Additional Days School Year (ADSY)

Texas Education Agency

Agenda

- The Challenge: Summer Slide
- The Opportunity: ADSY & Reporting Requirements
- The Supports: ADSY Planning & Execution Grant
- Resources & Next Steps

Email ADSY@tea.texas.gov with follow-up questions

The Challenge of Learning Loss

The Challenge

The Compounding Gap: 3 Grade Levels Lost by Grade 5

Summer learning loss disproportionately affects low-income students.
The **cumulative impact creates achievement gaps that compound year after year**, leaving those students further behind.

Summer breaks can cause learning gaps for students

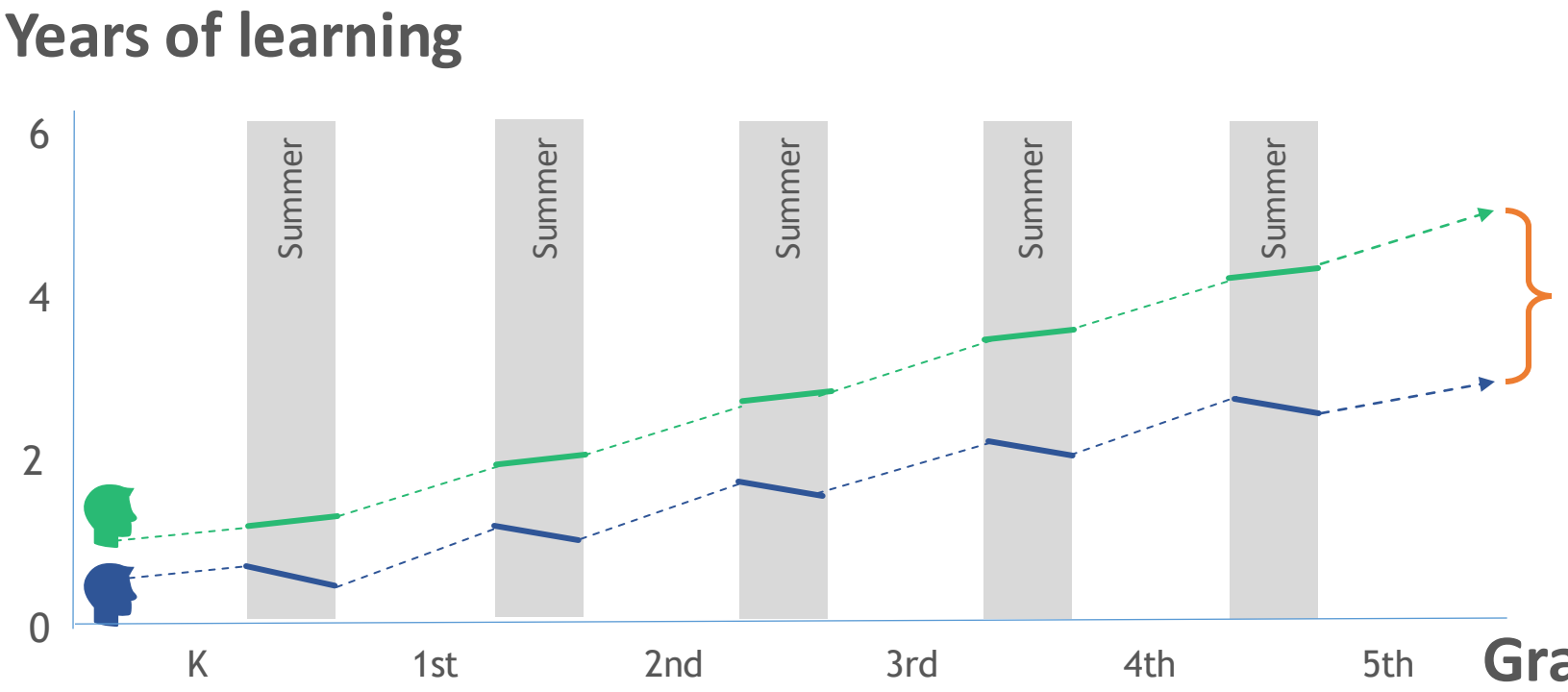
Student achievement levels drop during the summer months, commonly referred to as the "summer slide".

Student Type:
- Middle-class student
- Low-income student

School Year Growth:
- Students progress at same rate during school year

Summer Growth/Slide:
- Advanced by one month
- Fall behind by 2-3 months

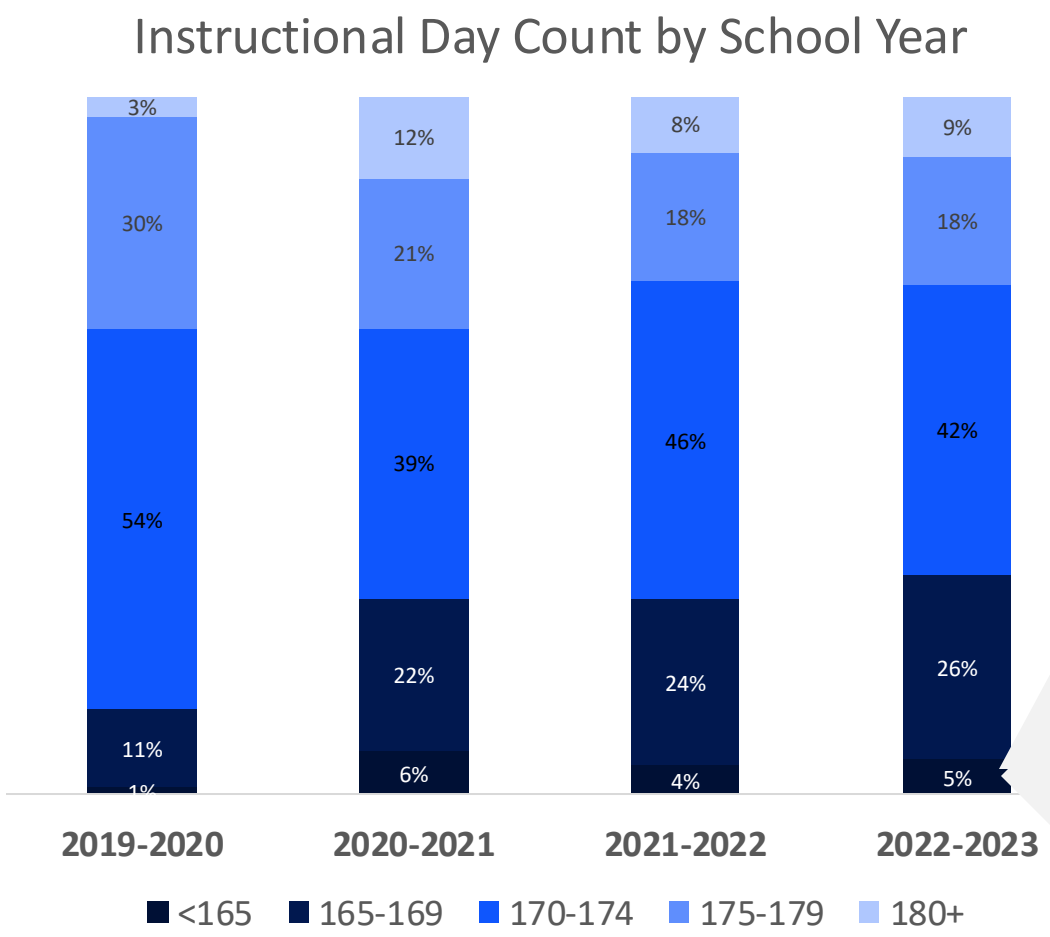
Note: No variance in amount of summer slide by grade



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

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

Evidence also shows instructional calendars with fewer days lead to worse outcomes for students



6-8% lower percentage of students who met STAAR Reading Meets Grade Level than at 5-day school week campuses (grades 6-8)

