

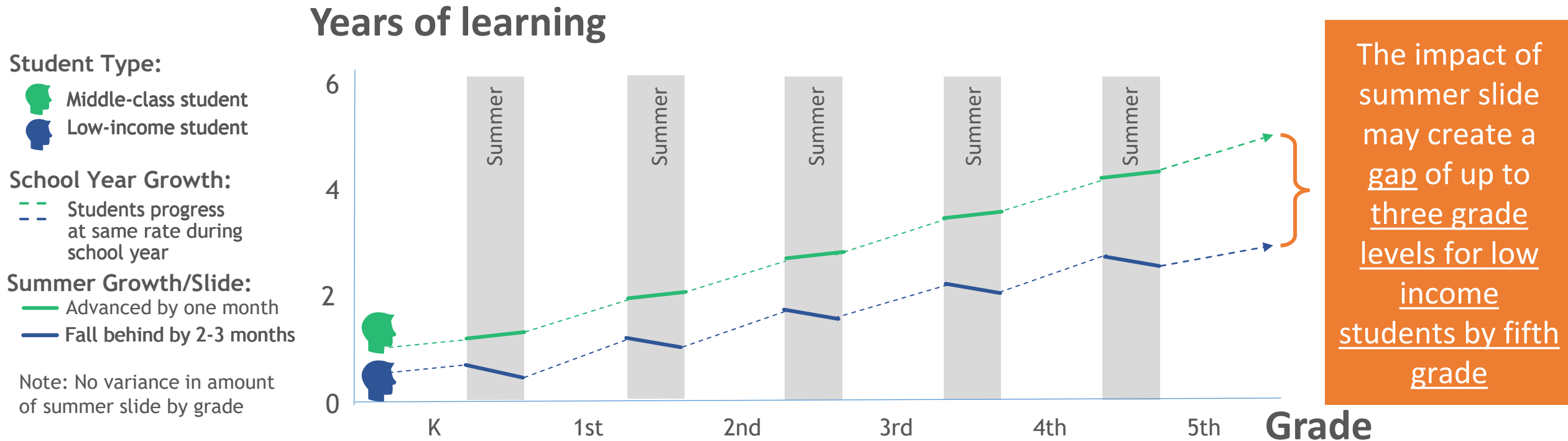


# ADSY: Summer Learning

Closing Student Learning Gaps with Summer Programming

# Summer Breaks Can Cause Learning Gaps for Students

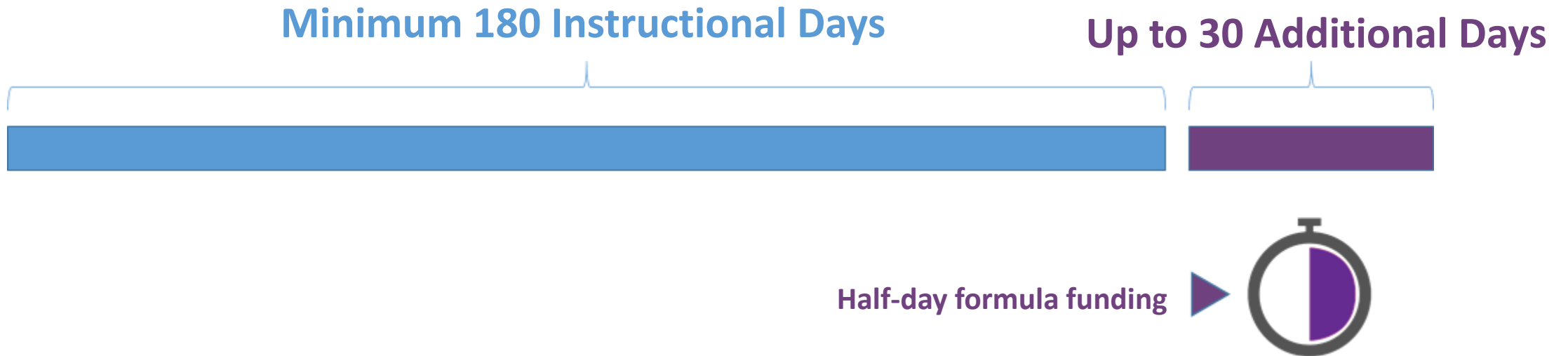
Student achievement levels drop during the summer months, commonly referred to as the “summer slide”.



