of charters had a longer school year and day.

Charter schools were more likely to simultaneously rely on multiple strategies to increase in-school time. Nearly 15% of charters had a longer school year and day.

Figure 11: Use of Multiple Strategies to Increase Time in School (2007-08)

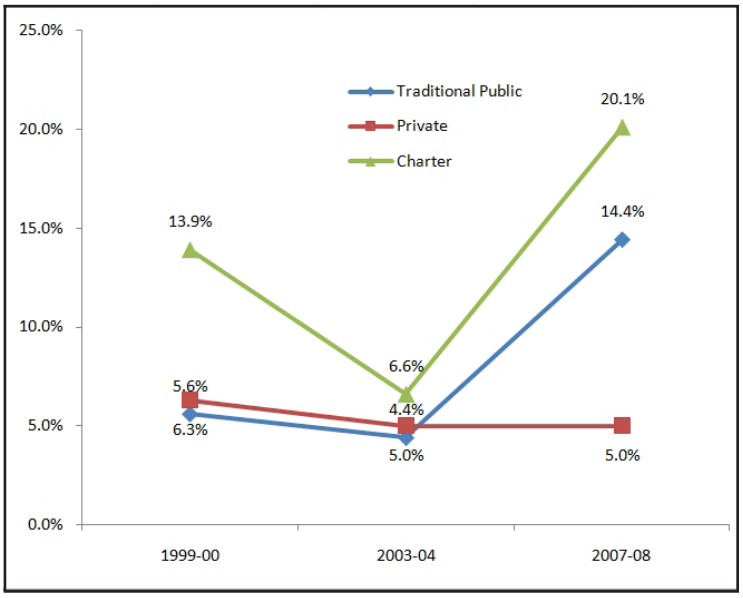


Source: SASS: 2007-08

Expanding the School Calendar

Historically, traditional public schools operated according to a calendar where classes begin at the end of the summer months – either just before or after the federal Labor Day holiday – and conclude in early summer. However, schools may expand their school year to cover the entire calendar year. For the 2007-08 school year, about 14% of traditional public schools adopted a 12-month school year (Figure 12). Students in charter schools, however, were more likely than their traditional public school peers to attend school throughout the calendar year,

Figure 12: Percentage of Schools with a 12-month Calendar



Source: SASS: 1999-00; 2003-04; 2007-08

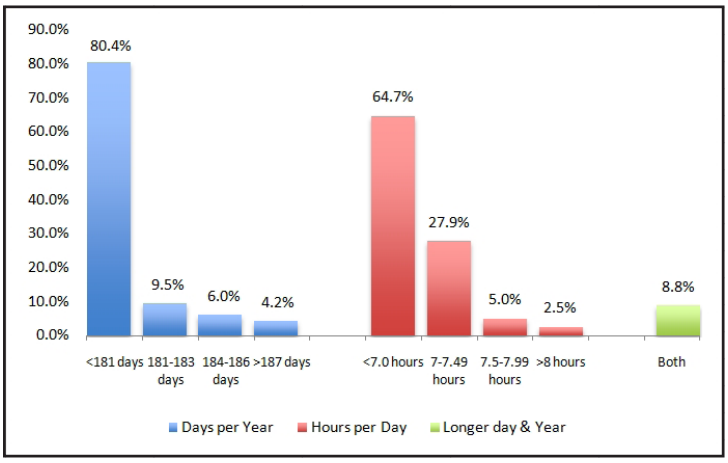
with one-fifth (20.1%) of charter schools adopting a 12-month school year. Few private schools (5%) adopted a year round calendar.

In the past decade, there have been steady gains in the percentages of schools adopting a 12-month school year. Among traditional public schools there was an 8.1% increase between the 1999-00 and 2007-08 school years (Figure 12). This was a slightly larger increase than among charter schools, which saw a 6.2% gain during same time period. The percentage of private schools with a 12-month calendar was relatively unchanged.