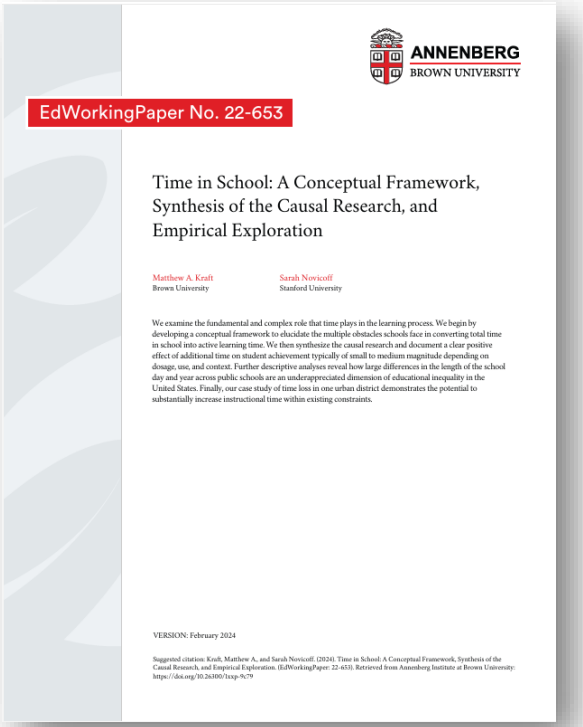
5-8% lower percentage of students who met STAAR Math Meets Grade Level than at 5-day school week campuses (grades 4-6)

Texas Four-Day School Week Campus Analysis 2022-2023 School Year

All campuses with no waivers in 19-20 due to COVID; with Missed School Day and Low Attendance Waivers starting in 20-21

Research Identifies Critical Components of Extended Time

A meta-analysis of extended year programming concluded that extended learning time is effective only when paired with improved instructional strategies and high-quality learning experiences.



ANNENBERG BROWN UNIVERSITY

EdWorkingPaper No. 22-653

Time in School: A Conceptual Framework, Synthesis of the Causal Research, and Empirical Exploration

Matthew A. Kraft
Brown University

Sarah Novicoff
Stanford University

We examine the fundamental and complex role that time plays in the learning process. We begin by developing a conceptual framework to elucidate the multiple obstacles schools face in converting total time in school into active learning time. We then synthesize the causal research and document a clear positive effect of additional time on student achievement typically of small to medium magnitude depending on dosage, use, and context. Further descriptive analyses reveal how large differences in the length of the school day and year across public schools are an underappreciated dimension of educational inequality in the United States. Finally, our case study of time loss in one urban district demonstrates the potential to substantially increase instructional time within existing constraints.

VERSION: February 2024

Suggested citation: Kraft, Matthew A., and Sarah Novicoff. (2024). Time in School: A Conceptual Framework, Synthesis of the Causal Research, and Empirical Exploration. (EdWorkingPaper: 22-653). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/1xxp-9c79

"Evidence demonstrates that schools can leverage additional time to improve students' academic success. But when time is used ineffectively or in ways unaligned with academic goals, it will produce little benefits for students."

Kraft, Matthew A., and Sarah Novicoff. (2024). Time in School: A Conceptual Framework, Synthesis of the Causal Research, and Empirical Exploration. (EdWorkingPaper: 22 -653). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/1xxp-9c79

ADSY Funding Opportunities

The Challenge

The Compounding Gap: 3 Grade Levels Lost by Grade 5

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The **cumulative impact creates achievement gaps that compound year after year**, leaving those students further behind.

The Opportunity

Formula Funding for Added Days

ADSY provides **formula funding for school systems that add up to 30 additional instructional days** (beyond a minimum 175 days)

120 min/day: ½ day formula funding
240 min/day: ¾ day formula funding

2019 HB 3 Funding for Additional Instruction

HB 3 in 2019 focused on the power of time in the creation of ADSY.

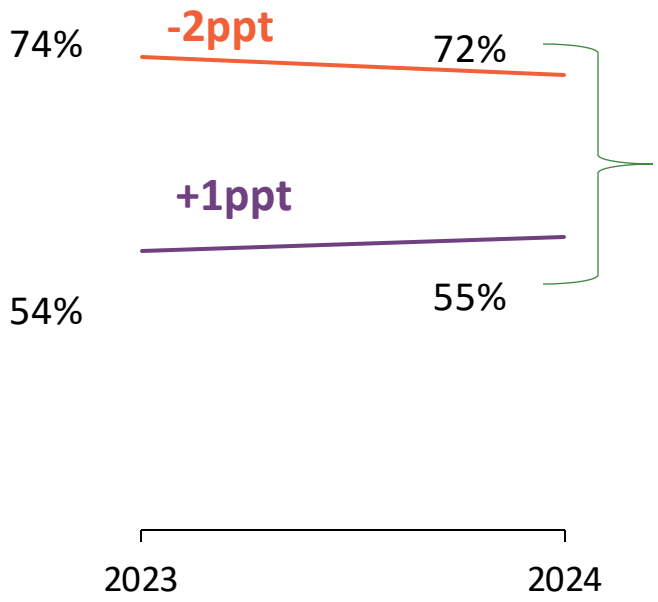
Legislative recommendation: Create an extended year incentive program to provide half-day funding to school districts offering up to 30 additional instructional days for students PreK-5th grade opting/needing to attend based on proficiency.

Result: portions of HB 3 added half day formula funding for school systems for additional instructional days

Offering ADSY to students significantly improves student outcomes

Math STAAR Outcomes

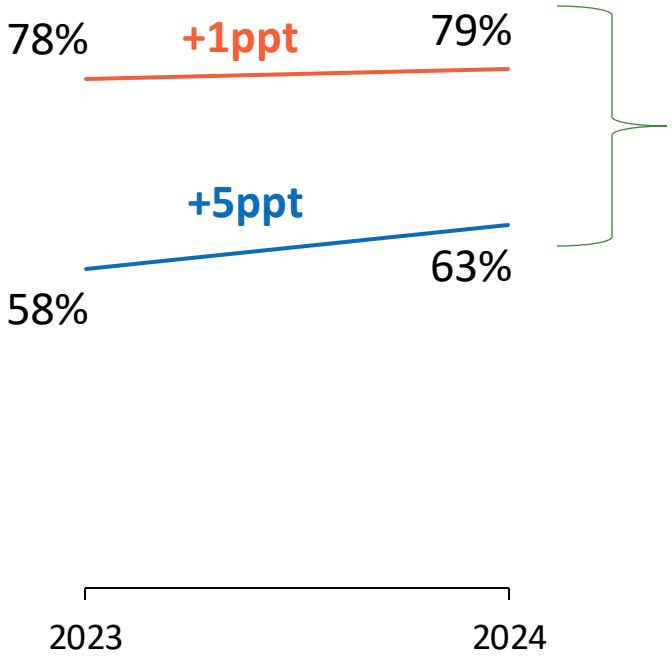
% Approaches or better
SY '23 to SY '24



ADSY campuses achievement growth was **3 points higher** than the state in math at approaches grade level and above

Reading STAAR Outcomes

% Approaches or better
SY '23 to SY '24



ADSY campuses achievement growth was **4 points higher** than the state in reading at approaches grade level and above

Sources: TEA Student Assessment Files, PEIMS. Note: All students in our sample have valid STAAR outcomes in SY22-23 and SY23-24 and tested in grades 3rd - 6th grades in SY23-24. Students who did not have STAAR outcomes in both years, or students who were at an ADSY campus but did not do ADSY were both removed from the dataset.

