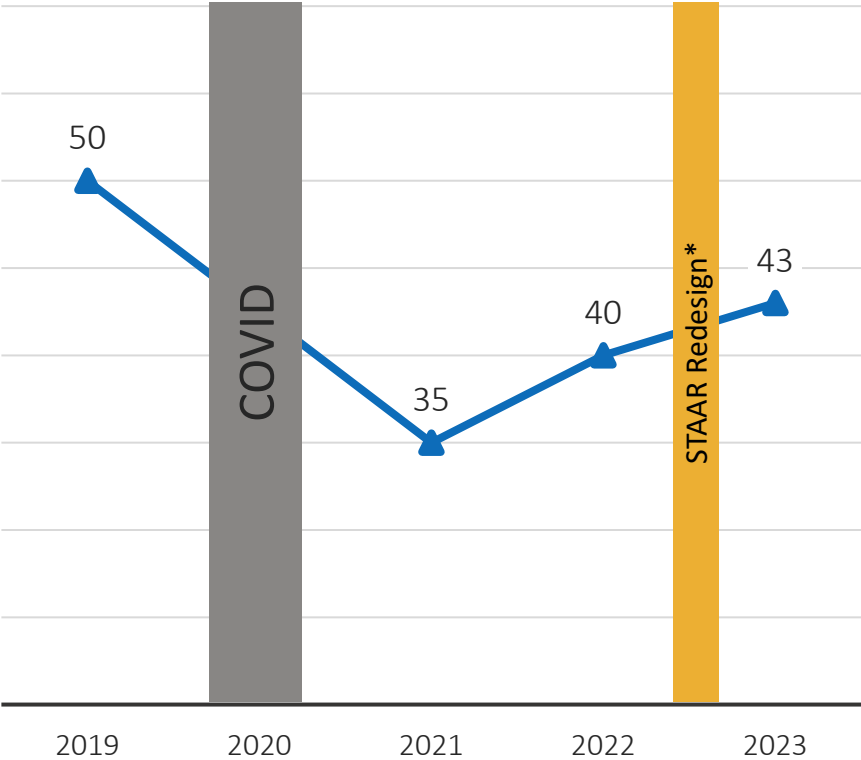




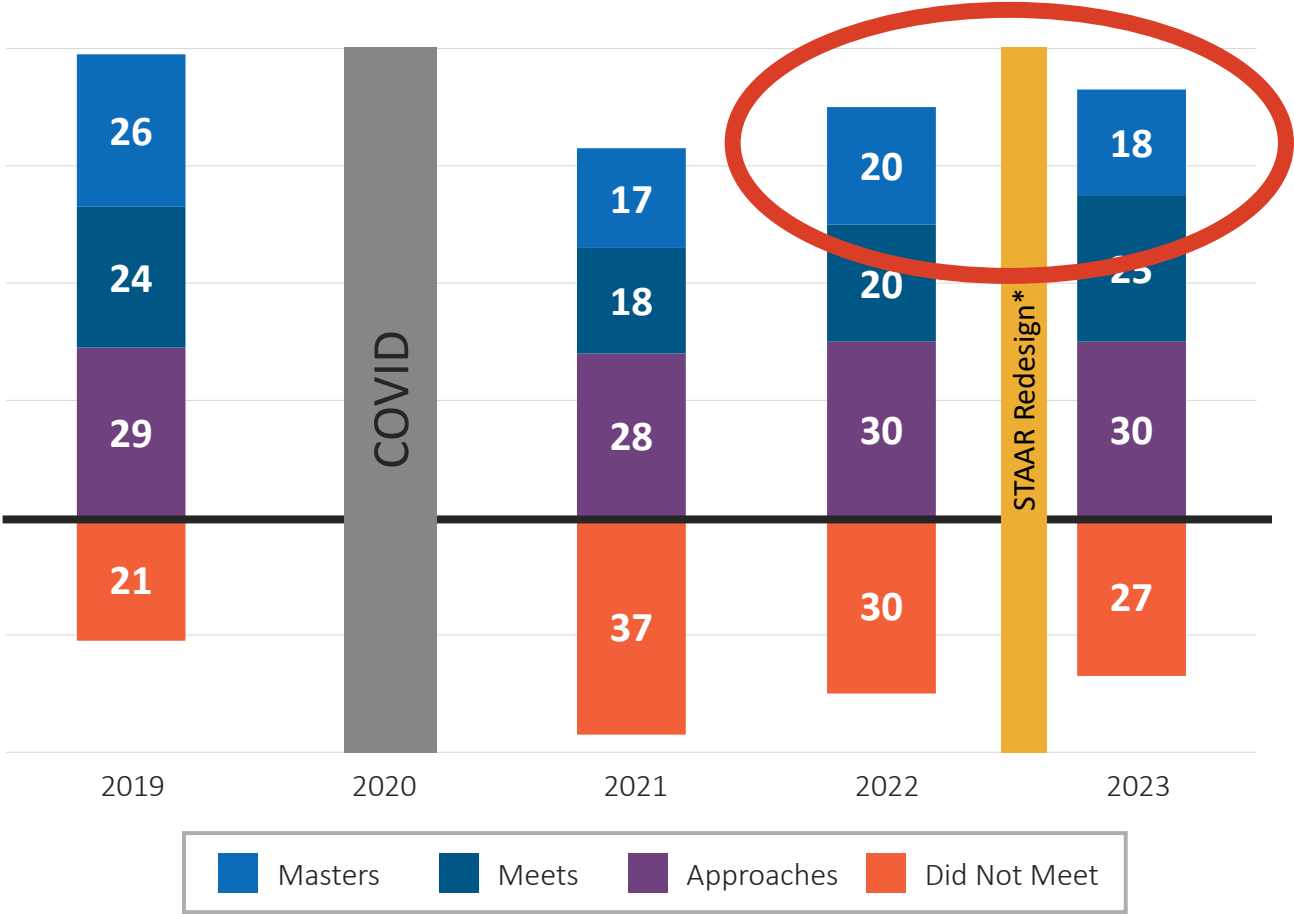
# Learning Acceleration through Blended Learning

