

A close-up, slightly blurred photograph of a young child with dark hair, wearing a white t-shirt, looking down at a tablet device. The child's hands are visible near the screen. The background is out of focus, showing some colorful objects.

Additional Days School Year

Summer Slide Is Costly for Our Students

Years of learning

Student Type:

-  Middle-class student
-  Low-income student

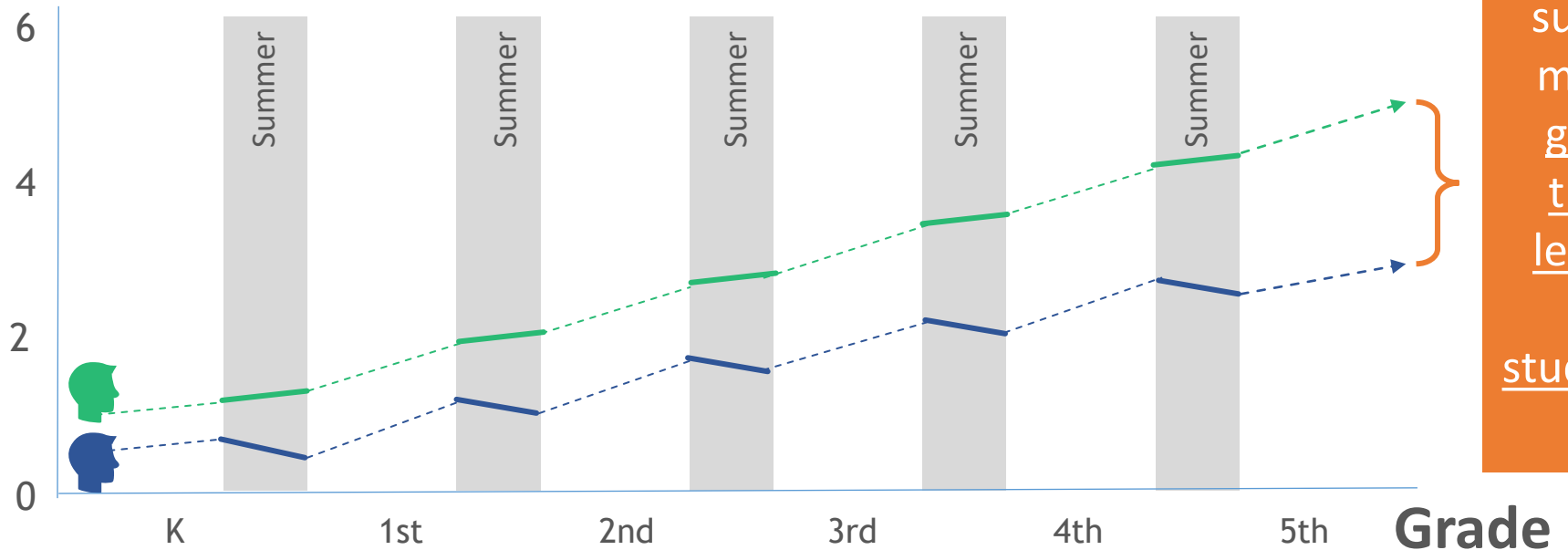
School Year Growth:

-  Students progress at same rate during school year

Summer Growth:

-  Advanced by one month
-  Fall behind by 2-3 months

Note: No variance in amount of summer slide by grade

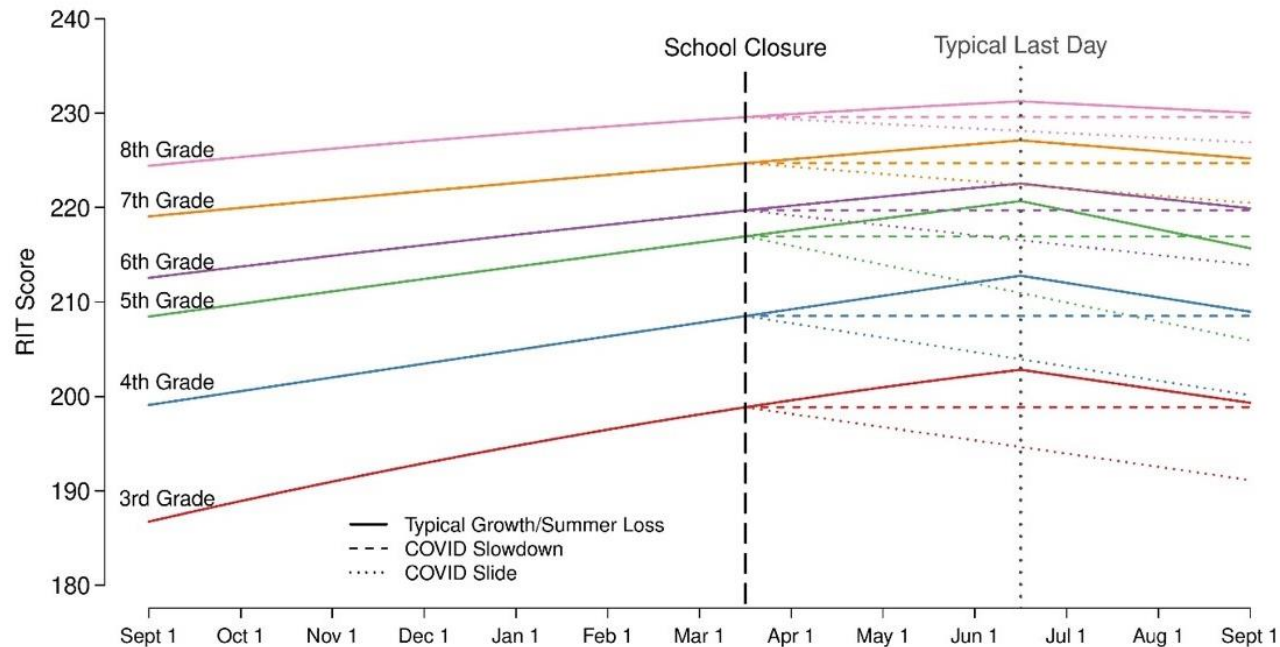


The impact of summer slide may create a gap of up to three grade levels for low income students by fifth grade

