



**Committee on Student Achievement
February 4, 2014
School Year and Instructional Time**

Deputy Superintendent Ronn Nozoe



Background

What is required?

Statutory Requirements

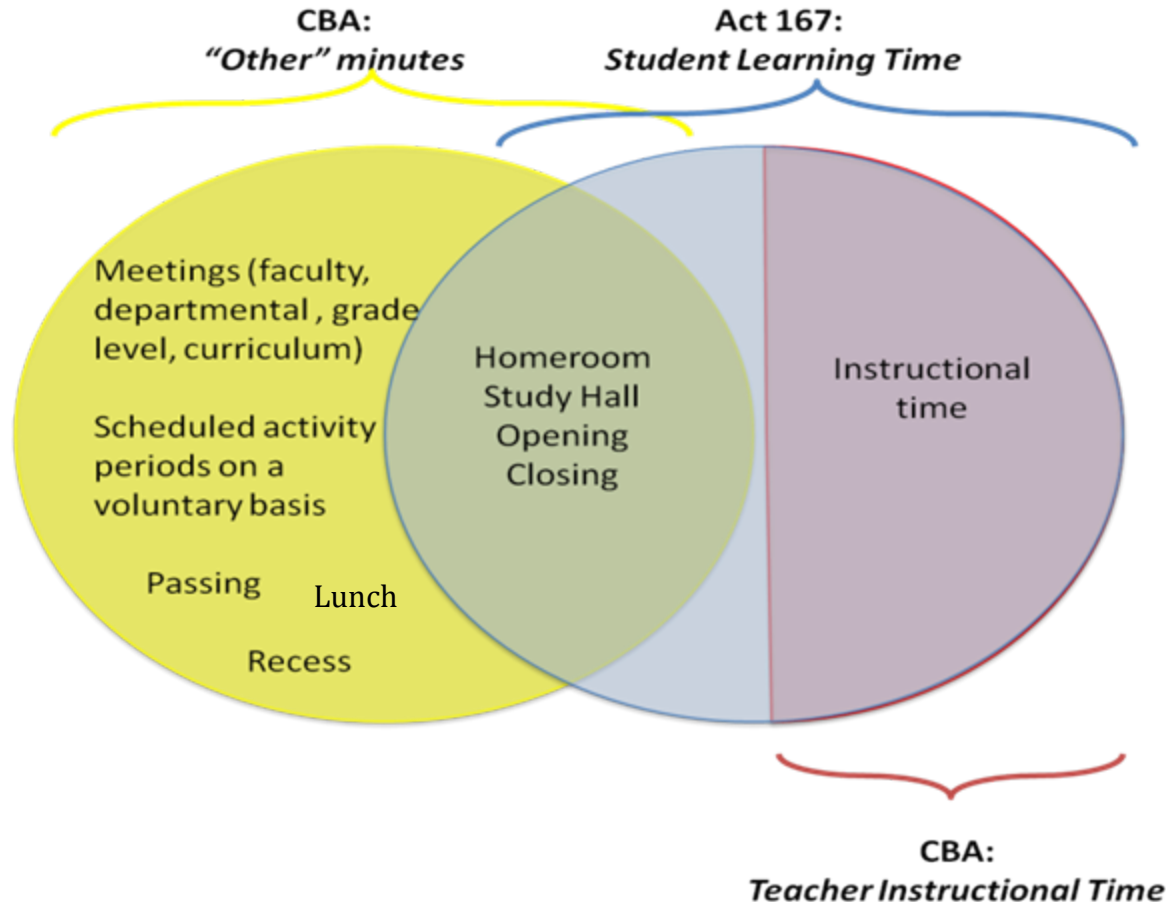
School Year	Grade span	Days (per school year)	Weeks* (per school year) (= # days/5)	Total Hours (per school year)	Total Minutes (per school year) (= # hours X 60)	Weekly Minute* (= total mins/36)
SY13-14	Elementary	180	36	915	54,900	1,525
SY14-16	Elementary	180	36	915	54,900	1,525
SY14-16	Secondary	180	36	990	59,400	1,650
SY16-18	All	180	36	1080	64,800	1,800
SY18-19	All	190	38	1146	68,760	1,810

CBA requirements

Schools must also comply with a number of provisions in the 2013-2017 Collective Bargaining Agreement (CBA) with the Hawaii State Teachers Association (HSTA) related to teachers' work day, work year, and schedule that impact the implementation of the Acts' student learning time requirements.