In 2025, HB 2 expanded access to ADSY

ADSY
Additional Days School Year

Key Updates from HB 2:

Base Calendar Requirement Lowered to 175
Previously had been 180

Grade Eligibility Expanded to PK-8
Previously had been PK-5

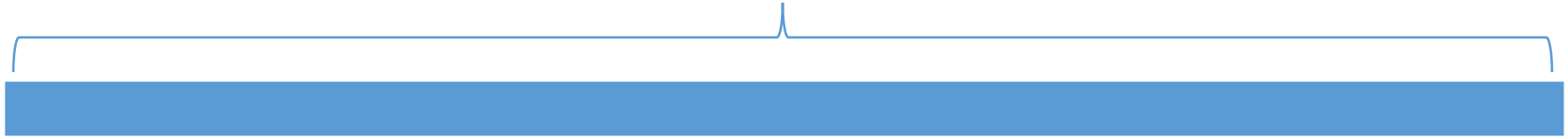
New Pathway to ¾-day Formula Funding for Campuses Offering 200+ Days
Previously only ½-day formula funding had been available

***Changes are effective for the 2025-2026 school year**. School systems operating eligible calendars only need to report PEIMS attendance in the fourth submission (August 2026) to generate ADSY funding.*

Additional Days School Year (ADSY) Introduction

ADSY adds **formula funding** for school systems that add **up to 30 additional instructional days** (beyond a minimum 175 days) to any of their elementary or middle schools (**grades PK-8**).

Minimum 175 Instructional Days



Two formula funding pathways for additional instructional time

Add 1-30 Additional **Half** Days

To generate half-day formula funding for all 30 half days

or

Add 25-30 Additional **Full** Days

To generate three-fourths day formula funding for all 25 to 30 days

To qualify for ADA under the SAAH, students must receive at least 120 minutes of instruction for half-day attendance and 240 minutes for full-day attendance.

¾-day ADA funding requires 175 full instructional days (≥ 4 hours/day). Per TEC Section 25.085(l), ADSY attendance is non-compulsory.

What does ADSY do?

ADSY adds formula funding for school systems that want to add up to 30 additional instructional days *(beyond a minimum 175 days)* to any of their schools serving grades PK-8

Thresholds to Access Funding	½ Day Formula Funding for ADSY is available to campuses that:	¾ Day Formula Funding for ADSY is available to campuses that:
Grade Level Eligibility	Serve at least one grade-level within grades **PreK-8**	Serve at least one grade-level within grades **PreK-8**
Base Calendar	Campus academic calendar(s) include at least **175 full instructional days with 75,600 operational minutes** for all campus instructional tracks, *excluding any minutes covered by staff development waivers.*	Have a total of **at least 200 full instructional days in the calendar**. This total ***may include ADSY days***, but the campus must operate a base academic calendar for all campus instructional tracks with: ✓ At **least 175 full instructional days**, with ✓ A **minimum of 75,600 operational minutes**, *excluding any minutes covered by staff development waivers.*
Additional Days Eligible for ADSY Formula Funding	Add **1 to 30 additional half days of instruction** beyond the minimum base calendar 175 instructional days in the regular academic calendar	Add **25 to 30 additional full days of instruction** beyond the minimum base calendar of 175 full instructional days to reach the 200-day threshold
Instructional Requirement on ADSY days	Provide **at least two** hours of instruction from a teacher meeting the school system's certification requirements on designated ADSY days	Provide **at least four** hours of instruction from a teacher meeting the school system's certification requirements on designated ADSY days
Scheduling	Host **ADSY days separate from the regular instructional calendar days** (e.g., ADSY days cannot be hosted in the second part of a regular instructional day)	Host **ADSY days separate from the regular instructional calendar days** (e.g., ADSY days cannot be hosted in the second part of a regular instructional day)

ADSY Calendar Configuration Examples

Campus Formula Funding Pathways	Possible Calendar Configuration Examples
Half-day Formula Funding *"provides the minimum number of minutes of operational and instructional time required under Section 25.081 and commissioner rules adopted under that section over at least 175 days of instruction;"* TEC, Sec. 48.0051 (1)(2)	A campus calendar with **175 regular instructional days** and **15 half-day ADSY days** → All 15 half ADSY days generate **½ -day formula funding.** A campus calendar with **190 regular instructional days** and **25 half-day ADSY days** → All 25 ADSY days generate **½-day formula funding.** A campus calendar with **180 regular instructional days** and **30 half-day ADSY days** → All 30 ADSY days generate **½-day formula funding.**
Three-Fourths day Formula Funding *"For a school district or open-enrollment charter school described by Subsection (a) that provides at least 200 full days of instruction to students described by Subsection (a)(2)"* *TEC, Sec. 48.0051(b-1).*	A campus calendar with **175 full regular instructional days**, adds **25 full ADSY days** = **200 full days** → The 25 full ADSY days qualify for **¾-day formula funding** because the 200 full-day threshold is met. A campus calendar with **180 full regular instructional days** and **25 full ADSY days** = **205 total full days** → All 25 full ADSY days generate **¾-day formula funding.** A campus calendar with **190 full regular instructional days** and **10 full ADSY days** = **200 total full days** → All 10 full ADSY days generate **¾-day formula funding.**
What distinguishes a half-day of instruction from a full day of instruction?	Per the 2025-2026 Student Attendance Accounting Handbook (SAAH), to qualify for ADA: • Half-day attendance requires at least two hours of instruction (120 minutes). • Full-day attendance requires at least four hours of instruction (240 minutes).
How do school systems submit ADSY days for funding?	PEIMS reporting is required to generate funding: • PEIMS Summer Submission (3) due in June of the associated school year: Submit base calendar information. • PEIMS Extended Year Submission (4) * due August of the associated school year: Report ADSY attendance data. **Mandatory reporting of participating campuses, staff, and student data from ADSY days to generate formula funding*

ADSY sample half-day funding scenario

An elementary **or middle school** campus could utilize additional funding similar to this scenario:

Per Student Funding for 30 additional days at ~$30 per half day*

$900

x 15 students
(assume 5% absences)

Classroom Level Funding

$12,825

Subset of funds could be teacher pay increases

$6,412

x 34 classrooms
(assumes 525 students)

School Level Funding

$436,000

Teacher Salaries
Assumes at least 50%
$218K

School Operations
(e.g., transportation, food, admin, etc.)
$218K

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

ADSY sample three-quarters day funding scenario

An elementary or middle school campus could utilize additional funding similar to this scenario:

Per Student Funding for 30 additional days at ~$45 per ¾ day*

$900

$1,350

x 15 students
(assume 5% absences)

Classroom Level Funding

$12,825

$19,238

Subset of funds could be teacher pay increases

$6,412

x 34 classrooms
(assumes 525 students)

School Level Funding

$436,000

$654,000

Teacher Salaries

Assumes at least 50%

$218K

School Operations

(e.g., transportation, food, admin, etc.)

$218K

With the ¾ funding pathway for 200+ instructional days from HB 2, **total funding would now be $654,000**

*Example based on state average ADA funding approximated for 3/4 day; LEAs should use local funding inputs when making any funding projections and decisions.

Three ADSY design considerations

Option 1: Voluntary Summer Learning

- **Purpose:** Summer Enrichment
- **Think:** 175-day traditional calendar, and up to 30 days for something additional

Option 2: Intersessional Calendar

- **Purpose:** Targeted Support
- **Think:** 175 days spaced out over the full year, with intermittent breaks for targeted support and learning acceleration with a subset of students

Option 3: Full Year Redesign

- **Purpose:** Rethinking the School Year
- **Think:** A revamped 200+ day calendar, leveraging weekly ADSY days to increase teacher planning time and student brain breaks.

