
**Opportunities to Increase
the Amount and Quality of
Instructional Time**

**A report by the District Performance Auditor
September 2007**

**PORTLAND PUBLIC SCHOOLS
Portland, Oregon**

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SUMMARY

This report analyzes instructional time in the Portland Public School district. A sufficient amount of well-used instructional time is viewed as a critical element in improving student achievement, especially for low income and poor performing students. The inability to effectively and efficiently use available time results in a costly lost opportunity.

I found that opportunities exist for Portland schools to ensure compliance with State instructional time rules, to increase the number of instructional hours provided each year, and to use available time better. While most Portland schools meet the minimum State standards for classroom instructional hours, the number of hours provided at schools varies significantly. In addition, a number of Portland high schools did not provide sufficient instructional hours in FY2006-07 to meet Oregon Department of Education requirements. Moreover, Portland high school seniors lost over three weeks of instruction due to early dismissal for graduation.

In addition, Portland does not compare favorably to other districts in Oregon or to other states in the nation. In FY2005-06, only one Portland high school reported more instructional hours than the average of other large high schools in the State. Oregon and Portland schools also provide fewer days and fewer hours of instruction each year when compared to other states. Most states require more than the Oregon standard of 990 hours a year for high school level instruction and over thirty-five states require 180 days of instructional annually, compared to 172 days for the Portland district.

It is possible to increase the number of instructional hours in the Portland school district by 1.) implementing better scheduling approaches, and 2.) bargaining revisions of certain provisions of the existing collective bargaining agreement with teachers. The district may be able to gain more time for instruction by adjusting school opening and closing times, standardizing time taken for lunch, recess, and class transitions, and by reducing special periods

and breaks. Additional instructional time could also be gained through negotiating adjustments in certain provisions of the current contract with teachers that limit the student and teacher work day and work year, and that reduce the flexibility to change work schedules.

Despite the opportunities available to increase instructional hours at Portland schools, educational research has demonstrated that increasing the amount of instructional time alone will not significantly increase student achievement unless it is well spent. Experts indicate that more time should be coupled with improved classroom management and teaching techniques, an appropriate and defined curriculum, and students that attend class ready and motivated to learn. Improving student achievement should, therefore, be pursued not only by adding time but also by pursuing improvements in school management, teaching quality, and student motivation.

To address these conditions, I have made a number of recommendations on page 31 of this report. In brief, I recommend that the district:

- Ensure full compliance with State instructional time requirements.
- Improve the accuracy and reliability of annual instructional time planning and reporting at all Portland schools.
- Explore opportunities for revising existing scheduling approaches to find additional minutes each day for instructional time.
- Engage in negotiations with teacher association representatives to seek revisions in current contract provisions that limit the ability to increase instructional hours and days.
- Continue to pursue various opportunities to use available time better.

INTRODUCTION

Time is an important variable in the quest to improve student achievement. National studies and research suggest that increased levels of instructional time, if used wisely, contribute positively to student achievement. While expanded and improved use of instructional time will benefit all students, more instructional time is particularly beneficial for low performing and disadvantaged students. Many states, including Oregon, have established minimum standards for the amount of instructional time that school districts should provide to students at various grade levels.

This report evaluates instructional time at the Portland Public Schools, reviews factors that contribute to the amount of time provided at various grade levels, and presents options for increasing the quantity and quality of instructional time at the district. A detailed description of the report objectives, scope, and methodology is presented on page 9.

Student achievement and instructional time

A considerable amount of research has been conducted on the relationship between the amount of instructional time provided to students and its impact on learning and achievement. Overall, this research strongly affirms that students that spend more time studying a subject generally have higher achievement than students who spend less time.¹ Some experts suggest that the “opportunity to learn” may be one of the most significant school-level factors that influence improved student achievement.²

A major study in 1994 by the National Education Commission on Time and Learning, *Prisoners of Time*, found that:

“...Time is the missing element in our great national debate about learning and the need for higher standards for all students....We have been asking the impossible of our students - that they learn as much as their foreign peers while spending only half as much time in core academic subjects. The reform movement of the last decade is destined to founder unless it is harnessed to more time for learning.”

The report urged a major reform in the 6-hour day, 180-day school year not only to offer more time to students and teachers but also to use time in new and better ways. Coupled with high standards for students and improved curricula, additional time, if wisely used, was viewed as an important key to educational improvement and student learning.³

Studies of time and learning describe several distinctions in the “kinds” or measures of time to be found in schools. While studies have used various terms to define these kinds of time, they comprise three broad categories:

Available school time. Total number of hours in the school day and days in the school year. Often defined by school opening and closing times or the total number of days students are required to attend school.

Instructional time. The number of hours students spend in class - “seat time”. Instructional time does not include lunch, recess, or other non-instructional activities.

Learning time. The portion of classroom instructional time when students are engaged in learning activities and actively learning. Learning time could be composed of “engaged time” and “academic learning” time.

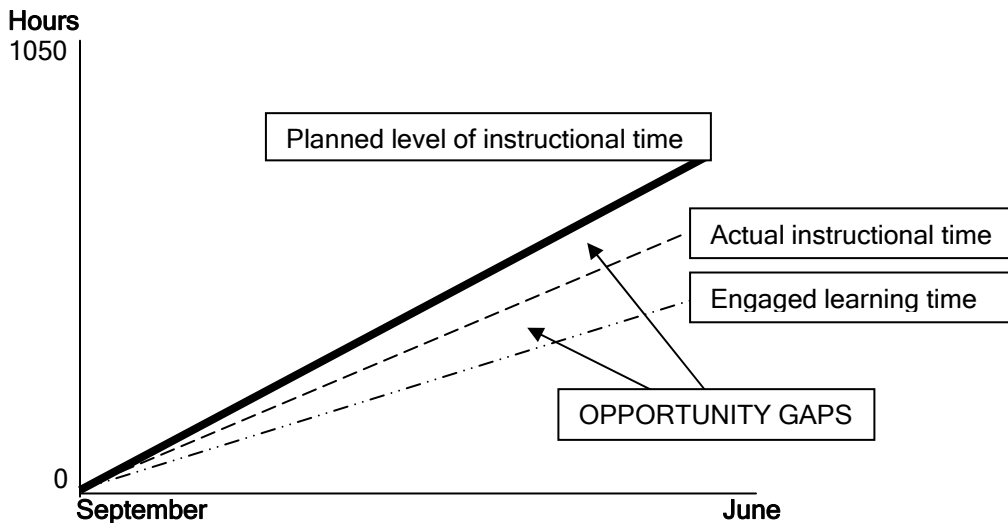
My literature review found that extending the length of time for the school year or school day is more likely to increase student achievement when a high proportion of instructional time is comprised of learning time. Conversely, when instructional time is not well used, adding school days or increasing instructional time is not likely to significantly increase student achievement.⁴ Several studies I reviewed indicated that not all available instructional time is actually used for instruction due to disruptions, teacher and student absences, poor classroom

management, socializing, and informal breaks. Some research shows that the proportion of instructional time actually spent on instruction varied from a low of 21% to a high of 69%.⁵

Finally, the amount of the school day allocated to instructional time can vary considerably due to a variety of other factors over which teachers have little control. One study indicated that the school year in one large district was riddled with special events, holiday and graduation celebrations, emergencies, assemblies, exams and testing, and other disruptions that significantly reduce the amount of time available for instruction.⁶

Based on my review of education literature and research on the use of time in public schools, it is clear that the actual amount of instructional time available and used effectively may be significantly different from what is planned and scheduled. The chart below illustrates how the planned level of instructional time can be modified, resulting in a significant gap between what is planned and what is delivered.

Illustration of Planned Instructional Time Compared to Actual Achievement



State requirements for instructional time

The State of Oregon Department of Education (ODE) has established in Chapter 581, Division 22 of the Oregon Administrative Rules a number of standards for public elementary and secondary schools. One of these standards relates to Required Instructional Time (OAR 581-022-1620). This standard requires that Oregon school districts must adopt and implement a school calendar that provides students at each grade level the following minimum number of instructional hours:

ODE Required Instructional Time	
Grade K	405 hours
Grades 1-3	810 hours
Grades 4-8	900 hours
Grades 9-12	990 hours

The OAR provides that certain activities can be included in the instructional hour total and be accounted for as instructional hours but other activities cannot be included as instruction hours. The table below shows that school assemblies, student orientations, testing, parent-teacher conferences, and other activities directly involving students may be counted as instructional hours. However, passing time between classes, lunches and recesses, and transportation to and from school cannot be included.