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: Erlbaum

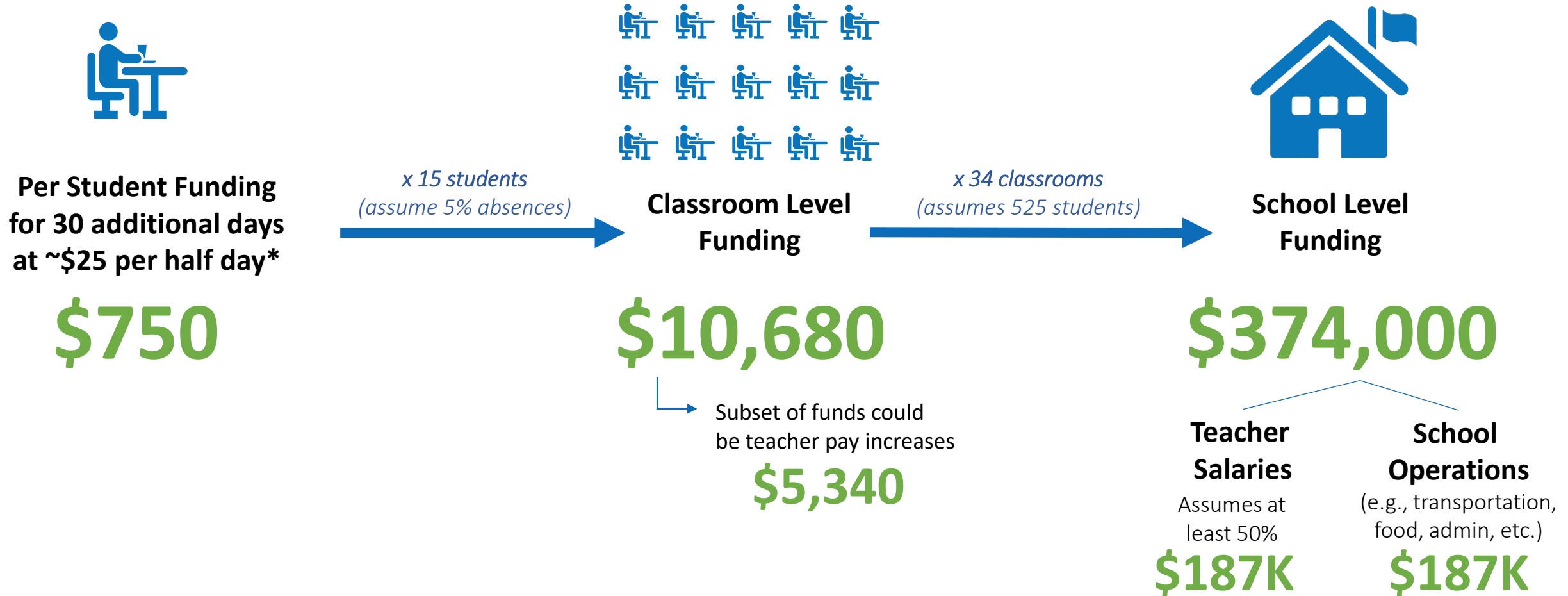
# Additional Days School Year (ADSY)

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**).



# ADSY Sample Financial Impact Scenario

An elementary campus could utilize additional funding similar to the scenario below.



\*Example based on state average ADA funding for half day; LEAs should use local funding inputs when making any funding projections and decisions.