Expanding the school year, however, does not necessarily mean that students spend more time in school (Figure 13). Schools with a 12-month school year may simply redistribute existing instructional hours over more months, rather than actually increase the number of days or hours per day students attend school. In fact, data for the 2007-08 school year suggest that among schools opting for a 12-month calendar, only a small share have above-average amounts of in-school time. One-fifth of traditional public schools with a 12-month calendar (19.6%) required students to attend school for more than 180 days, and only about 4% of these schools had a substantially longer school year of more than 187 days. Similarly, slightly more than one-third of traditional public schools (35.4%) had a school day longer than 7 hours. However, 9 percent of traditional public schools with a 12-month calendar had both above average number of days in their school year and seven or more hours in their school day.[11]

There is some evidence that traditional public schools adopting a 12-month school year served higher percentages of students at-risk for academic failure (Figure 14). During the 2007-08 school year,

Figure 13: In-school Time for Traditional Public Schools with a 12-month Calendar (2007-08)



Source: SASS: 2007-08

Figure 14: Characteristics of Traditional Public Schools with a 12-Month Calendar (2007-08)

Characteristics	% of Traditional Public Schools with a 12-month Calendar
National Average	14.4
Location	
Urban	17.8
Rural	13.6
Suburban	13.0
Enrollment	
<321	14.4
321-509	13.6
510-834	14.4
>834	15.8
Collective Bargaining	
Union	14.2
Non-Union	16.1
Student Achievement	
Met AYP (Prior Year)	12.5
Did not meet AYP (Prior Year)	17.5
School Level	
Elementary	15.7
Middle	11.6
Secondary	12.6
Minority	
High (75th percentile)	21.4
Low (25th percentile)	12.3
Poverty	
High (75th percentile)	18.1
Low (25th percentile)	11.3

Source: SASS: 2007-08

[11] It is important to note that schools operating a 12-month calendar may opt to have all or some of their students attend school on the varying cycles. For instance, a longer school year may be targeted at some students and not others. Schools also may rotate student schedules, with some attending school at different intervals throughout the year. Data from the 2007-08 SASS, however, suggest that only a small percentage of schools (6%) with a 12-month calendar differentiate when students attend classes. For the remaining 94% of schools operating year round, students attend school on the same cycle.

schools that did not achieve AYP in the prior year were more likely to adopt a 12-month calendar, with nearly 17.5% of schools doing so. Moreover, about one-fifth of schools serving high percentages of minority (21.4%) and low-income students (18.1%) had students that attended school throughout the calendar year. Urban schools (17.8%), in comparison to their suburban (13.0%) and rural (13.6%) counterparts, also more frequently adopted a 12-month school calendar.

Using Time in School

The extent to which the amount of time students spend in school impacts student learning and achievement is, in large part, dependent on how in-school time is used. In this section, we explore the ways in which schools with and without longer school days use in-school time. As was the case in the prior section, we define a longer school day as one with 7 or more hours. A three-part framework is used to describe differences in the use of in-school time. The framework is consistent with the federal definition of "increased learning time," which characterizes extended school time not only in terms of the added minutes or hours students spend in school, but also the extent to which added time is dedicated to: 1) additional instruction in core and non-core subject areas;[12] 2) enrichment activities and enhanced instructional programs;[13] and 3) teacher professional activities.[14] Multiple indicators in each category were selected. Due to the limited sample sizes for private and charter schools, our analysis is restricted to traditional public schools. In addition, the instruction-related indicators were only available for traditional public schools with third and eighth grades.

Instructional Time

During the 2007-08 school year, students in schools with an extended school day received more instruction in core subject areas than their peers who attended schools without an extended day (Figure 15). Third graders in extended day schools

Figure 15: Use of Instructional Time in Extended and Non-Extended Day Traditional Public Schools: (2007-08)

	3rd Grade		8th Grade	
	Non-Extended Day *(Hours/Typical Week)*	**Extended Day** *(Hours/Typical Week)*	**Non-Extended Day** *(Hours/Typical Week)*	**Extended Day** *(Hours/Typical Week)*
Core Subject Areas				
English, Reading, or Language Arts	9.98	10.19	6.28	6.46
Dedicated time for reading	5.51	5.86	2.89	2.83
Arithmetic/Math	5.49*	6.03	4.71	4.82
Social Studies/History	2.50*	2.75	4.08*	4.27
Science	2.57*	2.86	4.11*	4.28
Instruction in Other Subjects				
Foreign Language	0.22	0.18	n/a	n/a
Physical Education	1.49*	1.93	n/a	n/a
Music	0.95*	1.11	n/a	n/a
Art	0.85	0.82	n/a	n/a

* Statistically significant difference between amount of time spent in non-extended day and extended day schools at $p<0.05$.