Activities included as instruction	Activities <u>not</u> included as instruction
<ul style="list-style-type: none">• School assemblies• Student orientations• Parent-teacher conferences• Other instructional activities involving students	<ul style="list-style-type: none">• Transportation to and from school• Passing time between classes• Lunch• Grade reporting, program planning, staff meetings, building management• Non-instructional recess

The Oregon Department of Education also allows certain reductions in the minimum number of instructional time requirements listed above when approved by the school board at each district. These reductions are:

- Up to 30 hours to accommodate staff professional development and other unique local scheduling arrangements
- Up to 14 hours to account for emergency school closures due to weather or facility failures
- Up to 30 hours for 12th grade students

To monitor compliance with these instructional time requirements and other required standards for public school operations, the ODE conducts periodic visits to school districts and requires districts to submit a number of reports and data to the Department each year. Each district is required to maintain evidence of compliance with standards, report to the community each year on compliance, and prepare and submit Annual Assurance forms to the State upon request.

PPS procedures for recording and reporting instructional time

Each year the PPS prepares a district calendar for each type of schedule that schools may use - Trimester, Quarterly, and Year-Round. The calendar identifies the number of school days, holidays, vacations, professional development and planning days, school closures, and other events that affect school openings and closing. (See sample quarterly calendar Appendix A).

Based on this calendar, each school prepares a daily and weekly schedule for the year based on their unique “bell schedule”^{*} and class period configuration. Depending on the school’s grade levels and schedule configuration, each principal or school administrator completes an Excel

^{*} Bell schedules are not uniformly developed by schools but usually comprise the school start and ending times, tardy bells, class period start and end times, and lunch and recess times.

spreadsheet entering instructional hours for each day that the school provides instruction to students. The spreadsheet automatically totals the instructional minutes for each day and week and computes the total number of instructional minutes and hours planned for the school year at the school. (See sample Excel spreadsheet Appendix B).

Each school may also apply for various waivers from the standard district calendar such as early dismissal or late starting times, special-day activities, changes in teacher-parent conference days, and different first day of school schedules. The district may approve these waiver requests if required instructional hours are met and, depending on the request, the teacher's union representatives agree to the changes.

Each principal is also asked to certify each year that his or her school complies with ODE standards for education including the required instructional time for each grade level within the school. This certification is used to support the annual report to the community on compliance with State educational standards and provide evidence for the annual assurance report submitted to ODE. Finally, at the end of the school year, each principal is also asked to report on the actual number of instructional hours provided at the school during the school year. This actual number may be different from plan due to unexpected school closures or other unplanned events that had an impact on available instructional time.

- ¹ Chicago
- ² Manzano
- ³ Prisoners
- ⁴ Zimmerman
- ⁵ Manzano
- ⁶ Chicago

Audit Objectives, Scope, and Methodology

This audit had five primary objectives as follows:

- To determine if PPS schools comply with State instructional time requirements
- To compare instructional time levels at PPS to other schools in Oregon and to national norms for instructional time
- To identify factors that impact the effective use of available instructional time.
- To identify opportunities and barriers to increasing the number of available instructional hours
- To identify opportunities for more effectively using current instructional time

To address these objectives, I interviewed PPS and State ODE officials, reviewed and analyzed instructional time reporting records and school schedule data, evaluated PPS and other district teacher union contract provisions, and researched literature and academic writing on the general topic of instructional time and student achievement. I also met with several current and former school principals to obtain their views regarding opportunities and barriers to increasing instructional time and using available time better. I limited my analysis of instructional time to the FY2006-07 school year.

I did not conduct a detailed analysis of classroom management, student motivation, and curriculum standards that significantly influence the wise use of available instructional time. Additional audit work or analysis would be useful to identify those specific factors in classrooms that could lead to improved use of time and increased engaged learning time.

This audit was conducted in accordance with my 2007 Audit Plan approved by the Finance, Audit, and Operations Committee of the Portland School Board. It was performed during the months of May, June, and July of 2007 in accordance with *Government Auditing Standards*.

RESULTS

Instructional Time at PPS

Despite numerous errors in school instructional time reports, most schools in the District complied with State requirements for the number of instructional hours to be offered during FY 2006-07. While most high schools exceeded or came close to meeting requirements, over half of the high schools in the district did not provide sufficient instructional hours to comply with State standards. In addition, 12th grade students in Portland high schools received insufficient instructional hours due to early end of classes in anticipation of graduation.

My review of the instructional time reports from 94 schools in the Portland Public School district revealed a number of errors and miscalculations in the compilation of instructional hours at many schools. While some schools overstated the number of instructional hours provided during the year, others understated their reported hours. Without improvements in methods for recording, monitoring, and reporting instructional time, the district should place little reliance on the accuracy of reported instructional time information from schools.

Grade level compliance with State instructional time requirements. My review of school instructional time reports indicated the following:

- All 62 schools offering Kindergarten level classes met annual instructional time requirement of 405 hours for half-day kindergarten
- All 62 schools offering 1st through 3rd grade level classes met annual instructional time requirements of 810 hours

- All but 1 of 61 schools offering 4th through 5th grade level classes met annual instructional time requirements of 900 hours
- All but two of 49 schools offering 6th through 8th grade level classes met annual instructional time requirements of 900 hours
- Eight of 15 schools offering 9th to 12th grade level classes did not meet annual instructional time requirements of 990 hours
- No schools offering 12th grade level classes met annual instructional time requirements of 990 hours for this grade level

Appendix D lists reported instructional time for all schools and grade levels for FY2006-07 school year. Schools not in compliance with State standards are highlighted.

My review of the instructional time reports resulted in several observations in the patterns of instructional times at schools, between grade levels, and between schools. The major observations are:

- Lower grade levels (K through 8th grade) are more likely to exceed minimum standards for instructional time than high schools. K through 3rd grades often exceeded minimum standards, often by over 20%. As grade levels and instructional time minimums increase, schools either exceed minimums slightly or have difficulty meeting standards.
- There is considerable variation among schools in the level of instructional time provided. While one school reported 842 hours of instruction for grades 1-3 in FY2006-07, another school reported over 1,000 hours of instruction. While some of this difference may be due errors in reported hours, differences in school start and end times, and the length of lunches and recess may also explain the variation.
- There is considerably less variation between grade levels within the same school. In many cases, grade 1-3 are provided the same number of instructional hours as grades 6-8. This may be due to common bell and lunch schedules for all grades in an individual school. However, some schools have varied schedules in ways to provide additional instructional time to higher grades.

High school non-compliance - Compared to other grade levels, Portland high schools had difficulty meeting minimum instructional hour standards last school year. As shown in the table below, eight of fifteen schools did not meet the 990-hour requirement. While several missed the requirement by only an hour or two, three high schools had up to two days less instructional time than other high schools in the district.

In addition, like most lower grade schools, most high schools did not record and report instructional hours accurately or completely to PPS central administration offices. In most cases, schools submitted inaccurate Excel schedule spreadsheets that overstated or understated the number of minutes of instructional time provided in a day. The table below shows my adjustments to reported hours to account for incorrect computation of instructional hours. The school board also added two additional days to the school year in FY2006-07 to compensate for school weather closures earlier in the year.

Loss of senior class instructional hours - All Portland high schools failed to provide 990 hours of instructional time to 12th grade students as required by the State. Portland seniors held last day of classes on May 23rd, three weeks before the last school day for other grade levels in the high school. Consequently, approximately 80 hours of instructional time was not provided to graduating seniors. Although State rules allow Oregon districts to provide up to 30 fewer hours of instruction to 12th grade students with approval of local school boards, the loss of approximately 80 hours is too many to meet the lower allowed level of 960. (990 hours minus 30 allowed adjustment = 960 hours)

The early dismissal of Portland 12th graders is due primarily to the availability of venues for graduation ceremonies in late May and early June. While it has been common practice to release seniors earlier than other high school grades in order to conduct a host of commencement and graduation activities, this year was viewed as particularly early. PPS administration officials I talked to, indicate that the last day for seniors in the coming school year has been extended by 5 days to May 28th in order to capture additional instructional time. However, this dismissal time will continue to result in Portland 12th graders receiving fewer instructional hours than State standards require. The Office of High Schools plans to extend the school year for seniors incrementally over the next three years to achieve compliance with the 990 standard.

