

HB 3
in
30

Additional Days School Year



Key TEA Personnel

TEA Staff

Kristen Dobson

Associate Commissioner of Instructional Strategy

Brian Doran

Manager of Strategy & Operations



**Key TEA
Personnel**

Agenda



Presentation Agenda

- School Finance Commission Findings
- HB 3 Additional Days School Year
- Design Considerations
 - Option 1: Expand Summer Learning
 - Option 2: Intersessional Calendar
 - Option 3: Full Year Redesign
- Planning and Implementation
- Additional Days Planning Grant

School Finance Commission Findings

Declining Achievement during Summer Breaks

As noted in the Texas Commission on Public School Finance report, student achievement levels drop during the summer months, commonly referred to as the “summer slide”.

Years of learning

Student Type:

- Middle-class student
- Low-income student

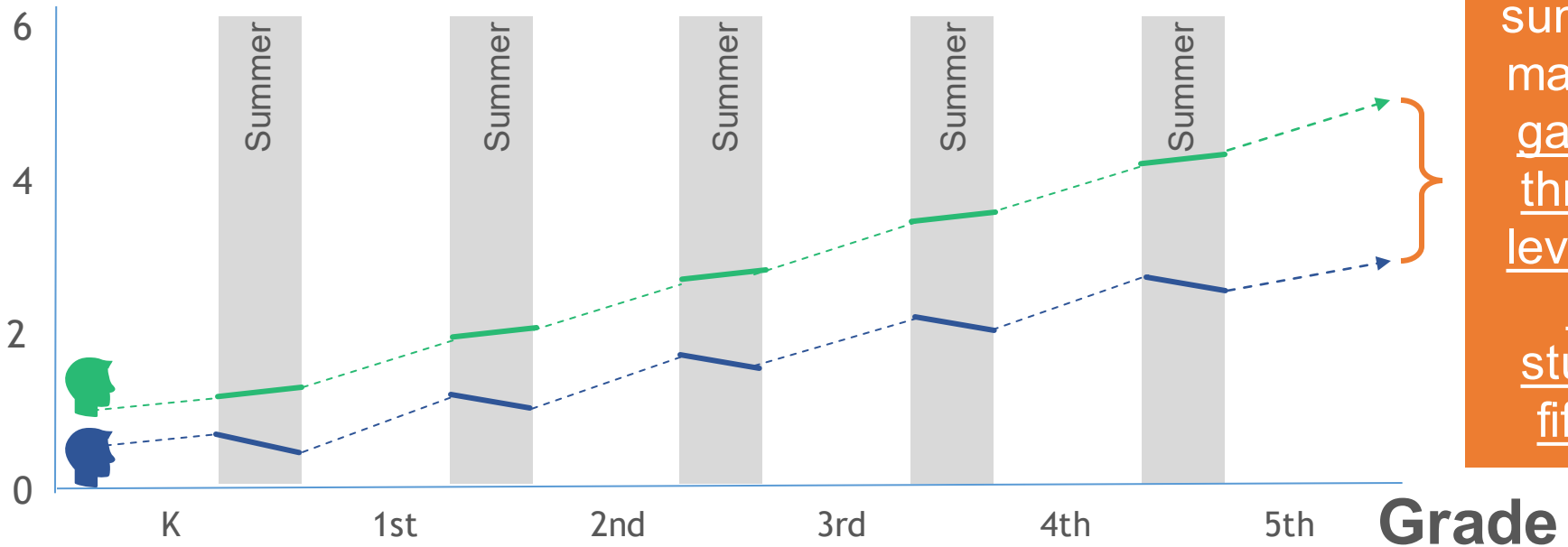
School Year Growth:

- 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

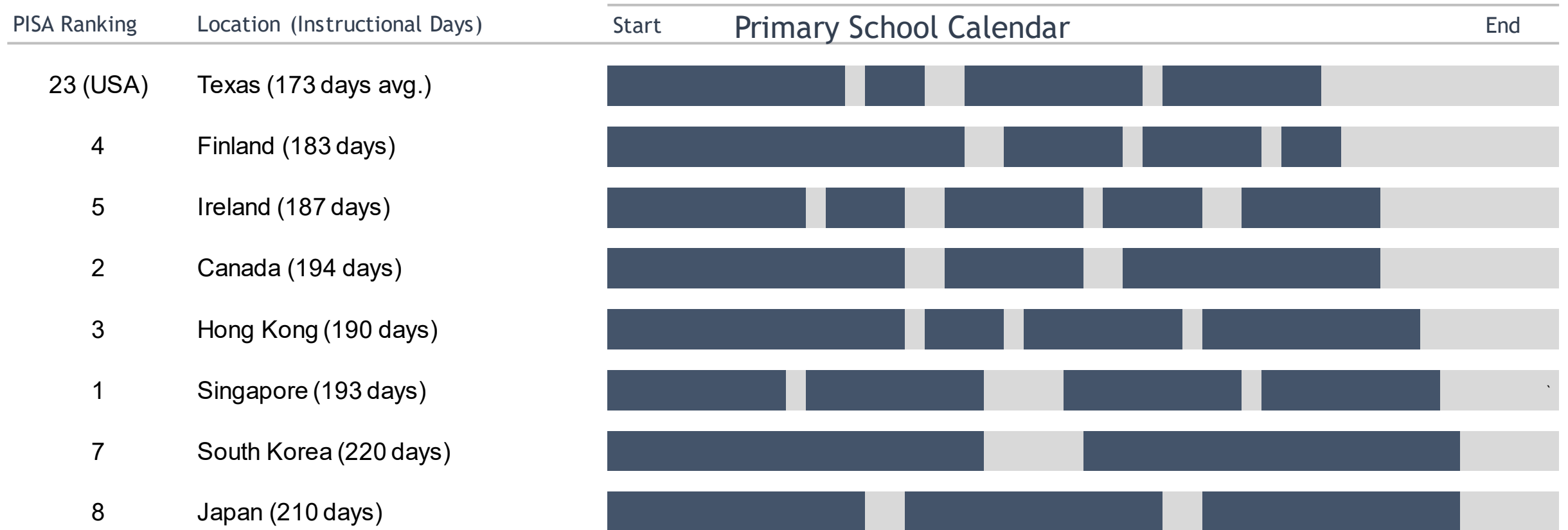


The impact of summer slide may create a gap of up to three grade levels for low income students by fifth grade

Aligned with Methods in Top Performing Countries

Top performing countries have taken measures to address summer slide.

In School
 Major Break



1. Analysis completed by Boston Consulting Group, data from Ontario Ministry of Education, Asia Society Center for Global Education; TEA, Singapore Ministry of Education, Ontario Ministry of Education, EduCanada, Hong Kong Fast Facts, InfoFinland.fi, Ireland Department of Education and Skills, ExpatFocus

Commission Recommendation #8:

Create an extended-year incentive program to provide a half-day of funding to school districts offering up to 30 additional instructional days for students in PreK through fifth grade opting/needing to attend based on proficiency. In addition to improving student achievement, an extended-year program would provide additional compensation to teachers and assist families with childcare during the summer.

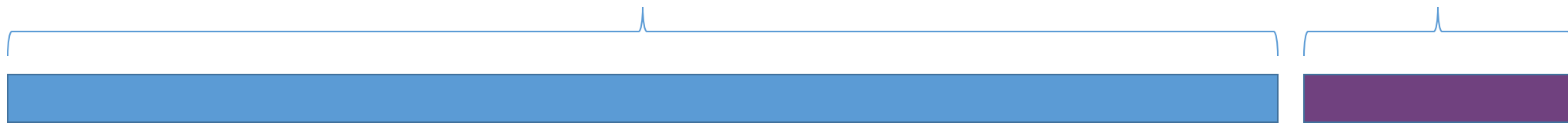
HB 3 Additional Days School Year (ADSY)

HB 3: Additional Days for Elementary

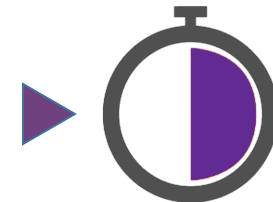
HB 3 adds **half-day formula funding** for school systems that want to add instructional days (beyond a minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).

Minimum 180 Instructional Days

Up to 30 Additional Days



Half-day formula funding



Additional Benefits

The additional 30 days gives schools the opportunity to capture a series of important benefits that can improve student achievement.

Teacher Planning

- Improve workday with job-embedded planning and more breaks

Student Brain
Breaks

- Increased time for brain breaks, play and enrichment

Academic
Improvements

- Additional time to cover standards and improved productivity each day

Sample Financial Impact Scenario

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



Per Student Funding
for 30 additional days
at ~\$25 per half day*

\$750

*x 15 students
(assume 5% absences)*



**Classroom Level
Funding**

\$10,680

↳ Subset of funds could
be teacher pay increases

\$5,340

*x 34 classrooms
(assumes 525 students)*



**School Level
Funding**

\$374,000

**Teacher
Salaries**

Assumes at
least 50%

\$187K

**School
Operations**

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

\$187K

*State average ADA funding for half day

Clarifying Minutes vs Days Requirement

The HB 3 statute requires participating districts to meet both the 75,600 minutes requirement and have 180 days of instruction.

	Existing Academic Calendar	180 Days + Up to 30 Additional Days
School System Requirements	75,600 minutes	75,600 minutes + 180 days <i>(not including waivers)</i>

Given the HB 3 statutory requirement, TEA will refer to the 180 days throughout the presentation. Campuses not implementing additional days are not impacted by this requirement.

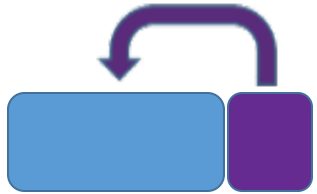
Design Considerations

Three Paths Forward



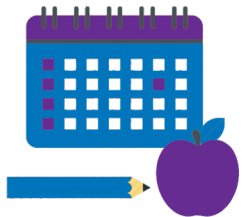
Option 1: Optional Summer Learning

- **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

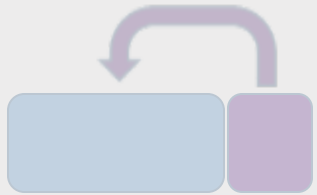
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Three Paths Forward



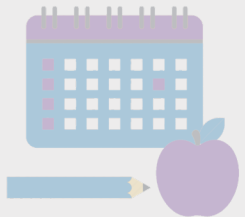
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Option 1: Optional Summer Learning

Additional Day School Year funding can be used to fund voluntary summer programs. This may include the following types changes to district summer programs.