# ADSY 2022-2023 PEIMS data shows increased use



**\$26.4 million** funded statewide (**+56%** from 2021-2022)



**91 LEAs** accessed funding (**+18%** from 2021-2022)



**388 campuses** accessed funding (**+7%** increase from 2021-2022)



**22.6 average days** provided (**+15%** from 2021-2022)

- **24.6 average days** provided through ADSY Planning and Execution Program LEAs vs. 18.2 for non-ADSY PEP LEAs



## 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

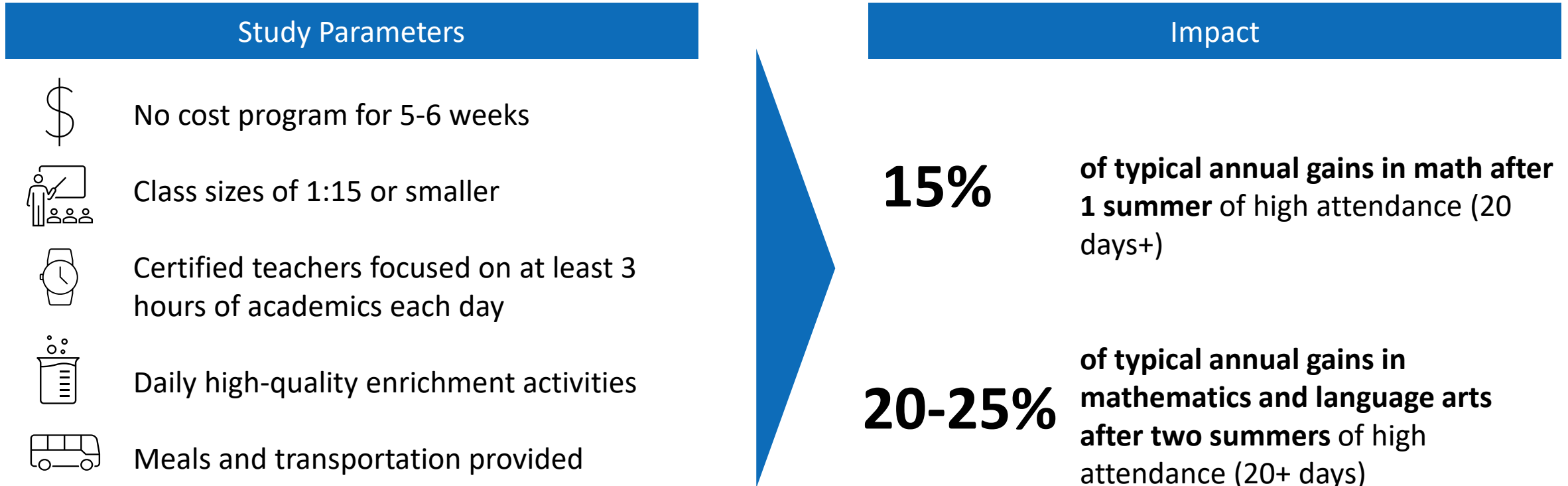


## Option 3: Full Year Redesign

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

# Implementing High Quality Summer Programs is Effective

A study from the Rand Corporation found that summer programs with specific quality parameters eliminate summer slide.