Summer programs with specific quality parameters eliminate summer slide

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

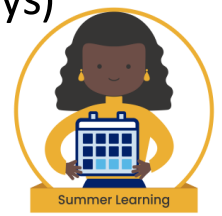
Study Parameters

- No cost program for 5-6 weeks
- Class sizes of 1:15 or smaller
- Certified teachers focused on at least 3 hours of academics each day
- Daily high-quality enrichment activities
- Meals and transportation provided

Impact

15% **of typical annual gains in math after 1 summer** of high attendance (20 days+)

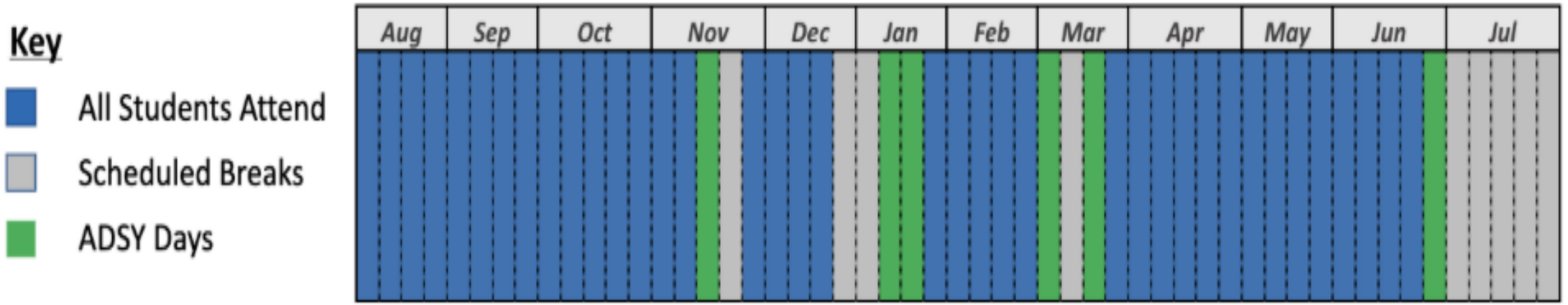
20-25% **of typical annual gains in mathematics and language arts after two summers** of high attendance (20+ days)



Source: Augustine, et al; *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth*

ADSY Intersession

An ADSY Intersessional calendar modifies the traditional academic calendar by adding intersession weeks attached to Thanksgiving, Winter, and Spring Breaks to allow for intervention, acceleration, and remediation opportunities for a subset of students



Accelerate Learning through Targeted Supports

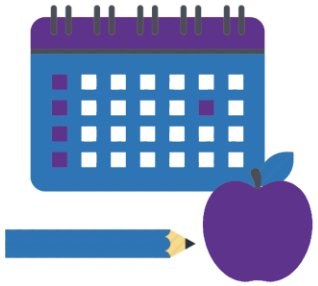
ADSY Intersession offers an opportunity to pair Tier 1 instruction with ***additional*** **targeted supports to accelerate learning**

Regular Instruction

ADSY Intersession Day

- Research-based math & reading instructional strategies
- Just-in-time intervention
- Differentiation and scaffolding
- Embedded Tutoring Supports
- Additional small group and 1:1 interventions

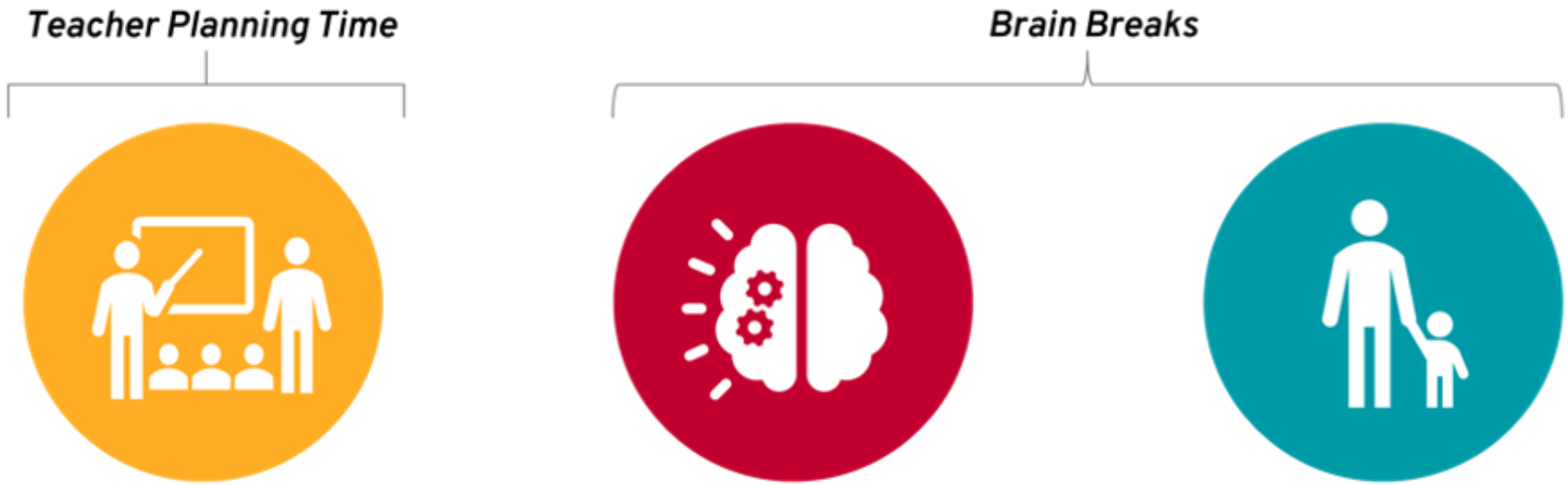
ADSY Full Year Redesign



ADSY Full Year Allows for Strategic Use of Time

Full Year Redesign

- **Purpose:** Rethinking the School Day
- **Think:** A revamped up to 200+ day calendar, leveraging weekly ADSY days to increase teacher planning time and student brain breaks



Reimagine the Teaching Job

Accelerate & Enrich Learning

Example of Strategic Scheduling

M	R*
T	R*
W	A
Th	R*
F	R*

Element

- **Brain Breaks**
- **Accelerated Learning**
- **Project-based Learning**

Traditional Calendar Day	ADSY Calendar Day
15 minutes per day	30 minutes per day
30 minutes of Leadership/Brain Breaks	
45 minutes of specials	90 minutes of project-based learning time
290 minutes of academic instruction	210 minutes of accelerated math and reading learning time
20 minutes of individualized learning time	30 minutes of individualized learning time

ADSY PEIMS Reporting Requirements

Recommended: PEIMS Summer (3)
Submission Due in June

School systems can use the **Additional Days School Year Indicator Code** to indicate any campuses that has students participating in ADSY.

The Learning Support and Programs Division can provide outreach to campuses between the PEIMS Summer First Submission and Resubmission to allow for any needed data corrections.

***Required*:** PEIMS Extended Year (4)
Submission Due in August

District PEIMS Coordinators must report ADSY days and ADA during the PEIMS Extended Year Submission following the school year which the school system hosted ADSY days.

The ADSY days, participating teachers, and participating students will need to be reported.

PEIMS EXYR Submission

- The PEIMS Extended Year Submission (Submission 4) is the **official mechanism for reporting ADSY attendance data to TEA**. It is ***mandatory*** for generating formula funding for ADSY days.
- What Must Be Reported
  - ADSY days (dates and instructional minutes)
  - Participating students
  - Participating teachers (staff association records required)
  - Instructional minutes (minimum of 120 minutes per "ADSY" day for eligibility)
    - 240 minutes required for school systems pursuing ¾ day formula funding

This data must be submitted using **ReportingPeriod 9**

What happens after the PEIMS EXYR Submission?

- **Districts Should Verify Submitted Student Counts:**
  - Review the PDM4-130-003 – TSDS PEIMS Superintendent's Report of ADSY Attendance.
  - Confirm that submitted student counts for ADSY attendance are accurate.
- **Districts Can Compare Summary of Finance (SOF) Runs:**
  - Compare the prior SOF run to the ADSY SOF run to identify any funding changes resulting from ADSY incorporation.
    - Note: The ADSY SOF run is *typically* completed in October for the prior school year.
  - If the ADSY ADA update results in an increase in the Foundation Allotment, it will be reflected in the Foundation Payment Ledger.
  - A positive ledger balance may result in a settle-up payment to the school system.

ADSY Waiver Guidance

- Participating campuses are eligible for up to **five days of ADSY waivers** for missed instructional days throughout the year due to **weather, health, or safety reasons**. School systems with a board-approved 175-day calendar do not need to make up two missed days for ADSY purposes.
- These ADSY waiver days are for the purpose of ensuring compliance with the **175 days of instruction requirement for ADSY** and are *distinct* from the Missed School Day waiver.
- School systems that wish to request one or more (up to 5) ADSY waiver days must submit that request through the TEAL waiver system under the ADSY waiver.
  - School systems will need to submit evidence of a board-approved 175-day calendar, documentation for the reason for missed school day(s), board agenda from meeting at which the specific waiver application request was approved
- *There are no waivers available for missed **ADSY days***

For further details regarding the ADSY Waiver and the necessary documentation for waiver request submissions, please consult pages 40-42 of the 2025-2026 State Waivers Guidebook.

