Additional Days School Year Overview
August 3, 2022

Key TEA Personnel

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Additional Days School Year (ADSY) Team

Brian Doran
Director of Expanded Learning Models

Andrea Wilborn-Nieto
Manager of Additional Days School Year

Summer Learning Project Manager
Current Hiring!

ADSY Inbox: ADSY@tea.texas.gov

Agenda

- ➢ Additional Days School Year Overview
- ➢ Design Considerations
  - ➢ Option 1: Volunteer Summer Learning
  - ➢ Option 2: Intersessional Calendar
  - ➢ Option 3: Full Year Redesign
- ➢ ADSY Planning and Execution Program
- ➢ Budgeting Considerations
- ➢ Observed and Anticipated Implementation
- ➢ Q&A

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Declining Achievement During Summer Breaks

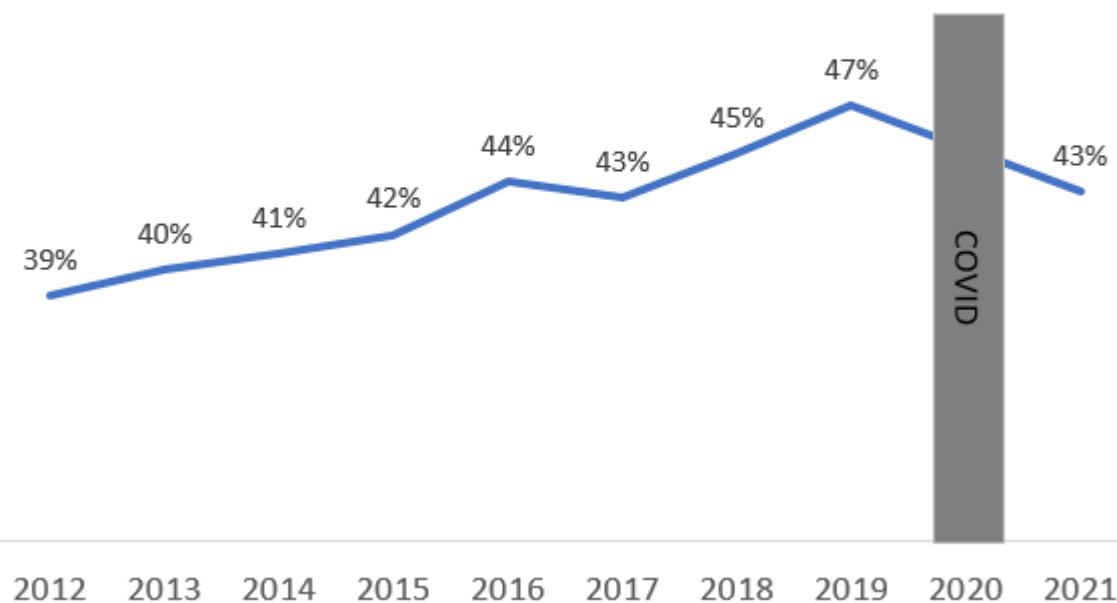**Student achievement levels drop during the summer months, commonly referred to as the "summer slide".**
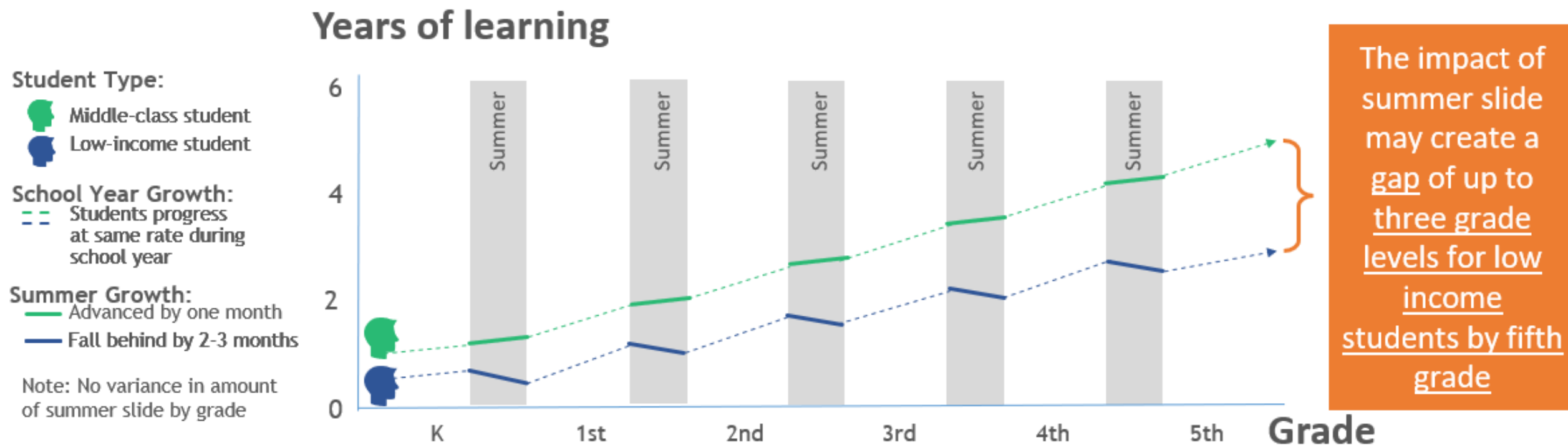
Graph completed by Boston Consulting Group. Source: Cooper, H., Borman, G., and Fairchild, R. (2010). "School Calendars and Academic Achievement" In. J. Meece and J.Eccles (Eds.), Handbook of research on schools, schooling and human development (pp. 342-355). Mahwah, NJ: Eribaum
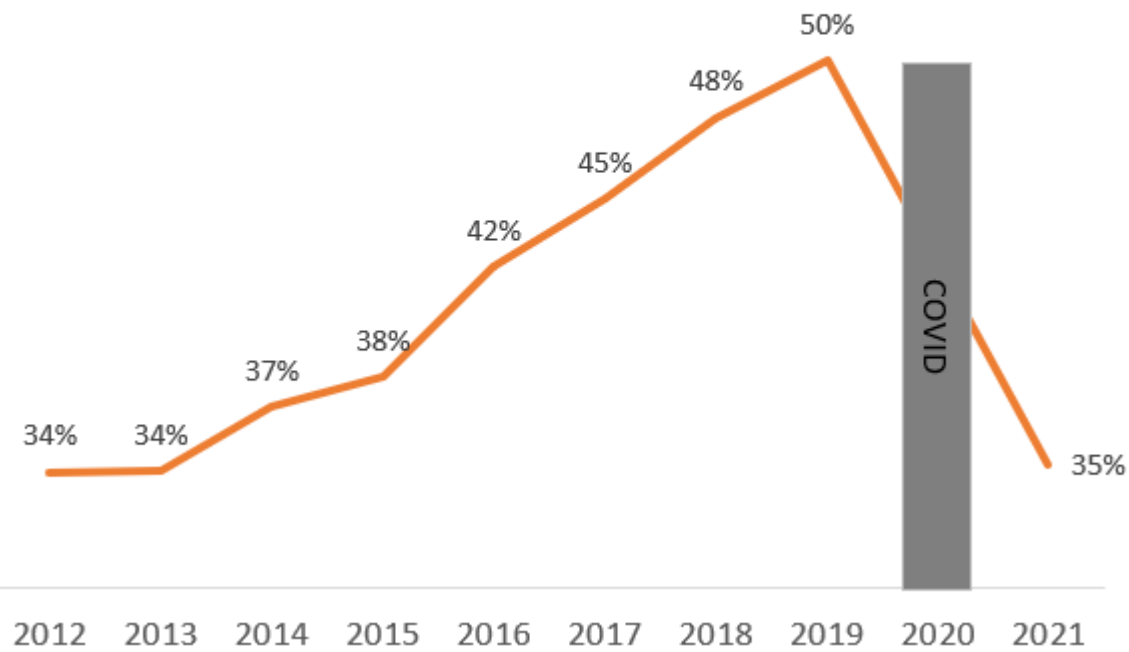
COVID-19 Erased Years of Academic Gains
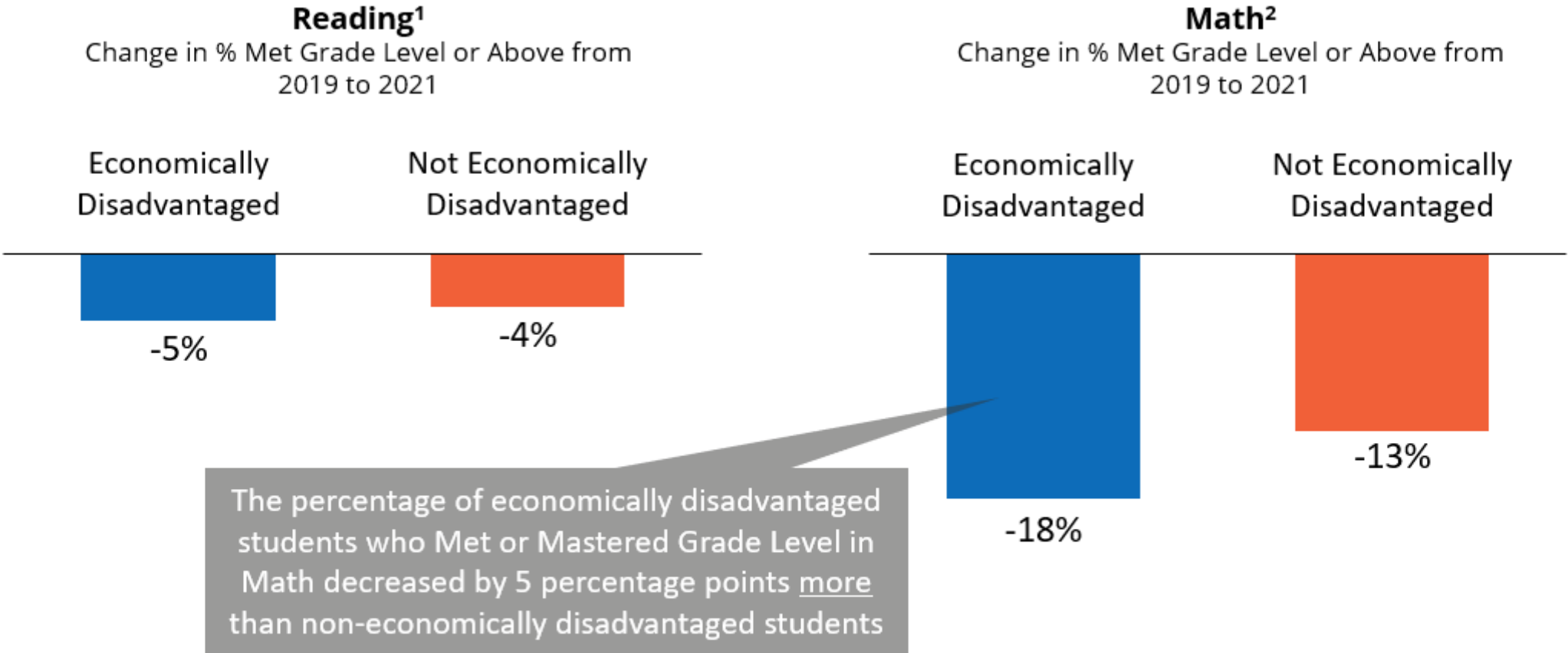