Source: SASS: 2007-08

[12] Core subjects include English, Reading or Language Arts, arithmetic/math, social studies/history, and science. Non-core subjects include foreign language, physical education, music and art.

[13] Instructional programs and enrichment activities include AP courses, IB programs, college credit, technical/career education, career academy, gifted & talented/honors and added time for academic assistance.

[14] For example, see U.S. Department of Education publication, "Race to the Top Program Guidance and Frequently Asked Questions," (dated May 27, 2010) for the federal definition of "Increased Learning Time." (Publication available at: http://www2.ed.gov/programs/racetothetop/faq.pdf)

spent nearly one-half-hour more per week (32.4 minutes/week) on math instruction than students in schools with less than a 7-hour school day. Moreover, they received about one-quarter hour (15 minutes) of additional instruction in social studies; in science they received 17.4 more minutes per week. Many elementary schools with a longer day also appeared to dedicate additional time to reading instruction. That is, third graders in extended day schools spent about 21 more minutes per week on reading instruction than students in non-extended day schools. However, these differences are not statistically significant at conventional levels ($p = 0.25$). To a large extent, the absence of a meaningful difference is due to the considerable variation in the amount of time extended day schools spent on reading instruction. This suggests that, depending on student needs and school preferences, some schools with longer days may choose to add sizable amounts of time to reading instruction, while others choose to maintain similar time commitments for reading and add time to other subject areas or enrichment activities.

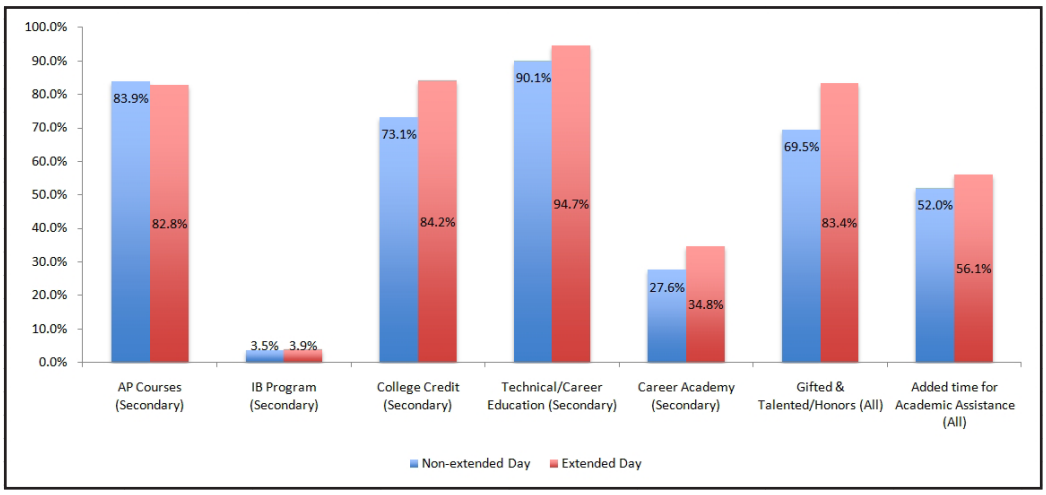
A similar pattern exists in traditional public middle schools (Figure 15). On average, eighth graders in schools with a 7-hour or longer day received more instruction in core subject areas each week. The magnitude of the difference between extended and non-extended day schools, however, is somewhat smaller than that found at the third grade level. On average, eighth graders in extended day schools spent 11 minutes more per week on social studies and history coursework and 10 minutes more on science instruction per week than their grade level equivalents in schools without an extended day.

There also is evidence that traditional public schools with longer school days dedicated additional time to instruction in non-core subject areas (Figure 15). On average, third grade students in schools with a 7 or more hour school day received about one half hour (26 minutes) more in physical education each week, and about 10 minutes more in music classes. Unfortunately, the SASS survey questionnaire does not ask similar questions for eighth grade students. As a result, we cannot know whether a similar pattern exists among traditional public middle schools.