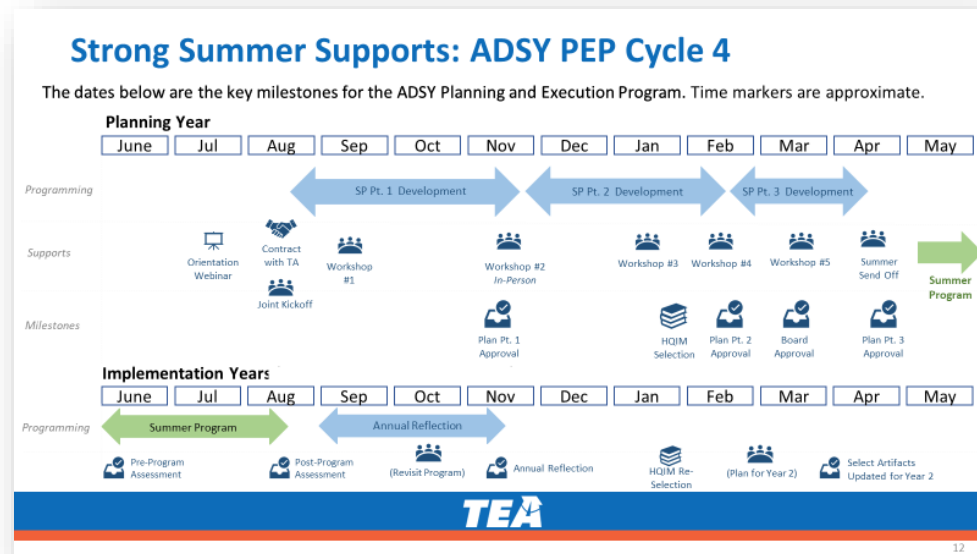


Source: Augustine, et al; [Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth](#)

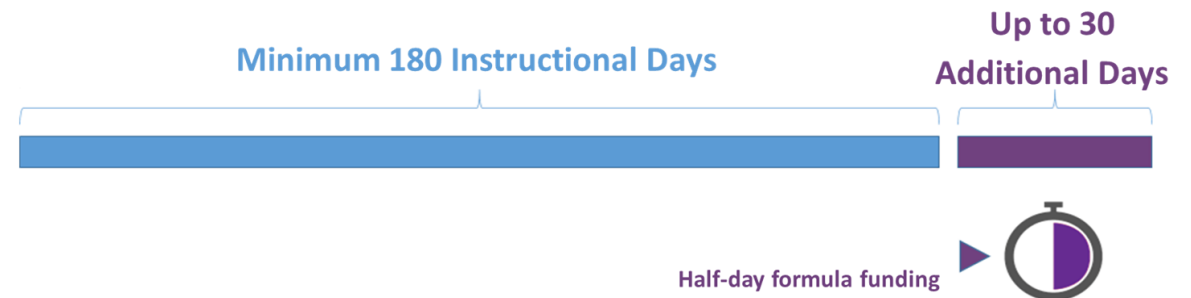
# Over 75 LEAs have gone through the ADSY Planning and Execution year-long planning process

A research-based planning process...

...to most effectively utilize ADSY funding.



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**).