Reading
% Met Grade Level or Above

39% | 40% | 41% | 42% | 44% | 43% | 45% | 47% | COVID | 43%

2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021

Math
% Met Grade Level or Above

34% | 34% | 37% | 38% | 42% | 45% | 48% | 50% | COVID | 35%

2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021

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Economically disadvantaged students experienced greater learning loss in both reading and math

Reading[1]
Change in % Met Grade Level or Above from 2019 to 2021

Math[2]
Change in % Met Grade Level or Above from 2019 to 2021

Economically Disadvantaged	Not Economically Disadvantaged	Economically Disadvantaged	Not Economically Disadvantaged
-5%	-4%	-18%	-13%

The percentage of economically disadvantaged students who Met or Mastered Grade Level in Math decreased by 5 percentage points <u>more</u> than non-economically disadvantaged students

1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments; 2.7M tested students in 2019 with 2M eco. dis. and 2.4M in 2021 with 1.7M eco. dis. 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment; 3.3M tested students in 2019 with 1.7M eco. dis. and 2.9M in 2021 with 1.4M eco. dis. Note: Results for grades 3-5 combine assessments given in Spanish and English. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. | Source: Spring 2019 and Spring 2021 STAAR Data

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To Catch Kids Up, Schools Must Make Significant Changes

Rigorous **instructional materials** designed to make up ground, and designed to work remotely & on campus

Supported teachers who are equipped to deliver excellence, getting more than 1 year of growth in 1 year

More time for the students most in need, including in the summer and with targeted **tutoring**

The Additional Days School Year program *is a key resource for COVID response*

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Additional Days School Year (ADSY)

HB 3 added **half-day formula funding** for school systems that want to add instructional days (beyond a minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).