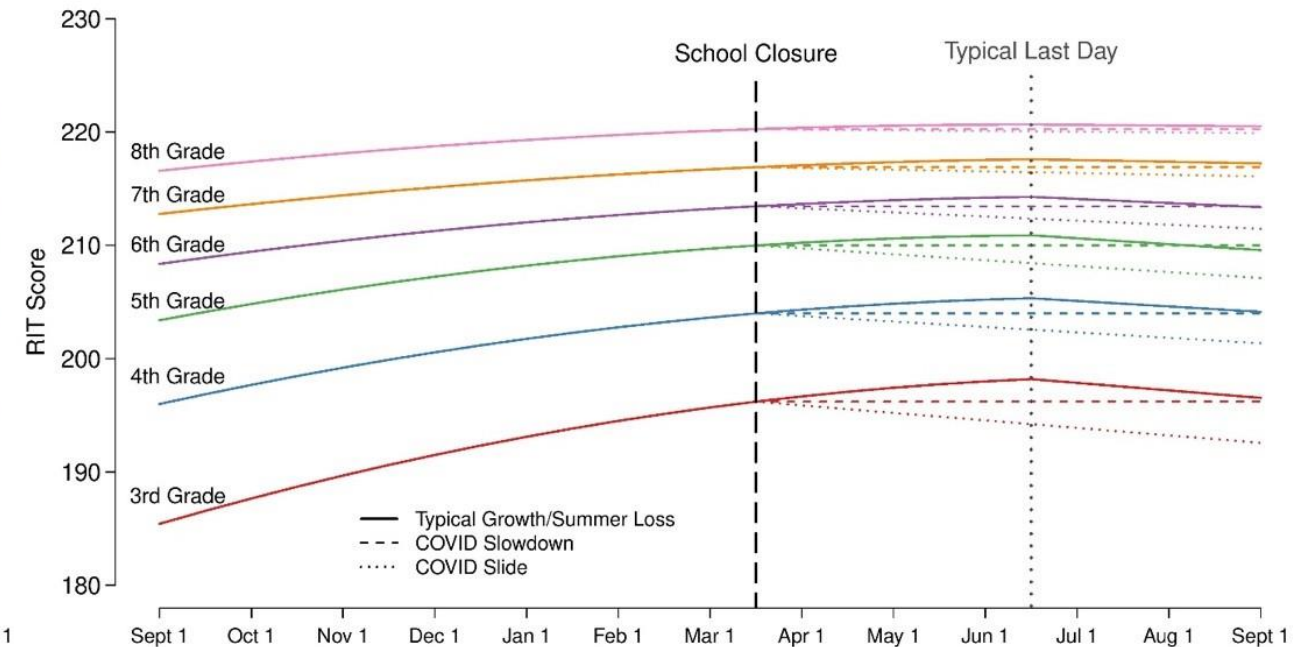
COVID-19 Compounds Summer Slide Impact

After going through the program creation stages, we were faced with a new challenge that increased summer learning loss exponentially: COVID-19 and its associated learning slide.

Mathematics



Reading

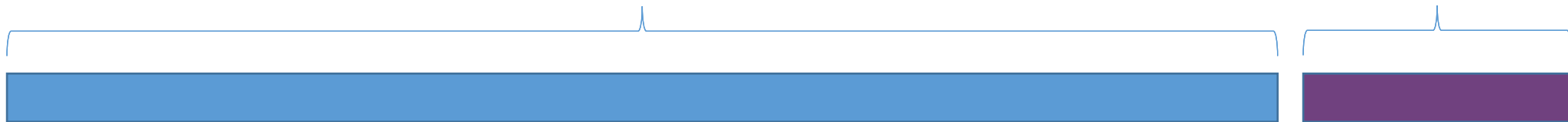


**“The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement.” April 2020. Dr. Megan Kuhfeld and Dr. Beth Tarasawa.*

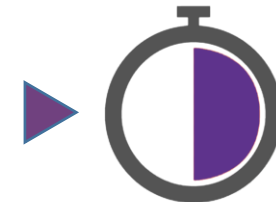
HB 3 adds **half-day formula funding** for school systems that want to add instructional days (beyond a minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).

Minimum 180 Instructional Days

Up to 30 Additional Days



Half-day formula funding

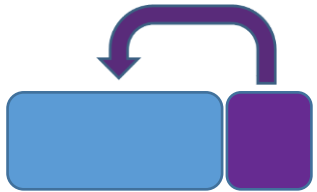


Three Common Implementations



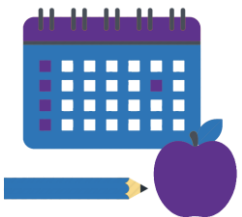
Option 1: Voluntary Summer Learning

- **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

1. Voluntary Summer Learning

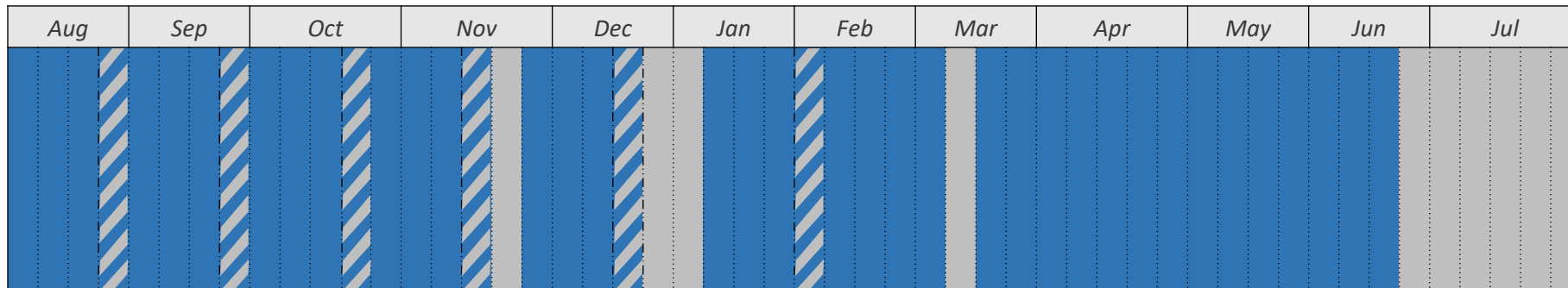


- # 1. Voluntary Summer Learning

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Additional days could be interspersed during select breaks for a school that has adopted a year-round calendar, with some students attending during those breaks based on formative assessment results.

