

# **SB 338\_ Primary and Secondary Education - Extended**

Uploaded by: Alexa Thomas

Position: FAV



**PSSAM**  
Public School Superintendents' Association  
OF MARYLAND

**Mary Pat Fannon, Executive Director**  
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**BILL:** SB 338

**TITLE:** Primary and Secondary Education - Extended School Year Innovation Grant

**DATE:** February 22, 2023

**POSITION:** Support

**COMMITTEE:** Education, Energy, and the Environment / Budget and Taxation

**CONTACT:** Mary Pat Fannon, Executive Director, PSSAM

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The Public School Superintendents' Association of Maryland (PSSAM), on behalf of all twenty-four local school superintendents, **supports** Senate Bill 338.

This bill establishes an Extended School Year Innovation Grant program administered by the Maryland State Department of Education (MSDE). Grants are intended to fund development and implementation of an extended school year scheduling model in public primary and secondary schools in the State. A participating school must use grant funds to support the additional personnel and operational expenses associated with implementing an extended school year scheduling model. MSDE must prioritize awarding grants to primary schools and schools with documented learning loss. To the extent practicable, each year MSDE must award a grant to at least one rural, one suburban, and one urban school. For each fiscal year through fiscal 2035, the Governor must include \$25.0 million in the annual budget bill for the program. A participating school must, every second year of implementation, report specified information to the Governor, MSDE, and the General Assembly.

The Covid-19 pandemic created many challenges in the delivery of public education and highlighted the need for innovation and evolution. The pandemic taught us that the traditional model of educating students is not the only way to educate students. We learned that some students can learn and excel in much more creative models and these models deserve more research and consideration. The Extended School Year Grant would allow school systems to implement another innovative concept in public education - a year-round school model.

Research indicates that year-round schools have many benefits including lower stress levels for students due to frequent breaks throughout the year. The same has been found for reducing teacher stress, which in turn has shown an increase in the quality of their instruction. Year-round school can also help deter learning loss and give students and families year-round access to food service, academic support, and other wrap around services all year long. In overcrowded school systems, year-round schools with staggered sessions can help alleviate these physical constraints in school building and lessen the need for portable buildings.

There are certainly downsides to consider with year-round schools; however, the careful planning and research expectations in this legislation will help school systems make the most informed decision on utilizing this innovative model.

Maryland's superintendents unanimously agree that implementing flexible scheduling models at the discretion of local systems provides additional creative options for the delivery of a free and appropriate public education. We embrace researching and piloting new modes of learning, and feel it is a welcome supplement to the high-quality education already provided in Maryland schools. We hope to have the opportunity to work collaboratively with MSDE and many other stakeholders, including teachers and students, to build the most effective and meaningful year-round school program for Maryland public school students.

For these reasons, PSSAM **supports** Senate Bill 338 and urges a favorable report.

# **SB338 - Primary and Secondary Education - Extended**

Uploaded by: Dawana Sterrette

Position: FAV

# BALTIMORE CITY PUBLIC SCHOOLS

**Brandon M. Scott**  
Mayor, City of Baltimore

**Jhnette A. Richardson**  
Chair, Baltimore City Board  
of School Commissioners

**Dr. Sonja Brookins Santelises**  
Chief Executive Officer

**Testimony of the  
Baltimore City Board of School Commissioners  
In Support of  
Senate Bill 338 –  
Primary and Secondary Education – Extended School  
Year Innovation Grant**

**February 22, 2023**

The Baltimore City Board of School Commissioners supports Senate Bill 338, as this legislation proposes a new grant funding stream to be established to support the piloting and implementation of year-round or extended learning models in schools.

Providing for year round learning opportunities for students can be a tool to help alleviate summer learning loss and to provide additional opportunities for interventions and also enrichment opportunities. In the wake of the pandemic, students, nationwide, have lost some basic academic proficiencies. Year round school will enable the school district to make up for some of the academic declines.

For the foregoing reasons, the Baltimore City Board of School Commissioners supports Senate Bill 338 and urges a favorable report.

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# **FINAL SB338 - Extended School Year Innovation Gran**

Uploaded by: Grace Wilson

Position: FAV



## **SB338 PRIMARY AND SECONDARY EDUCATION – EXTENDED SCHOOL YEAR INNOVATION GRANT**

February 22, 2023

EDUCATION, ENERGY, AND THE ENVIRONMENT

### **SUPPORT**

Grace Wilson, Legislative & Policy Specialist (410.440.1758)

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Anne Arundel County Public Schools (AACPS) supports **SB338 Primary and Secondary Education – Extended School Year Innovation Grant**. This bill establishes the Extended School Year Innovation Grant to develop and implement an extended school year scheduling model in public elementary and secondary schools. The bill requires the Maryland State Department of Education (MSDE) to administer the Grant to participating public elementary and secondary schools to support certain expenses associated with implementing an extended school year scheduling model. Finally, this bill requires the Governor, for each fiscal year through 2035, to include in the annual budget bill an appropriation of \$25,000,000 to MSDE for the Grant.

MSDE and local school systems across the State are seeking innovative approaches to educating students through the implementation of the Blueprint for Maryland's Future (Blueprint). However, there remains artificial constraints in law when it comes to school scheduling. For example, the requirement that public schools be in session for **both** 180 days **and** a minimum number of seat hours (1,080 at the elementary and middle school levels, and 1,170 at the high school level) **during** a ten-month school year. The grant program created by this bill will allow AACPS and other local school systems to explore the use of new and innovative school scheduling models that do not allow for prolonged lapses in instruction time that are permitted by existing law.