Minimum 180 Instructional Days

Up to 30 Additional Days

Half-day formula funding
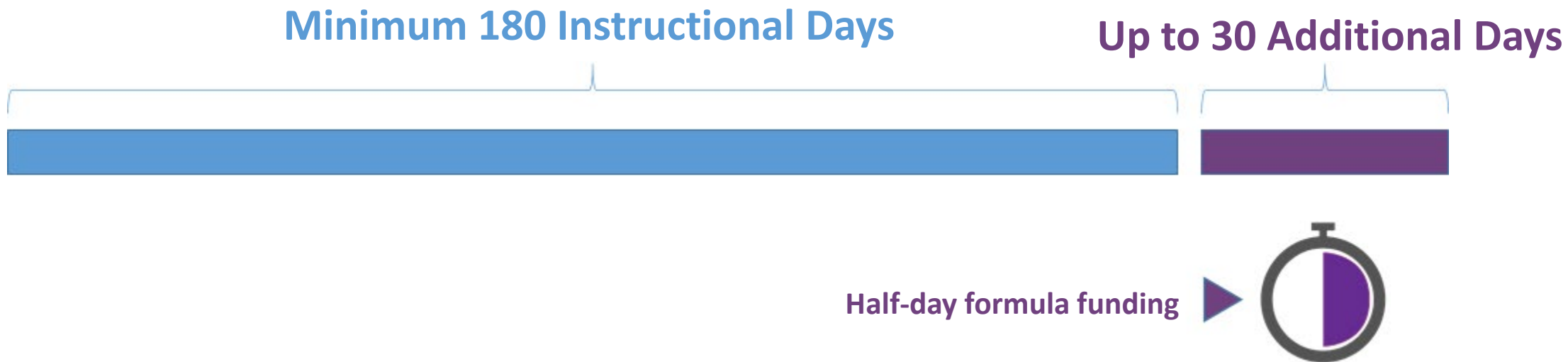
ADSY Eligibility

Serve at least one grade level within **grades PreK-5**

Ensure the **campus academic calendar will have at least 180 instructional days**, not including staff development waivers; ideal calendars also have two bad-weather make-up days identified

Have a **campus academic calendar with at least 75,600 operational minutes**

Be willing to **add up to 30 additional half days of instruction** (ADSY days) to the 180 instructional days in a campus's academic calendar

Have a **certified teacher deliver at least two hours of instruction** on dedicated ADSY days

Host **ADSY days on separate days** from regular instructional calendar days

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ADSY Design Considerations

Option 1: Summer Learning

- **Purpose:** Summer Enrichment
- **Think:** 180-day traditional calendar, and up to 30 days for something additional
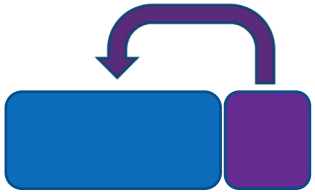
Option 2: Intersessional Calendar

- **Purpose:** Targeted Remediation
- **Think:** 180 days spaced out over the full year, with intermittent breaks for targeted remediation with a subset of students
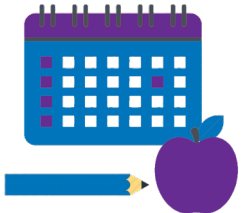
Option 3: Full Year Redesign

- **Purpose:** Rethinking the School Day
- **Think:** A revamped 7x6-weeks calendar, daily schedule changes to increase teacher planning time and student play

