



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.

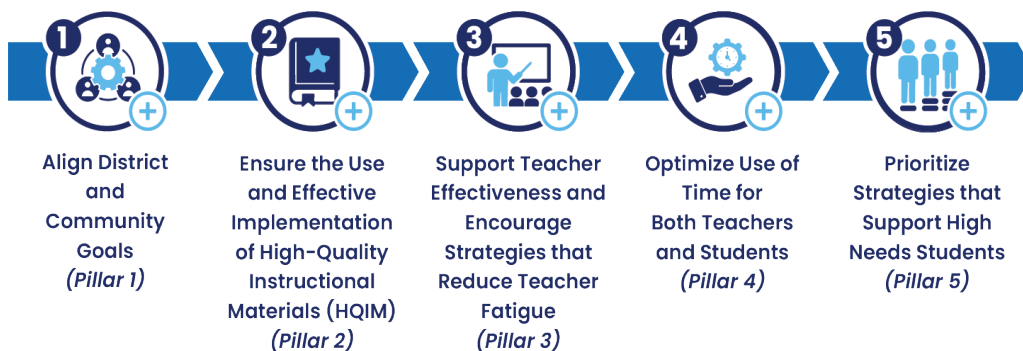
School systems can add up to 30 instructional days beyond the required minimum of 175 days at any elementary or middle school (grades PK–8). This targeted opportunity is designed to combat summer learning loss, a challenge that disproportionately affects students from low-income backgrounds. Research 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.



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

The ADSY Pillars are intended to align with and extend these wholesale reforms.



Align District and Community Goals

ADSY is most impactful and sustainable when it is aligned with broader district improvement goals and community priorities. Districts should establish systems to identify their strategic objectives and determine how ADSY can support efforts such as improving student engagement, closing achievement gaps, and improving instructional quality. This alignment must be supported by coordinated communication strategies that ensure all stakeholders, including educators, families, and community partners, understand and support the purpose of ADSY. Research shows that parent support for extended school time can be mixed, making transparent, collaborative communication essential to building trust and buy-in. Additionally, the sustained success and effectiveness of ADSY depend on strong investment from both superintendents and school boards. Their active engagement is essential to improving program outcomes and ensuring long-term calendar sustainability. This pillar emphasizes the need for school systems to build trust and shared ownership, creating a supportive ecosystem around teachers and students.

Setting Up ADSY Programs to Succeed

Step 1: Strategic Planning & Stakeholder Engagement

- Engage Stakeholders on the selected ADSY Model: Proactively involve families, educators, and community partners in discussions about why the district has chosen a particular ADSY model—whether Summer, Intersessional, or Full Year Redesign. Stakeholders' buy-in is not only critical for program success but also essential for securing and sustaining school board approval of the ADSY-eligible calendar. Solicit stakeholder feedback, address questions, and highlight how this approach aligns with district goals and research-based outcomes to cultivate a sense of shared commitment and support.
- Ensure Calendar and Schedule Alignment: Select the appropriate ADSY model—Summer, Intersessional, or Full Year Redesign—and design the academic calendar and master schedule to align with the model's structure.
 - *Carefully match instructional days and hours to the funding pathway selected, confirming that all minimum requirements for the campuses' formula funding pathway are met.*
- System Coordination: Ensure district PEIMS teams, finance teams, and vendors understand ADSY reporting requirements.
 - *Each campus participating in ADSY must indicate their intent in the **TSDS PEIMS Summer Submission (Sub 3)** (due in June) along with their calendar reporting to ensure the campus meets the 175-day requirement. Additionally, each campus, student, and teacher participating in ADSY must be reported in the **TSDS PEIMS Extended Year Submission (Sub 4)** (due late August) for a campus to receive reimbursement. See the SAAH Section 11.5 for more information.*