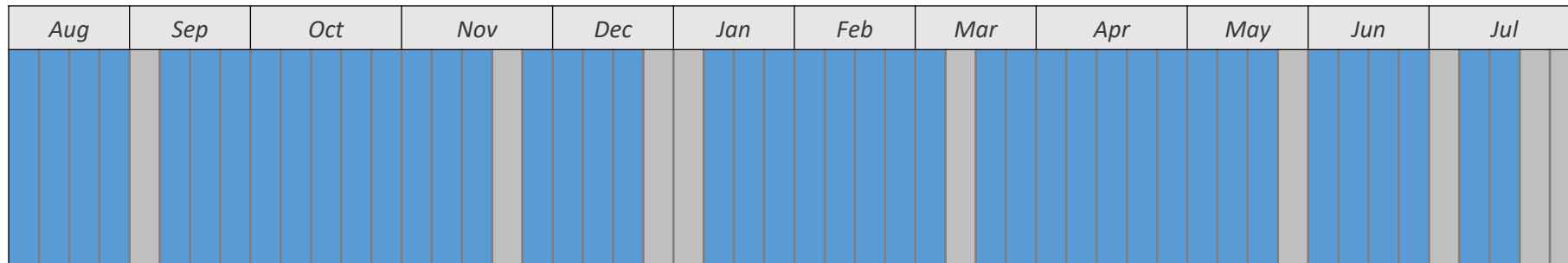


-  All Students Attend
-  Remediation (ADSY Days)
Subset of students attend
-  Breaks >2 days

Benefits

- Allows for immediate remediation responsive to student needs
- Ability to target subset of students to increase mastery of content
- Maximize teacher attendance to increase planning and support

Additional redesigned days would be included in a typical calendar, extending the school year into the summer.



 All Students Attend (Includes 30 ADSY Days)

Breaks >2 days

Benefits

- Allows for increased planning for teachers and brain breaks for students
- Targeted for all students attending the campus
- Improves overall effectiveness of instructional time

Existing Schedule

- Core content teachers are in front of students for 6 hours a day.
- Students have PE, art, and music only once every third day
- Students spend the majority of their day in core academic subjects and only have one time for free play (recess) per day.

Example 1st Grade Schedule

Time	180 Day Schedule
7:40	Breakfast
8:00	Phonics
8:20	Read Aloud
8:40	Specials (Art / Music / PE)
9:00	
9:20	
9:40	Reading
10:00	Snack
10:20	Centers (Reading)
10:40	
11:00	
11:20	Writers Workshop
11:40	Lunch
12:00	
12:20	Recess #1
12:40	Language Development
1:00	Math
1:20	
1:40	
2:00	
2:20	Science / Social Studies
2:40	
3:00	Class Meeting