Summer Program Example

Snyder ISD – 2021-2022 Calendar
30 Additional Days through Summer Program

Last Day of Academic Year: June 11, 2021

Summer Dates: June 14 – July 30, 2021
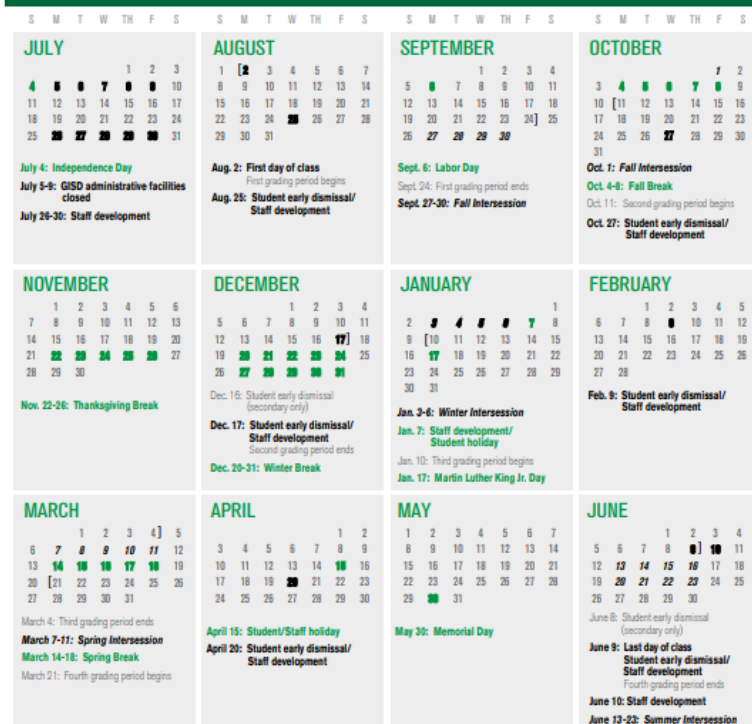*Program follows evidence-based practices from RAND Getting to Work on Summer Learning (minimum of 25 six-hour days)*

Start of Following Year: August 11, 2021

Length of Summer Break: 1.5 weeks for students in Summer Intersession, 8.5 weeks for others

bit.ly/snyder-summer-schedule

Intersessional Calendar Example

Garland ISD – 2021-2022 Calendar
22 Additional Days through Intersessions

Start Date: August 2, 2021

Intersessions:
9/27 – 10/1 – Fall Intersession
1/3 – 1/6 – Winter Intersession
3/7 – 3/11 – Spring Intersession
6/13 – 6/23 – Summer Intersession

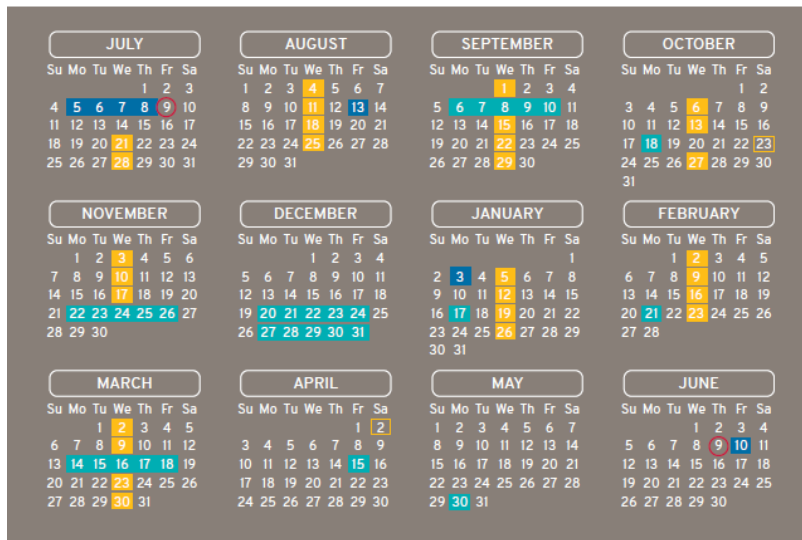**End Date:** 6/9/22 for all students, 6/23/22 for students in Summer Intersession

Length of Summer Break: 7 weeks for students in Summer Intersession, 9 weeks for others

bit.ly/garland-isd-calendar

Full Year Redesign Calendar Example

Aldine ISD – 2021-2022 Calendar
30 Additional Days through Full Year Redesign

Start Date: July 9, 2021

Additional Days: Wednesdays throughout the school year (minimizes attendance risks for non-compulsory ADSY funding)

End Date: 6/9/22

Length of Summer Break: 4 weeks for all students

bit.ly/aldine-isd-calendar

ADSY Planning and Execution Program

ADSY Planning and Execution Program

The ADSY Planning and Execution Program (PEP) is a four-year process for school systems to design, implement, and continuously improve Summer Learning and Full Year Redesign options of the ADSY Initiative. This program is not required to access ADSY funding.

