

Rider 53: Texas Gateway and Online Resources

A Report on Expenditure and Performance Data

Submitted to the Legislative Budget Board and Office of the Governor

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Rider 53 required the Commissioner of Education to allocate \$7,500,000 in each fiscal year of the 2020-2021 biennium from funds appropriated in Strategy A.2.1, Statewide Educational Programs, to support online educator and student resources. The Commissioner was required to set aside funds for the following purposes:

- a. \$3,000,000 in each fiscal year of the 2020-21 biennium for the hosting, and maintenance of online educator and student educational resources and the secure provisioning of user accounts
- b. \$1,500,000 in each fiscal year the 2020-21 biennium for the Lesson Study Initiative which include teacher development of best-practice-lessons and supporting tools
- c. \$2,000,000 in each fiscal year of the 2020-21 biennium to reimburse districts for costs related to students taking On Ramps Dual Enrollment courses
- d. \$1,000,000 in each fiscal year of the 2020-21 biennium to reimburse district costs related to professional development provided by UTeach and other providers, focused on improving blended-learning teacher preparation

As required by Rider 53, this report includes a program overview, information on program impact and effectiveness, and a program expenditures summary for each of the following four programs authorized under this rider for the 2018-2019 school year.

- Texas Gateway Content Management and Development Platform
- Texas Lesson Study
- University of Texas (UT) at Austin OnRamps Dual-enrollment Courses
- UTeach and UT High School Blended Learning

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Program Overview

The Texas Gateway is a content management and delivery system (CMDS) through which the Texas Education Agency (TEA) provides free online resources (e.g., lessons, courses, professional development) to teachers, students, and parents. Originally launched in 2009 as Project Share, the initiative now allows districts and open-enrollment charter schools to access and use TEA-created content through their own local systems. Parents and students also have full access to the Texas Gateway. Professional development courses hosted on the Texas Gateway are available to practicing and pre-service Texas teachers.

All content hosted on the Texas Gateway is reviewed by TEA staff. Content is searchable by Texas Essential Knowledge and Skills (TEKS), keyword(s), subject, grade level, and audience and is organized in the following formats:

- **Resource** – A resource is a single, TEKS-aligned instructional piece (e.g., explanation, activity, assessment). Teachers can insert a resource into an existing lesson.
- **Binder** – A binder is a collection of resources that, when sequenced together, form a linear series of related lessons. A teacher can assign a binder to a student as part of an instructional unit.
- **Course** – A course is a structured, linear series of lessons that provide information, practice, and assessment. A teacher can enroll in a course to meet professional development requirements and to earn continuing professional education (CPE) credits.
- **Book** – A book is a collection of binders sequenced to form units and chapters that can be used like a traditional textbook for a course. Individual lessons and units can also be accessed for supplemental use.

Program Impact

Gateway Resources currently include content in the following areas:

Content/Subject Area	Resources*	Binders	Books	Lesson Study	Courses	Total
Math	384	30	3	56	8	481
Reading Language Arts	609	48	0	56	5	718
Science	401	34	6	13	4	458
Social Studies	28	0	2	4	0	34
CTE	9,500**	0	0	0	26	9,526**
Early Childhood	113	0	0	0	0	113
EL Support	62	0	0	0	14	76
Fine Arts	18	0	0	0	1	19
Technology Applications	0	0	0	0	0	0
Prekindergarten	136	0	0	0	0	136
TOTAL	11,251**	112	11	129	58	11,561**

*Courses are developed from resources, so course resource items are included in this count.

** This is an estimate because of the way CTE resources and related attachments are currently set up.

The Texas Gateway also houses the following non-subject specific resources:

- Starting the Conversation
- Flashing Lights – Community Safety Education Act (Senate Bill 30) Educator’s Guide and Video
- Cybersecurity Tips and Tools
- Restorative Discipline Practices in Texas
- Response to Intervention (RtI)
- Classroom Connectivity Initiative
- Overcoming College Prep Obstacles with Texas GEAR UP
- Texas Lesson Study Briefing
- Texas Educator Ethics Training Trainer Resource

In FY 2018, with the use of Siteimprove™, work was done to improve user experience by repairing broken links and activities and by improving accessibility. In some instances, content numbers decreased slightly where content was outdated and no longer helpful for teachers and students. The exception was the Lesson Study project, which grew significantly over the past year.