See Attachment 1: School Schedule Criteria School Year 2014-15 summarizes those requirements, which include length of work day, limited consecutive time teaching without a break, preparation time, duty-free lunch periods, and most directly related to student instructional time, requirements around teacher instructional time.

Relationship between CBA and Statute



Act 167 / Act 52 =
“... student learning time during which students are engaged in learning activities including regularly-scheduled instruction and learning assessments within the curriculum, and does not include lunch, recess, or passing time.”



Finding 1:

National research on student learning time indicates Hawaii policies are near the national average.

State Learning Time Policies

From last year's report:

- **Hawaii is one of only a handful of states** with a state policy on minimum instructional days, minimum instructional hours, *and* minimum hours in the school day. Most states have only implemented just one or two of those three policies.
- **Most states require 180 days of student instruction**, as is Hawaii's current policy of 180 school days, and only three states had policies requiring more instructional days.
- **Thirty four states** including Hawaii set a **minimum number of instructional hours**.

Number of minimum instructional hours required by state law, by grade

Colors indicate:
below 990
990
above 990

STATE	1	2	3	4	5	6	7	8	9	10	11	12
average	930	936	936	976	976	986	1006	1009	1015	1015	1015	1014
AK	740	740	740	900	900	900	900	900	900	900	900	900
AZ	712	712	712	890	890	890	1000	1000	720	720	720	720
CA	840	840	840	900	900	900	900	900	1080	1080	1080	1080
CO	968	968	968	968	968	1056	1056	1056	1056	1056	1056	1056
CT	900	900	900	900	900	900	900	900	900	900	900	900
DE	1060	1060	1060	1060	1060	1060	1060	1060	1060	1060	1060	1032
FL	720	720	720	900	900	900	900	900	900	900	900	900
GA	810	810	810	900	900	990	990	990	990	990	990	990
ID	810	810	810	900	900	900	900	900	990	990	990	990
KS	1116	1116	1116	1116	1116	1116	1116	1116	1116	1116	1116	1086
KY	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062
LA	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062
MA	900	900	900	900	900	990	990	990	990	990	990	990
MD	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080
MI	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098
MN	935	935	935	935	935	935	1020	1020	1020	1020	1020	1020
MO	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044
MT	720	720	720	1080	1080	1080	1080	1080	1080	1080	1080	1080
NC	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025
ND	951.5	951.5	951.5	951.5	951.5	951.5	951.5	1038	1038	1038	1038	1038
NE	1032	1032	1032	1032	1032	1032	1032	1032	1080	1080	1080	1080
NH	945	945	945	945	945	990	990	990	990	990	990	990
NM	990	990	990	990	990	990	1080	1080	1080	1080	1080	1080
OH	910	910	910	910	910	910	910	910	910	910	910	910
OK	900	900	900	900	900	900	1080	1080	1080	1080	1080	1080
OR	810	810	810	900	900	900	900	900	990	990	990	990
PA	900	900	900	900	900	900	900	900	990	990	990	990
SD	875	875	875	962.5	962.5	962.5	962.5	962.5	962.5	962.5	962.5	962.5
UT	810	990	990	990	990	990	990	990	990	990	990	990
VA	990	990	990	990	990	990	990	990	990	990	990	990
WA	1000	1000	1000	1000	1000	1000	1080	1080	1080	1080	1080	1080
WI	1050	1050	1050	1050	1050	1050	1137	1137	1137	1137	1137	1137



FINDING 2:

The Department has vastly improved its
capacity to support and monitor
compliance.