ADSY PEP Components

Program Benefits Involving Use of Grant Funds	Additional Program Benefits
ADSY Project Manager and Steering Committee	**ADSY Strategic Plan Development** (Parts 1 and 2); **Annual Reflection and Revision**
Approved Technical Assistance Vendors	**ADSY Planning and Execution Resources**
ADSY Kickoff Summit and Cohort Learning Community Workshops	**Ongoing Performance Management Framework**
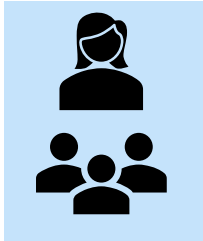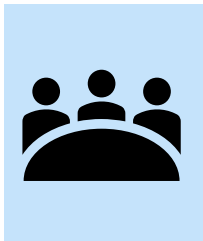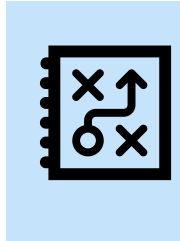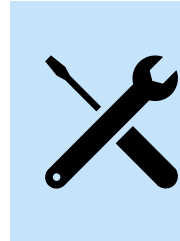
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Budgeting for Summer Learning

Budgeting Tools - Most Common Sources of Summer Funding

Funding Source	Federal vs. State	Type of Funding	Funding Delivery Method	Timing for Receiving Funds	Fund Flexibility Level
21st CCLC	Federal	Competitive Grant	New grants are awarded in grant cycles every 2-3 years	One grant cycle is five years long	HIGH: Funds can be used for academics or enrichment
Additional Days School Year	State	Formula Funding	Foundation School Program	State funding cycle (including settle-up)	HIGH: Funds are dispersed as general revenue
Early Education Allotment	State	Formula Funding	Foundation School Program	State funding cycle	HIGH: Funds must go toward improving student performance
English Learner Summer Program	Federal	Formula Funding	EL units are reimbursed on a prorated basis	Annually	LOW: Funds must be used on instruction
State Compensatory Education	State	Formula Funding	Foundation School Program	State funding cycle	HIGH: Funds must go toward increasing academic achievement and reducing dropout rates
Teacher Incentive Allotment	State	Formula Funding	Foundation School Program	Annually	LOW: Only TIA districts are eligible for this funding. Funds must go toward teacher compensation
Title Funds	Federal	Formula Funding	Drawdowns determined by districts	Drawdowns determined by districts	VARIES: Fund use is determined by Title Fund

Example: Stacking ADSY with 21st CCLC Funds

Hour	Hour One	Hour Two	Hour Three	Hour Four	Hour Five	Hour Six
Programming	Instruction	Instruction	Instruction	Enrichment	Enrichment	Enrichment
Funding Source	ADSY Funding	ADSY Funding	21st CCLC Funding	21st CCLC Funding	21st CCLC Funding	21st CCLC Funding

ADSY funds can be 'stacked' with 21st Century/ACE funds in the same day if they are used as a supplemental aspect to the program.

- ADSY has a minimum instruction requirement of two hours per day
- 21st CCLC requires a four-hour summer day

Fiscal Timeline Considerations

There are fiscal considerations around timing of funds (ADSY) or extending use of ESSER funds. It is critical to bring your finance team along as a core member of the planning committee.

ADSY Attendance Projections – Attendance is projected on a biennial basis. If you did not project ADSY attendance for 2021-2022 or 2022-2023 in the winter of 2020, you can still receive ADSY funds, however it would be in the settle-up process after the year is over.

Fiscal Year Considerations – Districts with a September 1 fiscal year start date who shift to an earlier staff start date may face a doubled-up salary payment scenario. Switching fiscal year start dates to July 1 can help minimize impact if you are experiencing insufficient cash flow.
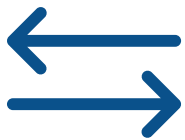
Attaching to Associated School Year – Summer ADSY days can be associated with either the previous school year or the following school year. This impacts the grade levels a campus/LEA would invite to the summer program.