ADSY Waiver

If a district calendar initially accounts for 175 days with two bad weather make-up days but the district experiences multiple days of closures, is meeting 75,600 minutes enough to qualify for ADSY funding?

If the school system **had a board-approved 175-instructional day calendar** and **is meeting the 75,600-minute requirement**, applying for the ADSY Waiver is the next step in ensuring compliance with the 175 instructional days of instruction requirement.

For further details regarding the ADSY Waiver and the necessary documentation for waiver request submissions, please consult pages 40-42 of the 2025-2026 State Waivers Guidebook.

ADSY Formula Funding Opportunities

The Challenge

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The Opportunity

Formula Funding for Added Days

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120 min/day: ½ day formula funding
240 min/day: ¾ day formula funding

Any campus across the state the meets eligibility can access on their own!

Optional Grant Opportunity to Support Strong ADSY Programs

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The Supports

ADSY PEP Students Outperform STAAR Performance Trends

The ADSY Planning and Execution Program is an ***optional*** grant that supports school systems in designing and rolling out high-quality ADSY programs.
Schools can either **restructure the traditional academic calendar with ADSY Full Year** or **develop an enriching summer program through ADSY Summer Learning**.

High Quality Implementation of ADSY

1. Align District and Community Goals *(Pillar 1)*
2. Ensure the Use and Effective Implementation of High-Quality Instructional Materials (HQIM) *(Pillar 2)*
3. Support Teacher Effectiveness and Encourage Strategies that Reduce Teacher Fatigue *(Pillar 3)*
4. Optimize Use of Time for Both Teachers and Students *(Pillar 4)*
5. Prioritize Strategies that Support High Needs Students *(Pillar 5)*

The most substantial impacts occur when longer school years are part of wholesale reforms that maximize student engagement and instructional quality.

The ADY Pillars are intended to align with and extend these wholeale reforms.

Strong ADSY Program through ADSY PEP

ADSY PEP supports evidence-based practices for extending the school year via Full Year Redesign or Summer Learning while utilizing ADSY funding long-term.

Benefit from Additional Days School Year Funding (ADSY)

ADSY adds formula funding for school systems that want to add up to 30 instructional days *(beyond a minimum 175 days)* to any of their schools serving grades PK-8

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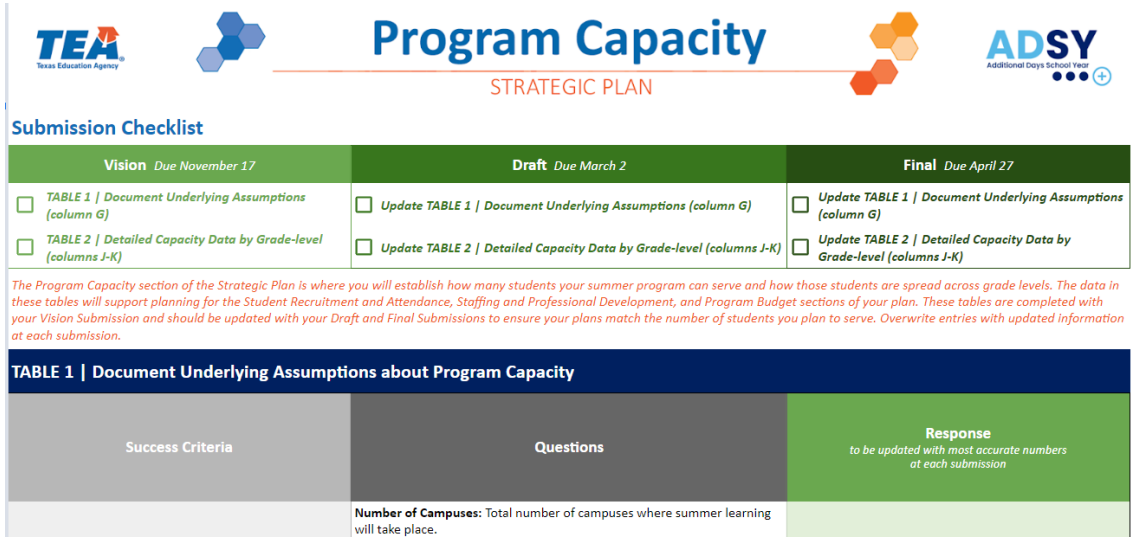
A Strong Planning Process with Grant Support



Program Capacity

STRATEGIC PLAN

Submission Checklist

Vision *Due November 17*	Draft *Due March 2*	Final *Due April 27*
☐ *TABLE 1 | Document Underlying Assumptions (column G)*	☐ *Update TABLE 1 | Document Underlying Assumptions (column G)*	☐ *Update TABLE 1 | Document Underlying Assumptions (column G)*
☐ *TABLE 2 | Detailed Capacity Data by Grade-level (columns J-K)*	☐ *Update TABLE 2 | Detailed Capacity Data by Grade-level (columns J-K)*	☐ *Update TABLE 2 | Detailed Capacity Data by Grade-level (columns J-K)*

The Program Capacity section of the Strategic Plan is where you will establish how many students your summer program can serve and how those students are spread across grade levels. The data in these tables will support planning for the Student Recruitment and Attendance, Staffing and Professional Development, and Program Budget sections of your plan. These tables are completed with your Vision Submission and should be updated with your Draft and Final Submissions to ensure your plans match the number of students you plan to serve. Overwrite entries with updated information at each submission.

TABLE 1 | Document Underlying Assumptions about Program Capacity

Success Criteria	Questions	Response *to be updated with most accurate numbers at each submission*
	Number of Campuses: Total number of campuses where summer learning will take place.	

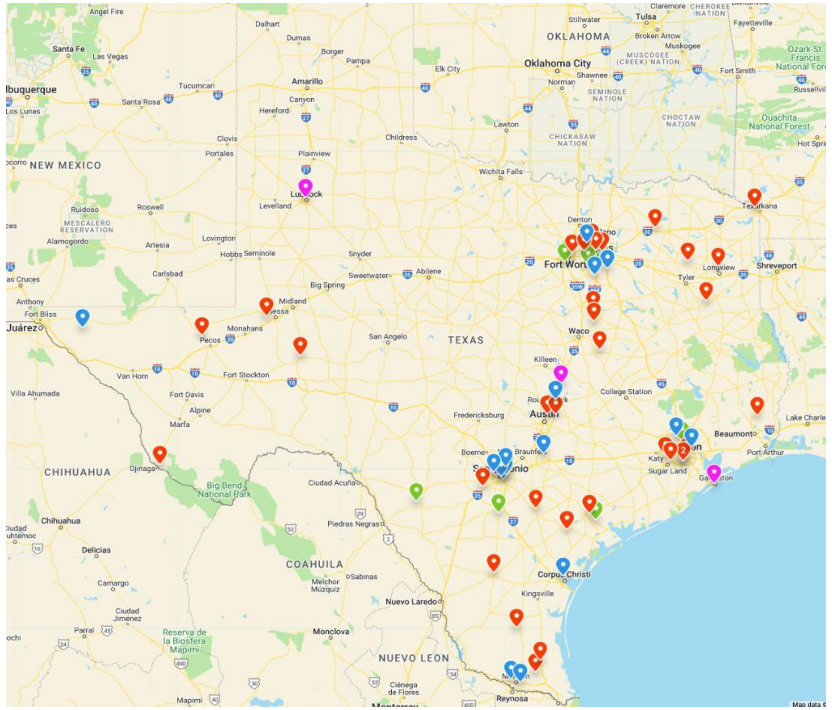
Example of the 2022-2023 Strategic Plan Template