# Students need continued learning acceleration in math

Percent of Students that Met Grade Level  
or Above in Math  
(Grades 3-8 & Algebra I)



Percent of Students by Performance Level – Math  
(Grades 3-8 & Algebra I)

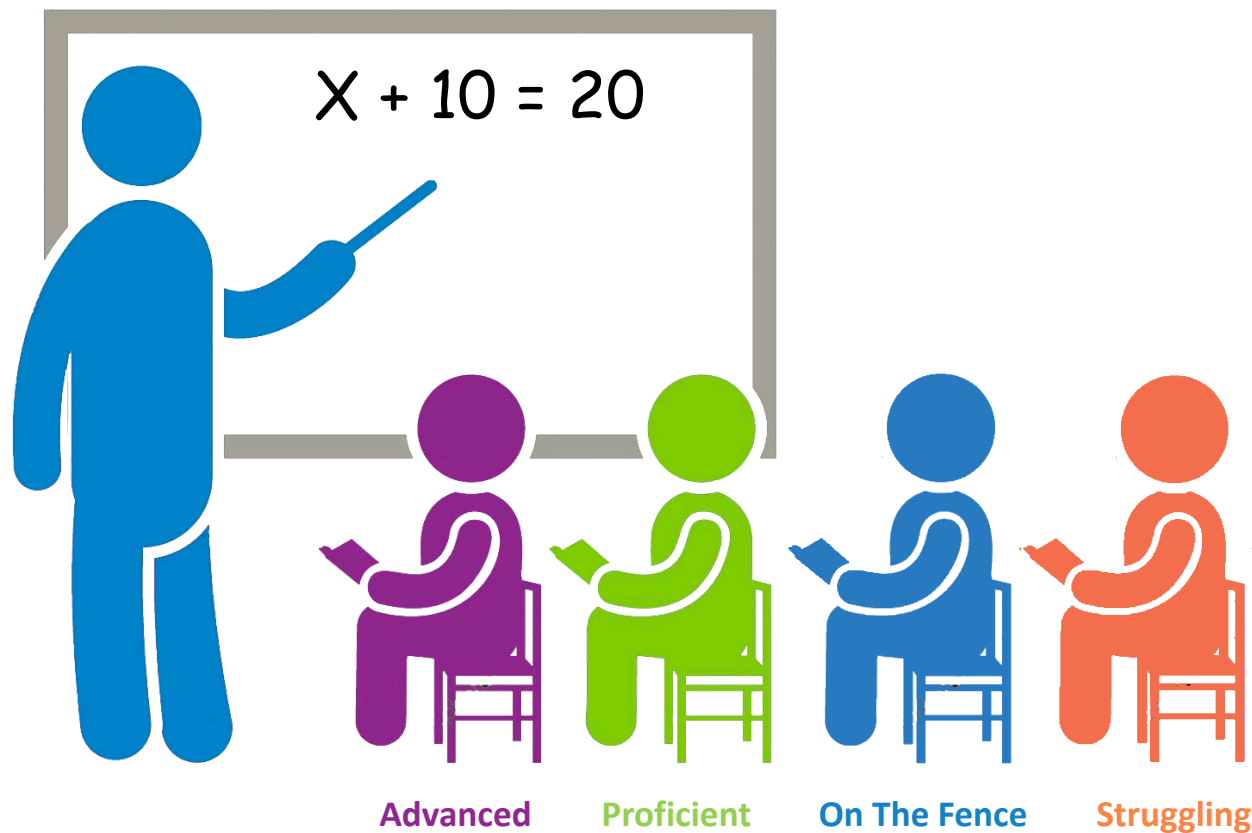


\*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

# Meeting the needs of all students is a challenge



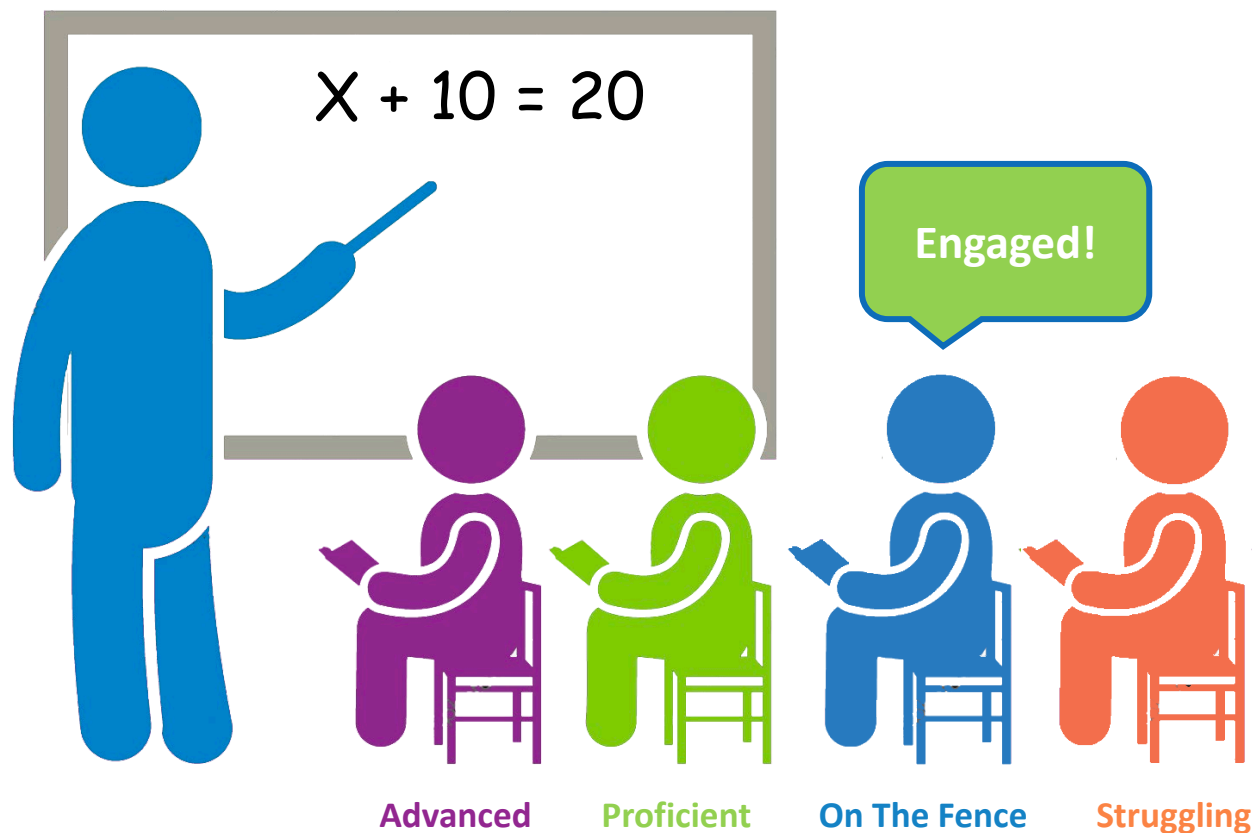
Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