In 2018-2019 there were 125,522 total enrollments in Texas Gateway online courses. Educators enrolled in the following courses:

- Academies: Facilitator Training
- Accelerating Language Acquisition
- Bloodborne Pathogens Training
- CTE 101: Career and Technical Education in Texas
- CTE Work-Based Learning
- ELL Foundations: Assessment and Data Driven Instruction
- ELL Foundations: Effective Instructional Strategies and Routines
- ELL Foundations: Guidance and Support for ELLs
- ELL Foundations: Second Language Acquisition
- ELL Instructional Videos: ELA and Reading
- ELL Instructional Videos: Mathematics
- ELL Instructional Videos: Science
- ELL Instructional Videos: Social Studies
- ELPS Academy
- ELPS for Administrators
- Implementing the ELPS in English Language Arts and Reading
- Implementing the ELPS in Mathematics
- Implementing the ELPS in Science
- Implementing the ELPS in Social Studies
- Introduction to Accommodations and Modifications in CTE Classrooms
- Introduction to Integrating Math into CTE Classrooms, Part 1
- Introduction to Integrating Math into CTE Classrooms, Part 2
- Introduction to Integrating Science into CTE Classrooms, Part 1
- Introduction to Integrating Science into CTE Classrooms, Part 2
- Mathematics Achievement Academy: Problem Structures Micro-Credential
- Mathematics Achievement Academy: Problem Solving and Discourse, Grade 1
- Online Professional Learning
- Mathematics Achievement Academy: Problem Solving and Discourse, Grade 2
- Online Professional Learning
- Mathematics Achievement Academy: Problem Solving and Discourse, Grade 3
- Online Professional Learning
- Mathematics Achievement Academy: Problem Solving and Discourse, Kindergarten
- Online Professional Learning
- Science Academies for Grades K-4, Part 1
- TEA Science Safety Training for Elementary School
- TEA Science Safety Training for High School
- TEA Science Safety Training for Middle School
- TEKS CTE for Administrators and Counselors

Rider 53(a): Hosting and Maintenance

- TEKS Implementation Overview
- Texas Adolescent Literacy Academy Tier I
- Texas Adolescent Literacy Academy Tiers II & III
- Texas Dyslexia Identification Academy: Dyslexia Foundations
- Texas Lesson Study Facilitator Training
- Texas Lesson Study Facilitator: Gateway Development and Lesson Submission

The following courses had the highest enrollments in the 2018-2019 school year:

English Language Learner (ELL) Foundations	25,798
Texas Dyslexia Identification Academy	25,440
Science Safety Training	15,194
English Language Proficiency Standards (ELPS) Academy	12,052

Program Effectiveness

As part of the 2018 survey of customer service, respondents were asked about the Texas Gateway. Of those respondents who have accessed the Texas Gateway, approximately 78% agreed that the online training was easy to access, useful, clear, understandable, and in a good format for their learning style. Almost three-fourths (72%) agreed they would recommend the online educator training to their colleagues (with 9% disagreeing).

Program Expenditures

Appropriation	FY 2019
	\$3,000,000
CMDS Use of Funds	
CMDS License	\$2,000,000
TEKS Repository Maintenance	\$ 120,000
Gateway Courses Service Contract and Course Enrollment Fees	\$ 745,000
Enhancements and New Features	\$ 288,454
Contract Close Out	\$ 71,000
Total	\$3,224,454

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Program Overview

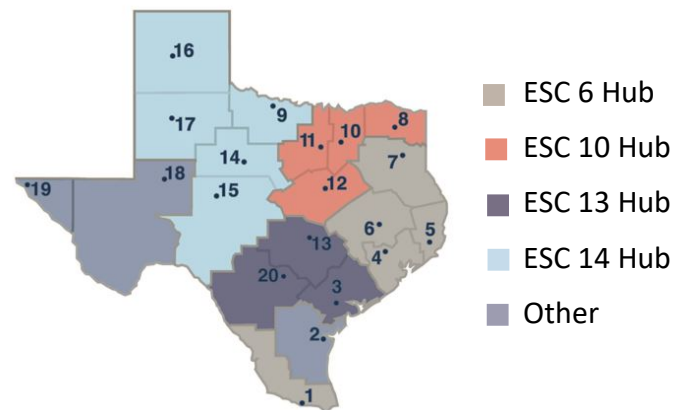
Lesson Study is a job-embedded professional development opportunity in which teachers work collaboratively to develop, teach, and revise research-based lessons founded on the Texas Essential Knowledge and Skills (TEKS). The program aims to improve teacher effectiveness, share best practices, improve student outcomes, and provide a platform to demonstrate mastery within the teaching profession.

In the 2016–2017 academic year, Texas Lesson Study (TXLS) was piloted in six education service center (ESC) regions. In year two of implementation, the program expanded to 16 total regions. For the 2018–2019 academic year, 17 regions received funding for this program; however, educators across the state have access to the TXLS training, technical support, and teacher-designed research-based lessons.

Program Impact (2018–2019)

The table below includes the program participation data for the 2018–2019 school year.

Stakeholder	Number of Participants
ESCs	17
Districts	60
Campuses	118
Teachers	761
Students	25,498
TX Gateway TXLS Users	61,260



Program Effectiveness

Student Impact

Lesson Study teachers administer a pre- and post-assessment to students on the specific objective for their designed Research Lesson. Students made statistically significant gains from the pre-assessment to the post-assessment in all the participating ESCs. On average for the state, there was an **increase of approximately 21 percent** between pre-assessment and post-assessment results.

Students were also given a survey about the Research Lesson, and **90 percent of students** reported understanding most or all of the lesson.

Teacher Impact

For teachers participating in Lesson Study, the turnover rate is three percent (3%) lower than the state average.