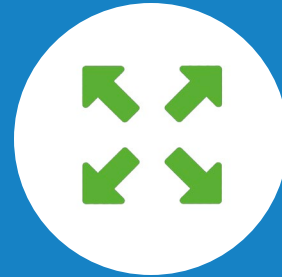
Sustain

Use HB 3 as sustainable funding source for existing programs



Improve

Use HB 3 to add new academics & enrichment to existing programs



Expand

Use HB 3 to expand existing programs to enroll more students



Partner

Increase enriching exposure to the arts, culture, civics, etc., with partners



Launch

Use HB 3 to launch new summer learning programs

Option 1: Implementation Options

HB 3 additional days are designed to be flexible – funding can be used for summer school programs, Jump Start, targeted remediation, or whatever best meets a district’s local needs.



Summer School

High quality summer learning designed around existing summer school expectations for a subset of students.



Targeted Remediation

End of year remediation for specific subjects or students identified by the campus/district



Jump Start Program

Districts hold a jump start program in the weeks leading up to the school year for select students.

Options for Supplemental Funding

State Compensatory Education, Title IV Part B (21st Century Community Learning Centers), local funds, and other sources can be used to supplement funding for full-day programming.

Option 1: Summer Learning Considerations

A study by RAND¹ identified several important considerations to ensure high quality summer learning.



Academics and Enrichment: Create small class sizes, support individualized instruction, and plan for sufficient time on instructional tasks (3 – 4 hours per day for 30 days)



Attendance: Clearly communicate with families, create a recruitment plan, and create engaging environments for students



Logistics: Start early to plan the logistics including transportation, food, operations, etc.



Curricula: Use aligned curricula, plan common engaging experiences to complement the school year



Staff: Ensure your existing staff have an opportunity to benefit from integrated PD

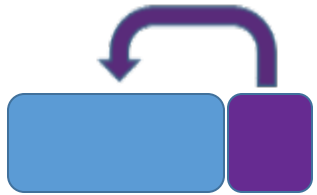
1. [RAND: Getting to Work on Summer Learning](#)

Three Paths Forward



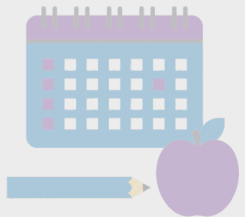
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Option 3: Full Year Redesign

- **Purpose:** Rethinking the School Day
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Option 2: Intersessional Calendar

Additional days could be used for remediation during breaks around a school calendar that has been redesigned on a year-round model, to more effectively support struggling students during the year as content is taught, as opposed to in the summer.



- Students not mastering content could return for the intersession week for real time support



- Teachers have a dedicated week to focus solely on ensuring struggling students move towards mastery



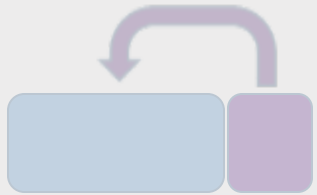
- The school's year-round schedule per TEC §25.084 would spread out school days so they reach into the summer, minimizing summer slide risk for all students

Three Paths Forward



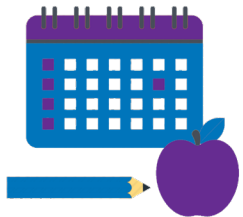
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Option 3: Addressing the Problem

Many elementary teachers are overwhelmed with everything they have to do in the day.



Main Sources of Teacher Stress:

- Responsible for huge number of student expectations (SE)
(e.g., 235 core content SEs for 1st grade teachers)
- Can regularly 12 hour work days
- Limited job-embedded planning
- Minimal breaks

Option 3: Addressing the Problem

Students don't receive many brain breaks and free play opportunities.



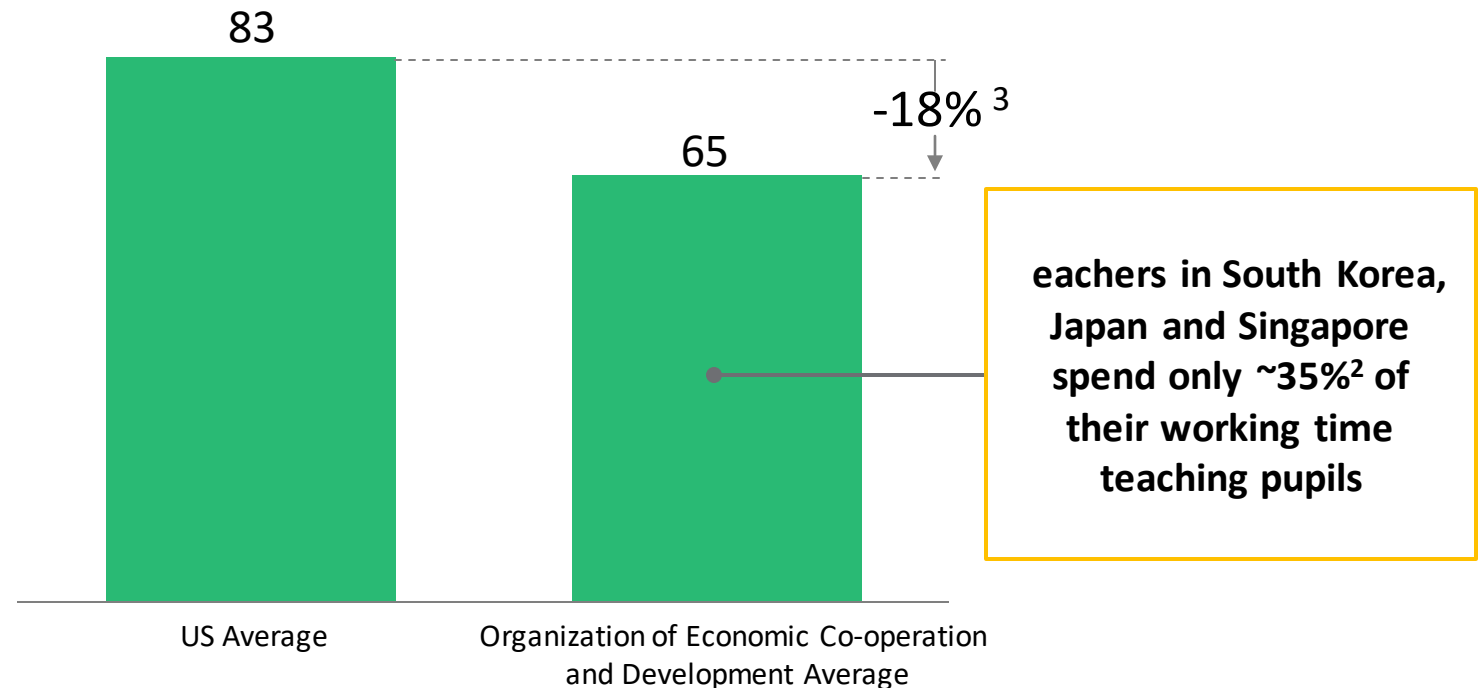
Main Sources of Student Stress:

- Limited time in day for brain breaks
- Limited time for play
- Limited time for enrichment

International Comparison

In most higher performing countries, teachers are in front of students between 3 and 4 hours per day, compared to an average of 6 hours in the US.

Working hours teachers spend giving instruction¹ (%)



Data compiled by Boston Consulting Group. Sources: 1. OECD’s “2014 Education at a Glance” report; included primary school teachers only 2. In Japan, students have a shorter school day and teachers stay for additional hours to do other activities, according to Stanford Education Policy “How High Achieving Countries Develop Great Teachers” 3. Difference in teaching time can be as low as 12% according to “The Mismeasure of Teaching Time”, Columbia University

International Comparison of Teacher Time

This allows other countries to increase planning time which may lead to teacher benefits.

Increased Planning Time for Teachers¹:

Teacher Benefits:



Japan (#8 PISA Ranking²)

10 to 15 hours of [lesson study](#) / week. Teachers plan, observe, and debrief lessons together

Teaching is the first choice career for 82% of teachers in Japan (compared with 59% in the US)³



Singapore (#1 PISA Ranking)

Teachers have 20 hours per week to collaborate

Annual attrition rate of 3-4% (compared to 8% in the US)⁴



Finland (#4 PISA Ranking)

Teachers have one afternoon each week for joint planning and curriculum development

~90% of trained teachers remain in the profession for the duration of their careers⁵

Option 3: Reimagining the School Year

What if districts use HB 3 as an opportunity to redesign each school day?






The Gift of Time

Option 3: Changing the Daily Schedule

180

Reimagined School Days

Change the Schedule

-  Slightly reduce academic content instruction time
-  Add an additional recess
-  Add an additional specials rotation



Each Day

+ 30

Additional School Days

Example Elementary Schedule

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 1 st 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 of New Elementary Schedule Change

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		Writers Workshop
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		Science / Social Studies
2:20		
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.

Example (continued): Annual Schedule Impact

Based on daily assumptions of reducing academic instructional time one hour / day, a school can identify 500+ hours for additional teacher planning and student breaks.

Changes in Annual Time Allotted with 210 Day Calendar			
Benefits	180 Days	Additional 30 Days	Total Improved Hours
Teacher Planning	+ 180 hours <i>180 days * 1 added hour / day from reduced instructional time</i>	+ 75 hours <i>30 new days * 2.5 hours</i>	+ 255 hours
Student Brain Breaks	+ 180 hours <i>180 days * 1 added hour / day from reduced instructional time</i>	+ 75 hours <i>30 new days * 2.5 hours</i>	+ 255 hours

Additional teacher planning and student brain break hours result in much more productive time overall

Additional Family Impact Considerations

In addition to teacher benefits, additional days support families seeking to maximize their child’s educational opportunities and provide them with safe and healthy environments.

Limits “Summer Slide”

32% of low-SES kindergartners never used a computer for educational purposes in the summer before 1st grade, compared to 16% of high-SES students¹

Summer Childcare Support

58% of children age 5-14 have no regular child-care arrangement during the summer

Reduces Summer Expenses

The average weekly cost of summer learning programs in Texas is **\$205** (as reported by parents who pay a fee for programming)

Safe and Healthy Environments

86% of low-SES parents say that safety is very important when selecting an afterschool program. Healthy nutritional options were also identified as a main selection criterion.

1. [After School Alliance; America After 3pm](#)

Comparing the Options

The three options are based on different strategies and have varying benefits.

