Advocating for Equity Across All Levels of Government

DIMENSION 5:
INSTRUCTIONAL TIME & ATTENTION

ALLIANCE FOR RESOURCES EQUITY
Uniting advocates and education leaders to unlock excellence for every student
DIMENSION 5:

INSTRUCTIONAL TIME & ATTENTION

THE VISION: Each student — including students of color and students with higher needs — gets the combination of high-quality instructional time and teacher attention they need through evidence-based approaches, so all students can reach high standards and thrive.

KEY QUESTION

5.1 Does each student who needs more high-quality instructional time receive it?

Federal

- Congress authorizes, oversees, and funds federal programs that support instructional time and attention, such as:
  - Title I of the Every Student Succeeds Act (ESSA) to support students from low-income backgrounds
  - ESSA Title III to support students who are English learners
  - ESSA Title IV funding, which can be used for after-school and extended school year programming
  - The Individuals with Disabilities Education Act (IDEA) to support students with disabilities

- The US Department of Education:
  - Distributes federal education funding to states and monitors states’ distribution of those funds to school districts
  - Provides guidance and technical assistance, primarily to state education agencies, about how federal education funds can and should be used

State

- State legislatures can:
  - Create and fund categorical and competitive grant programs to support education initiatives and priorities, such as tutoring or expanded learning time
  - In most states, work with state boards of education to set requirements for the minimum number of qualified instructional days or hours in a school year and determine school year start and end dates

- State education agencies can:
  - In some states, set statewide requirements for instructional hours above the legislated minimum
  - In some states, set minimum instructional times
  - Issue guidance to school districts and leaders on school-level scheduling, including how to situate academic supports (e.g., special education, language support, and other specialized programming) during the school day and throughout the year
LEVELS OF GOVERNANCE: INSTRUCTIONAL TIME & ATTENTION

School District

- **School district administrators** can:
  - In some states, set requirements for minimum instructional hours above the legislated minimum and state agency requirements
  - Often determine school year start and end dates
  - Work with teachers’ unions to determine how much time teachers spend instructing students and ensure teachers have adequate time for planning and professional development
  - Issue guidance to school leaders on approaches to school-level scheduling, including how to integrate academic supports during the school day and throughout the year
  - Establish extended school day, extended school year, and/or summer programming, determine the duration of such programs, and decide which students are eligible to attend

- Issue guidance about how state funds can and should be used, including funding for additional instructional time

School

- **School leaders** can:
  - Establish school schedules within district parameters and determine how long classes are, how many classes students take, and which classes teachers are teaching
  - Help teachers identify students for tutoring and other programs that provide additional instructional time
  - Work with teachers to monitor students’ academic needs and match them with appropriate supports (e.g., additional instructional time)
  - **Teachers** determine how much time to devote to curriculum instruction and assignments
  - **School counselors and programmers** support school leaders to consider students’ needs and aspirations and place them into classes

**KEY QUESTION**

5.2

Does each student who needs more high-quality instructional attention receive it?

Federal

- **Congress** authorizes, oversees, and funds federal programs that support instructional time and attention, such as:
  - Title I of the Every Student Succeeds Act (ESSA) to support students from low-income backgrounds
  - ESSA Title III to support students who are English learners
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- **The US Department of Education**:
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The Individuals with Disabilities Education Act (IDEA) to support students with disabilities
### State

- **State legislatures and state boards of education** can include pre-service and in-service teacher training on high-quality and culturally relevant practices as a requirement for licensure.

- **State legislatures** can:
  - Establish and fund categorical and competitive grant programs for education initiatives, including programs to provide additional instruction and tutoring.
  - In some states, place limits on maximum or average class sizes in public schools.
  - Require that districts or schools collect and publicly report student-teacher ratios, broken down by grade and course type.
  - Invest in robust longitudinal data systems and require districts or schools to use them to identify trends in teacher preparation and training, student performance, and other elements of high-quality instruction.

- **State education agencies** can:
  - Issue guidance for how schools can and should use state funds to provide students additional instructional attention.
  - Collect data from districts and schools about student-teacher ratios.

### School District

- **School districts** can:
  - Work with teachers’ unions to determine maximum class sizes and pay teachers for providing extended learning opportunities such as tutoring, small group coaching, or summer programming.
  - Pay strong teachers more to teach in areas or subjects where students need extra support.
  - Fund and facilitate extended learning time (extended school day, extended school year, or summer programming).

### School

- **School leaders** can:
  - Establish school schedules for both teachers and students within district parameters.
  - Leverage partnerships with community organizations to provide instructional enrichment.
  - Hire additional paid and volunteer staff to provide academic supports, including intensive tutoring.
  - Work with teachers to identify and implement curricula, instructional materials, and assessments.
  - Work with teachers to monitor students’ academic needs to match them with appropriate supports (e.g., more 1:1 support, small group tutoring, etc.).

- **Teachers** can:
  - Create, and place students into, small groups for classroom-based activities.
  - Meet with school counselors, students, and families to discuss individual progress, changes to student schedules, and course planning.