ADSY PEP Summer and Full Year Redesign

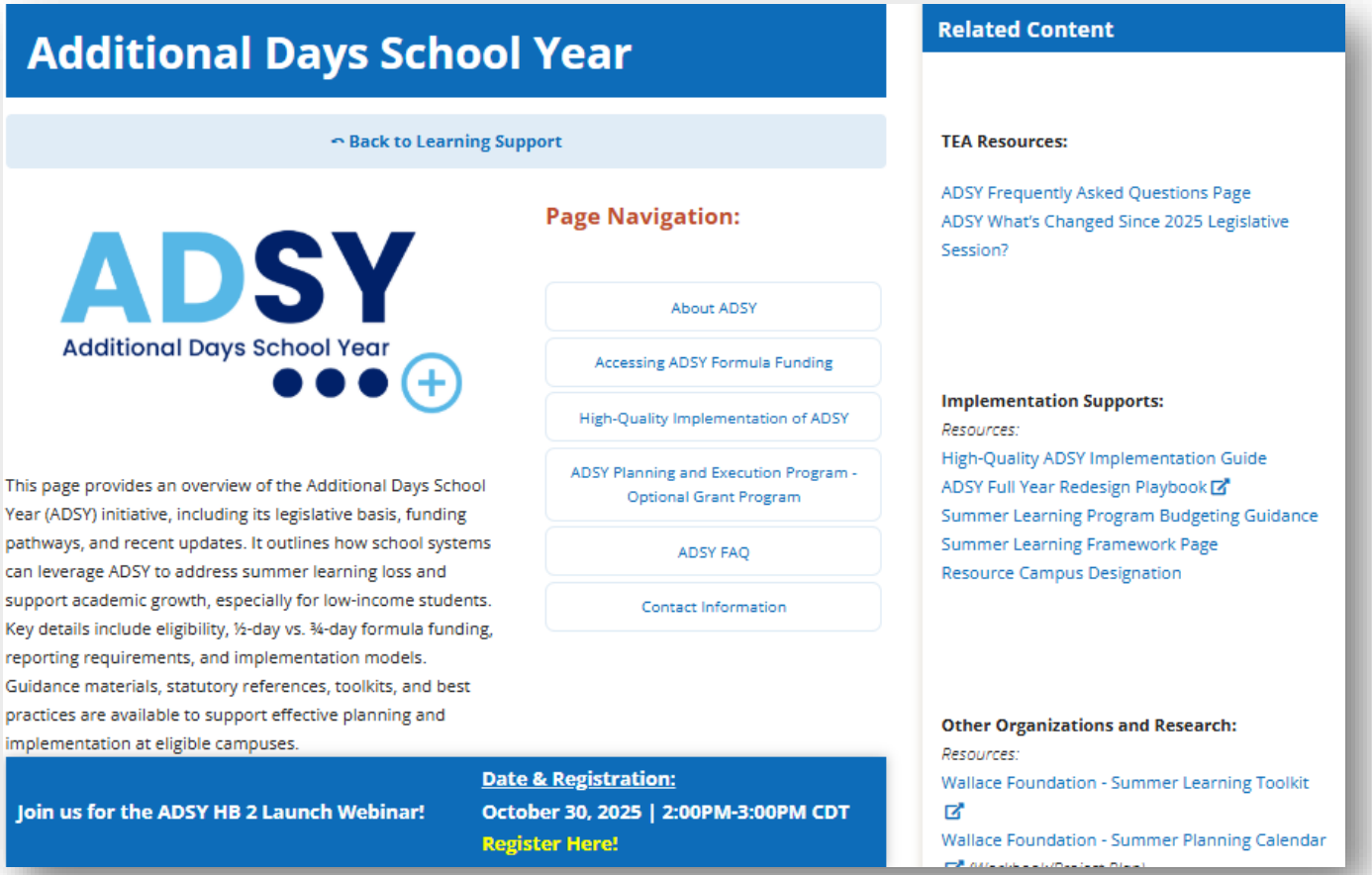
A growing cohort focused on high quality ADSY programming with almost 100 participating school systems over the past 5 years

ADSY PEP provides school systems with an opportunity to strengthen their ADSY programming through research-based practices and expert guidance.

ADSY PEP is an annual grant opportunity run through Learning Acceleration Support Opportunities (LASO) grant application.



Updated ADSY Webpage & FAQ LIVE!



Additional Days School Year

Back to Learning Support

ADSY
Additional Days School Year

This page provides an overview of the Additional Days School Year (ADSY) initiative, including its legislative basis, funding pathways, and recent updates. It outlines how school systems can leverage ADSY to address summer learning loss and support academic growth, especially for low-income students. Key details include eligibility, ½-day vs. ¾-day formula funding, reporting requirements, and implementation models. Guidance materials, statutory references, toolkits, and best practices are available to support effective planning and implementation at eligible campuses.

Page Navigation:

- About ADSY
- Accessing ADSY Formula Funding
- High-Quality Implementation of ADSY
- ADSY Planning and Execution Program - Optional Grant Program
- ADSY FAQ
- Contact Information

Join us for the ADSY HB 2 Launch Webinar!

Date & Registration:
October 30, 2025 | 2:00PM-3:00PM CDT
Register Here!

Related Content

TEA Resources:

ADSY Frequently Asked Questions Page
ADSY What's Changed Since 2025 Legislative Session?

Implementation Supports:

Resources:

High-Quality ADSY Implementation Guide
ADSY Full Year Redesign Playbook
Summer Learning Program Budgeting Guidance
Summer Learning Framework Page
Resource Campus Designation

Other Organizations and Research:

Resources:

Wallace Foundation - Summer Learning Toolkit
Wallace Foundation - Summer Planning Calendar

tea.texas.gov/ADSY

6-Step ADSY Implementation Guide

Steps	Description

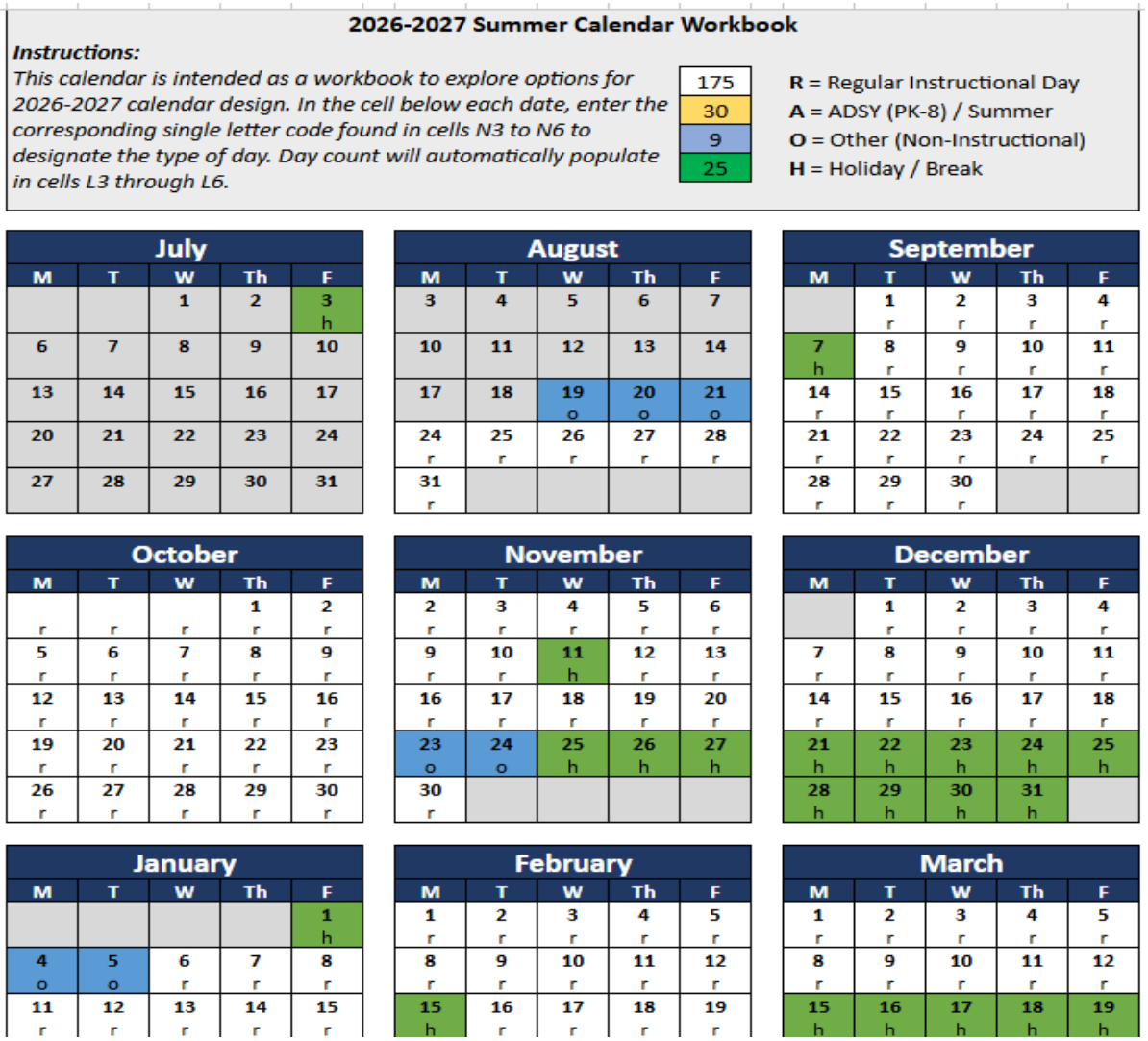
Step 1: Select the ADSY Formula Funding Pathway	• Select one of the following formula funding pathways:
	  ◦ ½ Day Formula Funding
	  ◦ ¾ Day Formula Funding
	*Determines required instructional hours and staffing qualifications.
	*Formula Funding Pathways may vary from campus to campus