Option	Target Students & Teachers	Schedule	Benefits
Option 1 – Summer Programming	A subset of students and a subset of teachers	180 days of instruction and up to 30 days of summer programming	Targeted programming for a subset of students
Option 2 – Intersessional Calendar	A subset of students and all teachers	Cycles of instructional days interspersed with additional remediation days/weeks	Immediate remediation opportunities for a subset of students
Option 3 – Calendar Redesign	All students and all teachers	A new, 210 day calendar	Increased planning and brain breaks for all teachers and students



Key Takeaway

Districts can design programming and calendars in the way that makes the most sense for their campuses. These options are not meant to present the only iterations of how a district might implement an Additional Days School Year.

Planning and Implementation

An Effective Launch Takes Time

Calendar redesign can be incredibly impactful but requires extensive thought and planning.

“A good planning process may be **the most important characteristic** of a strong program: it reduces logistical problems and increases instructional time for students.”

[-Getting to Work on Summer Learning: Recommended Practices for Success \(RAND\)](#)

RAND Recommended Practices for Success

In a study of five districts with successful summer learning programs, RAND identified recommended practices for success that translate to both summer programming and calendar redesign:

Conduct early, robust planning

Districts committing to summer programming the fall before experienced less disruption to instruction than those committing in January; this would be compounded with a full calendar redesign.

Plan for student recruitment and attendance

Students needed to attend at least 20 days to experience academic benefits.

Be diligent about time on task

All five districts with summer programming had at least 25% of intended instructional hours lost, with the maximum of 48% of intended hours lost.

Planning Considerations for Calendar Redesign

There are several key areas to address in the planning phase before adding days to the school year.

Parent and Teacher Support

- Understands needs of parents, teachers, students, etc.
- Develop proposed solutions to address local needs
- Obtain buy-in to move forward with change

School Operations Support

- Develop plans to support required changes related to transportation, food, maintenance, staffing, etc.
- Adjust school finance plans to support new model

Curriculum and Instruction

- Make master scheduling adjustments
- Adjust scope and sequences / instructional resources
- Develop enhanced planning and support strategies

Student Recruitment & Attendance

- Identify incentives to maximize student attendance
- Create flexible structures to account for lower than expected attendance rates

Local Board Approval

- Obtain local Board approval for new academic calendar, adjustments to instructional days, impact to teacher salary schedules, etc.

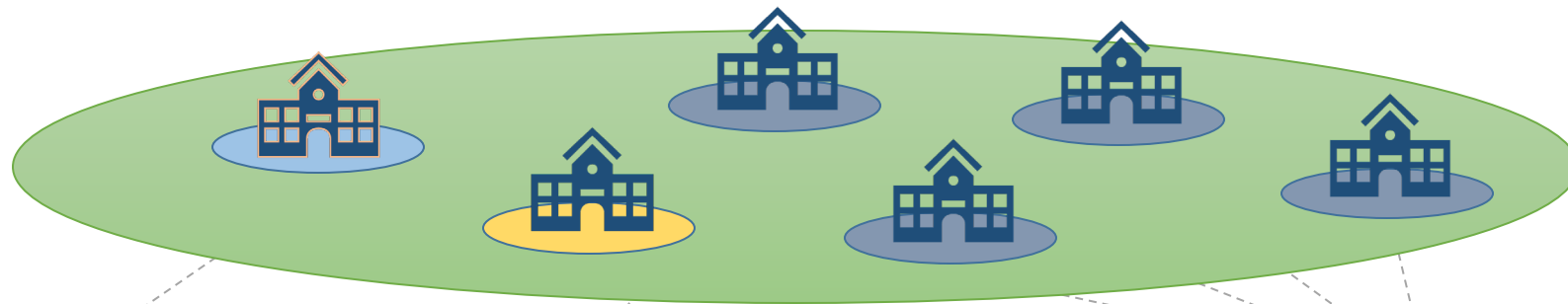
Communications & Change Management

- Create / execute multi-medium communications plan
- Provide clear, consistent communications
- Obtain data to enable continuous improvement

Sample District Implementation

Districts may opt to pilot an Additional Days School Year at a select campus or campuses.

District XYZ Elementary Schools



Summer Programming

Campus A has a need for summer remediation and pilots Option 1 - Summer Learning

Calendar Redesign

Campus B serves as a magnet program for the district and pilots Option 3 – Full Year Redesign

No Impact

Campuses C, D, E and F are not impacted by the additional days from campuses A and B, but can use their experience in the future

District XYZ is able to pilot different models by strategically placing different options at two elementary campuses. The remaining four campuses keep the existing calendar for the time being and may decide to implement an Additional Days School Year in future years.

Legal Considerations: Schedule Timing

There are several key considerations for districts considering adding additional days.



Start Date: Districts are still required to adhere to TEC 25.0811 and start their academic calendar on the fourth Monday of August. Two exceptions are Year-Round Schools and Districts of Innovation who may opt to change their start date in their Innovation Plan.

