



Appendix B. Summary of ELT Strategies and General Information about Case Study Districts and Schools

Colorado Case Study Districts and Schools (*Pseudonyms*)

District and School	Status	ELT Strategies and Additional School Context
Casio School District		
Frogman Charter	<i>Various high school grades</i>	<ul style="list-style-type: none"> • Part of a larger charter network that built ELT into its structure. • Expanded school day: students attend school from 7:45 a.m. until 4:00 p.m. School year also extended by one week. • Students receive targeted academic interventions as needed; students who do not need extra support have enrichment activities.
Oceanus Elementary	<i>SIG, turnaround Priority School</i>	<ul style="list-style-type: none"> • Expanded school day by one hour for 4th and 5th graders. • Afterschool tutoring and homework help, supervised play, and dinner program provided through partnership with privately funded nonprofit organization.
Pathfinder	<i>Grades 6-12 SIG, transformation Priority School 21st CCLC</i>	<ul style="list-style-type: none"> • Granted Innovation status by state, which gives the school more flexibility in district staffing, scheduling, and budgeting policies. • Expanded school day: students attend school from 7:30 a.m. to 3:30 p.m. while teachers stay an additional hour. School year extended by two weeks for students and teachers. Focus on providing additional time for teacher collaboration and professional development. Students also receive concentrated academic tutoring in small groups during the school day. • Afterschool programs with academic and enrichment activities provided through partnerships with external organizations.
Seiko School District		
Astron Elementary	<i>SIG, transformation Priority School</i>	<ul style="list-style-type: none"> • Districtwide implementation of a competency-based system in which students are promoted to the next performance level by demonstrating mastery, rather than a traditional grade-level structure with required seat time. • Main focus of ELT is teacher professional development and collaboration, especially for new teachers who may not have training or experience in the competency-based model.
Premier Elementary	<i>SIG, transformation Priority School</i>	
Sportura Elementary	<i>SIG, transformation Priority School</i>	

Connecticut Case Study Districts and Schools (*Pseudonyms*)

District and School	Status	School Context and ELT Strategies
<i>Breitling School District</i>		
Grenchen Elementary	21 st CCLC	<ul style="list-style-type: none"> • TIME Collaborative school with ELT built into the regular school day. • Expanded school day from 8:00 a.m. to 4:25 p.m. for grades 3-6. Students in grade K-2 attend school from 8 a.m. to 3:00 p.m. Teacher schedules are staggered, and community partners provide support during morning and afternoon blocks during the day. • Major focus of ELT is providing teachers with more time for collaboration and planning. • District and school leaders work with community partners to provide enrichment and focused interventions to students during the school day. The 21st CCLC grants and other district funds are allocated to these activities.
<i>Glycine School District</i>		
Bienne Elementary	SIG, transformation Priority School 21 st CCLC	<ul style="list-style-type: none"> • Districtwide implementation of an additional 30 minutes to the school day. • Focused ELT under SIG on teacher professional development by hiring coaches and scheduling common planning time.
Meylan High	SIG, transformation Priority School 21 st CCLC	<ul style="list-style-type: none"> • Districtwide implementation of an additional 30 minutes to the school day. School also transitioned to a trimester, rather than traditional semester schedule, in which students have the opportunity to participate in credit recovery programs, targeted intervention, or more advanced courses. • Afterschool program provides students with extracurricular activities or tutoring based on student needs. The school also has a dinner program between 4:00 to 6:00 p.m.
<i>Movado School District</i>		
Ebel School	Grades PreK-8 SIG, turnaround Priority School	<ul style="list-style-type: none"> • Focused ELT on collaboration time and professional development for teachers. • Teachers have 50-minute preparation periods three days a week. They also arrive an hour before the start of school for common planning time and professional development. • Afterschool program with the local department of parks and recreation in which students can receive homework help or participate in arts and crafts, games, and intramural sports.

Oregon Case Study Districts and Schools (*Pseudonyms*)

District and School	Status	School Context and ELT Strategies
<i>Cartier School District</i>		
Santos High	<i>SIG, transformation Priority School</i>	<ul style="list-style-type: none"> • Students receive an additional hour of instruction on Wednesdays and Thursdays. Half of the school's departments work in professional learning communities on Wednesdays while the other half work with students; the teachers switch roles on Thursdays. • Afterschool program four days a week provided by an external organization/community partner funded and managed by the county. The organization provides tutoring and recreational/enrichment activities. • The school also offers a Saturday Tutoring Program to provide extra support for students that is offered twice per quarter.
<i>Invicta School District</i>		
Corduba High	<i>Alternative, non-traditional high school SIG, transformation Priority School</i>	<ul style="list-style-type: none"> • The school was previously designed for students to recover credits needed for graduation, and students attended on a part-time basis. The school changed to a full-day schedule after it received SIG funding. Students now attend classes from 9 a.m. to 3 p.m. • The school also provides a before-school class and additional afterschool instructional opportunities during the school year, summer school, and other learning opportunities during vacation periods and weekends. Through a partnership with a local community college, the school has an internship program.
<i>Poljot School District</i>		
Kirov Elementary	<i>SIG, transformation Priority School 21st CCLC</i>	<ul style="list-style-type: none"> • Expanded school day by 30 minutes for all students and offers summer school program intended for students who need extra help with reading and math. • Received a 21st Century Community Learning Centers (CCLC) grant that enabled school to have an afterschool program that provides academic intervention, enrichment, and other services such as meals to students.

Virginia Case Study Districts and Schools (*Pseudonyms*)

District and School	Status	School Context and ELT Strategies
Corum School District		
Artisan Elementary	<i>SIG, transformation Priority School</i>	<ul style="list-style-type: none"> • Districtwide implementation of expanded learning time: school year was expanded from 175 to 182 days. • The school also added 20 minutes to the school day (15 minutes in the morning, 5 in the afternoon). School used the National Center on Time and Learning’s time appraisal tool to design changes to the school day.
Romulus High	<i>SIG, transformation Priority School</i>	<ul style="list-style-type: none"> • Districtwide implementation of expanded learning time: school year was expanded from 175 to 182 days. • The school also added 30 minutes to the end of the school day and offers an afterschool and summer tutoring program for students.
Minerva School District		
Pythagoras	<i>Grades PreK-7 SIG, transformation Priority School 21st CCLC</i>	<ul style="list-style-type: none"> • Expanded school day by 30 minutes for all students. • Afterschool program that includes homework help and enrichment activities that is partially funded by the 21st CCLC monies.
Tutima School District		
Patria	<i>Grades PreK-8 SIG, transformation Priority School 21st CCLC</i>	<ul style="list-style-type: none"> • Expanded school day by 90 minutes for all students (except PreK) on Tuesday-Thursday. Students and teachers are in school until 4:00 p.m. • On Mondays, students are dismissed at 2:35 p.m. and teachers have an additional 90 minutes for professional development. • 21st CCLC staff members supported teachers in classrooms in the upper grades during the regular school day.