Step 2: Staffing and Reporting Requirements

- Certified Teachers and Instructional Quality: Implement high-quality instructional materials (HQIM) and set up coaching systems to support effective teaching practices. Ensure teachers meeting your school systems' certification requirements teach for the number of hours aligned to the funding pathway
 - **½-day Formula Funding Pathway:** Formula funding for campuses that operate a base calendar with at least 175 instructional days and 75,600 operational minutes for all campus instructional tracks, excluding staff development waivers
 - » A campus calendar with 175 regular instructional days, adds 20 half-day ADSY days (at least 2 hours of instruction provided)

- ♦ All 20 half ADSY days generate ½-day formula funding.
- » A campus calendar with 180 regular instructional days, adds 25 half ADSY days (*at least 2 hours of instruction provided*)
 - ♦ All 25 ADSY days generate ½-day formula funding.
- **¾-day Formula Funding Pathway:** Three-fourths day formula funding is available to campuses that 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 staff development waivers
 - » A regular campus academic calendar consists of 175 full base instructional days, with an additional 25 full ADSY days, resulting in 200 full instructional days (each day includes at least four hours of instruction).
 - ♦ All 25 full ADSY days generate ¾-day formula funding.
 - » A regular campus academic calendar consists of 180 full base instructional days, with an additional 20 full ADSY days, resulting in a total of 200 full instructional days (each day includes at least four hours of instruction).
 - ♦ All 20 full ADSY days generate ¾-day formula funding.
- 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).

Step 3: Continuous Improvement & Communication

- Gather and Respond to Feedback: Collect feedback from stakeholders and use it to inform program adjustments.
- Analyze Data & Communicate Impact: Share outcomes with the community and stakeholders to demonstrate effectiveness and build support.
- Annual Board Approval: Revisit and approve ADSY plans annually, repeating steps 1–3.

Additional Considerations: TEA Resources at Hand

The [Resource Campus Designation](#) is a school turnaround model established by HB 1525 during the 87th Texas Legislative Session and updated in the 89th. It enables districts to access additional funding to sustain innovative practices by implementing the Accelerating Campus Excellence (ACE) Restart Model, which aligns strategic staffing, extended learning time, and evidence-based instruction with funding opportunities such as TIA, ADSY, and HQIM. Campuses eligible for the Resource Campus designation may generate additional district revenue to help sustain these innovative practices over time. The Resource Campus designation strategy is an example of how districts can activate the intended benefits of additional time by aligning an extended school year with additional intervention strategies.

- If your district has campuses on the Resource Campus Eligibility List, reach out to resourcecampus@tea.texas.gov for support.



Ensure the Use and Effective Implementation of HQIM

Research shows that additional time can significantly improve academic outcomes, but only when used effectively. This means that a strong instructional foundation is essential to fully leverage the benefits of

extended learning time. ADSY emphasizes the use of rigorous, content-rich, evidence-based instructional materials across all campuses and classrooms participating in the initiative. To ensure effective delivery, schools must establish robust coaching systems where principals and principal supervisors are accountable for instructional quality in every classroom. Instructional practices should be responsive to student data and grounded in a clear academic strategy that includes both intervention and acceleration. Teachers, instructional coaches, principals, and principal supervisors should receive professional development based on a shared framework of instructional leadership anchored in HQIM implementation. Without alignment to academic goals, extended time yields minimal benefits. This pillar ensures that every instructional minute is purposeful, coherent, and impactful.

TEA Resources at Hand:

- **LIFT:** The Leadership & Instructional Foundations for Texas (LIFT) Program is a three-year program that provides school system supports for sustainable implementation of HQIM through aligned supports and strong systems. Across three years, LIFT customizes programming to align to the needs of each school system.
- **Bluebonnet Learning:** Bluebonnet Learning are state-developed instructional materials that provide teachers with the tools to foster student success. Developed using the latest cognitive science, Bluebonnet Learning instructional materials cover 100% of the Texas Essential Knowledge and Skills (TEKS) and provide a full suite of resources including scope and sequence, daily lesson plans, and student materials. All Bluebonnet Learning instructional materials are designed to be high-quality, suitable, and grade-level appropriate. Bluebonnet Learning supports ADSY calendars for grades K–5, making it an ideal option for schools implementing extended learning models.
 - **Bluebonnet Learning K-5 Math:** The ADSY module provides up to 30 days of instruction in addition to the instructional days already included in the regular academic calendar. The module consists of 25 lessons, 1 pre-test, 1 post-test, and 3 days reserved for flexible use (i.e., flex days) as determined by local decision. The instructional days can be scheduled at any point throughout the school year, including as a block at the end of the year or intermittently throughout the year.

Bluebonnet Learning K-5 Math, ADSY Teacher Edition Module Links:

Bluebonnet Learning K-5 Math, ADSY Teacher Edition Module Links:					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

- **Bluebonnet Learning K-5 Reading Language Arts (RLA) includes:**
 - » A Program Implementation Guide with pacing and scope and sequence guidance for implementing units across a 160–170-day academic calendar, with options to extend to 180 or 210 days. It also provides direction for integrating supplemental materials into additional instructional days. Pausing Point days are embedded throughout the units to allow for extension or acceleration of learning and can be adjusted to fit local calendars. In RLA K–2, units also include Culminating Activities, Unit Reviews, and Assessments, with recommended durations that schools can modify based on student needs. *While the program recommends a number of days for each of these instructional activities, schools can make local decisions to extend or condense the instructional days to meet the needs of their students.*
- **SBOE IMRA Approved Materials:** Instructional materials submitted in the Instructional Materials Review and Approval (IMRA) process are reviewed for Texas Essential Knowledge and Skills (TEKS)

and English Language Proficiency Standards (ELPS) alignment, factual errors, suitability, quality, physical/electronic specifications, and parent-portal compliance.

- **Effective Schools Framework Level 4 HQIM and Assessments:** Level 4 supports districts with ensuring that all students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.
- **Effective Schools Framework Level 5 Effective Instruction:** Level 5 supports districts with ensuring that Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.



Support Teacher Effectiveness and Encourage Strategies that Reduce Burnout

Research shows that teachers are the single most important in-school factor impacting student outcomes. When considering extending the school year, school systems must prioritize support for teacher effectiveness. This includes promoting strong instructional leadership-particularly through coaching- as a key lever for professional growth. To ensure teachers are equipped to succeed, professional development at the ADSY campus should align with the goals of ADSY and clearly communicate the initiative's purpose and research foundation to build clarity and buy-in. Equally important is the sustainability of educators' day-to-day experience. ADSY programs must be designed with teacher wellness in mind, ensuring manageable workloads, supportive school-day structures, and access to the resources needed for high-quality instruction. By fostering a culture of trust, autonomy, and collaboration- and by designing systems that value teacher voice and reduce chronic stress- this pillar underscores the key supports needed to sustain a thriving, resilient, and motivated workforce.

TEA Resources at Hand

- **Teacher Time Analysis Supports (TTAS):** TTAS supports school systems with conducting an inquiry into needs and causal systems of teacher time use, including broader operational policies, practices, and processes for resource allocation, and then using the results to make ambitious changes that improve student learning and teacher working conditions in their schools.
- **Teacher Incentive Allotment (TIA):** TIA elevates the education profession by providing districts with systems and funding to recruit promising new teachers, retain their best teachers, and incentivize teachers to work in high-needs schools and difficult to staff positions.



Optimize the Use of Time for Students and Teachers

Time optimization is the foundation of ADSY. The initiative directly addresses summer learning loss, which disproportionately affects students from low-income backgrounds. Research shows that the cumulative impact of summer learning loss can result in a gap of up to three grade levels by fifth grade for these students. ADSY empowers school systems to restructure the school calendar and master schedules to maximize the benefits of an extended school year. With up to 30 additional school days, ADSY is designed to expand learning opportunities, increase student access to instruction, and boost engagement through enriching practices. This pillar ensures that time across the instructional year is used strategically creating space for small group instruction, enrichment activities, and increased planning time for teachers. ADSY enables school systems to treat time as a strategic resource, with each model supporting campuses in cultivating a more joyful and effective learning environment. Students benefit from stronger relationships, improved attendance, and a deeper sense of belonging, while teachers gain the structured support needed to sustain high-quality instruction throughout the year.