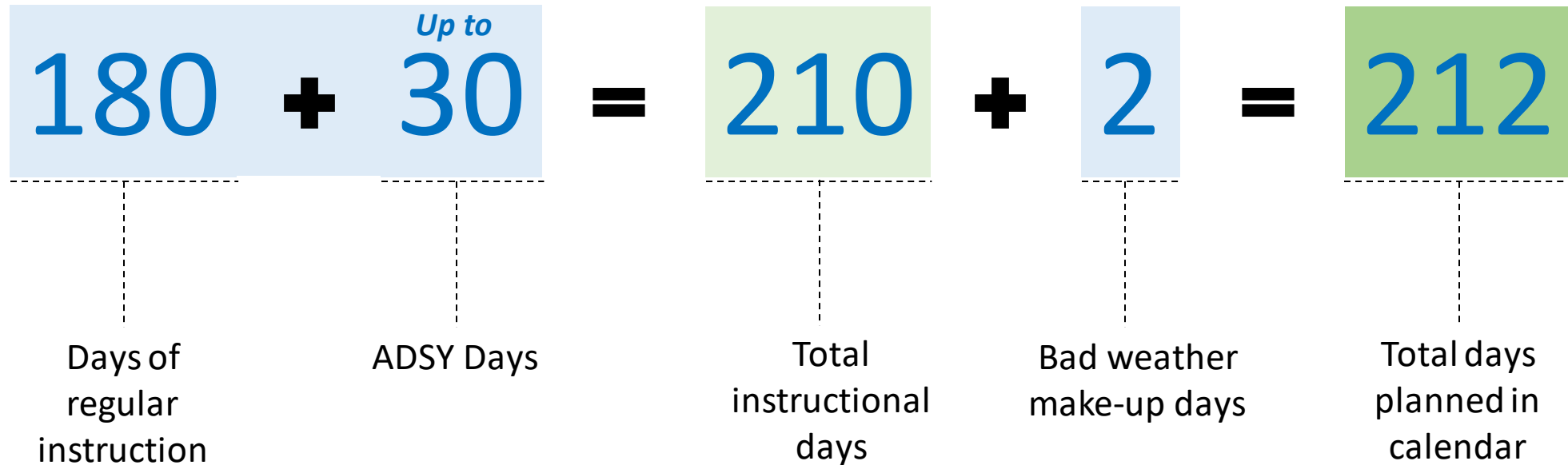
**Additional days funding starts September 1, 2020*



Testing Windows: For the next few years, state testing windows remain the same for all tested subjects and courses regardless of additional days participation. Through HB 3906, the agency is exploring ways to identify staggered testing windows in future years. But STAAR testing only impacts 3 of the 8 years of school potentially providing additional days (3-5 vs PK3-2).

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.



Legal Considerations: Student Attendance

There are several key considerations for districts considering adding additional days.

August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Non-Compulsory Attendance: Students are not required to attend any of the additional days per TEC 25.0811(a).



Attendance Related Funding Implications: Daily student attendance directly impacts how much funding a district receives. Funding for Additional Days School Year is calculated on a per-pupil basis separate from the existing six 6-weeks ADA calculations.

Supporting Teachers

Additional Days School Year funding can be an effective way to increase teacher salaries, particularly when combined with other opportunities.

	\$60,000	Base Salary
	500	Mentor Stipend
	5,000	ADSY Days
+	25,000	Teacher Incentive Allotment (Master)
	<hr/>	
	\$90,500	Total Salary

Legal Considerations: Funding

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 proposing required hours 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 Spring of 2022. In future years, funding will be allocated as normal throughout the year (see next slides).

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 by May of 2022 during settle up



Six-weeks ADA attendance taken and reported on as normal



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



TEA flows funds to districts in April/May of 2022 during the final settle-up for the 20-21 school year



Reporting



Cash Flow

Funding starts for additional days on September 1, 2020

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	Aug		May	Jun	Jul	Aug	May	
Budget Estimates		180 days					Add'l 30 days	Settle-Ups	


§ Cash flow to districts on designated schedule

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

 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

Pupil Projections

Districts provide state funding with a new estimated pupil projection that includes the projected increase in ADA from the additional days.

Example Calculation:

180 Day ADA	10,000	
# of Students participating in Additional Days	3,000	Assumed 30 additional days
Adjusted ADA for Additional Days	244.90	Calculated additional ADA with assumed 98% attendance for add'l days: $(30/2) / 180 = .0833$ $.0833 * 3,000 * 0.98 = 244.90$
New reported ADA	10,244.90	

Pupil Projections

For the 2020-2021 School Year:

Manual adjustments to Legislative Payment Estimates (LPE) will be accepted.

For 2021-2022 and all future years:

A district will submit the Additional Days School Year adjusted pupil projections in the FSP Attendance Projection Subsystem in October of even-number years.

The district will multiply the number of students it expects to attend the additional days by .0833 if it offers all 30 days.

$$\overbrace{(30/2) / 180}$$

Changes to District Reporting

The PEIMS schedule reporting process will change for districts with an Additional Days School Year.

TEA will be providing guidance in the 2020-2021 final version of the Texas Education Data Standards which will be published on March 1, 2020.

Additional Days Planning Grant

HB 3: Additional Days Planning Grant

To support local planning and implementation, the Additional Days Planning Grant (ADPG) makes up to \$5 million available for distribution to qualifying public school districts and charters.

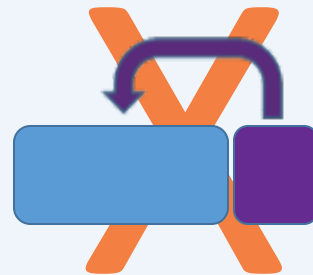
Additional Days Planning Grant

Option 1: Expand Summer Learning



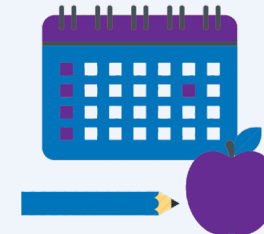
Sustain, improve, expand, or launch summer learning opportunities for students

Option 2: Intersession Calendar



Implement cycles of remediation throughout a spread out school year

Option 3: Full Year Re-Design



Re-engineer the entire school year in an integrated way

HB 3: Additional Days Planning Grant

Through the ADPG, TEA will award planning and implementation grants to support the high-fidelity implementation of an additional days calendar to LEAs.