The flexibility to explore the use of new and innovative school scheduling models that do not allow for prolonged lapses in instruction time is essential to combatting the learning loss caused by the COVID-19 pandemic and invigorate education in Maryland.

Accordingly, AACPS respectfully requests a **FAVORABLE** committee report on SB338.

# **SB 338.Extended School YearInnovation Grants.pdf**

Uploaded by: John Woolums

Position: FAV



**BILL:** Senate Bill 338  
**TITLE:** Primary and Secondary Education - Extended School Year Innovation Grant  
**DATE:** February 22, 2023  
**POSITION:** SUPPORT  
**COMMITTEE:** Education, Energy, and the Environment  
Budget and Taxation  
**CONTACT:** John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) supports Senate Bill 338 in order to Provide sustained funding for a statewide grant program to support local school system initiatives to extend the school year to mitigate and prevent learning loss.

The grant program established by this legislation would support the substantial personnel and operating costs that may arise when adopting an extended school year that does not include prolonged lapses in instruction, such as the traditional summer break. The bill appropriately targets the development of programs in elementary schools and in schools with demonstrated needs. MABE appreciates that Senate Bill 338 would direct the Maryland State Department of Education (MSDE) to prioritize awarding grants to schools in urban, suburban and rural areas throughout the state.

MABE always places a high priority on advocating for continued governance autonomy for local boards of education to set education policy and school budgets which provide educational benefits for all students; and opposition to unfunded mandates. In this context, MABE supports enhanced local school calendar flexibility and the provision of adequate resources to enable the successful implementation of innovative school calendars. The funding provided by Senate Bill 338 would allow each of Maryland's 24 local school systems to consider options for extending the school year.

Fortunately, the legislature acted to alleviate these barriers to local decision making on school calendars by authorizing a local board of education to adopt their own start and end dates to the school year. Again, MABE supports Senate Bill 338 to further expand the options available to local boards by allowing them to consider innovative extended scheduling strategies. Such strategies may be designed not only to meet minimum educational requirements but also to facilitate efforts to avoid long gaps in instruction and to align with the Blueprint for Maryland's Future expansions of career and technical education and dual enrollment programs. In these ways, this bill would greatly assist local boards in determining whether and how to adjust their respective local school calendars in the best interests of student learning.

For these reasons, MABE requests a favorable report on Senate Bill 338.

# **Principal Kannam Extended Year School Testimony.pd**

Uploaded by: Peter Kannam

Position: FAV

Dear members of the Senate Education, Energy, and the Environment Committee,

My name is Peter Kannam, Principal of Elmer A. Henderson: A Johns Hopkins Partnership School, a Title I school in East Baltimore operated by the Johns Hopkins School of Education. Prior to serving as a Principal, I served two terms on the Baltimore City Board of School Commissioners, led teacher and principal support organizations, and taught in Baltimore City Public Schools. I am also the husband of a Baltimore City Public Schools teacher and the father of three sons who have all attended Baltimore City Public Schools.

Simply put, our students need more time in school. That's why I am here today to offer my support for Senate Bill 338, which aims to create a pilot program for schools interested in moving to an extended year model.

This investment is worth it: My thirty years of experience in Baltimore City Schools have shown me that all students can and will excel, when given the appropriate support. And I strongly believe that an extended year approach is one of those supports necessary for accelerating learning and improving student outcomes in Maryland schools.

I lead a school that serves around 650 students. Before the pandemic we were the most improved K-8 in Baltimore City. But even so, many of our students were behind grade level. While Baltimore City Public Schools has been a leader in many ways through the pandemic, recent data shows that our students have even more ground to make up, and a traditional calendar with 180 days of school, 7 hours a day is not enough time to provide the deep level of learning our students deserve.

As a result, there is a pressing need for innovative solutions that can help students catch up and stay on track academically. And extended year schooling is one such solution.

By increasing the number of school days or spreading out breaks throughout the year, extended year schooling can:

- Increase learning time for students, which has shown to lead to accelerated achievement gains in other districts;
- Increase opportunities for teachers to go deeper in content areas; incorporate more experiential, project-based learning; and adjust pacing according to student needs;
- Increase professional development days for staff, giving teachers additional time for collaborative planning and professional learning communities.
- Address the problem of "summer learning loss," which disproportionately affects low-income students.

I strongly believe that the pilot program proposed in Senate Bill 338 can help to bring the benefits of extended year schooling to Maryland students. By providing \$25 million in innovation grants to schools interested in adopting an extended year approach, this program can help to cover the operational and capital expenses associated with such a change. This, in turn, can make it more feasible for schools to adopt extended year schooling.

Therefore, I urge you to support Senate Bill 338 and the pilot program it proposes. Extended year schooling can be a valuable tool for accelerating and improving student outcomes, and the pilot program can help to bring these benefits to Maryland schools. Thank you for your consideration.

# **BFerguson SB 338 - Extended School Year EEE Testim**

Uploaded by: Senate President Bill Ferguson

Position: FAV



*The Senate of Maryland*  
ANNAPOLIS, MARYLAND 21401-1991

**SB 338 - Primary and Secondary Education - Extended School Year Innovation Grant**

Testimony of Senate President Bill Ferguson

On February 22, 2023

Before the Education, Energy, and the Environment Committee

**Why This Bill Matters:**

Since well-before the COVID-19 pandemic, Maryland students' educational attainment began falling behind in reading and math. That reality is especially true for students of color and those living in poverty, further widening the disparities in educational outcomes that the Maryland General Assembly has been focused on addressing through legislation like the Blueprint for Maryland's Future. Although the issue predates the pandemic, the last three years have exacerbated the problem as students became increasingly disconnected from learning and educational interventions.