Step 2: Align the Academic Calendar	• Ensure the base academic calendar for all tracks at eligible campuses serving PK-8th grade meets ADSY eligibility requirements and obtain board approval for the ADSY calendar. • Remember that all campus tracks under an ADSY eligible calendar must entail and clearly showcase a base calendar of 175 regular instructional days. • Identify ADSY days and placement within the calendar. If pursuing the ¾ day formula funding with a base calendar of 175 full instructional days, consider adding more than the base 25 days as a buffer in the event of health, weather, safety related closures that occur on ADSY designated days. • Ensure alignment with Formula Funding Pathway requirements (Step 1).
Step 3: Staff ADSY Days Appropriately	• Ensure teachers meeting the school system's certification requirement lead instruction on designated ADSY days • Instruction must meet required hours based on selected funding pathway.
Step 4: Host ADSY Days	• Deliver instruction via one of the 3 common ADSY models or other variations (such as Saturday ADSY days). • Participating campuses must host ADSY days separately from the regular instructional calendar days (i.e., ADSY days cannot be hosted in the second part of a regular instructional day)
Step 5: Report ADSY in PEIMS	• PEIMS Summer Submission (3) due in June of the associated school year: Submit base calendar information. *See FAQs for waiver information in the event of weather, health, or safety closures during the regular year.* • PEIMS Extended Year Submission (4)* due August of the associated school year: Report ADSY attendance data. **Mandatory reporting of participating campuses, staff, and student data from ADSY days to generate formula funding*
Step 6: Check your FSP	• Review the TSDS PEIMS SUPERINTENDENT'S REPORT OF ADSY ATTENDANCE to confirm submitted student counts for ADSY attendance • Each year, ADSY ADA reported via PEIMS submission #4-EXYR is incorporated into a school system's SOF reports at near final settle-up (usually in October following the end of the prior school/fiscal year). • The ADSY ADA incorporated into the school system's SOF reports in October at near final settle-up is added to the LEA's refined ADA. The resulting increase in total FSP (if any) is paid to the LEA as a settle-up payment. • School Systems are encouraged to compare the prior SOF run to the ADSY SOF run to identify funding changes as a result of ADSY incorporation.

The time to **start planning for ADSY** for the **2026-2027 school year** is **now.**

- Key activities should include:
  - Selecting the ADSY formula funding pathway and participating campuses
  - Board approval for the ADSY eligible calendar for participating campuses
  - ADSY design and ADSY day placement
  - Community engagement

Calendar Workbook Tool



2026-2027 Summer Calendar Workbook

Instructions:

This calendar is intended as a workbook to explore options for 2026-2027 calendar design. In the cell below each date, enter the corresponding single letter code found in cells N3 to N6 to designate the type of day. Day count will automatically populate in cells L3 through L6.

175	**R** = Regular Instructional Day
30	**A** = ADSY (PK-8) / Summer
9	**O** = Other (Non-Instructional)
25	**H** = Holiday / Break

July

M	T	W	Th	F
		1	2	3 h
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19 o	20 o	21 o
24 r	25 r	26 r	27 r	28 r
31 r				

September

M	T	W	Th	F
	1 r	2 r	3 r	4 r
7 h	8 r	9 r	10 r	11 r
14 r	15 r	16 r	17 r	18 r
21 r	22 r	23 r	24 r	25 r
28 r	29 r	30 r		

October

M	T	W	Th	F
r	r	r	1 r	2 r
5 r	6 r	7 r	8 r	9 r
12 r	13 r	14 r	15 r	16 r
19 r	20 r	21 r	22 r	23 r
26 r	27 r	28 r	29 r	30 r

November

M	T	W	Th	F
2 r	3 r	4 r	5 r	6 r
9 r	10 r	11 h	12 r	13 r
16 r	17 r	18 r	19 r	20 r
23 o	24 o	25 h	26 h	27 h
30 r				

December

M	T	W	Th	F
	1 r	2 r	3 r	4 r
7 r	8 r	9 r	10 r	11 r
14 r	15 r	16 r	17 r	18 r
21 h	22 h	23 h	24 h	25 h
28 h	29 h	30 h	31 h	

January

M	T	W	Th	F
				1 h
4 o	5 o	6 r	7 r	8 r
11 r	12 r	13 r	14 r	15 r

February

M	T	W	Th	F
1 r	2 r	3 r	4 r	5 r
8 r	9 r	10 r	11 r	12 r
15 h	16 r	17 r	18 r	19 r

March

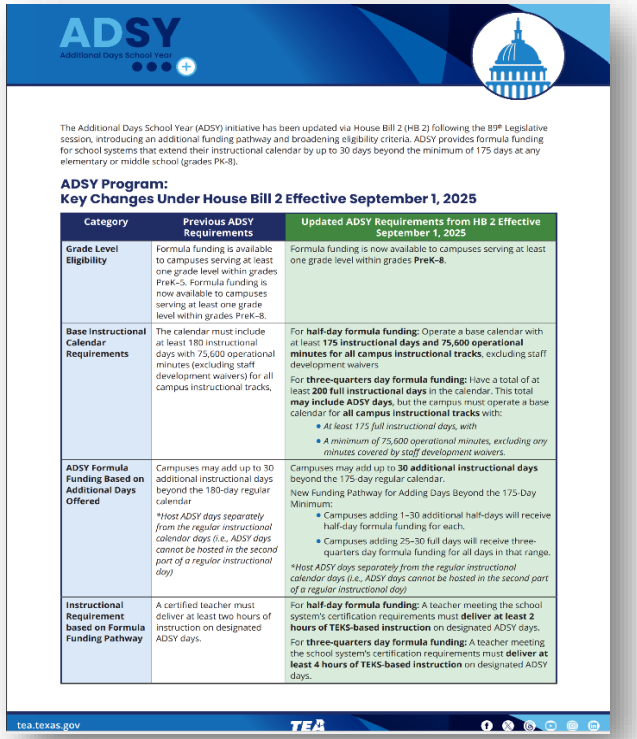
M	T	W	Th	F
1 r	2 r	3 r	4 r	5 r
8 r	9 r	10 r	11 r	12 r
15 h	16 h	17 h	18 h	19 h

Visualize and Plan your Calendar

- Access on TEA ADSY webpage
- Make a copy
- In the cell below each date, enter the letter code that corresponds to the type of day
- Day counts will automatically update

Additional Resources to Support Planning and Implementation

HB 2 – ADSY Update & FAQ



ADSY
Additional Days School Year

The Additional Days School Year (ADSY) initiative has been updated via House Bill 2 (HB 2) following the 89th Legislative session, introducing an additional funding pathway and broadening eligibility criteria. ADSY provides formula funding for school systems that extend their instructional calendar by up to 30 days beyond the minimum of 175 days at any elementary or middle school (grades PK–8).