# Meeting the needs of all students is a challenge



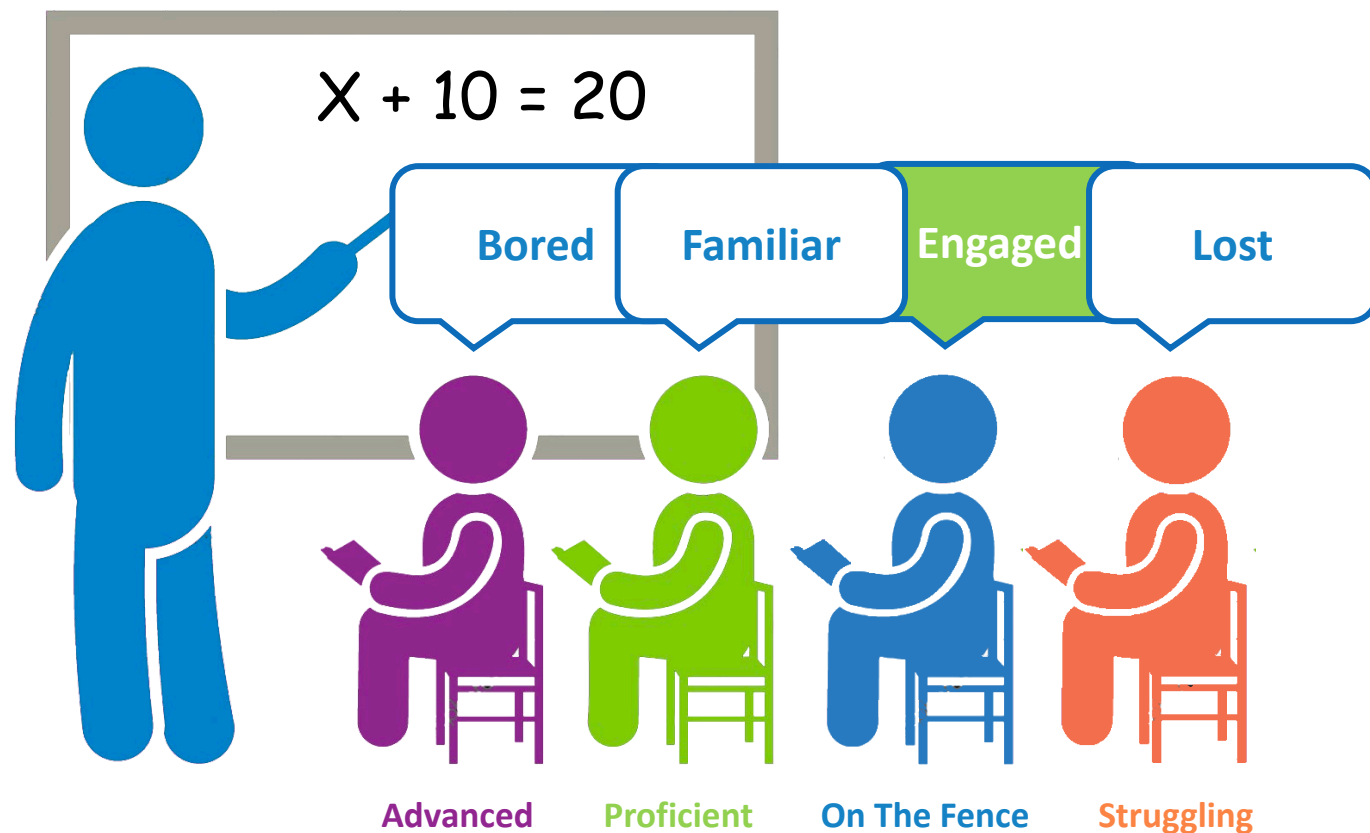
Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



