

# Findings from the Quality Time Analysis: A Report to the Oklahoma State Department of Education

**Lisa Pryor, Assistant State Superintendent  
Innovation, Support, and Alternative Education**

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# Background

- **Summer 2007** – Superintendent Garrett’s State of Education Address
- **Fall 2007** – Time Reform Task Force
- **Winter 2008** – State Board adopts rule
- **Summer 2008** – Superintendent Garrett’s State of Education Address and launch of the Quality Time Analysis tool and process with the National Center on Time and Learning
- **School Year 2008-2009** – Quality Time Analysis process conducted in schools

# Findings - Hours

- “On average, school sites report that only three quarters of their allotted time (74.5%) – an average of about 885 hours per year – is dedicated to instruction.”
  - Number of instructional hours per year:
    - Low 360
    - High 1813
    - Mean 884.1

# Findings - Days

- “Schools report, too, an average year of about 164 days dedicated to instruction, 11 days fewer than Oklahoma’s minimum required calendar of 175 days.”
  - Number of days per year:
    - Low 105
    - High 179
    - Mean 162.4

# Findings - Minutes

- **The number of instructional minutes per day varies.**
  - **Number of minutes per day:**
    - Low 32
    - High 440
    - Mean 323.1

# Findings - Barriers

- “. . . majority of districts seem to perceive that major barriers exist as a result of routine, everyday classroom activities . . .”
- “. . . structural time issues such as non-academic interruptions due to extra-curricular activities, class trips, recess, discipline, and testing . . .”

# Recommendations

- **“The significance of the Quality Time Analysis should not be underestimated. We believe that never before in this country has a state undertaken a project like this.”**
- **“Neither should the complexity of this task at the school level be underestimated. Determining what should be and should not be counted as instructional time takes much thought and discussion among school personnel.”**

# Recommendations

- **Provide additional training sessions**
- **Select and work with pilot sites then replicate**
- **Provide policy and procedure guidelines for schools on optimizing instructional time**
- **Assist individual schools in the implementation of policies and procedures supporting optimal instructional time**
- **Collect data from sites rather than districts**

# The Future

- “The formation and subsequent recommendations of the Time Reform Task Force, together with the enormous amount of work focused on understanding time usage at the site level, *make Oklahoma a pioneer in the emerging field of expanded school time.* The National Center on Time & Learning will continue to follow the time agenda as it plays out in the state of Oklahoma and apply its findings and lessons learned to work in other states.”