Instructional Programs & Enrichment Activities

Traditional public schools with a longer day provided students with a broader range of instructional programs and activities than what was available in traditional public schools with less time in their school day (Figure 16). This was particularly the case for traditional public high schools. At the secondary

Figure 16: Differences in Instructional Programs in Extended and Non-Extended Day Schools (2007-08)

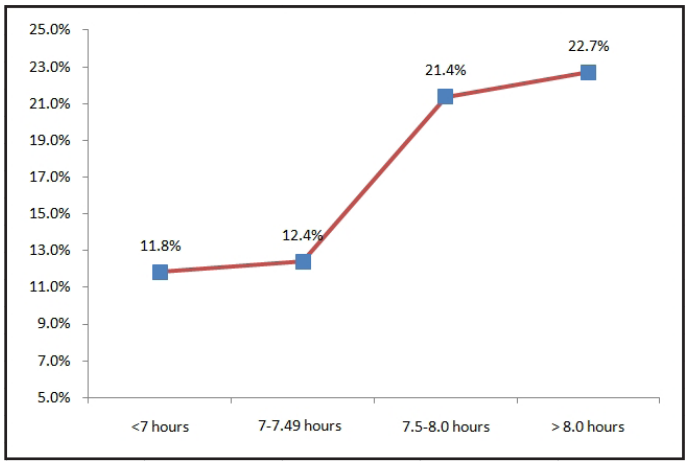


Source: SASS: 2007-08

level, while extended time traditional public schools were equally likely to offer advanced placement (AP) coursework and International Baccalaureate (IB) programs, they were more likely to provide students with opportunities to earn college credit while attending high school (84% vs. 73%), to offer technical and career education (95% vs. 90%), and to provide career academies (35% vs. 28%). Across all grade levels, traditional public schools with a longer day more frequently put in place specialized programs targeted at their highest and lowest achieving students. Extended day schools were 13% more likely than schools without extended days to offer gifted and talented or honors programs (83% vs. 70%). They also more frequently dedicated additional time in the school day to extra academic assistance for struggling students (56% vs. 52%) (Figure 16).

Moreover, as traditional public schools add time to their school day they are more likely to adopt programs that rely on specialized instructional approaches to enhance student learning.[15] This is particularly the case among traditional public schools that adopted a considerably longer school day (Figure 17). Nearly one-quarter of schools with a 7.5-8 hour day and a similar percentage of schools with an 8 hour or longer day report implementing specialized instructional approaches for their students. In contrast, about 12% of schools with between a 7 and 7.5 hour day and a similar percentage of schools with less than 7 hours in their day reported using comparable specialized strategies.

Figure 17: Traditional Public Schools Offering Programs with Specialized Instructional Approaches, by School Day Length (2007-08)



Source: SASS: 2007-08

Teacher Professional Activities

Expanded opportunities for teacher professional development and collaboration were not significantly different in extended day and non-extended day schools. Teachers participated in professional development during regular contract hours and were provided professional days before and during the school year at comparable rates in extended and non-extended day schools. Common planning time also was equally available to teachers in schools with and without longer days (Figure 18).

Figure 18: Teacher Professional Development & Planning Time in Extended and Non-Extended Day Schools (2007-08)

	Non-Extended Day (% of Schools)	Extended Day (>7 hours) (% of Schools)
PD during regular contract hours	93.33	92.64
Professional days built in before the school year	88.86	89.45
Professional days built in during school year	84.74	85.86
Common planning time	73.94	73.12

Source: SASS: 2007-08

[15] The SASS School Survey defines programs with specialized instructional approaches as "Montessori, self-paced instruction, open education, ungraded classrooms, etc."

Conclusion

Time in Schools

Mounting concerns over persistently underperforming schools have sparked a renewed interest in increasing the amount of time children spend in school. This report shows, however, that meeting the goal of increasing in-school time for most students is still a long way off. While, over the past decade, there have been steady increases in the length of the public school day, the magnitude of this change is actually quite small. The net gain in the average length of the school day was only about 4 minutes over a 10-year time period, with most of the gains occurring among schools with previously shorter-than-average days. Moreover, the traditional public school day still falls short of that found in the typical private and charter schools. On average, the charter school day is nearly 15 minutes longer than its traditional public school counterpart, and private school days include about 10 more minutes than traditional public school days. Meanwhile, the traditional 180-day school year remains the norm, regardless of school sector. Only 17% of traditional public schools have a longer school year, with most of these schools adding between 3 and 6 more days. Charter schools are somewhat more likely to break with tradition and lengthen their year, but still only 10% adopt substantially longer years with more than 187 days.

