

Structuring Out-of-School Time to Improve Academic Achievement

Omaha, Nebraska

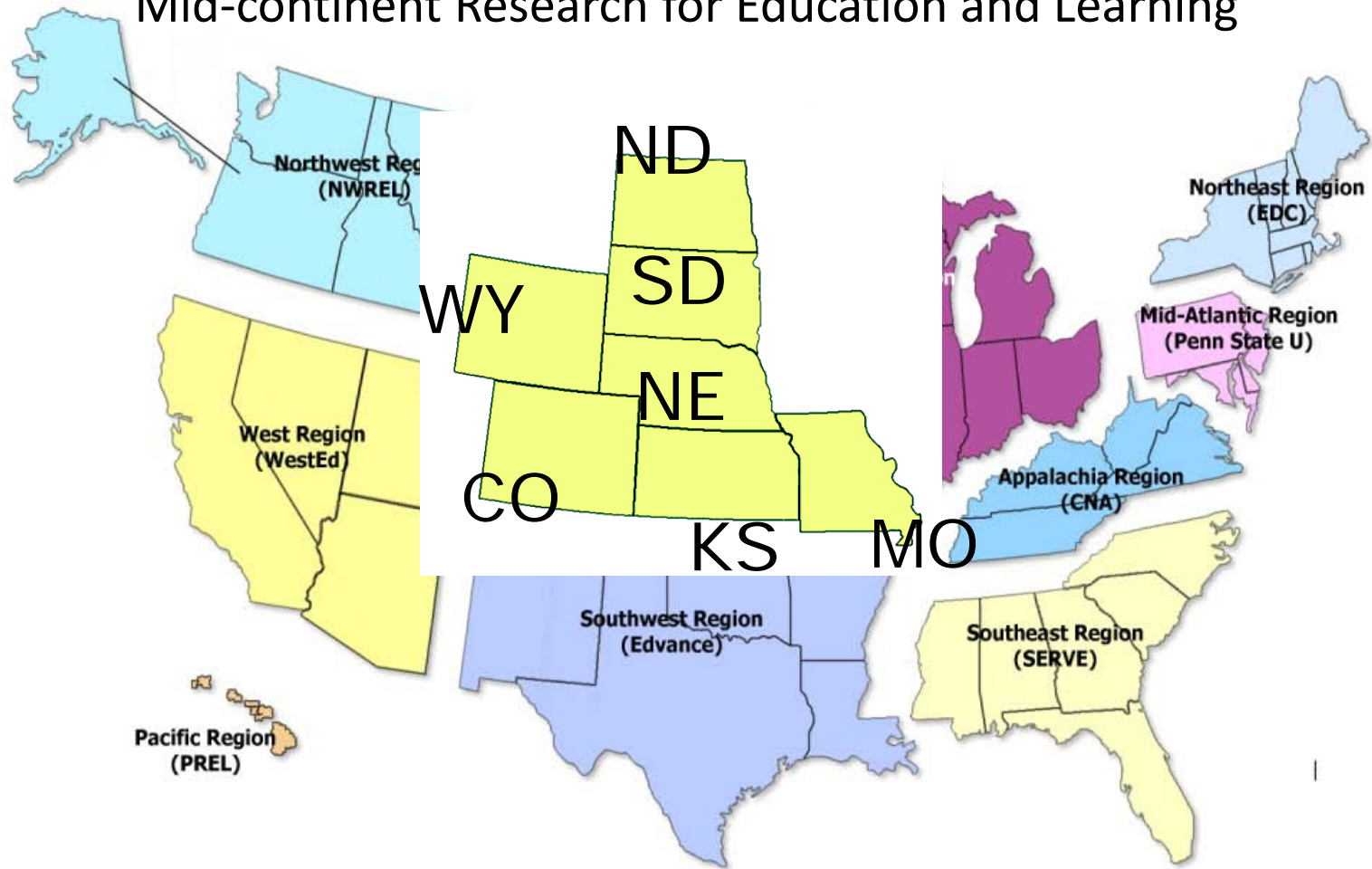
October 6, 2009



A Bridging Research, Policy, and Practice event

Central Region Educational Laboratory

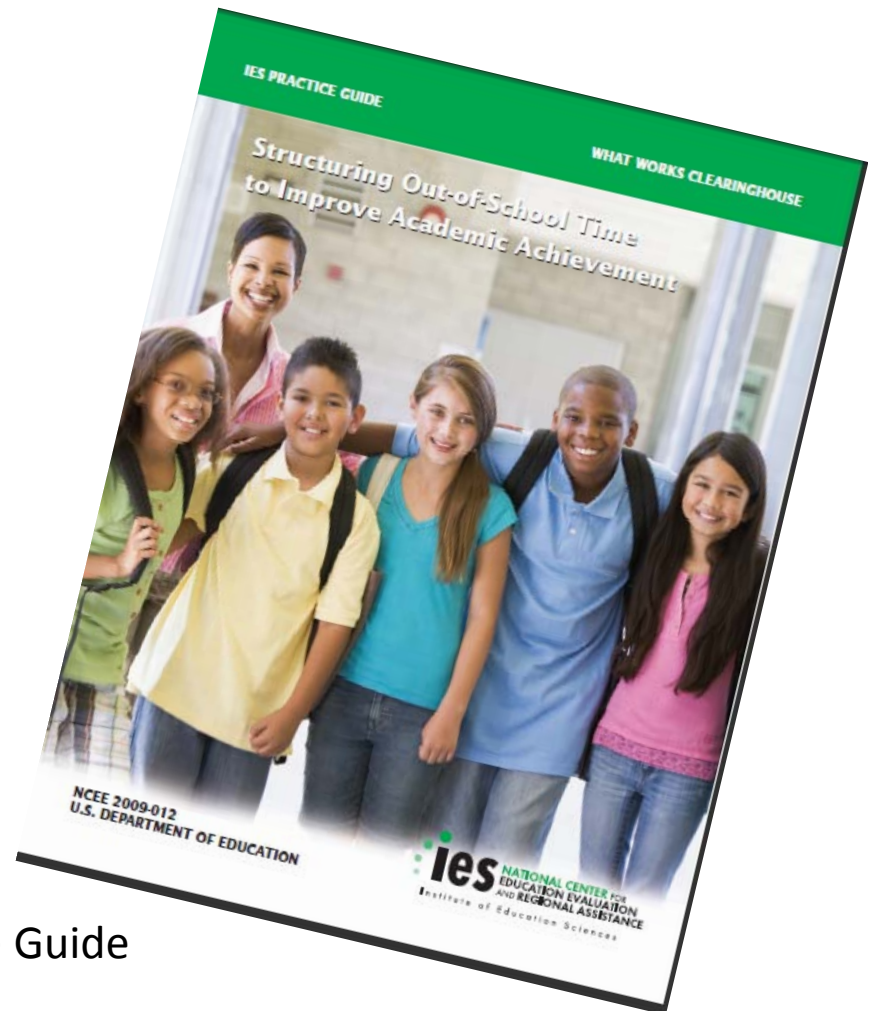
Mid-continent Research for Education and Learning



Structuring Out-of-School Time to Improve Academic Achievement

RECOMMENDATIONS FOR:

- Educators,
- Out-of-school time (OST) program providers
- School and district administrators



An IES Practice Guide

The background of the slide is a grayscale photograph of a study desk. Several hands are visible, some holding pens and writing on papers or notebooks. There are several open books, a small calculator, and other study materials scattered on the desk. The overall scene suggests a collaborative or academic environment.

The Panel of Authors

- Megan Beckett – RAND
- Geoffrey Borman – University of Wisconsin
- Jeffrey Capizzano – Teaching Strategies, Inc
- **Danette Parsley – McREL**
- Steven M. Ross – Johns Hopkins University
- Allen Schirm – Mathematica Policy Research
- Jessica Taylor – Florida Department of Education

Purpose of the Practice Guide

**“concrete recommendations for structuring
an effective OST program**

and

**it illustrates the quality of evidence that
supports these recommendations.”**

Mark Based on Assignment Indicated
In Right Hand Column →

Three Levels of Evidence

1) Strong

2) Moderate

3) Low

NAME	Text No.	M T W T F				M T W T F			
		M	T	W	T	F	M	T	W
SWORTH, BILL	1								
PERSON, BRUCE	3								
OWN, TERRI	4								
OWN, WENDY									
ETER, LINDSAY									
TLIN, ALEX	6								
DOI, ANDREW	7								
AVIES, BOB	8								
ARNER, CINDY	9								
OODWIN, BOB	10								
OWAN, ROBIN	11								
HUNT, ANTHONY	12								
NGLIYEN, LAURA	13								
NICKELS, BREI	14								
O'NEILL, ARON	15								
ARDS, KENT	16								
	17								



STRONG RATING

Refers to consistent and generalizable evidence that an intervention strategy or program improves outcomes.