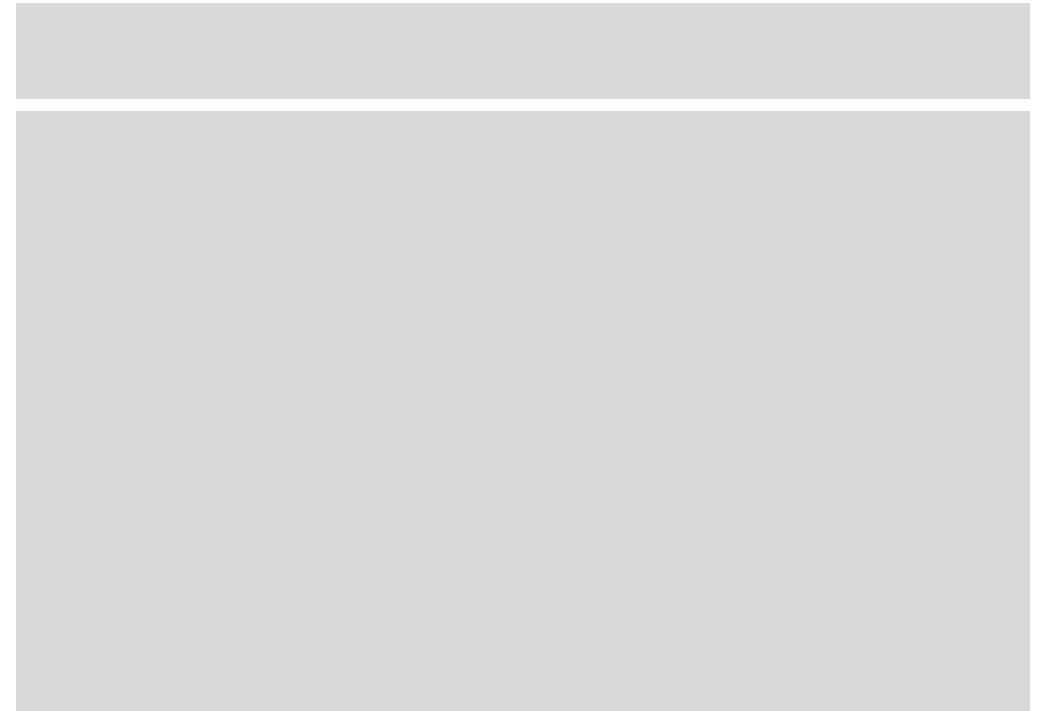
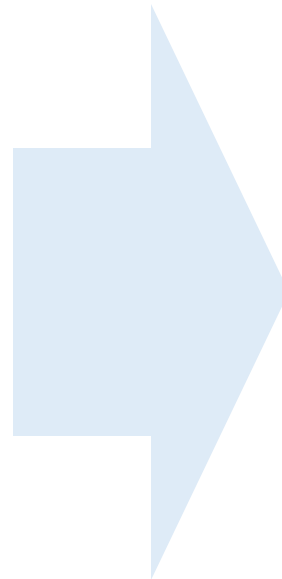
Spring 2020

Program Phase: Planning

Purpose: Design additional days calendar and plan for full implementation by leveraging state technical assistance supports

District Opportunities:

- **Planning Grants of up to \$125,000** for initial local planning activities



HB 3: Additional Days Planning Grant

Through the ADPG, TEA will award planning and implementation grants to support the high-fidelity implementation of an additional days calendar to LEAs.

Spring/Summer 2020

Program Phase: Planning

Purpose: Design and prepare for local implementation of an additional days calendar by leveraging state technical assistance supports, with the goal of a board-adopted calendar in Fall of 2020

District Opportunity:

- Grants of **up to \$125,000** for initial local planning activities

All
awarded
grantees

Fall 2020

Program Phase: Implementation

Purpose: Support continued change management with supports for implementation fidelity

District Opportunity:

- Awarded entities will receive **additional \$25,000** for implementation with continued state technical supports

HB 3: Additional Days Planning Grant Program

TEA will evaluate applications on the following set of program requirements and priorities.

Grant Requirements	Priority Indicators
<p>Required:</p> <ul style="list-style-type: none"> • Use of Funds: Support districts interested in redesigning the annual school calendar to increase teacher planning and the student experience (option 3 described in this presentation). • Personnel: Dedicated grant-funded district-level project manager allocating between allocate 50-100% time for life of project <ul style="list-style-type: none"> • Note: ESCs may apply for a single grant as the project manager for one or more districts • Leadership Commitment: Signed letter of commitment from superintendent to implement the plan in the following school year 	<p>Prioritized:</p> <ul style="list-style-type: none"> • Campuses with an understanding of performance needs • High percentages of low-income students • Districts that can demonstrate teacher and community support

**Other eligibility requirements may apply*

HB 3: Additional Days Planning Grant Program

Interested LEAs are encouraged to be on the lookout for more information in a future TAA. An anticipated timeline with approximate dates is below.