It is clear that we need to think innovatively about how we support Maryland students as we strive to prepare them to maximize their potential and compete in a 21st century economy. One of the most important strategies available to us is minimizing the documented summer learning loss that occurs when students are out of the classroom for extended periods of time without educational enrichment opportunities. Maryland should incentivize school communities that are interested in moving to an extended year model to do so, thereby determining if this approach reverses the aforementioned downward trends.

**What This Bill Does:**

Senate Bill 338 creates a \$25 million innovation grant fund to allow for interested schools around the State to move towards an extended school year model. Like other innovation grants currently in code, the fund would be administered by the Maryland State Department of Education (MSDE).

The grant is structured to support additional capital and operational expenses, like personnel costs, associated with an extended school year model. MSDE is empowered to determine the best methodology for application evaluation as they have the relevant expertise in building out programs to improve educational outcomes.

A reporting requirement is included to review trends regarding test scores, enrollment, attendance, and family engagement. Finally, parameters are set for MSDE as they evaluate applications so that, to the extent practicable, schools in rural, suburban, and urban communities receive funding. Further,

priority is given to primary schools and those with documented learning loss.

A sponsor amendment that was developed in consultation with MSDE and the DLS Library is included with this testimony. The amendment clarifies that:

1. The innovation grant funding may be used for capital costs;
2. MSDE is not required to spend more on this program than the \$25 million appropriation;
3. Schools must meet the existing 180-day or 1,080-hour requirement with priority given to applicants that add educational days to their school calendars;
4. Teachers must provide the same number of hours of instruction and that instruction must align with State standards; and
5. Adjusts reporting requirements in accordance with the way in which the DLS Library collects information.

An additional sponsor amendment will be submitted to the committee changing the language from “shall” to “may” regarding the appropriation so that it is no longer mandatory.

#### **Why You Should Vote For This Bill:**

It is vital that Maryland pursue any and all strategies that are likely to reverse the concerning downward trends around educational attainment. Extended school year models have proven effective in school districts around the country that have been incentivized to implement similar models with high-quality instruction throughout the additional time students are in the classroom.

Senate Bill 338 is the first step to determining if a similar approach will pay dividends in Maryland, and studies in which communities an extended school year model could be most effective in the event of broader adoption.

Thank you for your consideration of Senate Bill 338 and I urge the committee to move this bill with a favorable report.



SB0338/373324/1

AMENDMENTS  
PREPARED  
BY THE  
DEPT. OF LEGISLATIVE  
SERVICES

20 FEB 23  
13:30:51

BY: Senator Ferguson  
(To be offered in the Education, Energy, and the Environment  
Committee and the Budget and Taxation Committee)

AMENDMENTS TO SENATE BILL 338  
(First Reading File Bill)

AMENDMENT NO. 1

On page 1, after line 7, insert “requiring a school implementing an extended school year scheduling model to meet certain scheduling and instructional standards; providing that nothing requires the Department to expend funds on the grant program beyond the amount annually appropriated to the Department for the Grant;”; and after line 8, insert:

“BY repealing and reenacting, with amendments,  
Article – Education  
Section 7–103  
Annotated Code of Maryland  
(2022 Replacement Volume)”.

AMENDMENT NO. 2

On page 1, after line 16, insert:

“7–103.

(a) Except as provided in subsections (b), (e), and (f) of this section, each public school under the jurisdiction of a county board:

(1) (i) Shall be open for pupil attendance for at least 180 actual school days and a minimum of 1,080 school hours during a 10–month period in each school year; or

(ii) If normal school attendance is prevented because of conditions described in subsection (b) of this section, shall be open for at least 1,080 hours during a 10-month period;

(2) Shall be open for pupil attendance a minimum of 3 hours during each school day; and

(3) May not be open on Saturdays, Sundays, or holidays in order to meet the 180-day or 1,080-hour requirement of this subsection.

(b) (1) If a county board submits a written application to the State Board that describes a demonstrated effort by the county board to comply with subsection (a) of this section, the State Board may permit:

(i) The following adjustments:

1. An increase in the length of the school year; or

2. A decrease in the length of the school year;

(ii) Exceptions from the requirement that the school year be completed within a 10-month period;

(iii) Adjustments in the length of the school day; and

(iv) Schools to be open on holidays.

(2) These adjustments may be granted only if normal school attendance is prevented because of:

(i) Natural disaster;

(ii) Civil disaster; or

(iii) Severe weather conditions.



(3) Education funding from State or local sources may not be reduced if there are less than 180 school days in any year because of an approved application under paragraph (1)(i)2 of this subsection.

(4) In case of emergency, the State Board may open schools on holidays.

(c) (1) The following days are public school holidays:

(i) Thanksgiving Day and the day after;

(ii) Christmas Eve and from then through January 1;

(iii) Martin Luther King, Jr. Day;

(iv) Presidents' Day;

(v) The Friday before Easter and from then through the Monday after Easter;

(vi) Memorial Day; and

(vii) Primary and general election days.

(2) If the federal and State observances of a holiday are on different days, the board of education of each county shall determine which date shall be the date of observance for the public schools within the county.

(3) The public schools shall devote a part of at least one day to appropriate exercises for each of the following:

(i) Washington's Birthday;

(ii) Lincoln's Birthday;

(iii) Veterans' Day;

(iv) Columbus Day;

(v) Arbor Day;

(vi) Black History Month, with an emphasis on Harriet Tubman and Frederick Douglass and the contributions they made in the fight against slavery; and

(vii) Any other day of national significance.