ADSY Program:
Key Changes Under House Bill 2 Effective September 1, 2025

Category	Previous ADSY Requirements	Updated ADSY Requirements from HB 2 Effective September 1, 2025
Grade Level Eligibility	Formula funding is available to campuses serving at least one grade level within grades PreK–5. Formula funding is now available to campuses serving at least one grade level within grades PreK–8.	Formula funding is now available to campuses serving at least one grade level within grades **PreK–8**.
Base Instructional Calendar Requirements	The calendar must include at least 180 instructional days with 75,600 operational minutes (excluding staff development waivers) for all campus instructional tracks.	For **half-day formula funding:** Operate a base calendar with at least **175 instructional days and 75,600 operational minutes for all campus instructional tracks**, excluding staff development waivers For **three-quarters day formula funding:** Have a total of at least **200 full instructional days** in the calendar. This total **may include ADSY days**, but the campus must operate a base calendar for **all campus instructional tracks** with: • *At least 175 full instructional days, with* • *A minimum of 75,600 operational minutes, excluding any minutes covered by staff development waivers.*
ADSY Formula Funding Based on Additional Days Offered	Campuses may add up to 30 additional instructional days beyond the 180-day regular calendar **Host ADSY days separately from the regular instructional calendar days (i.e., ADSY days cannot be hosted in the second part of a regular instructional day)*	Campuses may add up to **30 additional instructional days** beyond the 175-day regular calendar. New Funding Pathway for Adding Days Beyond the 175-Day Minimum: • Campuses adding 1–30 additional half-days will receive half-day formula funding for each. • Campuses adding 25–30 full days will receive three-quarters day formula funding for all days in that range. **Host ADSY days separately from the regular instructional calendar days (i.e., ADSY days cannot be hosted in the second part of a regular instructional day)*
Instructional Requirement based on Formula Funding Pathway	A certified teacher must deliver at least two hours of instruction on designated ADSY days.	For **half-day formula funding:** A teacher meeting the school system's certification requirements must **deliver at least 2 hours of TEKS-based instruction** on designated ADSY days. For **three-quarters day formula funding:** A teacher meeting the school system's certification requirements must **deliver at least 4 hours of TEKS-based instruction** on designated ADSY days.

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ADSY Initiative One Pagers

ADSY
Additional Days School Year

What is ADSY?

The Additional Days School Year (ADSY) initiative provides formula funding to incentivize school districts to extend their instructional calendars. Eligible districts can add up to 30 instructional days beyond the required minimum of 175 days at any elementary or middle school (grades PK–8). This targeted opportunity is designed to combat summer learning loss, a challenge that disproportionately affects students from low-income backgrounds.

School systems with ADSY-eligible calendars at participating campuses may add ADSY days at any point during the school year. This can be done through one of the TEA-identified models:

- Summer Learning
- Intersession Calendar
- **Full Year Redesign**

This document focuses on the ADSY Full Year Redesign model.

What differentiates ADSY Full Year from other ADSY Models?

ADSY Full Year is an innovative model that is grounded in international research. It maximizes the potential benefits of an extended school year by fundamentally restructuring the school calendar and daily schedules. With the benefit of more time, ADSY Full Year provides an opportunity to creatively reimagine a typical school day, exploring new strategies that can benefit both students and teachers.

Campuses that implement ADSY Full Year (ADSY FY) can add up to 30 instructional days to their calendar for all students and make daily schedule changes that distinctly include all the following components:

- Integrates additional instructional days into the full calendar, rather than isolating them in summer or intersession periods.
- Integrates student engagement and learning by deliberately altering the calendar and leveraging ADSY days to increase student brain breaks and enrichment activity opportunities throughout the school year.
- Leverage ADSY days to increase teacher planning time during the regular instructional year to allow teachers to better align instruction, reflect on student data, and share best practices during the school day, reducing the need for after-hours work and promoting a healthier work-life balance.

What does the data say about ADSY Full Year?

During the 2022–2023 school year, students enrolled in ADSY PEP Full Year programs showed greater gains in both Math and Reading on the State of Texas Assessments of Academic Readiness (STAAR):

- 11% growth in Math Meets (compared to 5% at non-PEP campuses and 2% statewide)
- 3% growth in Reading Meets (compared to a 1% decrease in non-PEP campuses and 3% decrease statewide)

Where do I start?

- Learn more about setting up systems to implement Full Year by using the High-Quality Implementation of ADSY guide.
- Explore the ADSY Full Year Playbook for model-specific inspiration and implementation guidance.
- Explore grant supported opportunities for research aligned planning and implementation support via the ADSY Planning and Execution Program in LASO for ADSY Full Year and ADSY Summer!

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ADSY Implementation Guide

ADSY
Additional Days School Year

Maximizing Impact: The Pillars and Associated Practices to Strengthen ADSY Implementation

The Additional Days School Year (ADSY) initiative provides formula funding to incentivize school districts to extend their instructional calendars.

School systems can add up to 30 instructional days beyond the required minimum of 175 days at any elementary or middle school (grades PK–8). This targeted opportunity is designed to combat summer learning loss, a challenge that disproportionately affects students from low-income backgrounds. Research indicates that by fifth grade, the cumulative effects of summer learning loss can result in an academic gap of up to three grade levels for these students.

Findings from RAND show that this impact can be eliminated when students receive academic instruction for three to four hours a day over a five- to six-week period. Moreover, extended learning time has the potential to significantly improve academic outcomes- but only when that time is used effectively. This underscores the importance of a strong instructional foundation.

Once that foundation is in place, it is essential for school systems to align their priorities and make data-driven decisions that support both teaching and student learning. The ADSY Pillars offer a coherent, research-based framework for adding time to the school calendar, while ensuring that wraparound supports are in place for students and educators.

Implementing ADSY with Fidelity:

The ADSY Pillars are grounded in robust research on extended learning models, which consistently demonstrate that adding well-structured instructional time can yield significant gains in student achievement. Early adopters in Texas have already reported promising outcomes- ranging from stronger academic growth to improved student engagement- by leveraging these research-based practices. Importantly, the Pillars are intentionally designed to align with other critical TEA frameworks, ensuring that extended learning is integrated into a coherent strategy for school improvement and student success. This comprehensive approach empowers districts to maximize the impact of additional instructional days while reinforcing existing initiatives and priorities at the local level.

1. Align District and Community Goals *(Pillar 1)*
2. Ensure the Use and Effective Implementation of High-Quality Instructional Materials (HQIM) *(Pillar 2)*
3. Support Teacher Effectiveness and Encourage Strategies that Reduce Teacher Fatigue *(Pillar 3)*
4. Optimize Use of Time for Both Teachers and Students *(Pillar 4)*
5. Prioritize Strategies that Support High Needs Students *(Pillar 5)*

The most substantial impacts occur when longer school years are part of wholesale reforms that maximize student engagement and instructional quality.

The ADY Pillars are intended to align with and extend these wholeale reforms.

tea.texas.gov/ADSY

Still Have Questions About ADSY?

Explore the ADSY Webpage

Access published resources, guidance, and updates.

https://tea.texas.gov/ADSY

Review the ADSY FAQ Page

Find answers to common questions about ADSY implementation

Contact the TEA ADSY Team

Reach out via the ADSY inbox for questions or consultative support

ADSY@tea.texas.gov