Arguably, it may be the case that adding additional time to the school year or day should be a strategic initiative. Rather than increasing time in all schools, extra time may be targeted at boosting learning and achievement in schools that serve students most at risk for academic failure and who, by and large, have fewer opportunities for enrichment outside of school. In fact, recent federal initiatives recommend increased learning time as a strategy for "transforming" and "turning around" chronically underperforming schools. There is some evidence that this type of targeting may already occur. Traditional public schools adding significant amounts of time to their school day are more likely to serve students characteristically at higher risk of academic failure. Similarly, traditional public schools that adopt an extended school year or 12-month school calendar are more likely to be located in urban areas, as well as serve high percentages of minority and low-income students. However, data included in the SASS database limit our ability to unpack the extent to which added time is currently a "strategy" used by schools to address concerns about student performance. We have little information on the context or intentions underlying schools' decisions to adopt a longer-than-average school year or school day. The SASS database only contains information on the actual amounts of time allocated to the school year or day. There is some evidence to suggest that organizational conditions may facilitate or hinder schools' abilities to add time. Charters, as opposed to traditional public schools, are more likely to extend their school year, offer longer days, and operate a year-round school calendar. Likewise, over the past decade, private schools have seen the biggest gains in the length of their school day. Moreover, traditional public schools without teachers' unions are more likely to adopt an extended year or longer school day, than their unionized counterparts.

Proponents argue that with extra time students receive much-needed additional instruction and enrichment activities that enhance learning, and teachers can take on planning and professional development activities that improve their knowledge and practice. Although our analysis is limited to schools with third and eighth grades, our profile of instructional time in schools suggests that students in schools with longer-than-average days not only receive more instruction in core subject areas – especially math, science and social studies – but also non-core subject areas such as physical education and music. The latter finding is particularly meaningful given concerns about narrowing curricula in the wake of increased emphases on school accountability through student tests and assessments. Moreover, schools with longer days provide their students with a broader range of instructional programs and enrichment activities, as well as specialized programs for their highest and lowest achieving students. Finally, teachers in schools with and without longer school days are equally likely to encounter similar approaches to teacher professional development and planning time.

Limited Data & Unanswered Questions

The descriptive profile presented in this report takes an important first step toward measuring and documenting in-school time among the nation's traditional public, private and charter schools. In doing so, it provides a baseline against which school responses to state and federal time and learning policies may be tracked. However, the data upon which the report draws are limited in their ability to expand our knowledge in critical areas. First, the SASS can only identify schools with longer than average school years and school days. While this provides an important snapshot of in-school time, other important information on in-school time is missing from the survey. For instance, the SASS database cannot tell us the numbers of days per week students spend in schools. Without this piece of information we cannot assess the extent to which schools make tradeoffs between longer school days and shorter school weeks – a practice that has gained attention as schools struggle to operate within increasingly difficult fiscal conditions. Additionally, no information is collected on district and school decision making regarding time and learning. As such, we cannot respond to questions about the intentions and conditions under which time is increased. Moreover, we cannot identify the fraction of time during the school day that is dedicated to instructional activities; the reported time includes other activities unrelated to schooling, such as lunch, recess, or other breaks. Second, the field currently lacks a large nationally representative data source that supports a systematic examination of the relationship between time in school and student learning and achievement. Although the SASS database is possibly the best source of information on school organizational and contextual characteristics, its most recent iterations cannot be reliably linked with student outcome measures. In contrast, other federal and state datasets such as the Early Childhood Longitudinal Survey—Kindergarten Class of 1998-99 (ECLS-K) include more detailed information on student outcomes, but have less information on school organizational characteristics that provides some of the rich description comparable with the SASS database. Finally, while the SASS database includes some information on schools' use of in-school time, these data provide only a limited picture of school practices. More comprehensive data are needed to unpack how schools allocate in-school time to instruction, enrichment, and teacher professional activities.

There is an urgent need to respond to these information gaps. In response to federal grant initiatives, unprecedented steps are underway to implement policies that increase the amount of time children spend in school. However, they do so with a shortage of information on which to base their decisions. Moreover, the absence of periodic and reliable data on time and learning in schools significantly limits our ability to not only track shifts in policy and practice, but also to develop a more robust understanding of the relative effects, and corresponding costs, associated with various strategies to increase learning time in schools. With hundreds of public schools currently implementing increased learning time through federal funding, understanding the landscape and identifying opportunities for further research and evaluation is imperative.