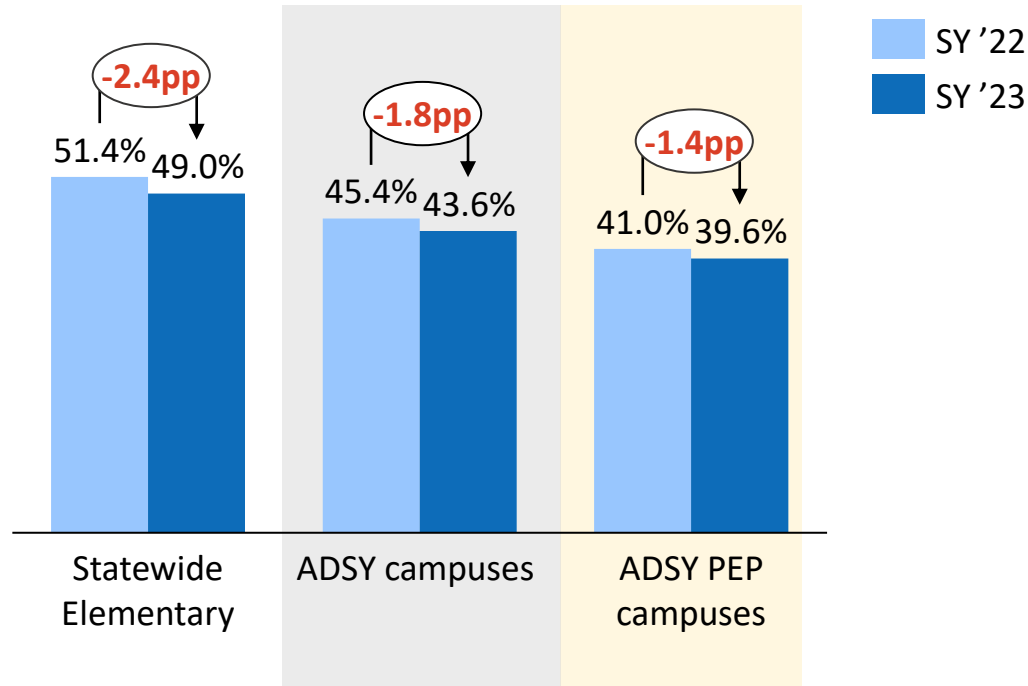




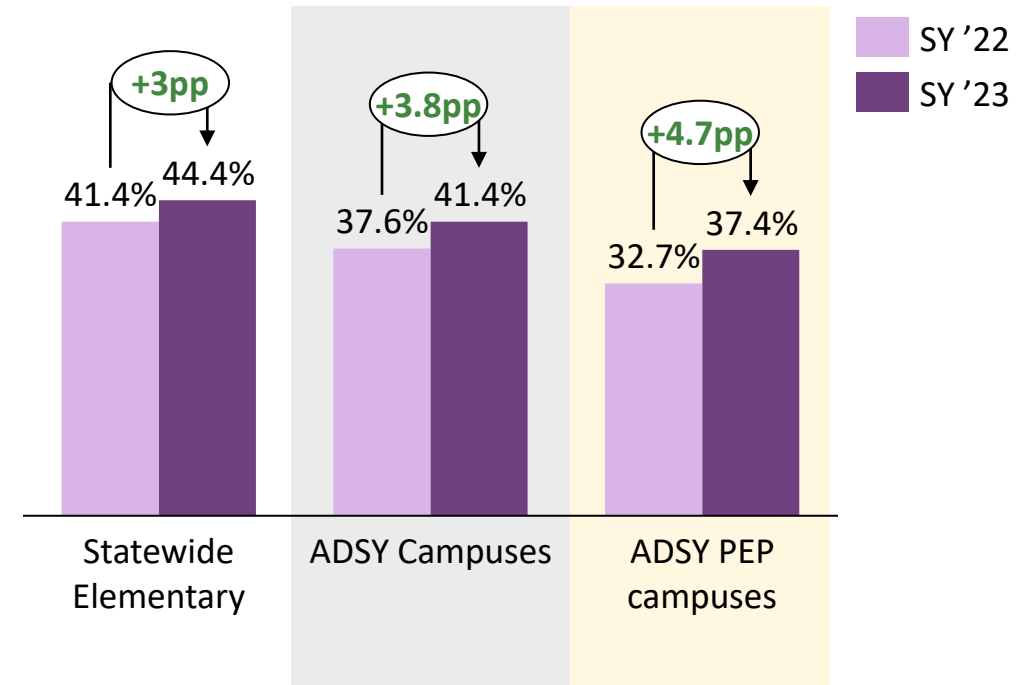
# Campuses who have gone through the ADSY PEP planning process are seeing increased impact on STAAR



Average Campus % Students Meeting Grade Level  
RLA STAAR



Average Campus % Students Meeting Grade Level  
Math STAAR



Campuses with **ADSY Planning and Execution Program grant** support suggest closer adherence to research, including increased number of days provided and use of high quality instructional materials.

Note: Campuses identified as "ADSY Campuses" here offered ADSY programming between May 2022 and March 2023 (N=314). Statewide elementary campuses include campuses that serve at least PK-5<sup>th</sup> grades (N=4864). Campuses included may include both ADSY and non-ADSY students.