(4) Notwithstanding any other provisions of this article, the public schools, in the following counties, may remain open and in session on primary and general election days:

(i) Calvert;

(ii) Caroline;

(iii) Dorchester;

(iv) Kent;

(v) Talbot; and

(vi) Worcester.

(d) Except as provided in subsection (e) of this section, the State Board shall divide the school year into the terms it considers appropriate.

(e) (1) The county boards of Allegany, Anne Arundel, Calvert, Howard, Montgomery, and Prince George's counties, and the Board of School Commissioners of Baltimore City, may elect to operate one or more schools within the county or Baltimore City on a year-round basis, provided that the 180-day and the minimum hour requirements under this section are met.

(2) Nothing in this section precludes:

(I) [a] A county board from conducting a year-round pilot study or program that is funded by the county board; OR

(II) A PUBLIC PRIMARY OR SECONDARY SCHOOL FROM RECEIVING AN EXTENDED SCHOOL YEAR INNOVATION GRANT AND IMPLEMENTING AN EXTENDED SCHOOL YEAR SCHEDULING MODEL.

(f) Publicly funded half-day prekindergarten programs are not subject to the requirements of subsection (a) of this section.

(g) Notwithstanding any other law and subject only to this section, each county board annually shall set the start and end dates of the school year for schools in the county.”.

On page 2, in line 18, after “MODEL” insert “AND THE ANTICIPATED USE OF GRANT FUNDS”; in line 20, strike “OR CAPITAL”; in line 21, after “2.” insert “CAPITAL COSTS;

3.”;

in line 22, strike “3.” and substitute “4.”; in line 25, strike “(3)” and substitute:

“(D) (1) A SCHOOL IMPLEMENTING AN EXTENDED SCHOOL YEAR SCHEDULING MODEL:

(I) SHALL BE OPEN FOR PUPIL ATTENDANCE FOR AT LEAST 180 ACTUAL SCHOOL DAYS AND A MINIMUM OF 1,080 SCHOOL HOURS IN EACH SCHOOL YEAR;

(II) SHALL BE OPEN FOR PUPIL ATTENDANCE A MINIMUM OF 3 HOURS DURING EACH SCHOOL DAY; AND

(III) MAY NOT BE OPEN ON SATURDAYS, SUNDAYS, OR HOLIDAYS IN ORDER TO MEET THE 180-DAY OR 1,080-HOUR REQUIREMENT OF THIS PARAGRAPH.

(Over)

(2) A SCHOOL IMPLEMENTING AN EXTENDED SCHOOL YEAR SCHEDULING MODEL MAY MEET THE REQUIREMENTS UNDER PARAGRAPH (1) OF THIS SUBSECTION THROUGH:

(I) AN INCREASE IN THE LENGTH OF THE SCHOOL YEAR; OR

(II) AN INCREASE IN THE LENGTH OF THE SCHOOL DAY.

(3) A SCHOOL IMPLEMENTING AN EXTENDED SCHOOL YEAR SCHEDULING MODEL AND RECEIVING GRANT FUNDS SHALL:

(I) REQUIRE A CERTIFIED TEACHER TO PROVIDE THE SAME NUMBER OF INSTRUCTIONAL HOURS THAT THE TEACHER WOULD PROVIDE DURING A 180-DAY OR 1,080-HOUR SCHOOL YEAR; AND

(II) PROVIDE INSTRUCTION USING A CURRICULUM THAT IS ALIGNED WITH STATE STANDARDS AND IS EVIDENCE-BASED, RESEARCHED, AND HIGH-QUALITY.

(E) (1)";

and in line 27, strike "(4)" and substitute "(2)".

On page 3, in line 1, strike "(5)" and substitute "(3)"; in line 3, strike "AND"; in line 4, after "LOSS" insert "; AND

3. SCHOOLS THAT MEET THE 180-DAY OR 1,080-HOUR REQUIREMENTS OF THIS SECTION BY EXTENDING THE NUMBER OF SCHOOL DAYS";

in line 10, strike “(D)” and substitute “(F)”; strike beginning with the first comma in line 13 down through “ASSEMBLY” in line 14; after line 23, insert:

**“(3) ON OR BEFORE JULY 1, 2024, AND EACH JULY 1 THEREAFTER, THE DEPARTMENT SHALL:**

**(I) COMPILE A CONSOLIDATED REPORT ON PARTICIPATING PRIMARY AND SECONDARY SCHOOLS IN THE STATE IMPLEMENTING AN EXTENDED SCHOOL YEAR SCHEDULING MODEL THAT INCLUDES THE INFORMATION REQUIRED UNDER PARAGRAPH (2) OF THIS SUBSECTION; AND**

**(II) SUBMIT THE REPORT TO THE GOVERNOR, AND, SUBJECT TO § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY.”;**

in line 24, strike “(E)” and substitute “(G)”; after line 26, insert:

**“SECTION 2. AND BE IT FURTHER ENACTED, That nothing in this Act shall be construed to require the State Department of Education to expend funds beyond the amount appropriated in accordance with Section 1 of this Act on administering, providing grants for, or implementing an extended school year scheduling model in public primary and secondary schools in the State.”;**

and in line 27, strike “2.” and substitute “3.”.