Clear Guidance, Forms, Processes & Roles

School Schedule Criteria SY14-15 (A1)

- Single document with all school-schedule related requirements of the CBA and Acts

School Schedules SY14-15 FAQ (A2)

School Schedule Submission Forms (A3)

- Single biggest challenge for monitoring compliance and informing policy and practice = data quality
- Common form for official school schedule (updated based on feedback from educators and HSTA)
- Requires principals' and CASs' signatures noting compliance
- Includes data to inform planning for transportation

Monitoring process

- Signed forms submitted to central location
- Analysis by compliance office and Deputy Supt
- Corrective action by school and CAS
 - Exploring potential long-term actions for schools repeatedly out of compliance.

**Already identified several ways to further improve the monitoring process for next cycle*

School Schedule Technical Assistance

- Established a School Schedule Technical Assistance Team, including Personnel Regional Officers (PRO) and other staff
- First training included reps from HSTA and HGEA



FINDING 3:

The Department and its schools have made significant progress and effort to comply with the requirements of Act 167/Act 52.

Student Learning Time by School

- ✓ 100 percent of all public schools in the State, excluding charter schools and multi-track schools, are in compliance with requiring a school year of 180 school days
- ✓ All but 10 public elementary schools in the State are implementing a school year that includes 915 student instructional hours for SY13-14
 - Amount of non-compliance ranges from 5 minutes per week (3 hours annually) to 120 minutes per week (72 hours annually).
 - See Attachment 4 for a list of elementary schools along with compliance status.
 - Schools that are out of compliance have been notified and directed to explain the reason for non-compliance, take corrective action where necessary, and commit to compliance next year.
- ✓ Given the work done to improve clarity, guidance and support, the Department expects that all schools will be in compliance in SY2014-15.



FINDING 4:

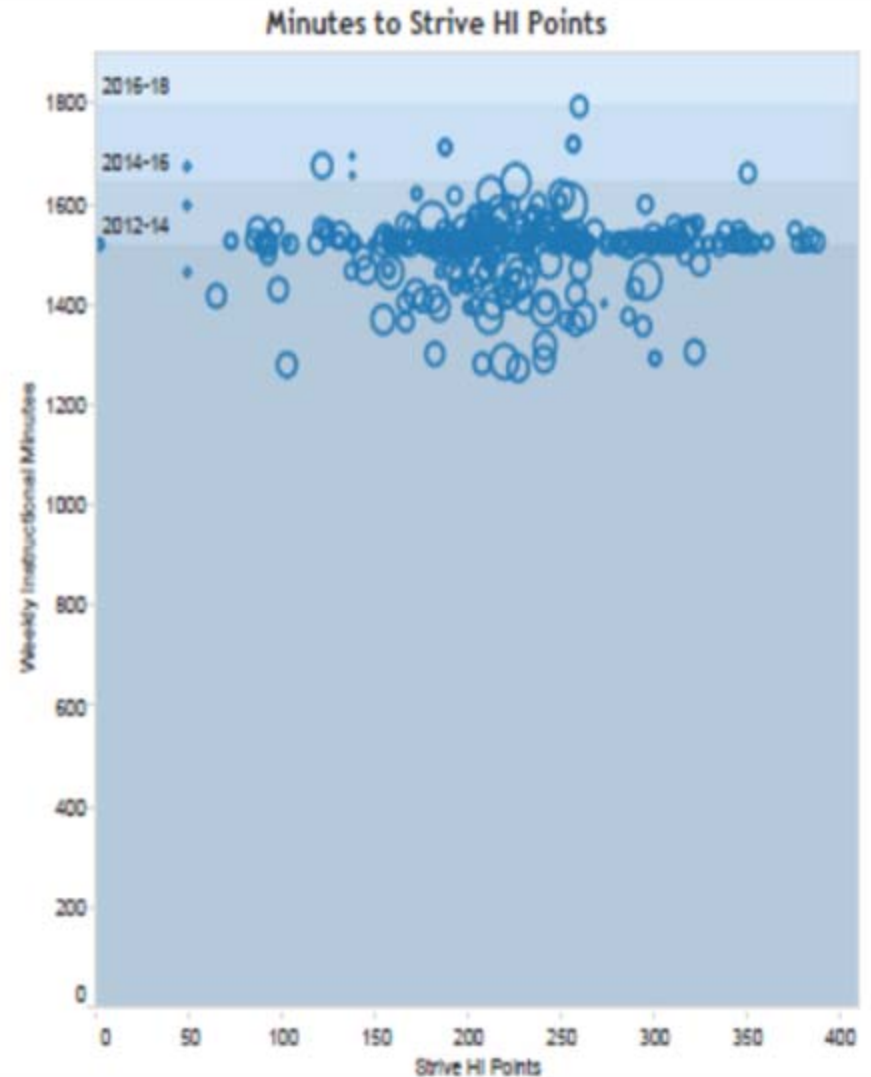
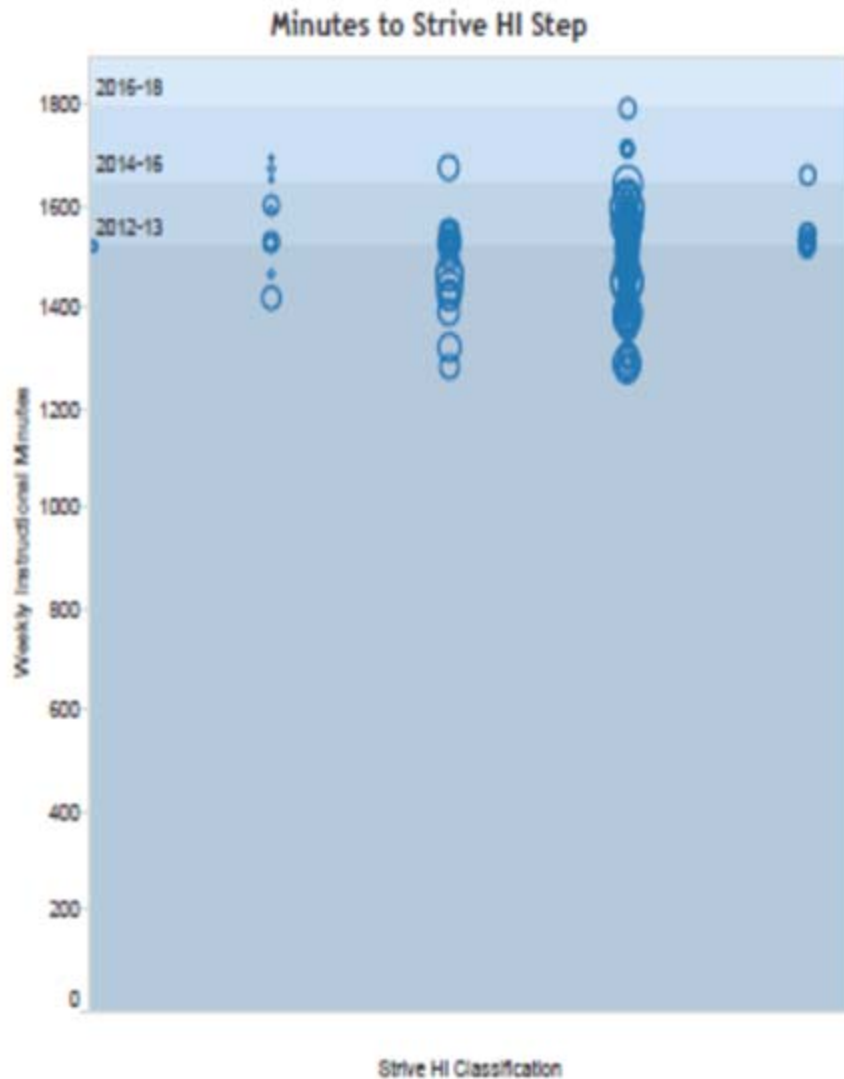
The important focus that Act 167/Act 52
have brought to the issue of minimum
equity of learning time for students must
be balanced with a focus on quality use
of time and student results.

