# Advocating for Equity Across All Levels of Government

## INSTRUCTIONAL TIME & ATTENTION

**ALLIANCE** FOR
**RESOURCE**
**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

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

## 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

## 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

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**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
  - 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

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## 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)

- Work with individual schools to determine how to integrate tutoring within the school day and choose who provides it

- Establish, or require schools to establish, methods of assessing student progress, eligibility for extra learning time, and need for additional instruction

- Use data systems to evaluate the academic and non-academic needs of individual students, track what supports students receive, and monitor outcomes over time

- Provide resources to help teachers and support staff assess student progress and identify students' social, emotional, and academic needs (e.g., information on how to create and implement support plans for English learners, students with disabilities, etc.)

- Guide schools' academic schedules and help them integrate specialized supports (e.g., special education, language support, etc.) within the school day and throughout the year

## 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