# Meeting the needs of all students is a challenge



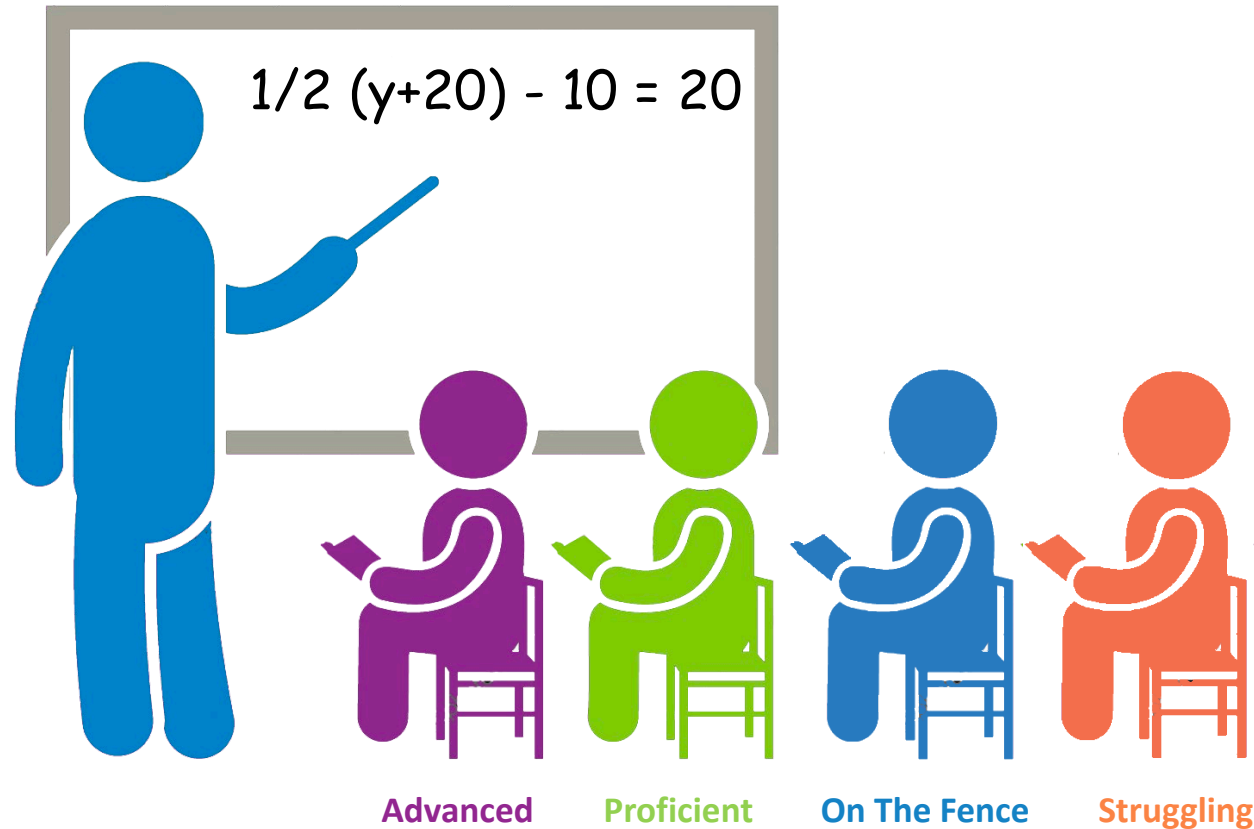
Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



# Our inability to consistently diagnose prior knowledge & differentiate content prevents students from learning



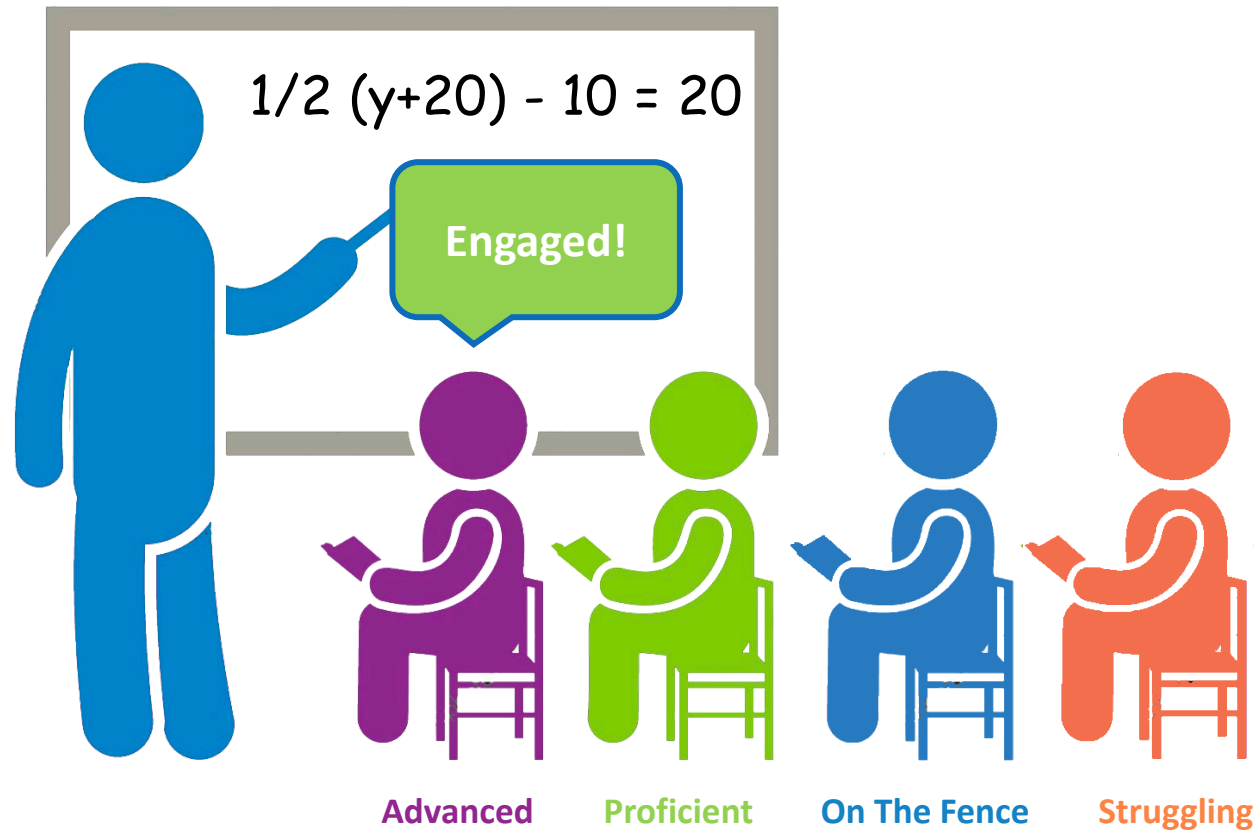
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