**Reported and Adjusted Instructional Hours
HIGH SCHOOLS, 2006-07**

	Reported hours	Auditor adjustment	+14 hours (added days)	COMMENTS:
Jefferson	1000	0	1014	
Wilson	972	980	995	conference time not in
Grant	980	0	994	
ACT	1003	979	993	mins/day overstated
POWER	1003	979	993	mins/day overstated
SEIS	1003	979	993	mins/day overstated
Benson	979	0	993	
Franklin	975	0	989	
Cleveland	974	0	988	
Biz Tech	976	972	986	conference hrs overstated
Madison	973	972	986	days over/ understated
Renaissance Arts	977	974	984	conference hrs overstated
Lincoln	969	962	976	flex days included
Pauling AIS	979	961	975	mins/day & conference hrs overstated
MLC	935	0	949	
Alliance/Meek	-	-	-	<i>Proficiency based</i>
AVERAGE HOURS			987	

Frequent errors in instructional time reporting. In order to test the reliability of instructional time reports submitted by all 95 PPS schools, I reviewed a sample of schedules submitted by schools representing all grade levels. I found that while some schools submitted reliable information on instructional time, many schools made errors and miscalculations in instructional time reports submitted to central administrative offices.

Common errors included:

- Overstating or understating the number of minutes of instructional time provided during a day. Frequently, schools failed to delete non-instructional activities such as recess, passing-times, lunches, and breaks from instructional hour computations. Also, I believe many elementary schools provide afternoon or morning recesses that are not on a bell schedule and are not subtracted from daily instructional time.
- Overstating or understating the number of parent conference hours. State rules allow conference times to be included as instructional time but some school added too many minutes for conference activities or did not include conference minutes in calculations.
- Including minutes for days when school was not in session due to early dismissals or weather closures.
- Including full-day minutes when school was dismissed early due to finals or other non-academic activities
- Overstating the length of certain class periods in schools with multi-period schedules

Despite the number of errors I found in instructional time reports, the errors in elementary and middle school grades were not significant enough to reduce instructional hours below required State levels. Some schools were at the borderline of compliance but no school below the high school level failed to meet standards due to errors in instructional time reporting.

Factors affecting reliability of instructional time reporting. There may be several factors contributing to the number of errors in instructional time reports submitted by PPS schools during FY2006-07. One factor is the lack of familiarity and skill with the Excel scheduling spreadsheet developed by central office staff. Despite written instructions and telephone coaching, it appears that many schools had difficulty using the software and preparing the schedule reports. In addition, there was little or no supervisory review by school area directors over the accuracy of submitted instructional time reports. I was told that school cluster meetings did not take advantage of training offers. Finally,

many schools did not seem to understand State and PPS rules that define activities that qualify for instructional time and activities that cannot be included as instructional time. Although a PPS compliance form lists all of the activities that qualify or don't qualify for instructional time, many schools failed to follow the directions contained on the form. (See Compliance Form in Appendix E)

Portland schools seem to have improved the accuracy of planned instructional time reports for the coming FY2007-08 school year. My limited review of a small sample of scheduling spreadsheets and bell schedules submitted as part of the waiver approval process showed that most of the spreadsheets were more complete and accurate than the prior school year. I was told that new procedures established this year require that all schools requesting waivers must submit an instructional time spreadsheet schedule and a bell schedule for the coming year. Waivers from various standards will not be approved if planned instructional hours fail to meet State instructional hour minimum levels.

However, there is still not a clear requirement that every school needs to submit a scheduling spreadsheet and bell schedule that demonstrates compliance with State instructional time requirements. If a school does not request a waiver, it may not have to complete a schedule spreadsheet and bell schedule unless specifically requested by supervisors. Consequently, there is still little assurance that all schools will prepare and submit detailed information on planned and actual instructional hours.

Reliance on allowed reductions to meet standards. Many Portland schools would not meet State instructional time standards without including certain State approved allowances to their actual number of instructional hours. Specifically, every school in the district added 30 instructional hours for staff professional development days provided to teachers to their actual reported hours. Consequently, actual instructional time (i.e. the number of hours students spend in class) for every school in the district is 30 hours less than the amounts listed in the comprehensive table presented in Appendix D. Although this adjustment to the target levels is allowed by ODE administrative rules, reported instructional hours for Portland and other districts in the State are not true reflections of the amount of time students actually spend in classroom learning activities during the year.

In addition, it is not clear that the Portland school board understands the ODE rules regarding adjustments to instructional time or consciously approved the 30-hour reduction for professional development hours. Although the board approves the annual school calendar and teacher contract provisions, the board has not specifically approved the reduction of instructional hours minimums by 30 hours to account for teacher professional development days. Similarly, if the board wishes to reduce senior year instructional time in the future by up to 30 hours, formal approval is required for this action.

Comparison to other Oregon districts. PPS high schools appear to provide lower than average instructional hours compared to other large Oregon high schools. Based on my review of the latest available comparison information available from the Oregon Department of Education (FY2005-06), the average number of instructional hours offered at 29 large Oregon high schools was 1,013 hours. Sheldon High School in Lane County reported the highest level of instructional hours at 1,091 hours and five large high schools in the Beaverton School District reported the lowest level at 990 hours. Only Wilson High School in the PPS district exceeded the average, reporting 1,017 instructional hours in FY2005-06. The other five large PPS high schools reported instructional hours ranging from 995 at Lincoln to 991 at Franklin.

Although I attempted to obtain similar comparison data from lower grades, it was difficult to obtain a meaningful comparison grouping because of the significant variation in the composition, size, and configuration of schools at various grade levels. It is also important to note, that the reported instructional hours from these 29 high schools have not been subject to audit or verification but have been certified to by each of the reporting school districts.

**Comparison of Reported Hours of Instruction
OREGON HIGH SCHOOLS*, 2005-06**

School	County	Reported hours
Sheldon HS	Lane	1,091
Hillsboro HS	Washington	1,072
Glencoe HS	Washington	1,068
Liberty HS	Washington	1,057
Tigard HS	Washington	1,044
Tualatin HS	Washington	1,044
Century HS	Washington	1,036
Eugene HS	Lane	1,017
Wilson HS	Multnomah	1,017
North Salem HS	Marion	1,010
South Salem HS	Marion	1,010
West Salem HS	Marion	1,010
Clackamas HS	Clackamas	1,003
Milwaukie HS	Clackamas	1,003
Putnam HS	Clackamas	1,003
McKay HS	Marion	995
McNary HS	Marion	995
Sprague HS	Marion	995
Lincoln HS	Multnomah	995
Benson HS	Multnomah	994
Grant HS	Multnomah	994
Churchill HS	Lane	991
Cleveland HS	Multnomah	991
Franklin HS	Multnomah	991
Aloha HS	Washington	990
Beaverton HS	Washington	990
Southridge HS	Washington	990
Sunset HS	Washington	990
Westview HS	Washington	990
AVERAGE HOURS		1,013

* High schools with enrollment over 1,000 in the 7 largest school districts

Source: Oregon Department of Education, DBI Report, *Hours of Instruction, 2005 -2006*

Comparison to other states. The State of Oregon and the Portland school district also appear to offer fewer instructional hours and instructional days than other states.

Surveys performed by the Education Commission of the States in 2004 and 2005 found that many states set policies for the minimum number of instructional hours per year and/or the minimum number of instructional days in the year. For those 28 states setting annual instructional hour minimums, Oregon is at the lower range at 990 for the high school level. Eighteen states have higher minimums ranging from a high of 1,170 hours in Maryland to 1,000 in North Carolina. Nine states have the same minimum hours as Oregon at 990 hours, while two states, Connecticut and South Dakota, have lower minimum level of instructional hours at 900 and 963, respectively.