Balancing Quantity and Quality

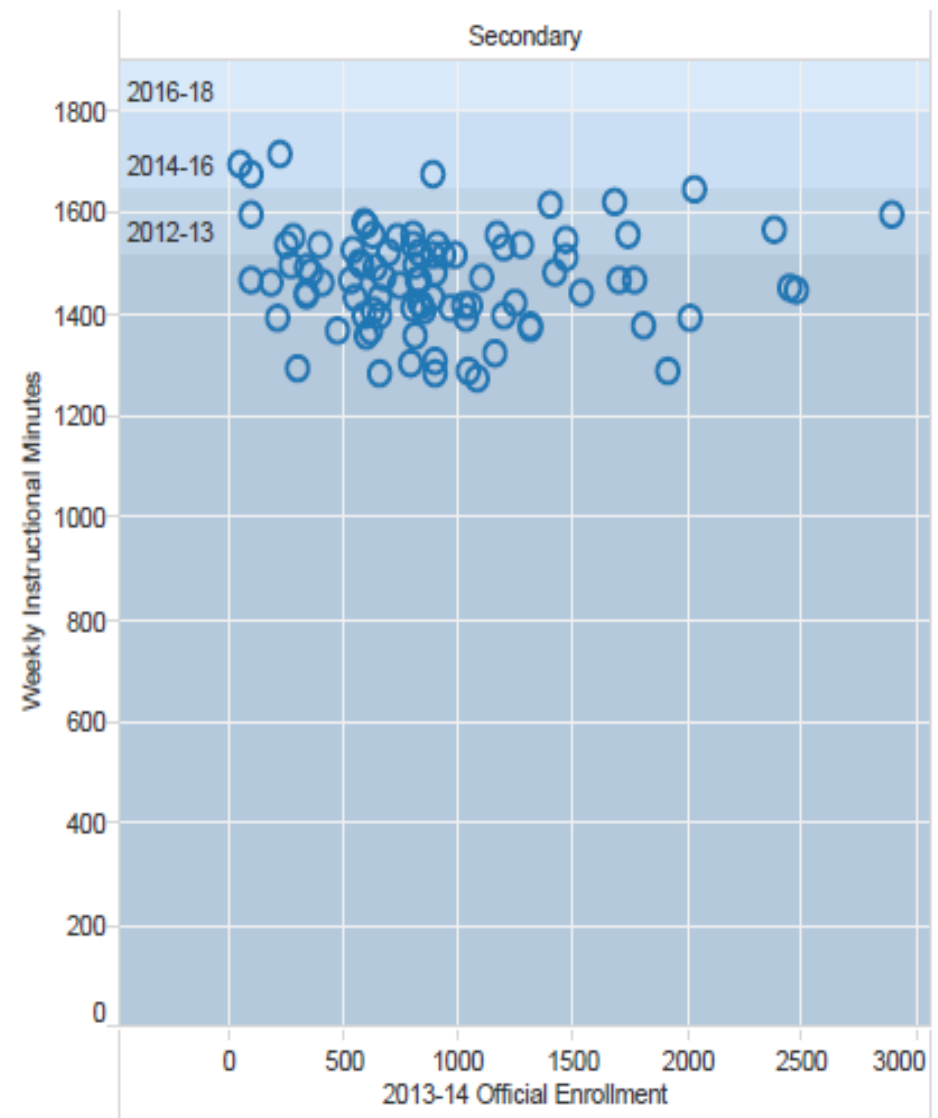
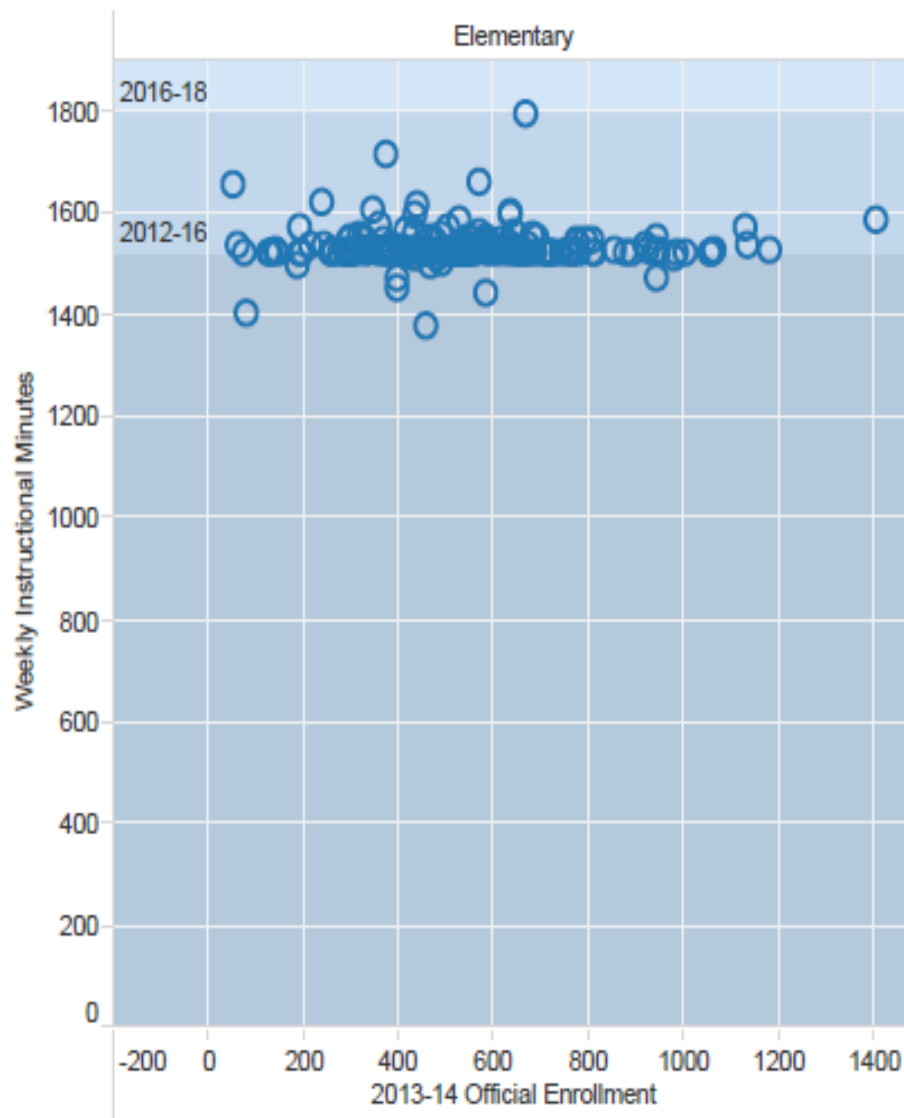
“What is more important for student learning, the quality of time in school or the quantity? What years of study have demonstrated is that this question itself is a false choice. Both are essential and, in the real world of schools, the amount of time in schools relies on using it carefully and expansively to have an impact, just as quality time can be significantly enhanced when there is more time available... It is best to understand the quantity-quality dynamic by examining closely what is actually happening in schools—how schools actually leverage expanded time to increase and strengthen learning opportunities for all students... [NCTL’s study, [Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools](#) states] that success in schools occurs when time is allowed to interact with and drive (a) the work of teachers and principals, (b) the use of data, and (c) the cultivation of excellence (culture). Only together can these components have their maximum impact. Isolated from one another—including not having sufficient time to make all the components work in concert—the efforts to improve student outcomes will remain more limited.”