# Our inability to consistently diagnose prior knowledge & differentiate content prevents students from learning



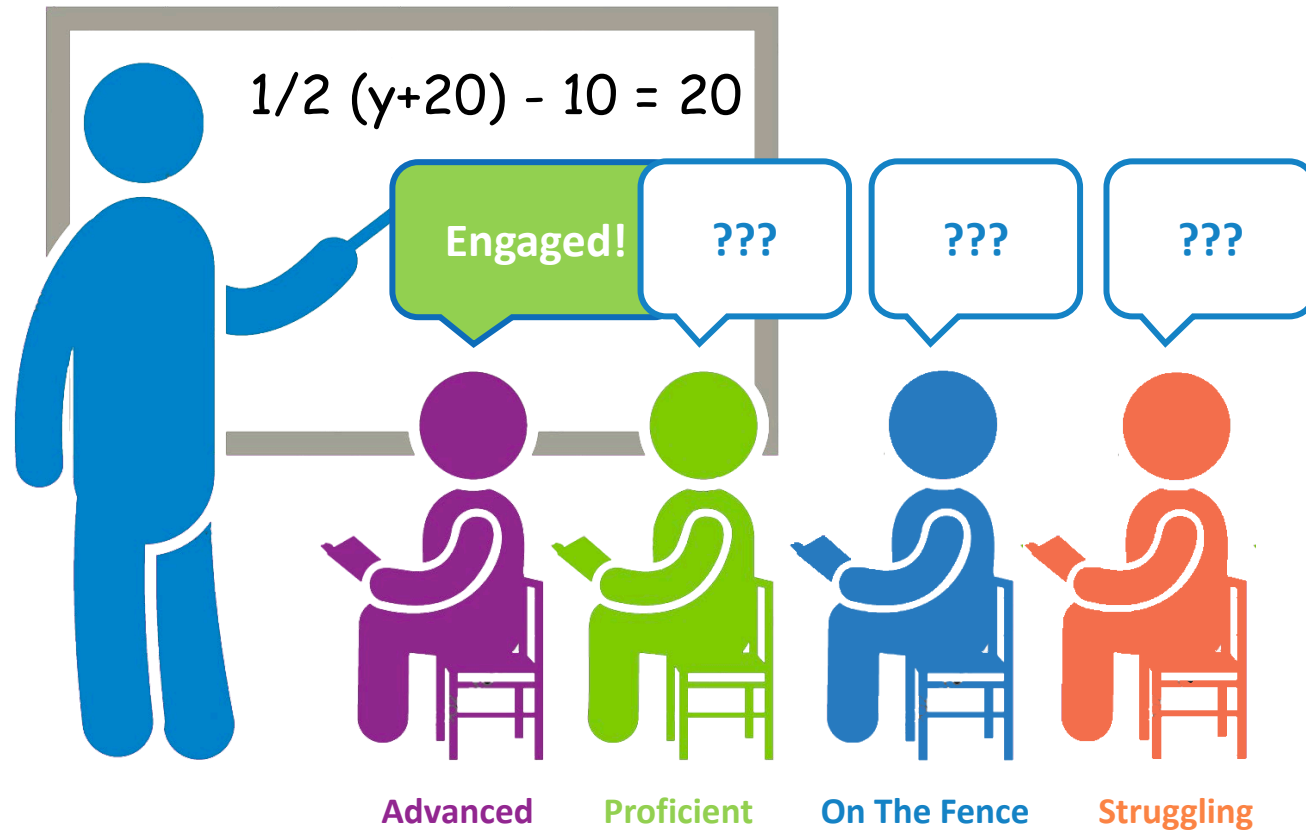
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



# Our inability to consistently diagnose prior knowledge & differentiate content prevents students from learning



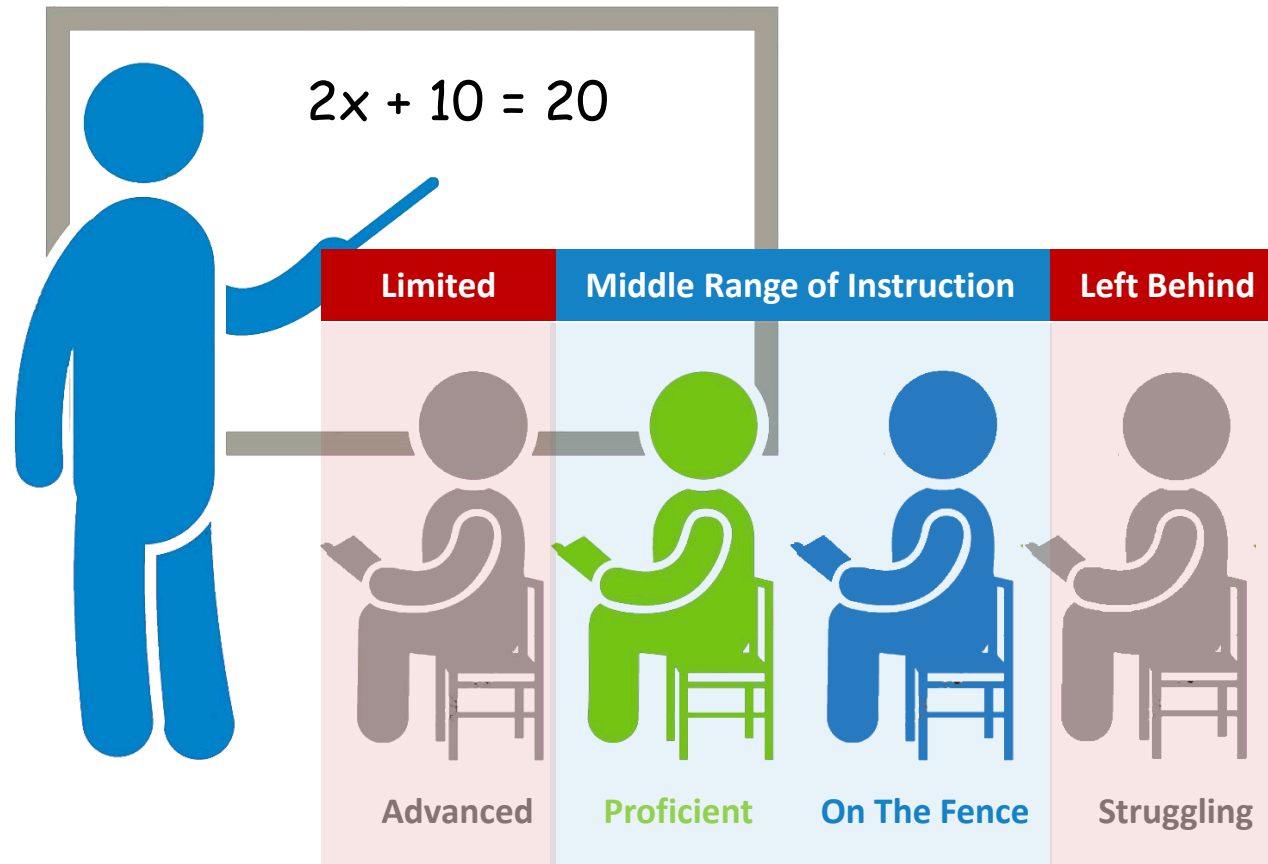
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



# If systems aren't designed to support differentiation, the result is teaching towards the middle and low math achievement



Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging for all teachers, and if it isn't done, some students aren't effectively challenged.