Appendix

Figure A.1: SASS Analytic Sample, by Year

	1999-00	2003-04	2007-08
Traditional Public Schools	7,740	6,720	5,730
Private Schools	2,350	2,190	1,260
Charter Schools	660	170	170
Note: Sample sizes are rounded to the nearest 10 to comply with NCES guidelines for using restricted use datasets.			

Figure A.2: State Instructional Time Policies

In most states, instructional time requirements are established in state law and regulation. States vary on whether or not public schools are required to have a minimum number of instructional days per year, instructional hours per year and/or instructional hours in the school day. While most states require a minimum threshold of 180 days per year, state minimums range from 160 days per year in Colorado to 186 days (for grades K-11) in Kansas. States vary even more in the thresholds they set for school day length. The shortest allowable number of hours for a school day falls between 5.5 and 6.5 hours, with variation by grade level. As shown in the table below, in many states public schools are subject to multiple time-related requirements. For example, most states require a minimum number of hours in the school day and either a minimum requirement for instructional days or hours in the school year. The information provided in the table below for instructional days/year and instructional hours/year is an updated version of a June 2008 Education Commission of the States publication[1].

State	Minimum Instructional Days/Year	Minimum Instructional Hours/School Year (By Grade Level)	Minimum Hours/School Day
Alabama[2]	180 days	N/A	6 hours
Alaska[3]	170 days	OR K-3: 740 hours 4-12: 900 hours	1-3: 4 hours 4-12: 5 hours
Arizona[4]	180 days	AND K: 356 hours 1-3: 712 hours 4-6: 890 hours 7-8: 1000 hours	4 hours

(continued)

[1] The June 2008 Education Commission of the States publication can be found here: http://www.ecs.org/clearinghouse/78/24/7824.pdf. Each state's statutes and regulations referenced in that document were checked and updated when necessary.

[2] Alabama SBOE Administrative Code Chapter 290-3-1-.02, effective 1998

[3] Alaska 2010 Statutes 14.03.030(3), 14.03.040

[4] House Bill 2725, p. 54, 49th legislature, 2010

State	Minimum Instructional Days/Year	Minimum Instructional Hours/School Year (By Grade Level)	Minimum Hours/School Day
Arkansas[5]	178 days	N/A	6 hours/day OR 30 hours/week
California[6]	175/180 days	AND K: 600 hours 1-3: 840 hours 4-8: 900 hours 9-12: 1080 hours	K: 3 hours 1-3: 3.83 hours 4-12: 4 hours
Colorado[7]	160 days	AND K: 435 or 870 hours 1-5: 968 hours 6-12: 1056 hours	N/A
Connecticut[8]	180 days	AND K: 450 or 900 hours 1-12: 900 hours	AND 5 hours/day
Delaware[9]	N/A	K: 1060 hours 1-11: 1060 hours 12: 1032 hours	K-12: Determined by district, as long as at least 31.5 hours/ week
District of Columbia[10]	178 days	N/A	1-12: 6 hours (including lunch and recess)
Florida[11]	180 days	OR K-3: 720 hours 4-12: 900 hours	5 hours
Georgia[12]	180 days	OR K-3: 810 hours 4-5: 900 hours 6-12: 990 hours	K-3: 4.5 hours 4-5: 5 hours 6-12: 5.5 hours
Hawaii[13]	180 days	AND K-6: 915 hours 7-12: 990 hours	K-5: 6 hours 6-12: 6.5 hours

(continued)

[5] Arkansas Standards for Accreditation Standard V 10.01, July 2009

[6] California Code Education Sections 41420(b), 46200, 46112,46113, 46117, 46141, 46201(a)

[7] Colorado Revised Statutes Section 22-32- 109, effective 2001

[8] Connecticut General Statutes § 10-16, effective 1999

[9] Delaware Code, Title 14, Chapter 10, Subchapter III, Art. 1049, effective 2008-2009 school year

[10] DC Municipal Regulations A-2100.4, A-2100.5, effective 2009

[11] Florida Statutes 1001.42, 2009/1003.02 (g)