# **2-22 SB 338 Extended School Year Grant.pdf**

Uploaded by: Gail Sunderman

Position: UNF



**TESTIMONY TO THE SENATE EDUCATION, ENERGY, & THE ENVIRONMENT COMMITTEE**

**SB 338 Primary and Secondary Education – Extended School Year Innovation Grant**

**POSITION: Oppose**

**BY: Nancy Soreng, President**

**Date: February 22, 2023**

The League of Women Voters of Maryland (LWVMD) is a nonpartisan organization that works to influence public policy through education and advocacy. LWVMD supports programs and reforms that promote equal access to quality education and is committed to diversity, equity, and inclusion in principle and in practice. However, we oppose SB 338 for a variety of reasons.

**SB 338 Primary and Secondary Education – Extended School Year Innovation Grant** would establish a grant to develop and implement an extended school year scheduling model in public primary and secondary schools. It would allocate an annual appropriation of \$25,000,000 through FY 2035.

The research does not support the efficacy of an extended school year. Simply having more learning time or days does not necessarily translate into more learning. To reap any potential benefits, an extended school year needs to consider the quality and articulation of activities taking place, related adjustments to school resources (local capacity), as well as which students may benefit from an extended school year, which instructional modality will work best with which students. Simply extending the school year addresses none of these requirements. In addition, this should be a local decision, based on school and student needs. Research suggests that after-school and summer programs, which are opt-in and target specific student needs are more effective than a longer school year.

Most importantly, the Blueprint for Maryland Schools includes support and resources for a Community Schools model. [Strong research](#) supports the positive effect and efficacy of Community Schools on improving student and school outcomes and contributes to meeting the education needs of low-achieving students in low poverty schools. It creates and coordinates a range of services, resources, and opportunities within a public school that enhance student development and learning. The Blueprint is currently underfunded, and the \$25,000,000 allocated for an extended school year should go to support the Blueprint and Community Schools, not introduce another, competing program with a limited research base.

We urge an unfavorable report on SB338.

# **ADSY Testimony Texas Impact Network FINAL.pdf**

Uploaded by: Benjamin Mackey

Position: INFO





# IMPACT NETWORK

Additional Day School Year – Learnings from Texas  
Testimony to Maryland Legislature  
February 22, 2023



EDUCATE TEXAS  
at COMMUNITIES FOUNDATION of TEXAS

# Texas Impact Network

**The Opportunity:** In 2019, the 86<sup>th</sup> Texas Legislature passed House Bill 3, which transformed public school finance in Texas. This bill not only added \$3.25 billion annually to fund public schools, but also created equitable, innovative funding opportunities that target our state's highest-need students. These three areas are (1) Teacher Incentive Allotment (TIA), (2) CCMR Outcomes Bonus Funding, and (3) Additional Days School Year (ADSY).



These policies can pay dividends in both student achievement and increased funding but doing so requires a great deal of capacity, high levels of engagement, and a sustained effort. Texas Impact Network exists to provide implementation support in alignment with the legislative heart of this transformative bill.




# The Need: Additional Day School Year (ADSY) Student Academic Proficiency in Texas Declines During Summer Months

## Years of learning



### Student Type:

-  Middle-class student
-  Low-income student

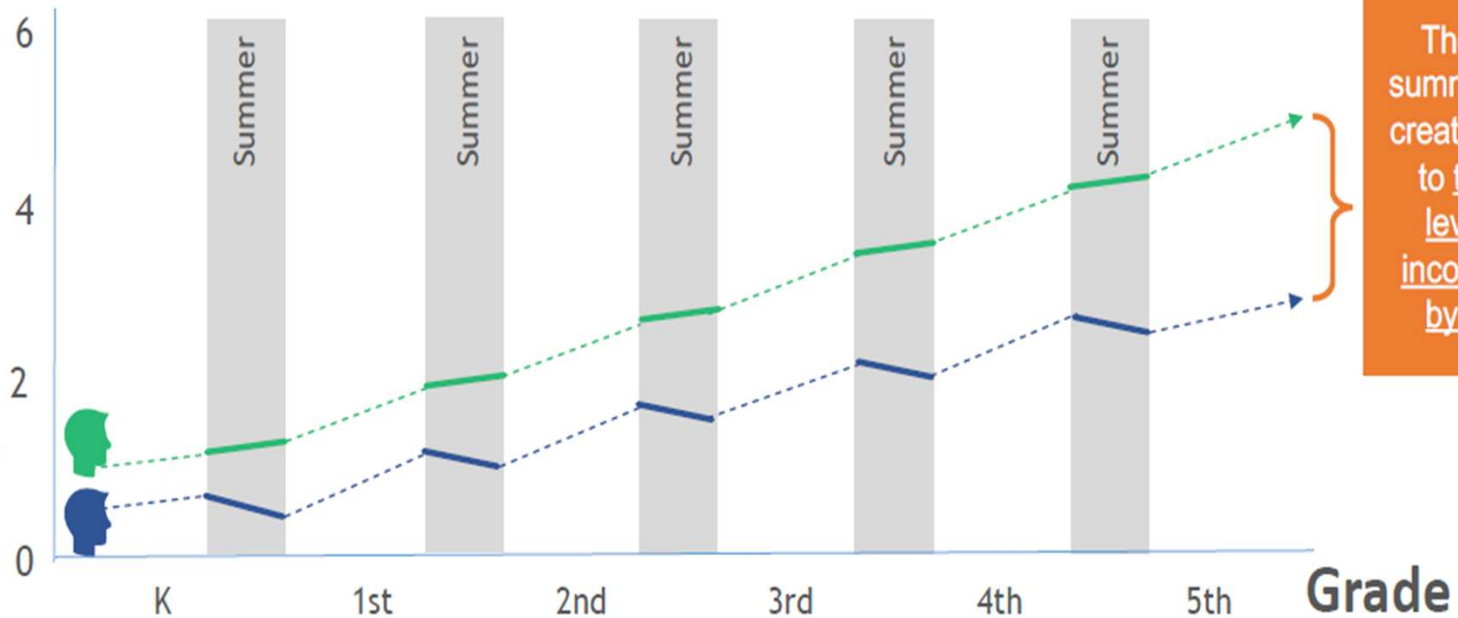
### School Year Growth:

-  Students progress at same rate during school year

### Summer Growth:

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

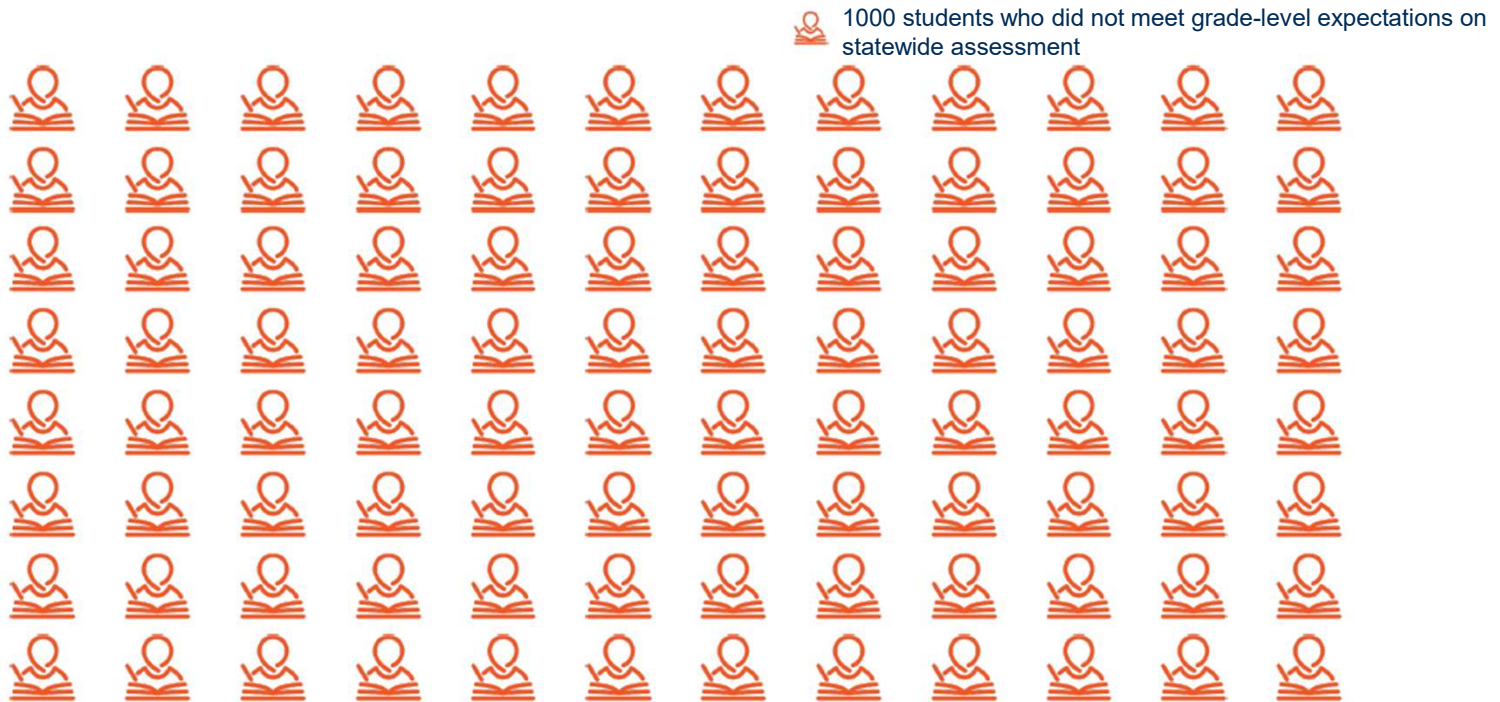
Note: No variance in amount of summer slide by grade