# Systems must change to support teachers & students

## Curriculum:

- **Tier 1:** Curriculum must be designed for rigorous Tier 1 instruction
- **Assessments:** Curriculum must feature embedded diagnostics to discern student mastery of individual concepts, before and after they are taught
- **Tier 2:** Curriculum must embed re-teach recommendations for students missing individual concepts
- **Independent Study:** Advanced students need access to self-study materials to push further

## Master Schedule:

- Schedules must have time blocked both for Tier 1 instruction and for Tier 2 re-teach and independent study

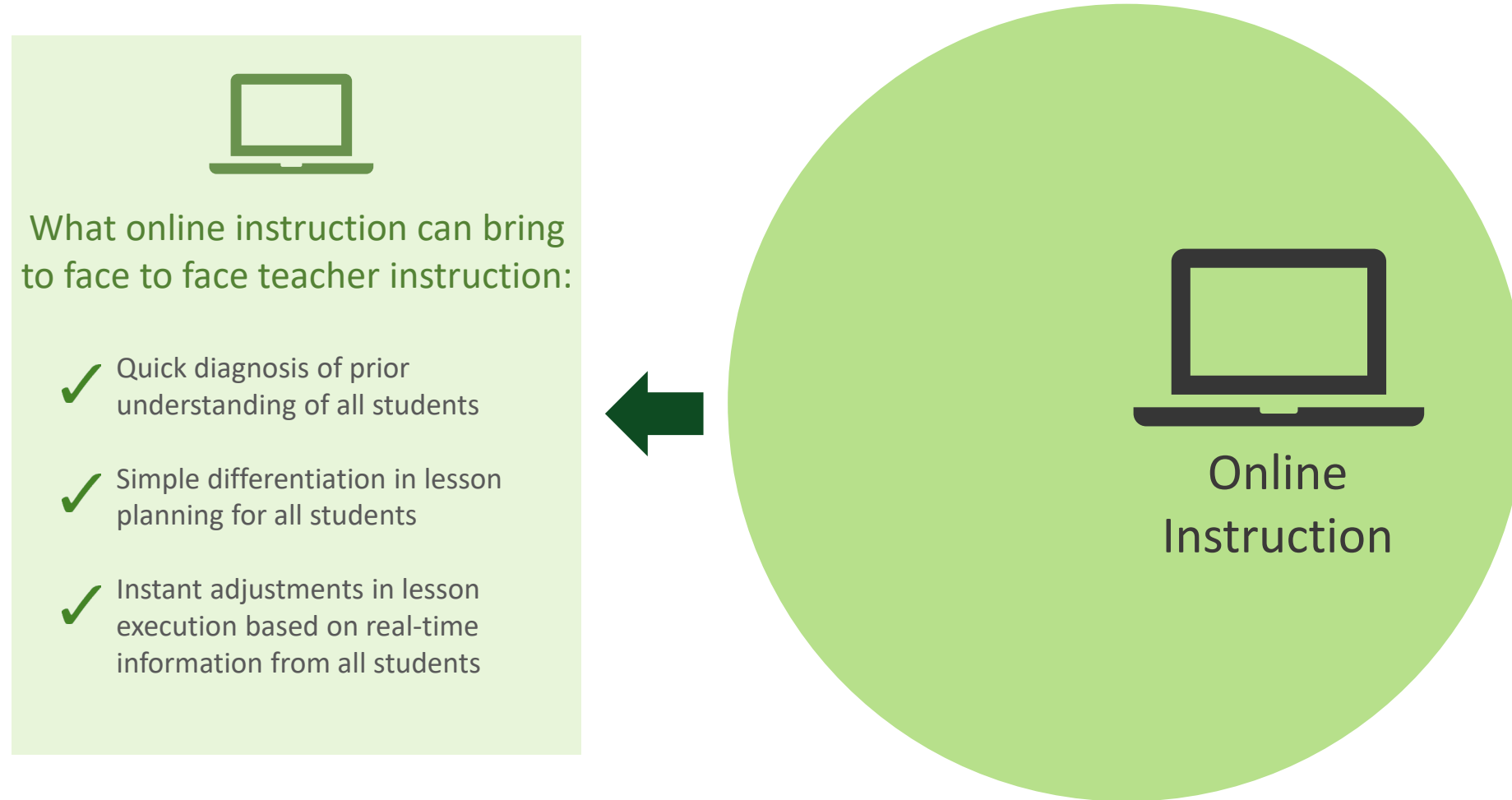
## Training & Coaching:

- Teachers must be trained on Tier 1 curriculum, Tier 2 re-teach materials, and the use of diagnostics