Example Full Year Redesign

Example 1st Grade Schedule Change

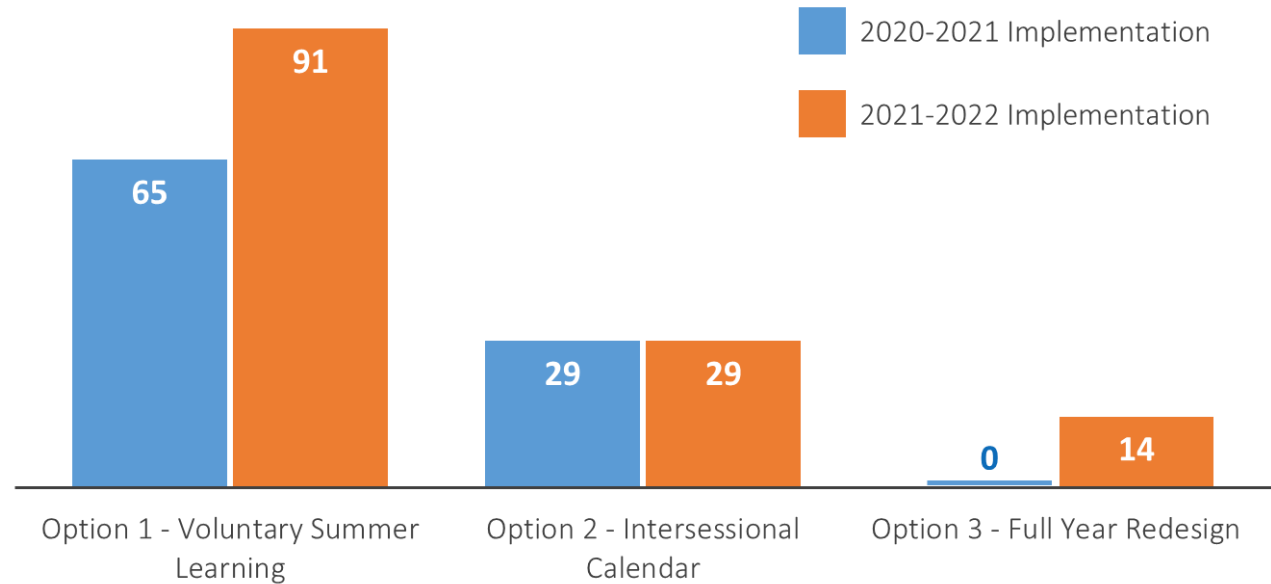
Time	180 Day Schedule	With Additional Days
7:40	Breakfast	Breakfast
8:00	Phonics	Phonics
8:20	Read Aloud	Read Aloud
8:40	Specials (Art / Music / PE)	Specials (Art / Music)
9:00		
9:20		
9:40	Reading	Recess #1
10:00	Snack	Snack
10:20	Centers (Reading)	Centers (Reading)
10:40		Language Development
11:00		
11:20	Writers Workshop	Writers Workshop
11:40	Lunch	Lunch
12:00		
12:20	Recess #1	Recess #2
12:40	Language Development	Math
1:00	Math	
1:20		
1:40		
2:00		
2:20	Science / Social Studies	Science / Social Studies
2:40		
3:00	Class Meeting	Class Meeting

New Schedule

- Core content teachers are in front of students for 5 hours per day (one more hour of planning time).
- Students have PE every day, and now have music/art every other day instead of once every three days.
- Students have two free play (recess) opportunities per day.

Accelerated Adoption by Districts

ADSY Implementation and Model
September 2020 Survey



Recently completed attendance projection process indicates **more than double** the amount of students benefiting from ADSY in the 22-23 school year

A close-up, slightly blurred photograph of a young child with dark hair, wearing a white t-shirt, looking down at a tablet or book. The child's hands are visible, interacting with the device. The background is out of focus, showing some colorful objects.

Additional Days School Year School Finance Considerations

Funding Considerations

Funding considerations should be planned for when adding days to their school year.



Combining Half Days: Only one half day of HB 3 additional day funded instruction can be accessed per calendar day. Districts can (and should) offer full-day services during these days, but only half-day funding will be provided.



Multiple Funding Sources: Districts may coordinate funding with other funding sources to offer full days of instruction. All requirements tied to other funding sources still apply.



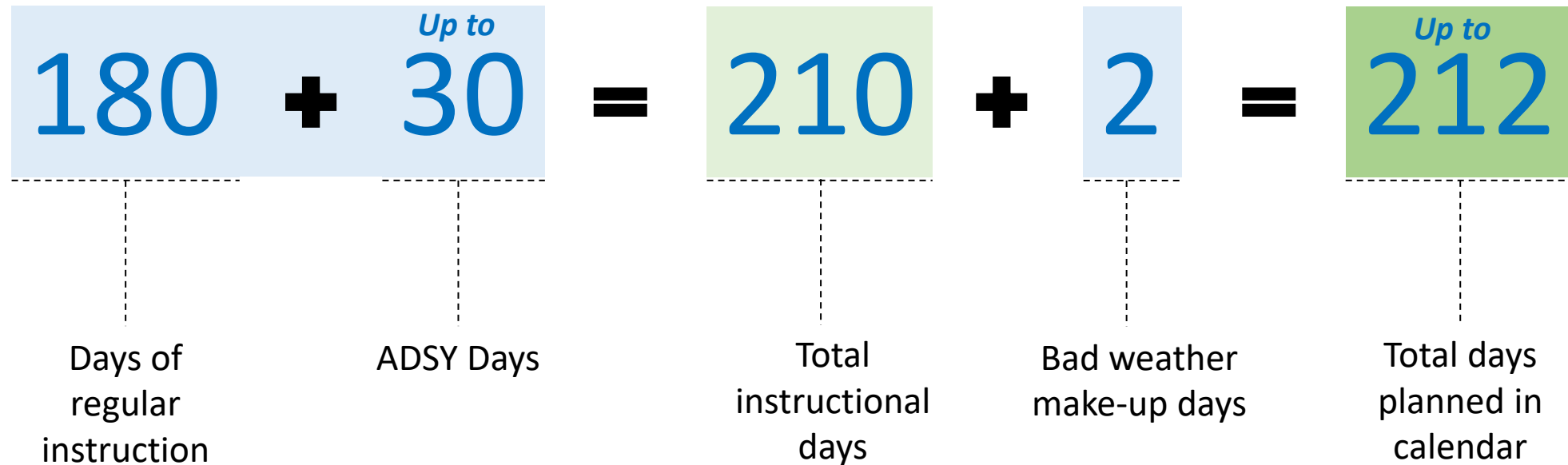
Half Day Time Requirements: TEA will be implementing a minimum requirement of two instructional hours for funding eligibility for additional days. This requirement will be updated in the Student Attendance Accounting Handbook (SAAH).