Minimum instructional hours(annual): OTHER STATES with minimums*	
Connecticut	900
South Dakota	963
Georgia	990
Idaho	990
Iowa	990
Massachusetts	990
Mississippi	990
Oregon	990
Pennsylvania	990
Utah	990
Virginia	990
North Carolina	1,000
Washington	1,000
Delaware	1,032
Missouri	1,044
Kentucky	1,050
Colorado	1,056
Louisiana	1,062
Indiana	1,080
Montana	1,080
Nebraska	1,080
New Mexico	1,080
Oklahoma	1,080
Michigan	1,098
Wyoming	1,100
Kansas	1,116
Wisconsin	1,137
Maryland	1,170
AVERAGE	1,037

* Survey excluded professional development days.

Source: Education Commission of the States: *Number of Instructional days/hours in the School Year* by Jeffrey Tomlinson, July 2004

Forty-three states have established policies for a minimum number of instructional days for the year. These minimums range from a low of under 170 days at two states to over 180 days at two states. Thirty states have minimum annual instructional day standards of 180 days. While Oregon has not established a policy for the minimum number of instructional days in the school year, the Portland school district has set instructional days at 172 through its contract with the teachers union and the provision of teacher professional development days. Those states compared to Portland are portrayed in the table below.

Minimum instructional days: OTHER STATES with minimum days	
Days of instruction	Number of states
Less than 170	1
171 -174	2
175	5
176 -179	3
180	30
Over 180	2
172	Portland school district

Source: Education Commission of the States: *Number of Instructional days/hours in the School Year*

Opportunities to Increase Instructional Time

Based on my review of current practices at PPS, there may be opportunities to increase the amount of instructional time available at Portland schools by improving approaches to school scheduling and by pursuing some changes in the provisions of the current agreement with the Portland Association of Teachers. Adding more time to the year will increase the “opportunity to learn” for many students in the district. However, it may also disrupt traditional routines at some schools and result in additional cost to the district. In addition, as discussed in the next section of this report, adding time alone will not significantly impact student achievement unless available instructional time is used wisely.

Improving school scheduling approaches. School schedules employed by Portland schools vary significantly from school to school. Some schools are able to capture additional minutes each day by adopting various techniques that add more instructional time to the normal school day. Adding only one minute per day to the normal 172-day year can increase instructional time by almost 3 hours - a half day of instructional time. Similarly, adding 5 minutes per day over the year can increase instructional time by over 14 hours annually, almost 3 additional school days.

The variations in scheduling at schools may be due to a number of factors including differences in the size and layout of the school, constraints in cafeteria and lunch facilities, and traditional or special practices supported by teachers and parents. Nevertheless, some of the most common approaches that can increase instructional time in the normal school day are as follows:

Making full-use of the available student day. Some elementary, middle, and high schools have established bell schedules that result in a slightly longer day than other comparable schools. While most elementary schools have established schedules that result in 6 hours and 15 minutes of classroom time, a few schools have implemented slightly earlier class starting times or slightly later dismissal times that result in up to 5 minutes of additional available instructional time each day. Adding 5 minutes to the classroom day can result in up to 14 hours of additional instructional time

over the 172-day year – almost three days. Similarly, at the high school level, some schools have student days that last 7 hours while other schools have student days that last 6¾ hours. This additional 15 minutes can provide an additional 43 hours of instruction over the year.

Controlling lunch breaks and recess. There is also some variation in the length of student lunches and recesses at schools. While the standard student lunch and recess at elementary schools is 45 minutes, some schools have established lunch and recess breaks that last 40 minutes, contributing an additional 5 minutes for available instructional time. Middle schools and high schools have also established lunch schedules that vary in length. For example, while Jefferson High School established a 35-minute lunch period on most days, the Grant High School lunch lasts for 42 minutes and Cleveland High School lunch is 38 minutes in length. Again, additional minutes of class time gained from a shorter lunch period are potentially available for additional instructional time.

Reducing the length of transition time between periods. A common variation at middle and high schools is the length of passing time between class periods. The standard passing time at some schools last 5 minutes but at other schools passing time is 4 minutes or as short as 3 minutes. Depending on the number of periods each day at the school, passing time can consume up to 30 minutes each day for a school with seven periods and a five-minute passing-time allowance. Reducing passing time from 5 to 4 minutes would reduce total passing time to 24 minutes and increase available instructional time by 6 minutes each day or 17 hours a year. It should be noted that the ability to reduce passing-times might be constrained by the size of the school and student enrollment. In some situations in may be physically difficult to move between classes at a faster rate.

Number of periods. The time lost due to passing time between periods is also mitigated by reducing the number of periods in the day - fewer periods result in less time lost moving between periods. For example, in FY2006-07, Jefferson High School scheduled six 59-minute periods and reduced pass-time to four minutes, and gained 9 minutes per day in additional instructional time - increasing available instructional time by over 25 hours annually. However, reducing the number of class periods requires

consideration of other important factors that relate more to the curriculum being taught and the need to provide a sufficient number and array of courses in the school year.

Morning breaks and special periods. I also noted considerable variation in the provision of morning breaks and special periods at the high school level. While some high schools provide 6 to 10 minute breaks in the mid-morning for nutrition or other un-specified purposes, other high schools do not provide for breaks during the day except for lunch. These breaks can reduce available instructional time at these schools by up to 28 hours annually. Also, some high schools offer special tutoring periods or flexible periods for certain students requiring additional attention and assistance. According to school officials, special tutoring periods are very valuable for those students needing extra help. However, unless all students are required to attend, these special periods also reduce total available instructional time each year.

Revisions to the contract work day and work year. It will be difficult to increase available instructional time beyond that which can be gained through the scheduling approaches discussed above without negotiating changes in the existing 2006-2008 collective bargaining agreement between the PPS and the Portland Association of Teachers (PAT). The agreement stipulates a range of provisions related to the length of workday and workyear that inhibit the district's ability to add hours to the school day and days to the school year.

The most significant provisions of the collective bargaining agreement that are barriers to additional instructional time are:

Limits on the length of the teacher workday. The standard workday for teachers is 7 hours and 30 minutes. The workday begins 15 minutes before the first student or preparatory period and ends 15 minutes after student dismissal or end of preparatory period. Additionally, teachers are provided planning time during the work day – 40 minutes at the elementary school level and a standard class period at high schools and middle schools. Except under certain circumstances, no teacher is required to report before 8:00 am or after 4:00 pm.

Limits on the length of the student day. The student day in elementary and middle schools cannot exceed 6 hours and 30 minutes per day. For schools that offered less than this level in FY1997-98, the school day cannot be increased by more than 15 minutes in any one year of the agreement. The student day in high schools is limited to the practice of the school in FY1992-93 unless additional time is needed to comply with State standards for instructional time.

Limits on the teacher work year. The work year is 190 days consisting of 177 instructional days, 7 planning days, and 6 paid holidays. Although not part of the agreement between the district and the PAT, the district also provides 5 days of professional development. The net number of instructional days after subtracting teacher planning days, holidays, and professional development days is 172 days.

Restrictions on changes of workload. The workload of teachers and other members covered by the agreement must be generally comparable to that which existed in FY1997-98. Among other things, this general restriction would make it difficult to add instructional minutes or change the teacher workday beyond what was provided nine years ago.

While these are the major provisions of the agreement that might reduce the opportunities to increase instructional time in the district, there are other provisions that also might reduce flexibility to experiment with other schedules and calendars. For example, because the teacher work day is limited to Monday through Friday from 8 am to 4 pm, it would be difficult without specific waivers to offer evening or weekend classes that might better meet the needs of some schools and students.

Several provisions of the PPS and PAT agreement appear different from provisions in collective bargaining agreements found in the other six largest districts in the State. As shown in the table below, the teacher workday, the student day, and the days of the week provisions are not found in current agreements in other Oregon districts that I reviewed. I also was not able to find similar restrictions on the changes in workload that is found in the Portland agreement. In addition, after subtracting the 5 days of professional time provided to Portland teachers from the total work year, PPS has the lowest number of instructional days compared to the six other districts.