Teachers completed a self-efficacy survey before and after participating in the Lesson Study process. Teachers reported statistically significant gains in the following transferable skills:

- Crafting good questions for students
- Using a variety of assessment strategies
- Providing alternate examples to alleviate confusion
- Implementing alternative strategies in the classroom

Teachers also reported higher levels of

- confidence in teaching abilities,
- feeling like a respected professional,
- expertise in the content area taught,
- viewing colleagues as experts in the field of teaching,
- collaborative time with colleagues, and
- comfortability in discussing classroom with others.

Texas Lesson Study has given teachers a fresh look at what the true meaning of a Professional Learning Community is and does. Teachers have learned the value of doing research on a topic and incorporating that research into their lesson design to create the best first teach for a topic. I believe this project will be life changing for teachers who participate.

—Dr. Cazilda Steele, Secondary Curriculum and Instruction Executive Director, Katy ISD

Program Expenditures

Appropriations	FY 2019
	\$1,500,000
Use of Funds Through Four ESC Contracts	
Providing Lesson Study Professional Development services and support	\$1,058,000
Creating and editing videos of the Research Lessons	\$151,000
Developing the Lesson Study resources on the Texas Gateway	\$127,000
Collecting and reporting data	\$164,000
Total	\$1,500,000

Program Overview

The Texas Education Agency entered into an interagency contract with The University of Texas (UT) at Austin to reimburse school districts for costs related to students taking OnRamps dual-enrollment courses.

The purpose of the OnRamps program is to provide an affordable and convenient UT experience for Texas students regardless of their location or their college plans. It also increases the number and diversity of students who engage in learning experiences aligned with the expectations of leading research universities.

Designed by UT faculty, the college-level courses allow students to earn both high school and college credit if they successfully meet the college course requirements. Local high school teachers who are trained by UT faculty teach the courses in conjunction with UT faculty. Three kinds of teacher training opportunities are provided as part of the program: pre-professional learning, one-day workshops each fall and spring, and two-week summer residential institutes. Additionally, OnRamps teachers are mentored throughout the year by UT faculty.

Program Impact

In the 2018–2019 school year, OnRamps offered the following dual-enrollment courses:

- Arts and Entertainment Tech
- Chemistry
- College Algebra
- Computer Science
- English 1301
- Geoscience
- History 1301
- Physics I
- Physics II
- Precalculus
- Statistics

From the 2017-18 to the 2018-19 school year, participation nearly doubled with 29,407 students at 313 campuses in 151 districts participating in OnRamps courses. During 2018-19 school year, 928 teachers participated in OnRamps.

Program Effectiveness

As of May 2018, OnRamps students had earned more than 11,700 semester credit hours combined from UT Austin or Texas Tech University in courses that count toward the Texas Core Curriculum courses.

In 2018-2019, OnRamps partnered with 313 high schools in 151 school districts across the state. OnRamps has generated a combined 17 million dollars in potential college-tuition fee savings annually for Texans, based on the average tuition cost at a Texas, public, four-year institution for 2018–19.

Program Expenditures

Appropriation		FY 2019	
		\$2,000,000	
Use of Funds		2019 Cost	2019 Budget*
Student Tuition		\$295	\$1,999,999.65
Total			\$1,999,999.65

*Due to rapid growth in program participation, funding was available for only a portion of student tuition in this biennium. Districts were reimbursed \$132.02 per student in 2018; \$111.11 per student is budgeted in 2019.



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Program Overview

Blended learning is an instructional model that leverages technology to assist teachers in diagnosing student prior knowledge, differentiating academic paths for each student, and adjusting lesson execution based on real-time information about student mastery on a given student expectation. The blended learning professional development opportunity reimburses district costs related to professional development provided by The University of Texas—UTeach Science Program and The University of Texas—UT High School, focused on improving blended-learning teacher preparation. These providers were selected under a request for qualifications (RFQ) process.

Local educational agencies (LEAs), which include school districts and open-enrollment chart schools, were able to participate in this program starting on April 24, 2018.

Program Impact

The table below indicates program participation for summer 2018 through summer 2019.

Stakeholder	Number of Participants
Districts	72
Campuses	236
Educators	1,469

Program Effectiveness

The completion rate for participants in the UTeach Blended Learning program was approximately 99 percent and approximately 79 percent for those in the UTHS program.

Ninety-eight (98) percent of the UTeach Blended Learning series participants agreed that “This PD will help me have a positive impact on student learning.” In addition, more than 99 percent of the UTeach participants found the blended learning series useful for the following:

- Learning theories that support blended learning
- Developing strategies for differentiating content, learning process, and learning products
- Using tools for determining student readiness, interest levels, and learning profiles
- Learning to manage a differentiated classroom
- Using assessment to guide individual instruction
- Integrating technology into instruction in meaningful ways
- Developing blended learning activities
- Creating blended learning resources to use for student collaboration

Program Expenditures

Appropriations	FY 2019
	\$1,000,000
Use of Funds for the Two Providers	
Blended learning training	\$1,134,500
Educator stipends	\$814,750
Total	\$1,949,250