ADSY campuses with grant support (N=106). We show the difference between SY23 and SY22 as a percentage of the SY 22 rate. Average values shown are averaged across all campuses in the sample not weighted by enrollment.

# Update: Teacher Prep Field-Based Experiences Eligibility

Early field-based experiences (FBE) are opportunities for prospective teachers enrolled in an EPP to engage in early observation and practice in classroom settings prior to entering student teaching or internship.

**Per new 19 TAC §228, teacher candidates can now complete FBEs during summer programming.**

Examples of activities teacher candidates could engage in during summer program FBEs include:

- small group instruction
- tutoring
- facilitating whole group instruction
- one-on-one student support
- supporting lead teacher instruction
- coteaching

Additional information regarding FBE requirements, including required hours, appropriate placements and example activities can be found in §228.2(6) and §228.43.

# District Highlight: Longview ISD



**Dr. James Wilcox**  
Superintendent



**Lori Aguilar**  
Office of Innovation

*Participant in ADSY Planning in  
Execution Program since 2021-2022*

# Longview ISD Summer Academy Outcomes



**Longview ISD Summer Academy**

**430**  
STUDENTS SERVED PK-5

**21,267**  
NO-COST MEALS SERVED

**528**  
BUS TRIPS COMPLETED

**98%**  
OF STUDENTS REPORTED LEARNING SOMETHING NEW

**92%**  
OF ADSY SUMMER ACADEMY STAFF SAID THEY WOULD RETURN NEXT SUMMER

**100%**  
OF FAMILY MEMBERS SAID THEY WOULD RECOMMEND THE ADSY SUMMER ACADEMY TO OTHERS

**SUMMARY**  
This report represents outcomes of Longview's 2023 Summer Academy Program hosted at East Texas Montessori Prep Academy, Hudson Pep Elementary, and J.L. Everhart Elementary. It offers insights into the summer program components and the achievements it delivered. The Summer Academies are designed to offer an enriching and enjoyable academic summer experience.

**PROGRAM GOALS**

- Decrease summer learning loss
- Student growth of at least 5% in the areas of math and reading
- 80% of families will report satisfaction with their student's Summer Academy Experience
- Provide onsite enrichment and field trip opportunities that are both academically enriching and fun!

**PROGRAM BASICS**

- 25-day program with 3 hours of academic sessions and 3 hours of enrichment sessions daily
- Utilized Eureka Math and Houghton Mifflin Harcourt for High-Quality Instructional Materials in Mathematics and Reading
- 2 meals provided to each student daily
- Daily transportation provided

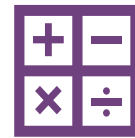
**ACADEMIC GROWTH**

- 10.5 % average growth in pre vs. post Math assessment scores
- 27% average growth in pre vs. post Reading-Language-Arts assessment scores

*"I want Summer Academy to be longer!"  
- Kindergarten student*



**27%** average growth in RLA pre- to post-assessment (curriculum-embedded)



**10.5%** average growth in Math pre- to post-assessment (curriculum-embedded)

# Resources for Summer Learning



## Summer Learning Framework

TEA's Summer Learning Framework provides a suite of research-aligned planning documents, templates, and district examples as well as a template [parent-teacher summer learning tool](#) for educators to use.

Visit [tea.Texas.gov/summer](https://tea.texas.gov/summer).



## ESC Experts in Summer Learning

Three ESCs are currently being trained on the ADSY PEP process and can support LEAs with individual and learning community assistance. Reach out to [ADSY@tea.texas.gov](mailto:ADSY@tea.texas.gov) for more information.



## LASO Summer Learning Opportunity

TEA anticipates running the ADSY PEP grant in the upcoming Learning Acceleration Support Opportunities cycle this fall. Please be on the lookout for more information in late summer/early fall.



# Summer Learning

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