Comparison of certain provisions of teacher contracts at 6 large Oregon school districts

	PORTLAND	Beaverton	Eugene	Hillsboro	North Clackamas	Salem-Keizer	Tigard-Tualatin
TEACHER WORK DAY							
Hours/workday	7.5	8.5	8	8.5	8	8	8
Days of week	M - F	.	.	.	.	.	.
Hours of day	8 to 4	.	.	.	.	.	8 to 4
TEACHER WORK YEAR							
Total days	190	193	191	191	191	192	186
Holidays	6	5	5	5	5	7	5
Planning days	7	7 ^a	1	4	9	8	.
Other days	0	6 ^b	. ^c	.	4	1.5	10 ^d
Student days	177 ^e	175	. ^f	178	173 ^g	175.5	180
STUDENT DAY							
Length of day	6.5 ^h	.	.	.	.	.	.
Contact minutes	.	288-315	.	288	.	.	.
LEAVE							
Personal	3	.	2	.	2	3	1
Sick	10	9-12	10	10	10	10-12	10
Other	2-9 ⁱ	5	5-8	5	8	10	3-5

^a Composed of 3 workdays and 4 grading days.

^b Composed of 3 pre-service days and 3 staff development days.

^c District may require staff development days within the workday of 191 day contract.

^d Agreement allows up to 10 work/in service days and up to 180 student contact days.

^e The district also provides 5 professional development days annually outside of the contract requirements. Reduces total instructional days to 172.

^f Student days not prescribed in contract. Student days could be variable based on district discretion.

^g Student days not prescribed in agreement. This is the net of total contract days minus holidays, workdays, and staff development days.

^h Student day in high schools can exceed 6.5 hours to meet state standards for student contact time.

ⁱ Includes leave for bereavement and family illness.

Instructional time costs. There are costs associated with increasing instructional time. Extending the school year by several days may result in additional teacher and classified staff expenses, building costs, and transportation expenditures. According to one report, it is estimated that increasing time by 10 percent would result in 6 to 7 percent more costs. For example, when Massachusetts increased school time by 30 percent, the average student funding increased by \$1,300 per student. While it is difficult to estimate the specific cost impact at PPS until a detailed proposal is available, it is likely that adding instructional days will require additional funding.

However, extending the school day may be less expensive than extending the school year. Adding hours to the day does not result in the same level of additional staffing and building costs, and transportation costs remain the same. Literature I reviewed indicated that Edison private schools found that extending the day was more cost effective than adding days to the year while still providing more time for student learning and teacher planning and professional development.

There are also costs associated with not using available time efficiently and effectively. Losing minutes of instructional time each day to other activities is not only a lost opportunity to improve learning but it is a real opportunity cost in the form of teacher time. Recent estimates by a consultant and district analysts indicate that the fully loaded per minute cost of an average teacher in the Portland district is approximately \$1.00.* Consequently, if one elementary school with 25 teachers loses 5 minutes each day of instruction due to interruptions, special activities, or poor scheduling, the school loses \$21,500 in productive teacher time annually. Similarly, if all fifteen high schools in Portland can gain 15 minutes in instructional time daily through better scheduling it is comparable to receiving over \$2 million in additional funding.

* Average fully loaded cost (salary plus benefits) for a teacher in FY2007-08 is \$84,152. Total minutes paid annually are 85,5000 (190 days x 7.5 hours daily x 60 minutes). Cost per minute is $\$84,152/85,500 = \0.984 .

Opportunities to Use Available Time Better

Much of the literature on instructional time points to the importance of using available time more efficiently and effectively. Several studies indicate that increasing the amount of time for instruction will have little significant impact on student achievement unless it is coupled with improvements in how time is used in the classroom. Specifically, increasing the amount of instructional time should be part of a broader strategy that also includes 1.) improved content and curriculum on what students need to learn in class so that scarce time is spent on the most important topics, and 2.) teacher planning and professional development to increase teacher capacity to use time better. Moreover, effective use of time is also dependent on students attending class ready and motivated to learn. The interplay between school management, teacher efforts, and student capacity all affect how optimally available instructional time is used.

The following sections provide a brief overview on how some of these three factors may affect how well schools currently use available instructional time. My observations are based on discussions with school managers and principals, and an analysis of academic research on the importance of time in improving student achievement. (Appendix C) Additional detailed audit work or analysis is needed to confirm the degree that these factors impact Portland schools and to develop more specific proposals for change and improvement in various factors.

School factors. In addition to improved scheduling efforts discussed on pages 21 - 23 of this report, district administration and school principals have significant control over several factors that may contribute to ineffective use of instructional time. Some of the major school level factors are:

Unclear guidance on course content and curriculum. Educational research has shown that when districts do not provide clear guidelines to teachers on the content to be addressed in specific courses at specific grade levels, students may not be given an opportunity to learn content that is necessary to demonstrate academic achievement. Some experts believe that schools have little assurance that what they hope is taught is actually implemented

in the classroom. Given the limited time available to students in the classroom and the increasing demand for more rigorous academic standards, providing the right content is viewed as vital to using time effectively. The district has recently started a major initiative to define curriculum content for all major academic areas.

Use of teacher time. At the high school level, teachers generally teach no more than 5 periods each day. All things being equal, teaching 5 out of 7 periods creates larger class sizes than teaching 5 of 6 periods and can affect the quality and cost of the teaching day. Seeking revisions to the number of periods taught each day can improve the use of time in classrooms and improve the productive use of teacher time.

Special days and activities. Principals I talked to said that schools hold special events, activities, and celebrations during the year that take students away from classroom instruction or other academic periods. While the number and impact of these special days in Portland schools is not known without more detailed inquiry, a research study in Chicago schools estimated that 35 days a year had some level of special activity that reduced instructional time anywhere from 20 to 100 percent of the day. Portland school officials told me that some special day activities might have legitimate academic purposes, such as school assemblies, field trips, and spelling bees. However, while other activities including holiday celebrations, class parties, and parades offer a number of benefits to students, they may have little academic content and reduce available instruction time.

Classroom interruptions. Frequent interruptions for intercom announcements, school visitors, and messages also steal time from the instructional day. Research shows that classroom room interruptions can be particularly harmful if they occur during class times when engaged academic learning is in progress. The literature indicates that some schools have implemented strict policies against classroom interruptions, devising less intrusive ways to communicate with teachers and students during classroom time.

Facility failures and building limitations. Given the age and condition of Portland schools, classroom interruptions due to some kind of building

condition is not an uncommon occurrence. I was told of classroom time lost due to fire alarms that would not turn-off and uncomfortable classrooms that lack adequate heating and ventilation systems. In addition, Portland officials concede that the basic design and layout of some schools may contribute to lost time due to long walking distances, inconvenient access, and crowding. The district recently began a major study of facility conditions that may identify opportunities to improve the condition, design, and functionality of Portland schools.

Teacher factors. It is likely that the greatest opportunity for more effective and efficient use of instructional time rests with teachers in the classroom. Teacher skills in using available time well is dependent on experience, ongoing professional education, and sufficient time to plan and prepare for classes. Management staff can support teachers through ongoing coaching and development. Some of the factors that can significantly affect classroom time use are the following:

Classroom management. Effective classroom management is viewed by many studies as one of the best strategies for optimizing available instructional time. The research is replete with time saving classroom strategies including clear and consistent class start and stop times, seating assignments that promote student monitoring, and reduction of time wasters such as roll taking, passing out materials, and activity transitions. Adequate teacher preparation time and ongoing professional development are viewed as key factors in promoting and improving effective classroom management. PPS has several activities underway to expand and improve professional development.

Teaching techniques. The research also identifies a variety of strategies that can help teachers engage students and address the needs of students of varying ability and learning styles. Some experts believe that the key to increasing student achievement and learning is to maximize that portion of the instructional day when students are actively engaged in learning at appropriate levels of difficulty. A variety of techniques could be pursued to increase engaged learning time.

Absenteeism. Unqualified or ill-prepared substitute teachers can reduce the quality of instruction and the effective use of available instructional time.

Consequently, school administrators are interested in reducing teacher absences and managing unplanned leave. While a certain level of absenteeism is normal and expected, effective management of absences is another technique for ensuring available instructional time is used wisely. While I did not conduct any audit work to determine if Portland had unreasonable rates of teacher absences, it may be a future area of inquiry. Preliminary analysis of a study of teacher absences recently completed by the district indicates that there may be a need to better control teacher absences.

Student factors. Academic research I reviewed also indicates that student capacity, motivation, and readiness have a major influence on how well time is used in the classroom. Students must be present in class and instruction must be at the right level of challenge to encourage students to succeed.