Moderate Rating

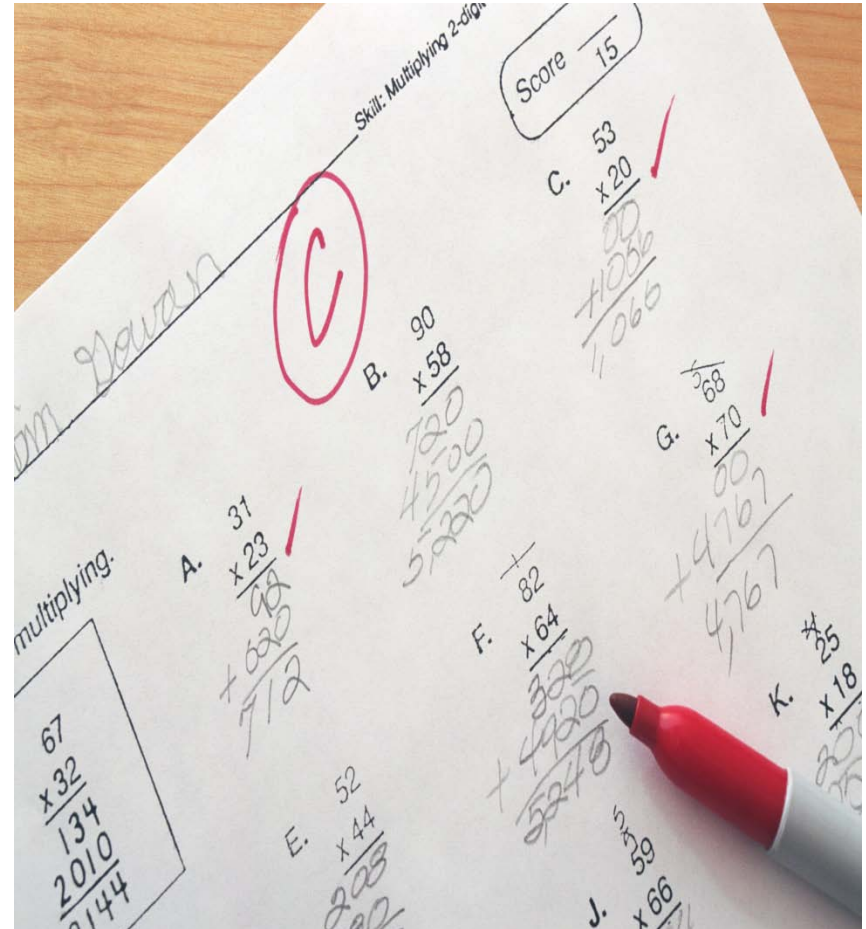


Refers to either

- evidence from studies that allow strong causal conclusions but cannot be generalized to the population
- or
- evidence from studies that are generalizable but have more causal ambiguity

Low rating

Refers to expert opinion based on reasonable extrapolations from research and theory on other topics
and
evidence that is not strong or moderate



Basis for Ratings: What Works Clearinghouse Standards

- **Meets Evidence Standards**
 - **Meets Evidence Standards with Reservations**
 - **Does Not Meet Evidence Screens**
- 
- A row of yellow pencils of varying heights is positioned at the bottom of the slide. Above the pencils, a red line graph is plotted on a light orange grid background. The line starts at a low point on the left, rises to a peak, dips slightly, rises to a higher peak, and then dips again towards the right. The line passes through the text of the second and third bullet points.

Table 2. Recommendations and corresponding levels of evidence

Recommendation	Level of evidence
Design	
1. Align the OST program academically with the school day.	Low
2. Maximize student participation and attendance.	Low
Instruction	
3. Adapt instruction to individual and small group needs.	Moderate
4. Provide engaging learning experiences.	Low
Evaluation	
5. Assess program performance and use the results to improve the quality of the program.	Low

Scope of the Guide

PROGRAMS

elementary and middle school students



in partnership with school or district



to improve academic outcomes

Assumptions about Program Components

- Transportation
- Materials/ Curricula
- Place
- Staff
- Hours



Guide Does **NOT** Address

- Most effective timing
- Instructional strategies/teaching practices
 - Cost implications
- Behavioral management

Recommendations

1. Align the OST program academically with the school day.	Program Design
2. Maximize student participation and attendance.	
3. Adapt instruction to individual and small group needs.	Program Delivery (Instruction)
4. Provide engaging learning experiences.	
5. Assess program performance and use the results to improve the quality of the program.	Program Evaluation

Recommendation 1: Strategies

Align the OST program academically with the school day

- Use OST program coordinators to develop relationships and maintain ongoing communication between schools and the OST program.
- Designate a school staff person to coordinate communication with OST programs and help them support school needs.

Recommendation 1: Strategies

(continued)

- Connect OST instruction to school instruction by identifying school-based goals and learning objectives.
- Coordinate with the school to identify staff for OST programs.



Potential Roadblocks

Recommendation 2: Strategies

Maximize student participation and attendance

- Design program features to meet the needs and preferences of students and parents.
- Promote awareness of the OST program within schools and to parents.
- Use attendance data to identify students facing difficulties in attending the program.



Potential Roadblocks

Recommendation 3: Strategies

Adapt instruction to individual and small group needs

- Use formal and informal assessment data to inform academic instruction.
- Use one-on-one tutoring if possible; otherwise, break students into small groups.
- Provide professional development and ongoing instructional support to all instructors.

Recommendation 4: Strategies

Provide engaging learning experiences

- Make learning relevant by incorporating practical examples and connecting instruction to student interests and experiences.
- Make learning active through opportunities for collaborative learning and hands-on academic activities.
- Build adult-student relationships among OST participants.



Potential Roadblocks

Recommendation 5: Actions

Assess program performance and use the results to improve the quality of the program.

- ☐ Develop an evaluation plan.
- ☐ Collect program and student performance data.
- ☐ Analyze the data and use findings for program improvement.
- ☐ Conduct a summative evaluation.

For more information



- <http://dww.ed.gov/index.cfm>

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