Implementation
Trends

Current ADSY Implementation Trends and Projections

|	
2020-2021 (first year of implementation)	• **59 LEAs** utilized Additional Days School Year • **6 LEAs** went through the ADSY Planning and Execution Program • **326 campuses** ran programming for an average of 19.75 days • **Over $12,000,000** additional funds disbursed
2021-2022 (reporting in August 2022)	• **149 LEAs** indicated intent to implement ADSY through 2020 LPE • **49 LEAs** went through the ADSY Planning and Execution Program • Full data estimated to be available in mid-November
2022-2023	• **150 LEAs** indicated intent to implement ADSY through 2020 LPE • **34 LEAs** will be going through ADSY Planning and Execution Program • **HB 4545** increased demand for supplemental accelerated instruction • **Staffing stresses** have caused some LEAs to reduce academic calendars

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Q&A
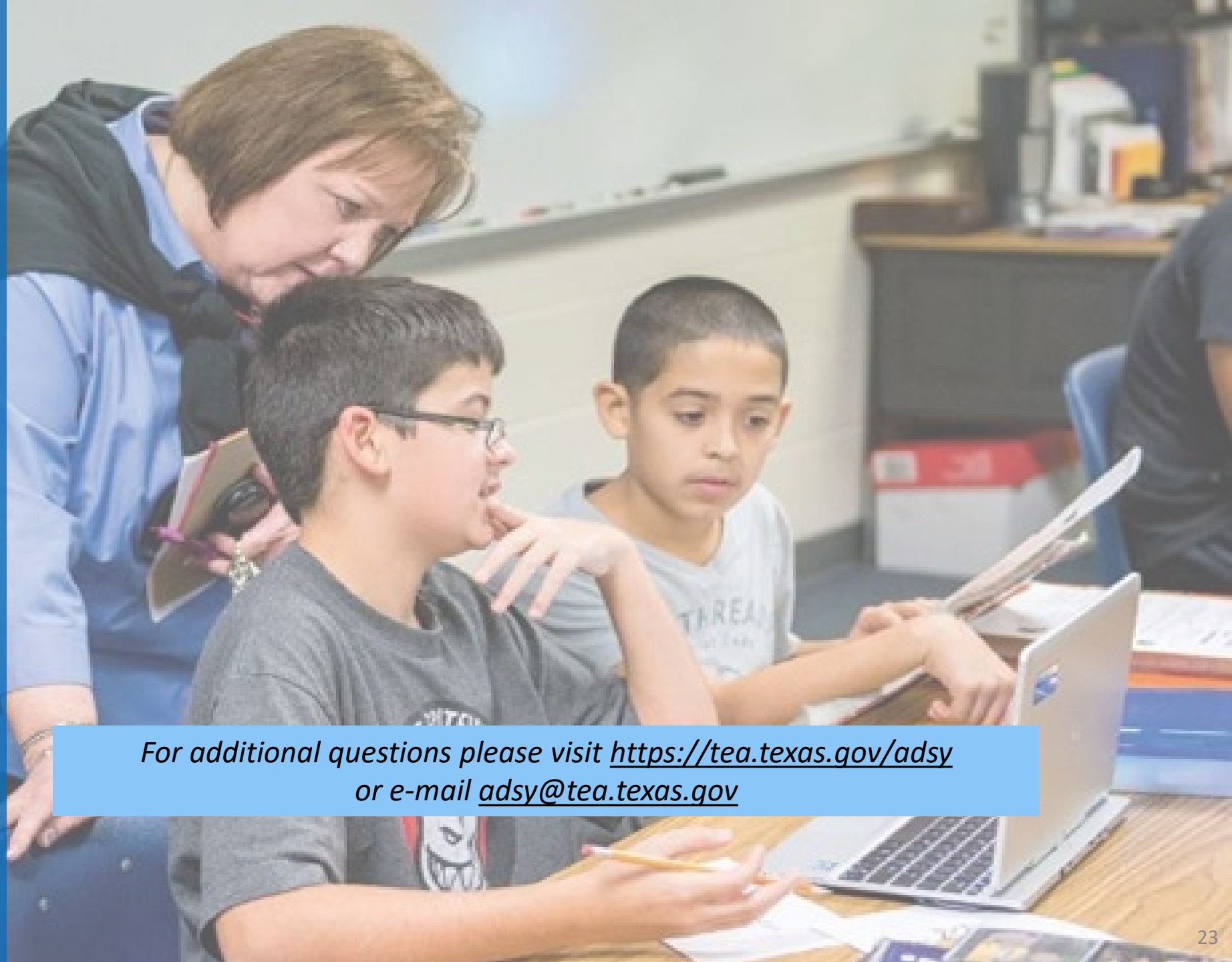
For additional questions please visit https://tea.texas.gov/adsy
or e-mail adsy@tea.texas.gov