Attendance. The opportunity to learn is lost when students do not attend class. This loss of “seat time” is viewed by researchers as one factor influencing student achievement. The district has recently initiated an internal study to help maximize the time that students spend receiving high quality instruction. The study is intended to identify the number of ways that students lose time. The study hopes to develop proposals to help schools reduce the loss of instructional time due to medical issues, disciplinary actions, truancy, and other factors.

Motivation. Educational research shows that motivated students will use available instructional time better than students who are less motivated. Moreover, motivated students generally spend more time in school and, therefore, have a higher potential to benefit from available good instruction. However, the dynamics of motivation and how to instill this aspect is less understood. According to some experts, actions to improve student motivation could include individual feedback on knowledge gain, providing engaging activities, and opportunities for student-designed long-term projects.

RECOMMENDATIONS

In order to improve compliance with State administrative rules and to develop more reliable information on the actual instructional time provided by each school in the district, I recommend that the Superintendent take the following actions:

- 1. Establish and communicate to school area directors and principals clear requirements for calculating and reporting annual instructional hours.**
The requirements should explain the provisions of ODE administrative rules, establish firm dates for submitting data at the beginning and end of the school year, and include complete instructions for software tools used to compile and calculate instructional hours by day, week, and year. The Superintendent may also wish to explore developing a data base technology for collecting and reporting instructional hours to enable better and faster analysis of instructional hour data.
- 2. Improve monitoring and review of school instructional hour reports.** Area and high school achievement directors should provide more rigorous review of school instructional hour reports to provide assurance that reporting requirements are followed and instructional hours are calculated correctly. Training should be provided to those schools that are having difficulty producing timely and accurate instructional hour reports.
- 3. Ensure that all high schools meet minimum instructional hour requirements.** With assistance from the Office of High Schools, every high school should develop a school year schedule that results in at least 990 instructional hours as required by ODE. Efforts should be taken to increase the number of instructional hours provided to senior year students so that minimum compliance can be achieved within the next two school years.

4. **Provide more reliable and complete information to the public and the Oregon Department of Education.** With assistance from the Office of Student, Family, and School Support, the district should prepare and release timely, complete, and reliable information on school instructional hours to the Portland community. Information should be available to the public on the district website and in electronic form. Annual assurance forms provided to the State should also be complete, reliable, and timely.

To increase the amount of instructional time provided each year at all grade levels in the district, I recommend that the Superintendent in consultation with the Board of Education take the following actions:

5. **Explore opportunities to increase instructional hours at schools by adopting new scheduling approaches and pursuing techniques to optimize instructional time.** The Office of Schools and the Office of High Schools should assist schools in exploring alternatives to revise school schedules in order to optimize the use of available time for instruction. Schools should look for opportunities to fully use the available school day, to control the length of lunches and recesses, to reduce class period transition times, and to limit special breaks and periods. The development of master or model schedules may help individual schools develop weekly schedules that both address academic needs and optimize use of time.
6. **Negotiate changes in the current agreement with the Portland Association of Teachers.** With the assistance of the Office of Human Resources, work with the teachers' association to change certain provisions of the existing contract that limit the ability of the district to increase the number of instructional hours in the day and the number of school days in the year. Provisions that should be considered for revision include the length of the teacher work day and work year, the length of the student day, and restrictions on the days of the week and hours of the day that teachers may work. The district should also consider renegotiating provisions that limit changes in teacher workload in order to permit various changes in the school day, calendar, schedules, and school year.

7. **Do not reduce state instructional hour minimums without specific Board of Education approval.** The district should not reduce instructional hour minimums for professional development, emergency days, and 12th grade students unless specifically approved by the School Board. If the Board does not wish to reduce the actual number of instructional hours by applying these allowances, each school will need to review and revise schedules for FY2007-08 to ensure that state instructional hour minimums are met.

In order to make the best use of currently available instructional time, I recommend that the Superintendent:

8. **Continue to implement existing school district improvement initiatives that research indicates can help the district use time wisely.** Some of these initiatives that are currently being pursued by PPS include content and curriculum development, teacher professional development plans, performance management efforts, building condition assessments, and the management of student and teacher absences.
9. **Explore new strategies that will further contribute to the wise use of available instructional time and increase the level of engaged learning time in classrooms.**

MANAGEMENT RESPONSE



PORTLAND PUBLIC SCHOOLS

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Edward L. Schmitt
Interim Superintendent

OFFICE OF THE SUPERINTENDENT

September 10, 2007

Dick Tracy, Performance Auditor
Portland Public Schools Board of Education
501 N. Dixon St.
Portland, Oregon 97227

Dear Mr. Tracy:

Thank you for your thorough and helpful audit of instructional time in our schools. As you point out, the time our students spend actively learning is crucial to our school district – not only as a matter of compliance with statute, but as a critical spur to increase student achievement.

You have pointed out facts that call for immediate action. Portland Public Schools students are in school fewer days than students in other large districts, our school day is shorter than in other districts, and eight of our 15 high schools did not meet state standards for minimum instructional hours last year. Those unacceptable facts call for a prompt response.

We are taking action now on your recommendations, and look forward to your continued advice and monitoring as we seek to correct the issues you raised:

- **Increased accountability for instructional time.** Each school will be required to report its projected instructional time for the 2007-08 school year in September. To ensure greater accuracy in those reports, we will offer additional training and monitoring. The most significant time deficits were in high schools; we are developing specific plans to bring each of our high schools into compliance. We will also seek explicit Board of Education approval for instructional time to include professional development, emergency days and early release dates for 12th grade students, under our regular calendar approval process.
- **Review of instructional time issues with the Portland Association of Teachers.** Our current PPS-PAT contract calls for the school district and union to work together through a committee to examine the issues around instructional time. Your analysis of the contract provisions and review of other school districts will help focus our discussions.

- **Increased instructional time through scheduling adjustments.** Many of our schools are scheduling strategically to build professional development time for teacher teams into the work week without loss of student instructional time. We will also carefully review individual school schedules (recesses, passing time, lunch periods, starts and dismissals, tutoring time/advisory periods) to maximize instructional time as appropriate, and will monitor field trip requests for educational value.
- **Improved professional development to make instructional time more effective.** As you note, the quantity of time students spend with teachers is important, but so is the quality of that instructional time. Professional development for teachers and administrators is critical to improving instructional practices in every school. For the coming year, we have moved to a more site-based model to allow schools to tailor professional development to the needs of their site. We are adjusting other district professional development plans to make every effort to avoid taking teachers and principals out of their schools during the instructional day. We will also re-evaluate our waiver process to see that requests are aligned with the instructional time initiatives and improvements mentioned above.
- **Further initiatives to use time wisely.** As recommended, we will pursue efforts in content and curriculum development, performance management, building condition assessments, and we are eager to explore new strategies that will increase engaged learning in our classrooms. We would welcome further conversation about the management of student and teacher absences – both of which seriously impact student learning. We logged more than 40,000 substitute teacher days in 2006-07. We must examine the reasons teachers are out of the classroom and determine if we can reasonably increase their time with students.

We deeply appreciate the professionalism and quality of your audit, and look forward to further reviews of our school district's performance. It is incumbent on all of us at Portland Public Schools – students and employees alike – to strive for continuous improvement. Your auditing helps us accomplish that end.

Sincerely,



Edward L. Schmitt
Interim Superintendent

APPENDICES

A. School Quarter Calendar

Portland Public Schools

2007-2008

SCHOOL QUARTER CALENDAR



The Quarter Calendar is one of three district calendars that a school community may choose to use (Quarter, Trimester, Year-Round). To determine which calendar your school follows, check with your school's office. All calendars may be found on the district website: <http://www.pps.k12.or.us/news/events.php>

S M T W Th F S

S M T W Th F S

JUNE — 2007

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



Snow

Make-Up

Days will

be added

to the end

of the

school

year.