Cash Flow Considerations: In the 2020-21 academic year, districts choosing to add days must front the cash for the program with settle up occurring in **fall** of 2022. In future years, funding will be allocated as normal throughout the year (see next slides).

Planning to Incorporate Additional Days

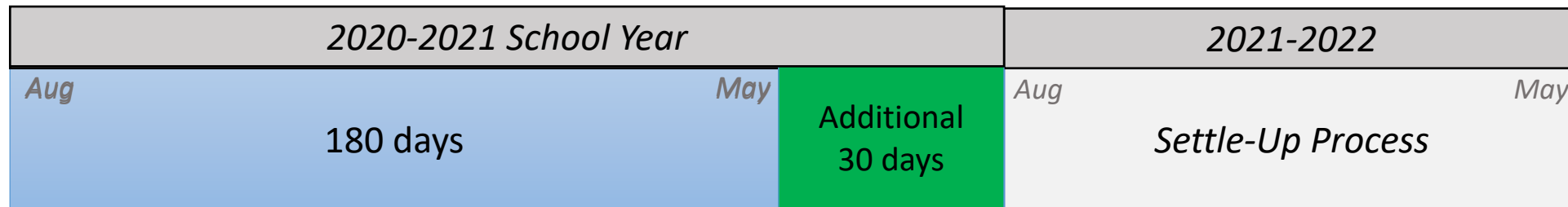
Districts must meet 180 days of instruction requirements before accessing additional half days. The agency will require districts to plan for 2 bad weather make-up days in order to avoid funding reductions in the event of weather or other disruptions.



Cash Flow Overview – First Year (2020-21)

Funding will not be provided until after ADSY days are implemented in the 2020-21 academic year. This is only the case for the first year of the program.

\$ Cash Flow Implications: In 2020-21 academic year, districts must front the cash flow for additional days. Districts will receive funds in Fall of 2021 during an ADSY-specific settle up process



Six-weeks ADA attendance taken and reported on as normal



7th six-weeks attendance taken and reported on in August



For AY 20-21 Only: TEA flows funds to districts in Fall of 2022 during a **new ADSY settle-up***

**Update from Prior Communications*



Reporting



Cash Flow

Cash Flow Overview – 2021-2022 and Beyond

In future years, ADSY funding can be anticipated by districts in the biennial budgeting process.

\$ Cash Flow Implications: From 2021-22 and beyond, districts receive cash flow for additional days based on normal budgeting process.