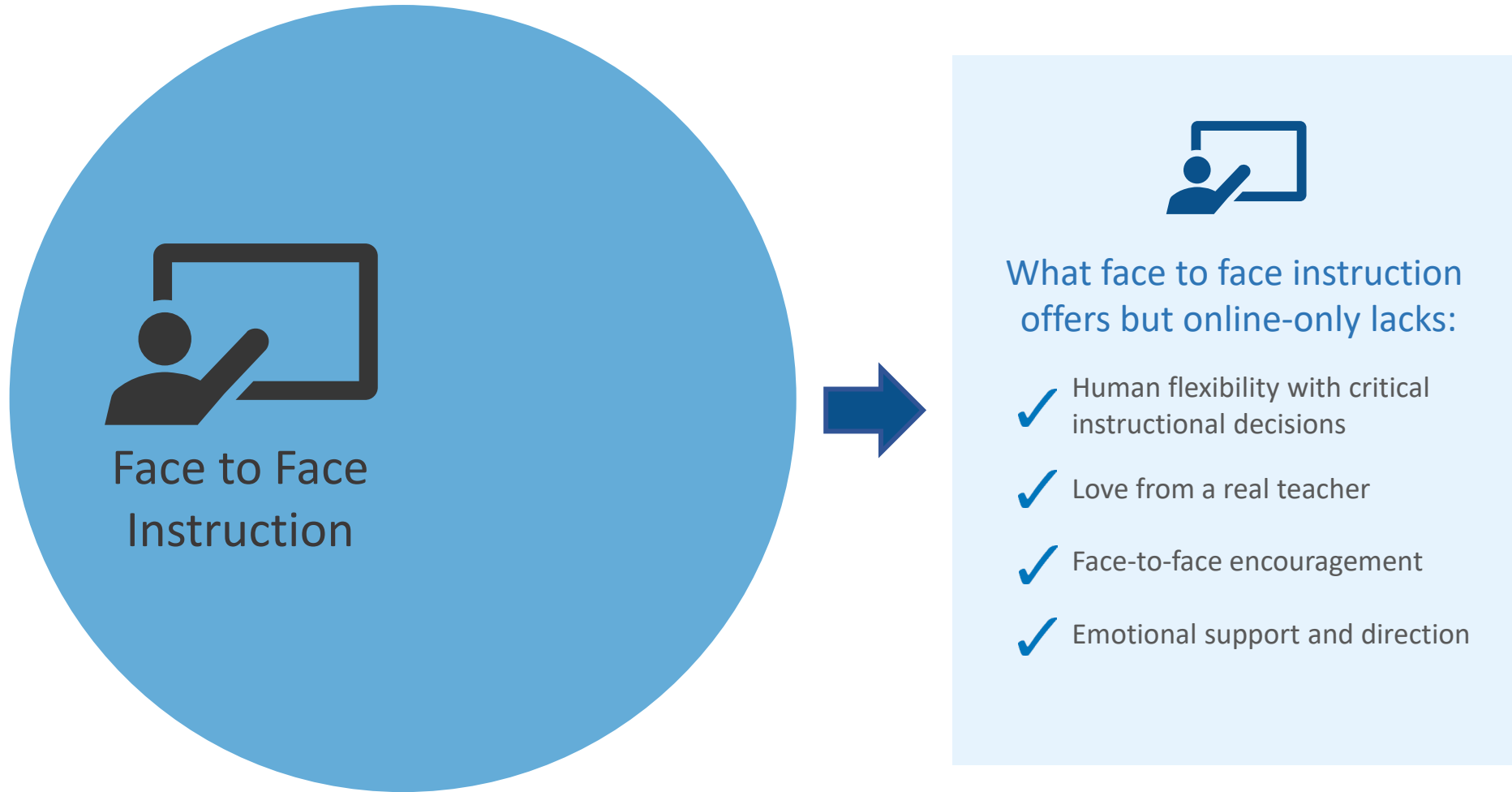
## Staffing Pattern:

- Some staff could be designated for Tier 1 and other for Tier 2 to strategically maximize professional growth opportunities and eliminate the need for substitutes

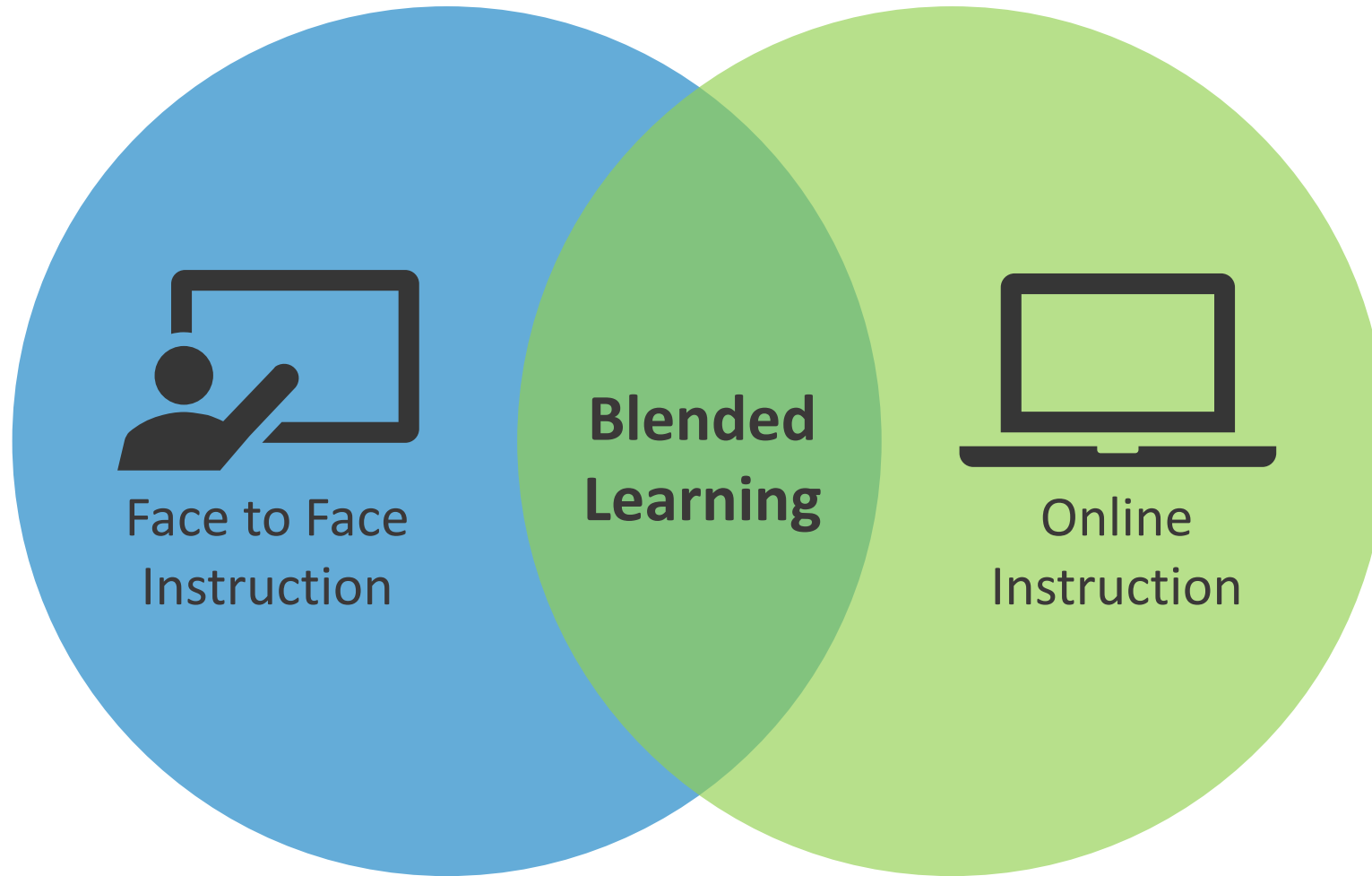
# Blended Learning: a curriculum enabler to reach all students