JULY — 2007

1	2	3	H	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST — 2007

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15 ^{CC}	16	17	18
19	20	21	22	23	24	25
26	27	28 ^{PROF*}	29 ^{PROF}	30 ^{PROF*}	PLAN	X

SEPTEMBER — 2007

						1
2	H	4 ^{PLAN}	5 ^{START}	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER — 2007

	1	2	3	4 ^{MT}	5	6
7	8	9	10	11	12 ^{INS}	13
14	15	16	17	18	19	20
21	22	23	24	25	26 ^{PROF}	27
28	29	30	31			

NOVEMBER — 2007

				1	2	3
4	5	6	7	8 ^{GRD}	9 ^{PLAN}	10 ^{CC}
11	H	13	14	15	16	17
18	19 ^{AM/PM/EVE1}	20 ^{AM/PM/EVE2}	21 ^{AM}	H	X	24
25	26	27	28	29	30	

DECEMBER — 2007

						1
2	3 ^{PROF}	4	5	6	7	8
9	10	11	12 ^{MT}	13	14	15
16	17	18	19	20	21	22
23	24	X	26	27	28	29
30	31					

JANUARY — 2008

			H	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	HC	22	23	24	25	26	
27	28	29	30	31 ^{GRD}			

FEBRUARY — 2008

						1 ^{PLAN}	2 ^{CC}
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	H	19	20	21	22 ^{TRF-H}	23	
24	25	26	27	28	29		

MARCH — 2008

							1
2	3 ^{MT}	4	5	6	7 ^{TRF-EMS}	8	
9	10	11	12	13	14 ^{PROF}	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

APRIL — 2008

			1	2	3	4	5
6	7	8	9	10 ^{GRD}	11 ^{PLAN}	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

MAY — 2008

					1	2	3
4	5	6	7	8	9	10	
11	12 ^{MT}	13	14	15	16	17	
18	19	20	21	22	23	24	
25	H	27	28	29	30	31	

JUNE — 2008

1	2	3	4	5	6	7
8	9	10 ^{END GRD}	11 ^{PLAN}	12 ^{PLAN}	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY — 2008

			1	2	3	H	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

SYMBOL EXPLANATION

- Students Out of School
- AM Morning Conferences, No PM School for Teachers (no school for students)
- AM/PM/EVE1 Morning/Afternoon/Evening Conferences (no school for students) EVE only for K-5 / K-8
- AM/PM/EVE2 Morning/Afternoon/Evening Conferences (no school for students) EVE only for MS / HS
- CC Classified Connection (Prof. Dev. for classified employees)
- END End of School Year
- GRD Grading Period Ends
- H Holiday (schools and all offices closed)

- HC Holiday Commemoration (schools and all offices closed)
- INS Statewide Inservice (no school - all 190, 200, 210, 225 & 230 employees off)
- MT Mid-Term Progress Reports Entered into eSIS
- PLAN Teacher Planning Day
- PROF Professional Development Day
- START Start of School Year
- TRF-H High School Transfer Application Deadline
- TRF-EMS Elementary/Middle School Transfer Application Deadline
- X Schools and Offices Closed
- * Prof. Dev. Day or Teacher Plan Day (school decision)
- Snow make-up days - this would move END, GRD, and PLAN days over accordingly

(rev.) JUNE 28, 2007

B. Hourly calendar quarters 2006-07

Quarter Schedule 2006-2007							School:	
Week of	Monday	Tuesday	Weds.	Thursday	Friday	Days	Hr/ Wk	
28-Aug	Summer Break	Prof. Dev.	Prof. Dev.	Planning Day	PPS Closed	0		
4-Sep	Holiday	Planning Day	0	0	0	3	0	
11-Sep	0	0	0	0	0	5	0	
18-Sep	0	0	0	0	0	5	0	
25-Sep	0	0	0	0	0	5	0	
2-Oct	0	0	0	0	0	5	0	
9-Oct	0	0	0	0	State Inserv.	4	0	
16-Oct	0	0	0	0	0	5	0	
23-Oct	0	0	0	0	0	5	0	
30-Oct	0	0	Prof. Dev.	0	0	4	0	
6-Nov	0	0	0	Planning Day	Holiday	3	0	Grading Period Ends
13-Nov	0	0	0	0	0	5	0	
20-Nov	0	0	0	Holiday	PPS Closed	3	0	
27-Nov	0	0	0	0	0	5	0	
4-Dec	0	0	0	0	0	5	0	
11-Dec	0	0	0	0	0	5	0	
18-Dec	Winter Vac.	Winter Vac.	Winter Vac.	Winter Vac.	Winter Vac.	0	0	
25-Dec	PPS Closed	Winter Vac.	Winter Vac.	Winter Vac.	Winter Vac.	0	0	
1-Jan	Holiday	0	0	0	0	4	0	
8-Jan	0	0	0	0	0	5	0	
15-Jan	PPS Closed	0	0	0	0	4	0	
22-Jan	0	0	0	0	0	5	0	
29-Jan	0	Planning Day	Prof. Dev.	0	0	3	0	Grading Period Ends
5-Feb	0	0	0	0	0	5	0	
12-Feb	0	0	0	0	0	5	0	
19-Feb	Holiday	0	0	0	0	4	0	
26-Feb	0	0	0	0	0	5	0	
5-Mar	0	0	0	0	0	5	0	
12-Mar	0	0	0	0	0	5	0	
19-Mar	0	0	0	0	0	5	0	
26-Mar	Spring Vac.	Spring Vac.	Spring Vac.	Spring Vac.	Spring Vac.	0	0	
2-Apr	0	0	0	0	0	5	0	
9-Apr	0	0	0	Planning Day	Prof. Dev.	3	0	Grading Period Ends
16-Apr	0	0	0	0	0	5	0	
23-Apr	0	0	0	0	0	5	0	
30-Apr	0	0	0	0	0	5	0	
7-May	0	0	0	0	0	5	0	
14-May	0	0	0	0	0	5	0	
21-May	0	0	0	0	0	5	0	
28-May	Holiday	0	0	0	0	4	0	
4-Jun	0	0	0	0	0	5	0	
11-Jun	0	0	0	Planning Day	Planning Day	3	0	Grading Period Ends
Totals	0	0	0	0	0	172	0	

District Professional Development Days - Allowable Hours = 30

Quarter Calendar 2006-2007							
Mon - First and Second Semester				Wednesday and Assemblies			
	Start Time	End Time	Instructional Minutes	Period Label	Start Time	End Time	Instructional Minutes
1	8:05	8:55	50	1	8:05	8:55	50
2	8:59	9:54	55	2	8:59	9:49	50
3	9:58	10:48	50	SS	9:53	10:43	50
4	10:52	11:42	50	3	10:47	11:37	50
Lunch	11:42	12:22	40	4	11:41	12:31	50
5	12:26	13:16	50	Lunch	12:31	13:12	41
6	13:20	14:10	50	5	13:16	14:06	50
			0	6	14:10	15:00	50
Instructional Minutes			305	Instructional Minutes			350
Tuesday-Friday - First Semester				Late Opening-Inclement Weather			
Period Label	Start Time	End Time	Instructional Minutes	Period Label	Start Time	End Time	Instructional Minutes
1	8:05	9:03	58	1	10:15	10:46	31
2	9:07	10:11	64	2	10:51	11:22	31
3	10:15	11:13	58	3	11:27	11:58	31
4	11:17	12:15	58	4	12:03	12:34	31
Lunch	12:15	12:56	41	Lunch	12:34	13:12	38
5	13:00	13:58	58	5	13:17	13:48	31
6	14:02	15:00	58	6	13:53	14:24	31
			0	7	14:29	15:00	31
Instructional Minutes			354	Instructional Minutes			217
Wednesday and Assemblies - First Semester				Finals Schedule-Semester			
Period Label	Start Time	End Time	Instructional Minutes	Periods	Start Time	End Time	Instructional Minutes
1	8:05	8:55	50	1-4	8:30	9:30	60
2	8:59	9:49	50	2-5	9:45	10:45	60
SS	9:53	10:43	50	3-6	10:55	11:55	60
3	10:47	11:37	50				
4	11:41	12:31	50				
Lunch	12:31	13:12	41				
5	13:16	14:06	50				
6	14:10	15:00	50				
Instructional Minutes			350	Instructional Minutes			180

Source: PPS Office of Student, Family, and School Support

C. Literature Review Summary

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Cotton, Kathleen. *Educational Time Factors*. NW Archives, Regional Educational Library. November 1989

Smith, BetsAnn. *It's About Time: Opportunities to Learn in Chicago's Elementary Schools*. Consortium on Chicago Schools Research, December 1998

Key State Education Policies on PK-12 Education: 2004 Council of Chief State School Officers, July 2004