[12] Georgia State Board of Education Rule 160-5-1-.02, November 2010

[13] As amended January 21, 2011 by SB 190, effective for 2011-2012 school year

State	Minimum Instructional Days/Year	Minimum Instructional Hours/School Year (By Grade Level)	Minimum Hours/School Day
Idaho[14]	N/A	K: 450 hours 1-3: 810 hours 4-8: 900 hours 9-12: 990 hours (including 22 hours for staff development)	N/A
Illinois[15]	176 days	N/A	K-1: 4 hours 2-12: 5 hours
Indiana[16]	180 days	N/A	1-6: 5 hours 7-12: 6 hours
Iowa[17]	180 days	N/A	1-12: 5.5 hours/day OR 27.5 hours/week
Kansas[18]	K-11: 186 days 12: 181 days	OR K: 465 hours 1-11: 1116 hours 12: 1086 hours	N/A
Kentucky[19]	177 days	AND 1062 hours	6 hours
Louisiana[20]	177 days	AND 1062 hours	6 hours (excluding recess)
Maine[21]	175 days	N/A	N/A
Maryland[22]	180 days	AND 1080 hours	6 hours
Massachusetts[23]	180 days	AND K: 425 hours 1-5: 900 hours 6-12: 990 hours	N/A
Michigan[24]	165 days Effective in the 2012-13 School Year: 170 days	1098 hours	N/A

(continued)

[14] Idaho Code 33-512

[15] Illinois Complied Statutes 105 ILCS 5/10-19, effective September 14, 2004

[16] Indiana Code 20-30-2-3, effective 2005

[17] Iowa Code chapter 279.10

[18] Kansas Statute K.S.A. 72-1106, effective 2006

[19] Kentucky House Bill 406, effective 2006

[20] Louisiana Code 17.154.1, effective 2006

[21] Maine Revised Statutes Title 20A Part 3 Chapter 209 §4801, effective 2009

[22] Maryland Code Education Title 7 Subtitle 1 § 7-103, effective 2010

[23] Code of Massachusetts 603 CMR 27.00, effective 1993

[24] Michigan Comprehensive Laws § 388.1701(3)(a), effective 2010

State	Minimum Instructional Days/Year	Minimum Instructional Hours/School Year (By Grade Level)	Minimum Hours/School Day
Minnesota	N/A	N/A	N/A
Mississippi[25]	180 days	N/A	5.5 hours (mandatory total of 27.5 hours/week)
Missouri[26]	174 days for 5-day week 142 days for 4-day week	AND 1044 hours	3 hours for 5-day week 4 hours for 4-day week
Montana[27]	N/A	Half-day K: 360 hours K-3: 720 hours 4-12: 1080 hours	N/A
Nebraska[28]	N/A	K: 400 hours 1-8: 1032 hours 9-12: 1080 hours	N/A
Nevada[29]	180 days	N/A	K: 2 hours 1-2: 4 hours 3-6: 5 hours 7-12: 5.5 hours (all including recess and time between lessons, but not lunch)
New Hampshire[30]	180 days	OR 1-5: 945 hours 6-12: 990 hours	K-5: 5.25 hours 6-8: 5.5 hours
New Jersey[31]	180 days	N/A	4 hours (excluding lunch and recess)
New Mexico[32]	180 days	OR K: 450 or 990 hours 1-6: 990 hours 7-12: 1080 hours	OR K: 2.5 OR 5.5 hours 1-6: 5.5 hours 7-12: 6 hours
New York[33]	180 days	N/A	AND K: 2.5 OR 5 hours 1-6: 5 hours 7-12: 5.5 hours

(continued)