- David Farbman, National Center on Time and Learning, April 10, 2012

Minutes vs. Performance



Minutes vs. Student Enrollment





FINDING 5

Development of optional model bell schedules for SY2014-15 has highlighted concerns about the feasibility of complying with continuously increasing requirements without unintended negative consequences on teaching and learning.

Optional Model Bell Schedules

- Requirement of CBA to develop four model bell schedules
- TaskForce developed recommendations
- Feedback from HSTA and submissions by parents
- Optional Model Bell Schedule packet (Attachment 5)



Legislative Recommendations

- 1. Suspend required increases to 1080 hours until further data is available**
- 2. Clarify the definition of student learning time to eliminate confusion and reduce burden**
- 3. Provide additional funding to schools**

Incremental Impact of 1080 Hours Requirements

Total hours	Weekly mins	Daily Mins	6 period day		7 period day		
			Time per instructional block	Increased instructional time per instructional block	Time per instructional block	Increased instructional time per instructional block	
Elementary							
915	1525	305	51		44		
1080	1800	360	60	9 mins	51	7 mins	
Secondary							
990	1650	330	55		47		
1080	1800	360	60	5 mins	51	4 mins	

DOE Next Steps

- 1. Continue education of principals, school staff, and support staff at complex area and state offices to support them**
- 2. Address non-compliance issues**
- 3. SY14-15 Schedules Process**
 - Schedules due 2/21
 - Requests for waivers / contract exceptions due 3/14
 - Continuously improve monitoring and compliance
- 4. Continued data analysis to inform policy and practice**
- 5. Improvements to SY15-16:**
 - Move up the deadlines to better to support schools' efforts
 - Develop autocalculating forms

FYI: Pending legislation

SB 2922

Sen. Ige

- Requires the lengthening of the school year from 180 days to 190 days beginning with the 2015-2016 school year.
- Discontinues the requirements for minimum number of student hours effective at the end of the 2014-2015 school year.

SB 2139 & HR 1675

**Sens. Tokuda and Kidani
Reps. Takumi and Ohno**

- Requires all public secondary schools to implement a school year that includes nine hundred ninety student instructional hours beginning with the 2014-2015 school year.
- Repeals the requirement that by the 2016-2018 school years, all public schools implement a school year of one hundred eighty days and one thousand eighty student instructional hours for both elementary and secondary school grades.
- Clarifies that the definition of "student instructional hours" shall be determined by the board of education.

CBA Criteria

Teacher Work Year	<ul style="list-style-type: none"> • No more than 190 work days. (This includes 189 full work days and 6 hours for use in multiples of 1/2 hour increments contiguous to their work day described below). • Work days without students: • <u>First 4 days</u> (including 2 days for administrator-initiated activities and 2 days for teacher-initiated activities) • <u>1 day scheduled between semesters</u> for grading and other teacher-initiated activities • <u>2 days for school planning and collaboration</u> (determined by school's leadership group and administrators, with input from faculty) (encouraged to align days across complex areas to support common planning) • <u>1 day at the end of the school year</u> • <u>1 day for participation in Teacher Institute Day</u> (dates set by HSTA) • Hours contiguous to the teacher work day for collaboration and professional development • <u>21 hours, for use in 1 hour increments</u>, for DOE-directed job-embedded professional development that extends the work day of teachers (focused on Common Core State Standards, data teams and formative instruction, response to intervention, and teacher evaluation) • <u>6 hours for use in multiples of 1/2 hour increments</u> for DOE-directed in-service training, school program planning and assessment, or principal-teacher evaluation conferences beyond the regular work day of teachers <ul style="list-style-type: none"> ○ not to exceed 1 ½ hours; scheduled in advance ; and contiguous to the teacher's work day ○ teachers must have input on the training activities
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Teacher Schedule	<p>Per day:</p> <ul style="list-style-type: none"> • 7-hour day • Work day may not extend beyond 4:30 p.m. • Duty-free lunch period of no less than 30 minutes • No more than 180 consecutive minutes without a break, lunch or recess <p>Per week:</p> <ul style="list-style-type: none"> • 5-day week • Schools may use rotating, block, or other non-traditional schedules, as long as teachers' work time does not exceed a 35 hour work week • For self-contained classes, during regular work day, per week: • 1,415 minutes of instructional time • 225 minutes of preparation time in blocks of not less than 45 continuous minutes during regular work day • 150 minutes of duty free lunch periods in blocks of not less than 30 continuous minutes during the teachers' regular work day • 310 minutes to be used exclusively for meetings (faculty, departmental, grade level, curriculum); passing, opening, and closing time; recess; homeroom; scheduled activity periods on a voluntary basis; and study hall • For departmental classes, during regular work day, per week: • 1,285 minutes of instructional time • 225 minutes of preparation time in blocks of not less than 45 continuous minutes • 150 minutes of duty free lunch periods in blocks of not less than 30 continuous minutes during the teachers' regular work day • 440 minutes to be used exclusively for meetings (faculty, departmental, grade level, curriculum); passing, opening, and closing time; recess; homeroom; scheduled activity periods on a voluntary basis; and study hall <p>Per semester: 6 teacher preparation periods per semester may be used at discretion of Employer for training, planning and assessment, or principal-teacher conferences.</p>
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