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

# The Need: Additional Day School Year (ADSY) Once Students Fall Behind...

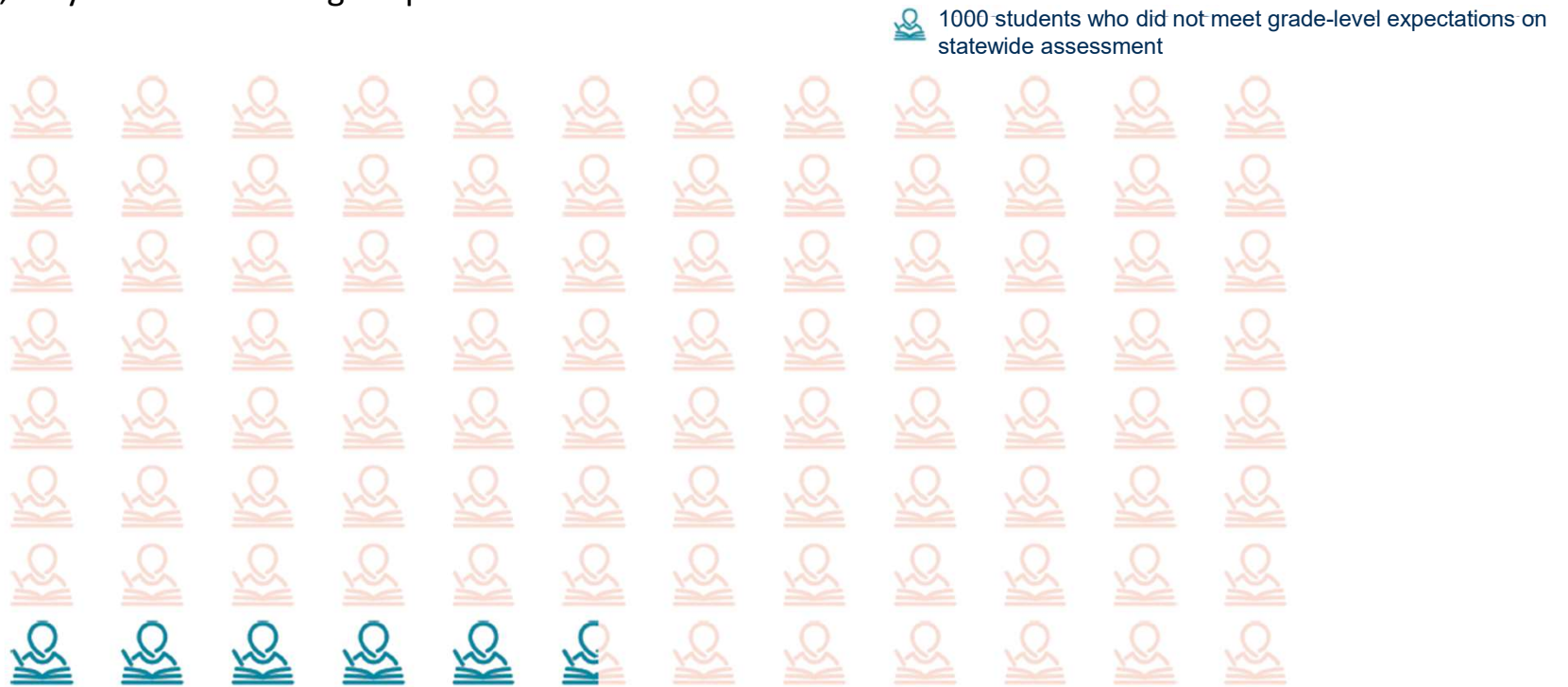
In 2017, more than 80,000 Texas 3<sup>rd</sup> graders were behind in Math.



Source: TEA 2022 STAAR Results Summary

# The Need: Additional Day School Year (ADSY) ...it's very hard for them to catch up.

Two years later, only 7% of them caught up.



# Texas's Additional Day School Year (ADSY) Program

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Three different models of ADSY program options allow school systems campuses to select the best fit for their needs.



## Option 1: Voluntary Summer Learning

- Purpose: Summer Enrichment
- Think: 180-day traditional calendar, and up to 30 days for something additional



## Option 2: Intersessional Calendar

- Purpose: Targeted Remediation
- Think: 180 days spaced out over the full year, with intermittent breaks for targeted remediation with a subset of students



## Option 3: Full Year Redesign

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

Source: TEA Materials



# Deep Dive: ADSY Full Year Redesign Results

From 2019 to 2022, campuses that implemented a 'Full Year Redesign' Model with support through the ADSY Planning and Execution program outperformed their district's growth in accountability by an average of 11 points.

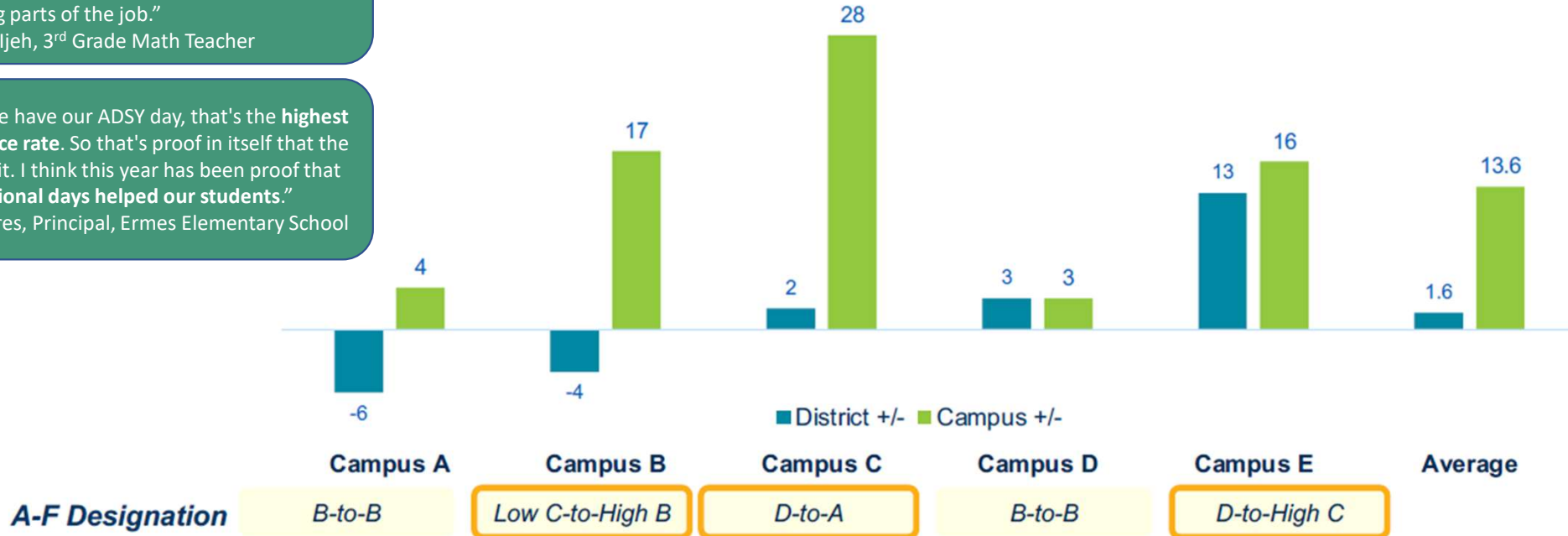
"Because our school is a part of the ADSY program, this allows us extra time to **build relationships** and make **stronger connections with our students**, which is one of the most rewarding parts of the job."