TEA Resources at Hand

- **ADSY Full Year:** 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 master schedules. With the benefit of more time, ADSY Full Year provides an opportunity to creatively reimagine a typical school year, exploring new strategies that can benefit both students and teachers. See [ADSY Full-Year Redesign one-pager](#) for more information.
- **ADSY Summer:** ADSY Summer is an optional grant program for school systems interested in implementing ADSY days through research-based summer programming. Participating districts receive comprehensive support to help them maximize the impact of their summer programs. See [ADSY Summer one-pager](#) for more information.
- **ADSY Intersession:** An ADSY Intersessional calendar strategically embeds up to 30 additional instructional days throughout the school year by adding intersession weeks around major breaks like Thanksgiving, Winter, and Spring. These breaks create targeted windows for acceleration, remediation, and intervention for select students using data-driven insights. The intersessional approach leverages ADSY formula funding to deliver just-in-time support that addresses unfinished learning and closes performance gaps. See [ADSY Intersession one-pager](#) for more information.
- **Effective Schools Framework Level 5 Effective Instruction:** Level 5 supports districts with ensuring that Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.



Prioritize Strategies that Support High-Need Students

At the core of ADSY is a commitment to targeted support for high-need students. Data shows that ADSY participants tend to have lower baseline STAAR performance, indicating that the program is effectively reaching students who need the most academic support. This insight underscores the importance of leveraging the ADSY opportunity by strategically placing highly effective teachers with these students to ensure the greatest impact. By identifying and addressing academic gaps, this pillar ensures that extended learning time is used to uplift those who benefit most. Schools prioritize data-informed strategies that meet students where they are, offering tailored interventions and enrichment that promote both academic growth and confidence. This approach not only narrows achievement gaps but also fosters a culture of high expectations. Centering on the needs of underserved learners, ADSY builds a foundation for long-term success and empowers educators to deliver instruction that is both responsive and impactful.

TEA Resources at Hand

- **Teacher Incentive Allotment (TIA):** TIA elevates the education profession by providing districts with systems and funding to recruit promising new teachers, retain their best teachers, and **incentivize teachers to work in high-needs schools and difficult to staff positions.**
- **Effective Schools Framework Level 2 Strategic Staffing:** Level 2 supports districts with ensuring that campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators.
- **Effective Schools Framework Level 3 Positive School Culture:** Level 3 supports districts with ensuring that Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.

Interested in receiving support with implementing ADSY?

- 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!
- Reach out to ADSY@TEA.TEXAS.GOV for consultative support.

Research Cited

The strategies for ADSY outlined in this document are supported by a robust body of educational research focusing on extended learning time, high-quality instructional materials, teacher effectiveness, and targeted interventions for high-need students. Studies consistently demonstrate that carefully structured additional school days can mitigate summer learning loss and contribute to significant gains in student achievement, particularly when paired with evidence-based curricula and strategic staffing practices.

1. Kraft, M. A., & Novicoff, S. (2024). Time in School: A Conceptual Framework, Synthesis of the Causal Research, and Empirical Exploration. *American Educational Research Journal*, 61(4), 724-766. <https://doi.org/10.3102/00028312241251857> (Original work published 2024)
2. Visible Learning. (n.d.). Hattie Ranking: 256 Influences and Effect Sizes Related to Student Achievement. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
3. Barnum M. (2022, March 23). Longer school days and years remain rare. Chalkbeat. <https://www.chalkbeat.org/2022/3/23/22992779/learning-loss-school-extended-day-year>