[25] Mississippi Education State Board Policy 7212

[26] Missouri Revised Statutes sections 163.021, 171.031, 160.041

[27] Montana Code Annotated 20-1-301, effective 2007

[28] Nebraska Revised Statutes, 79-211/212, 1996

[29] Nevada Administrative Code (NAC) 387.131, 388.090, effective Feb 2010

[30] New Hampshire Code of Administrative Rules Ed 306.18, effective Jan 2005

[31] New Jersey Annotated Statutes § 18A:7F-9, effective 1996

[32] New Mexico Administrative Code 6.29.1.9 I(3), effective 2009

[33] New York Code EDN Title 4 Article 65 Part 1 3201

State	Minimum Instructional Days/Year	Minimum Instructional Hours/School Year (By Grade Level)	Minimum Hours/School Day
North Carolina[34]	180 days	AND 1000 hours	5.5 hours
North Dakota[35]	181 days Effective in the 2011-12 School Year: 182 days	Any reconfigured school year must include at least: K-8: 951.5 hours 9-12: 1038 hours	K-6: 5.5 hours 7-12: 6 hours
Ohio[36]	182 days	Effective in the 2011-12 School Year: 910 hours	1-6: 5 hours (including 2 15-min recesses) 7-12: 5 hours (excluding lunch and recess)
Oklahoma[37]	180 days	OR 1-6: 900 hours 7-12: 1080 hours (includes 6 hours/ semester for parent-teacher conferences)	6 hours
Oregon[38]	N/A	K: 405 hours 1-3: 810 hours 4-8: 900 hours 9-12: 990 hours	N/A
Pennsylvania[39]	180 days	OR K: 450 hours 1-6: 900 hours 7-12: 990 hours	K: 2.5 hours 1-8: 5 hours 9-12: 5.5 hours
Rhode Island[40]	180 days	N/A	K: 2.75 hours 1-6: 5.5 hours 7-12: 5.5 hours (excluding recess and lunch)
South Carolina[41]	180 days	N/A	6 hours (secondary schools: excluding lunch; elementary schools: including lunch)

(continued)

[34] North Carolina General Statute § 115C-84.2, effective 2005

[35] North Dakota Century Code Section 15.1-06-04, 2009-2010

[36] Ohio Revised Code Section 3313.48, up-to-date as of legislative session 2009

[37] Oklahoma Statutes 70 O.S. 1-109, effective 2009

[38] Oregon Administrative Rule 581-022-1620, effective 2008

[39] Pennsylvania General Provisions § 11.1, effective December 16, 2006

[40] Rhode Island General Laws 16-2-2, effective 2001

[41] South Carolina Code of Laws Section 59-1-425

State	Minimum Instructional Days/Year	Minimum Instructional Hours/School Year (By Grade Level)	Minimum Hours/School Day
South Dakota[42]	N/A	K: 437.5 hours 1-3: 875 hours 4-12: 962.5 hours	N/A
Tennessee[43]	180 days	N/A	6.5 hours
Texas[44]	180 days	N/A	7 hours (including recess and break hours)
Utah[45]	180 days	AND K: 450 hours 1: 810 hours 2-12: 990 hours	N/A
Vermont[46]	175 days	N/A	K: 2 hours or 10 hours/week 1-2: 4 hours or 20 hours/week 3-12: 5.5 hours or 27.5 hours/week
Virginia[47]	180 days	OR K: 540 hours 1-12: 990 hours	5.5 hours
Washington[48]	180 days	AND K: 450 hours 1-12: 1000 hours Effective September 2011: K: 450 hours 1-6: 1000 hours 7-12: 1080 hours	N/A
West Virginia[49]	180 days	N/A	5.5 hours (including extra-curriculars and co-curriculars)

(continued)

[42] South Dakota Codified Laws 13-26-1, effective July 1, 2010

[43] Tennessee Code Annotated 49-6-3004, effective January 1, 2011

[44] Texas Education Code Title 2 Subtitle E Chapter 25 Subchapter A Sec. 25.081, effective 2003

[45] Utah Administrative Code R277-419-3, effective January 10, 2011

[46] Vermont Statutes 16 VSA §1071, effective 1999

[47] Code of Virginia § 22.1-98, effective 2006

[48] Washington State Legislature RCW 28A.150.220, effective 2009

[49] West Virginia Code §18-5-45 b(3), effective 2010

State	Minimum Instructional Days/Year	Minimum Instructional Hours/School Year (By Grade Level)	Minimum Hours/School Day
Wisconsin[50]	180 days	AND K: 437 hours 1-6: 1050 hours 7-12: 1137 hours	N/A
Wyoming[51]	175 days Effective July 1, 2011: 180 days	Or equivalent hours	N/A

Source: National Center on Time & Learning (http://www.timeandlearning.org/research/State%20Time%20Policies%20Brief%20April%202011.pdf) and Education Commission of the States (http://www.ecs.org/clearinghouse/78/24/7824.pdf)

The National Center on Time & Learning (NCTL) is dedicated to expanding learning time to eliminate the achievement gap and provide a well-rounded education for children in high-poverty schools. NCTL conducts research and advances public policy at the federal, state and local levels and provides direct technical assistance to states, districts and schools that add significantly more school time for academic and enrichment opportunities to help children meet the demands of the 21st century.

For more information please contact research@timeandlearning.org.

[50] Wisconsin Code 121.02(1)(f)2, effective 2010

[51] Wyoming HB 0027, effective July 1, 2011