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Making Time Count. A Policy Brief by WestEd, 2001

2001 Budget Analysis - Longer Middle School Year. California Legislative Analyst's Office, Analysis of the 2001-02 Budget Bill

Black, Susan. *Time for Learning: Education Takes Time - not just for course work but for reflection*. American School Board Journal, September 2002

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Metzker, Bill. *Time and Learning*. Clearinghouse on Educational Policy and Management, College of Education, University of Oregon, March 2003

Aronson, Julie; Zimmerman, Joy; Carlos, Lisa. *Improving Student Achievement by Extending School: Is it Just a Matter of Time?* WestEd, 1998

Silva, Elena. *On The Clock: Rethinking the Way Schools Use Time*. Education Sector, January 2007

D. Reported Instructional Time 2006-07

2006-07 School Year

School	PK-K	Gr. 1-3	Gr. 4-5	Gr. 6-8	Gr. 9-12
	405 Hrs	810 Hrs	900 Hrs	900 Hrs	990 Hrs
Abernethy	842.50	955.50	955.50		
Access	946.33	946.33	946.33	885.32	
Ainsworth	980.00	998.00	1092.00		
Alameda	915.17	949.50	942.50		
Arleta	953.67	953.67	953.67	953.67	
Astor	913.25	913.25	955.50	955.50	
Atkinson	896.00	911.75	953.25		
Beach	1108.92	1108.92	1108.92	1108.92	
Beach Immersion	1108.92	1108.92	1108.92	1108.92	
Boise-Eliot	964.00	964.00	964.00	964.00	
Bridger	969.53	969.53	969.53	969.53	
Bridlemile	490.00	932.67	989.33		
Buckman	948.95	965.69	965.69		
Capitol Hill	975.50	975.50	975.50		
Chapman	881.75	897.50	939.00		
Chief Joseph	949.83	949.83	950.50		
Clarendon	948.50	948.50	948.50	948.50	
Clark	936.08	952.83	952.83		
Creative Science	969.53	969.53	969.53	969.53	
Creston	939.00	955.50	955.50	955.50	
Duniway	887.15	887.50	901.75		
Faubion	969.58	969.58	969.58	969.58	
Forest Park	939.00	939.00	939.00		
Glencoe	458.83	927.33	927.33		
Grout	942.00	942.00	942.00		
Hayhurst	452.50	925.33	925.33		
Hollyrood	933.00	933.00			
Humboldt	1007.00	1025.00	1025.00	1025.00	
Irvington	902.00	983.00	1024.00	1024.00	
James John	898.00	914.00	928.08		
Kelly	983.67	983.67	983.67		
King	1048.00	1048.00	1066.75	1066.75	
Laurelhurst	955.50	955.50	955.50		
Lee	897.50	913.25	941.42	941.42	
Lent	856.41	900.08	943.41	943.41	
Lewis	925.17	941.42	969.58		
Llewellyn	924.50	941.00	941.00		
Maplewood	440.80	947.24	947.24		
Markham	907.62	907.62	928.25		
Marysville	898.00	939.50	980.50	980.50	
MLC	842.00	842.00	842.00	842.00	935.00
Odyssey	938.92	950.08	950.08	983.50	
Peninsula	842.50	867.60	955.50	955.50	
Richmond Immers.	913.58	913.58	969.58		
Rieke	899.83	899.83	941.58		
Rigler	922.50	1022.00	1022.00	1022.00	
Rosa Parks	969.58	969.58	969.58	969.58	
Rose City Park	871.00	913.25	955.50		
Sabin	946.33	946.33	946.33	916.25	

School	PK-K	Gr. 1-3	Gr. 4-5	Gr. 6-8	Gr. 9-12
	405 Hrs	810 Hrs	900 Hrs	900 Hrs	990 Hrs
Scott	918.67	916.67	918.67	918.67	
Sitton	914.00	914.00	914.00		
Skyline	461.42	952.00	952.00	952.00	
Stephenson	472.75	887.33	942.66		
Sunnyside Envir.	1016.67	1050.42	1050.42	1083.17	
Vernon	969.58	969.58	969.58	969.58	
Vestal	525.00	913.25	955.50	955.50	
Whitman	952.83	983.67	983.67	983.67	
Winterhaven	895.33	911.33	919.63	919.63	
Woodlawn	983.67	983.67	983.67	983.67	
Woodmere	980.50	997.75	997.75		
Woodstock	452.50	955.50	955.50		
Beaumont				959.00	
Binnsmead				932.97	
daVinci Arts				930.70	
Fernwood				943.07	
George				1030.62	
Gray				963.52	
Gregory Heights				1094.50	
Hosford Intern'l				917.00	
Jackson				969.70	
Kellogg				972.40	
Lane				1096.97	
Mt. Tabor				922.50	
Ockley Green	980.50	997.75	997.75	997.75	
Portsmouth				1011.83	
Sellwood				932.32	
East Sylvan				926.84	
West Sylvan				926.84	
Tubman				903.25	
Benson					978.92
Cleveland					974.12
Franklin					975.27
Grant					980.37
Jefferson					999.65
Alliance/Meek.					N/A
Lincoln					969.00
Madison					972.95
Biz-Tech					976.45
Pauling AIS					978.93
Renaissance Arts					976.52
POWER					1003.18
ACT					1003.18
SEIS					1003.18
Wilson					971.65

Source: Portland Public Schools, Office of School, Family, and School Support, Compliance Officer

NOTE: Does not include two extra school days added by the School Board.

E. Instructional Time Assurance Form

Compliance with OAR 581-022-1620—Required Instructional Time

Directions: Based on the 2006-07 calendar (i.e., quarter, trimester or year round) your school follows, the school bell schedule and any approved waivers, **compute the total amount of instructional time for your school for this year and send an assurance form to the Compliance Office** located in Room 227 at the BESC via the PONY (internal district mail system). The **Required Instructional Time assurance form (signed by the building administrator) must be received no later than September 15, 2006.**

Minimum Amount of Instructional Time Per Year				Maximum Time Per Day			
Grades	9-12	990 Hours	59,400 Minutes	Grades	9-12	7.0 Hours	540 Minutes
Grades	4-8	900 Hours	54,000 Minutes	Grades	4-8	6.5 Hours	390 Minutes
Grades	1-3	810 Hours	48,600 Minutes	Grades	1-3	6.0 Hours	360 Minutes
Grades	K	405 Hours	24,300 Minutes	Grades	K	6.0 Hours	360 Minutes

Activities That May Be Counted as Instructional Time	Activities That May NOT Be Counted as Instructional Time
<ul style="list-style-type: none"> ✓ School Assemblies ✓ Student Orientations ✓ Teacher Conferences ✓ Other Instructional Related Activities 	<ul style="list-style-type: none"> • Transportation <i>TO</i> and <i>FROM</i> School • Passing Time Between Classes • Non-Instructional Lunch • Times/Events where attendance is not required for students (e.g., optional activities that occur when other students are not attending school)

Other Activities or Events That Can Be Considered...	Activities or Events That CANNOT Be Counted . . .
<p>When approved by the Board of Education:</p> <ul style="list-style-type: none"> ✓ Up to 30 hours to accommodate Staff Development Activities, Pupil Transportation Schedules or Local Program Scheduling Arrangements; ✓ Up to 14 hours of Emergency School Closures due to adverse weather conditions and/or facility failures; ✓ The instructional time requirements for twelfth grade students may be reduced by an amount of time not to exceed 30 hours of instructional time. 	<ul style="list-style-type: none"> • Activities related to the Opening and Closing of School <ul style="list-style-type: none"> ➤ Grade Reporting ➤ Program Planning ➤ Teacher Planning Days • Staff Meetings • Scheduled school day when one or more grade levels is excused from attending school and is not engaged in an off-campus educational activity

Assurance that My School Meets the OAR 581-022-1620 Instructional Time Requirements

Signature of School Administrator: _____ Date: _____

Cluster: _____ Contact Information: _____

School Name

Note: On June 30, 2007, the school administrator must submit the actual instructional hours for the 2006-07 school year by the appropriate grade configurations (i.e., K, 1-3, 4-8, 9-12) to the Compliance Office. Management Information must submit the actual instructional hours by grade configuration in a comprehensive report to the Oregon Department of Education.