Date	Activity
January – February 2020	Grant Application Window
April – May 2020	TEA Announces Awards and Grant Program Starts

**These dates are subject to change*

Joint Planning Considerations for Blended Learning

LEAs undergoing the extensive planning for additional days are encouraged to consider other curricular redesign opportunities like blended learning.

	2020-2021 School Year	2021-2022 School Year
Additional Days School Year	<ul style="list-style-type: none"> • Extensive planning stage • Opportunity for planning supports through ADPG 	<ul style="list-style-type: none"> • Implementation and continuous improvement
Blended Learning Grant Program	<ul style="list-style-type: none"> • Extensive planning stage • Opportunity for planning supports through BLGP Grant 	<ul style="list-style-type: none"> • Implementation and preparation for scale
	<p>Opportunities to combine planning components, e.g. staffing patterns at elementary schools could be affected by both</p>	<p>Ability to package change management in the same overall redesign process</p>

House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3



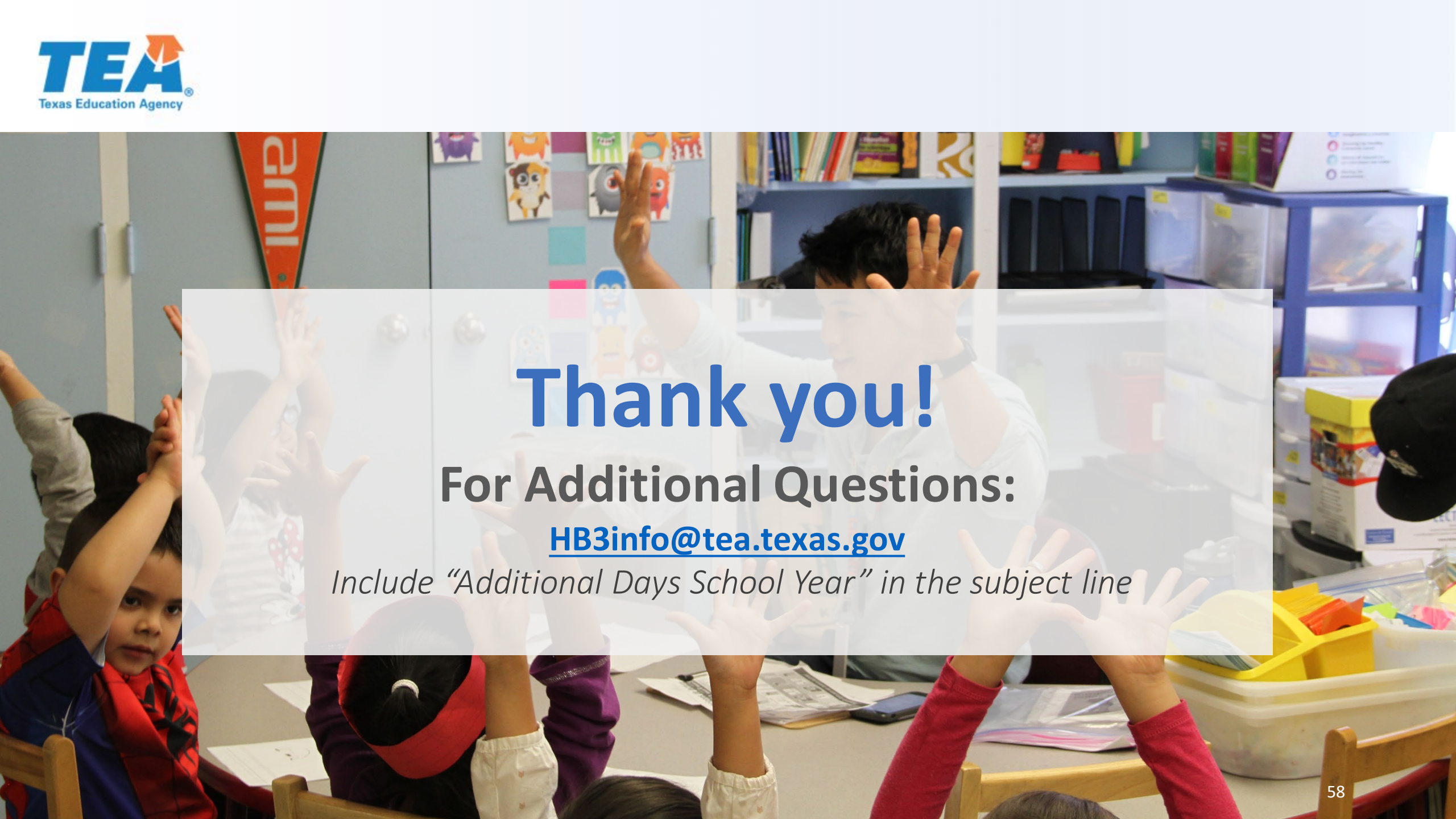
tea.texas.gov/HB3

Visit tea.texas.gov/HB3 for the most up-to-date information



HB3info@tea.texas.gov

Email HB3info@tea.texas.gov with any questions

A photograph of a classroom scene. A teacher in a white shirt is standing at the front, smiling, with both hands raised. Several young children are seated at a table, also with their hands raised. The background shows a typical classroom environment with bookshelves, a storage unit, and colorful decorations on the wall.

Thank you!
For Additional Questions:
HB3info@tea.texas.gov

Include "Additional Days School Year" in the subject line