--Beverly Ijeh, 3<sup>rd</sup> Grade Math Teacher

"When we have our ADSY day, that's the **highest attendance rate**. So that's proof in itself that the kids love it. I think this year has been proof that the **additional days helped our students**."

--Erik Torres, Principal, Ermes Elementary School

District vs. FYR Campus Growth from 2019 to 2022



Source: Adapted from TEA Materials

# Closing Thoughts from Texas

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- There is a growing appetite for Additional Day School Year (ADSY) programs across Texas.
- Schools and school systems are showing preliminary **strong results for ADSY** program implementation and more time is needed to truly assess the results over time.
- Implementing an ADSY program is a big lift for school systems, if done right. There is need for **multi-year support and funding**.
- The average number of days in the school year across Texas has been falling in recent years, with school systems averaging 172 calendar days last year. Many school systems across Texas are proposing deeper cuts to the number of school days, including moving to four-day weeks. ADSY requires **bold school leadership to put students' learning and best interest first**.
- Research from RAND has shown that **the impact of summer learning loss can be eliminated** if academic instruction is offered for three to four hours a day for five to six weeks. Additionally, when comparing students in the US to those of top performing countries on the PISA exam, we see that many of those countries have shorter summer breaks, and all have more instructional days per year (as many as 47 additional days in countries like South Korea). This suggests that holding more instructional days leads to academic achievement, however there has not previously been additional funding for lengthening the instructional year in Texas until the passage of HB 3.



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# Questions?

**Ben Mackey**  
**Executive Director**  
**Texas Impact Network**  
**[Ben.Mackey@texasimpactnetwork.org](mailto:Ben.Mackey@texasimpactnetwork.org)**

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# Appendix

# Texas' Additional Day School Year (ADSY) Program

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



One requirement in Texas is that students must receive instruction from a certified teacher for at least two hours on the additional days for it to qualify for the ADSY Program. This falls in line with the research on closing student learning gaps.

# Additional Days School Year (ADSY) by the Numbers Statewide Implementation

School Year	Districts	Total Enroll	Campuses	# ADSY Students	Avg. St / Campus	Total Funding Drawdown
2020-21	59	442,013	326	~20,000	62	\$12.3MM
2021-22	77	803,556	363	63,162	174	\$16.9MM
2022-23*	104	904,469	-	-	-	-

*\*Current Year – Data is what we have currently available*

“Because our school is a part of the ADSY program, this allows us extra time to build relationships and make stronger connections with our students, which is one of the most rewarding parts of the job.”

--Beverly Ijeh  
3<sup>rd</sup> Grade Math Teacher, Crowley ISD

“When we have our ADSY day, that's the highest attendance rate. So that's proof in itself that the kids love it. I think this year has been proof that the additional days helped our students.”

--Erik Torres  
Principal, Ermes Elementary School, Aldine ISD

**MOST\_SB338\_LOI.pdf**

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Position: INFO

**Letter of Information: Senate Bill 338**  
**Primary and Secondary Education - Extended School Year Innovation Grant**  
**Budget & Taxation Committee**  
**February 22, 2023**

The Maryland Out of School Time Network (MOST) is a statewide organization dedicated to closing opportunity gaps by expanding both the quantity and quality of afterschool and summer learning opportunities for school-aged young people. MOST is one of the fifty statewide networks supported by the Charles Stewart Mott Foundation and serves as Maryland's affiliate to the National Afterschool Association.

Even before the pandemic, school districts grappled with strategies to address learning loss. With increased urgency from the impact of COVID-19, extended learning models have gained increasing interest. The literature on extended learning shows some promise; however, the research clearly shows that there are specific conditions for success. Too often, added time, implemented without best practices, fails to achieve the desired result.

First, we encourage placing family and community engagement up front – not just as part of the reporting. Schools and school districts should include documented engagement and support for their extended-year model in their grant applications.

Second, the grant application should require schools and school districts to articulate a plan for meeting students' IEP and Section 504 accommodations through the extended year.

Third, the grant application should encourage the inclusion of community-based partners that can provide a valuable “second-shift” alleviating pressures on teachers and school-based staff and providing new perspectives, content, and approaches. MOST analyzed the investments made by Maryland's school districts in the Summer of 2021. The fifteen districts that utilized community partnerships had higher enrollment on average, serving 16% of their respective student populations compared to 10% for those without community partnerships.

Another overarching concern is also the support system for the Extended Learning initiatives. In addition to providing funding, the State Department of Education must have the ability to provide training and technical assistance to the grantees and be capable of monitoring and providing accountability for the grantmaking. This area has been flagged by auditors for improvement at MSDE.

Lastly, we encourage the state to invest in a comprehensive portfolio that includes expanded learning models as well as cost-effective, high-quality, and targeted afterschool and summer programming. Full school models can be difficult to sustain, and Maryland already lags behind other states in access to afterschool and summer programs.

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