



Thank you for your request to our REL Reference Desk regarding evidence-based information about the effectiveness of providing extended literacy instructional time for elementary students. Ask A REL is a collaborative reference desk service provided by the ten regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research based education questions.

The information below represents the most rigorous research available. Researchers consider the type of methodology and give priority to research reports that employ well described and thorough methods. The resources were also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource

Question: *Our state is working to require an additional hour of reading instruction for students in the elementary schools with the lowest performance in reading across the state. Is there evidence based research to affirm that providing extended literacy instructional time for elementary students can provide a benefit in student reading performance?*

Search Process

Key words and search strings used in the search: instructional time AND achievement; expanded learning time AND schools; instructional time AND elementary schools

Search databases and websites: Google Scholar (<http://scholar.google.com>), ERIC (<http://www.eric.ed.gov>)

Sample Citations Retrieved:

Baker, D. P., Fabrega, R., Galindo, C., & Mishook, J. (2004). Instructional time and national achievement: Cross-national evidence. *Prospects* 34(3), 311–334. Retrieved from <http://link.springer.com/article/10.1007%2Fs11125-004-5310-1?LI=true#>

Summary/Abstract

This article examines what we know about the influence of instructional time on achievement, particularly from the perspective of national implementation of schooling and national levels of achievement in mathematics. The report is in four sections. The first section provides a brief introduction to the idea of instructional time as a fundamental educational resource in the implementation of mass compulsory schooling. The second section reviews some past research exploring the relationship between instructional time and achievement. This section ends with a focus on specific research about how the economic development of a country can condition the



relationship between instructional time and mathematics achievement across national school systems. The third section presents some original analyses of cross-national data to further illustrate these ideas. The final section provides some policy recommendations.

Abt Associates Inc. (2011, February). *Evaluation of the expanded learning time initiative year four integrated report: 2009-10 Annual Report: Volume I*. Retrieved from [http://www.abtassociates.com/reports/FINAL MA ELT Report Volume I%20 2 16 1 1.pdf](http://www.abtassociates.com/reports/FINAL%20MA%20ELT%20Report%20Volume%20I%202011.pdf)

Summary/Abstract

The Massachusetts Department of Elementary and Secondary Education (ESE) has supported a multi-year study of the Expanded Learning Time (ELT) initiative to learn about the process and impact of ELT. Abt Associates Inc. is conducting this research. The study has two components: 1) a planning and implementation component that explores the decision-making phase and subsequent execution of ELT in funded schools; and 2) an outcomes component that examines the outcomes of ELT for schools, teachers, and students. The overall ELT evaluation is guided by three research questions: (1) How has expanded learning time been implemented in schools that receive ELT grants?; (2) What are the outcomes of expanded learning time for schools, students, and teachers?; and (3) What is the relationship between implementation and outcomes?

Corey, D. L., Phelps, G., Ball, D. L., Demonte, J., & Harrison, D. (2012). Explaining variation in instructional time: An application of quantile regression. *Educational Evaluation and Policy Analysis*, 34, 146-163. doi:10.3102/0162373711431098

Summary/Abstract

This research is conducted in the context of a large-scale study of three nationally disseminated comprehensive school reform projects (CSRs) and examines how school- and classroom-level factors contribute to variation in instructional time in English language arts and mathematics. When using mean-based OLS regression techniques such as Hierarchical Linear Models (HLM), we found that CSR programs did not have the expected effects on instructional time. However, when using Quantile Regression to estimate the effects at the lower end of the distribution of instructional time, we found substantial effects. These effects were strongest for the subjects that were the focus of the school interventions.

McMurrer, J. (2008, February). *NCLB Year 5: Instructional time in elementary schools: A closer look at changes for specific subjects*. Center on Education Policy. Retrieved from: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=309>



Summary/Abstract

This report examines the magnitude of changes in instructional time in elementary schools in the years since NCLB took effect in 2002, and is a follow up report to Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era that was issued by CEP in July 2007.

Rocha, E. (2008). *Expanded learning time in action: Initiatives in high-poverty and high-minority schools and districts*. Center for American Progress. Retrieved from <http://www.americanprogress.org/issues/2008/07/pdf/elt1.pdf>

Summary/Abstract

This report examines whether high-poverty and high-minority schools and districts are rethinking the school calendar, if they are adding learning time to the calendar in a significant way, and if they are using learning time differently. To address these questions, the Center for American Progress has conducted research over a two-and-a-half year period to identify and study schools and districts across the country with more learning time. This report identifies more than 300 current initiatives in high-poverty and high-minority schools across 30 states, implemented between 1991 and 2007. It also offers snapshots of school and district initiatives that incorporate additional learning time into the school calendar.

Referrals

Organization: National Center on Time & Learning (<http://www.timeandlearning.org>)

Federally Funded Resources:

U.S. Department of Education: www.ed.gov

Publication search engine available at: <http://ies.ed.gov/pubsearch/>

What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc>

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