2020-2021	2021-2022 School Year			2022-2023
Aug Jul <i>Budget Estimates</i>	Aug	May 180 days	Jun Add'l 30 days Jul	Aug May <i>Settle-Ups</i>

Fall: Districts account for additional ADA funding in estimate provided to TEA in fall of 2020 for the 2022-2023 biennium

\$ Cash flow to districts on designated schedule



Six-weeks ADA attendance taken and reported on as normal



District receives the estimated ADA funding amount from budgeting process throughout year



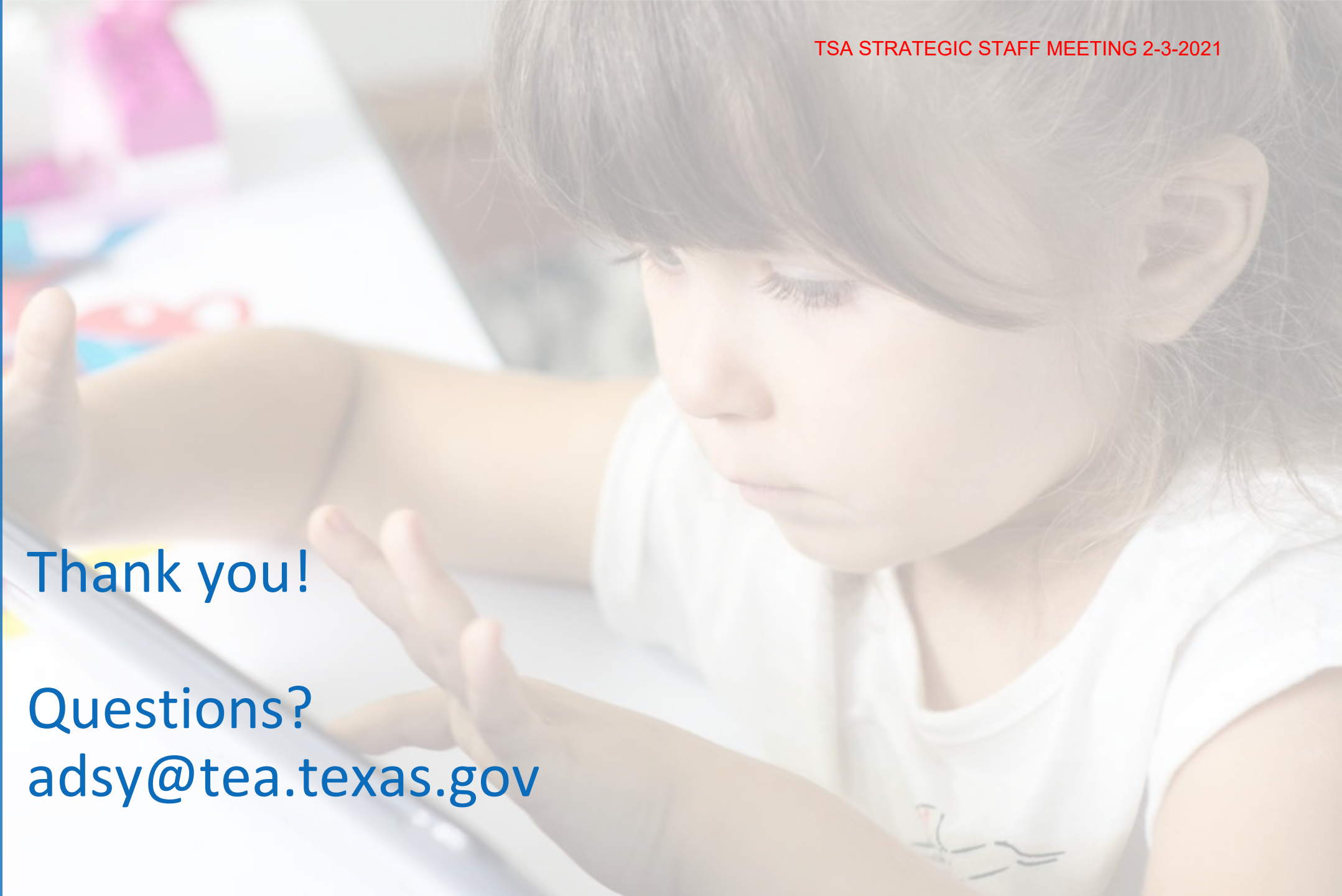
April/May: Settle-ups occur as normal, with less likelihood of discrepancies due to budgeting process



Reporting



Cash Flow

A young girl with dark hair and bangs is shown in profile, looking down at a tablet device. She is wearing a white t-shirt. The background is blurred, showing what appears to be a desk with some colorful objects. The image is overlaid with a semi-transparent white layer where the text is located.

Thank you!

Questions?
adsy@tea.texas.gov