# Blended Learning: a curriculum enabler to reach all students

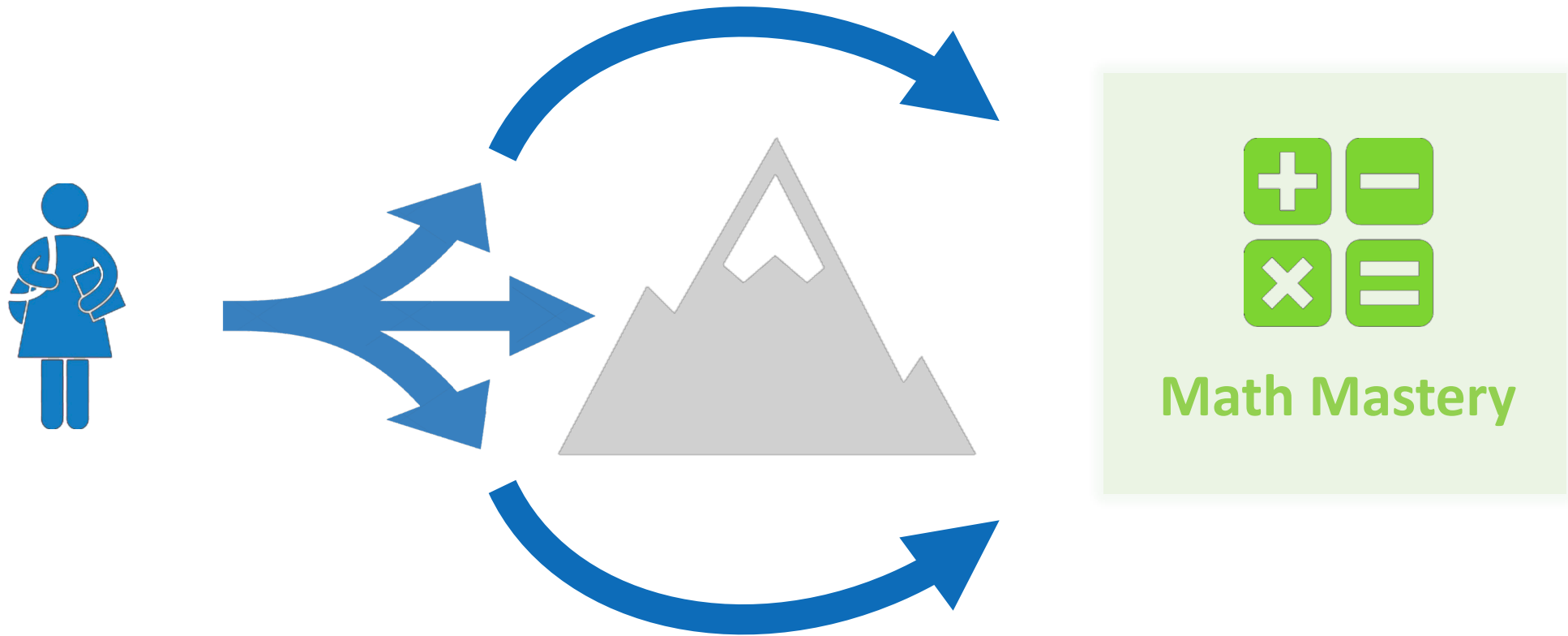


# Blended Learning: a curriculum enabler to reach all students



# Software creates and customizes student plans

Based on initial and ongoing diagnostics, a customized path is created to meet the unique academic needs of every student.



# Assessments diagnose mastery and set up tier 2 differentiation

STAAR Readiness Report

Did Not Meet

Approaches

Meets

Masters

Working

Assigned

Refresh

Export

■	Name	Assignments	Total	Certificates Earned	Numerical Representations and Relationships											
					RS 3.2A	SS 3.2B	SS 3.2C	RS 3.2D	SS 3.3A	SS 3.3B	SS 3.3C	SS 3.3D	SS 3.3E	RS 3.3F	SS 3.3G	RS 3.3H
	Class total		62%		67%	71%	70%	69%	55%	60%	57%	59%	60%	61%	60%	50%
<input type="checkbox"/>	Hernandez, Kaylee		43%	0	36%	100%	50%	25%	67%	33%	50%	0%	50%	33%	60%	47%
<input type="checkbox"/>	Keys, Amanda		53%	1	73%	33%	0%	37%	80%	67%	0%	100%	-	36%	-	55%
<input type="checkbox"/>	Cannon, Kimberly	M	47%	0	31%	67%	70%	64%	47%	58%	47%	50%	67%	42%	25%	37%
<input type="checkbox"/>	Cobb, Taylor	PT	58%	0	76%	67%	67%	69%	44%	43%	44%	57%	50%	46%	50%	55%
<input type="checkbox"/>	Chapman, Billy		63%	0	73%	44%	33%	71%	40%	71%	55%	42%	60%	48%	29%	36%
<input type="checkbox"/>	Kabboord, Hunter		76%	0	83%	100%	50%	63%	80%	80%	75%	100%	100%	50%	-	100%
<input type="checkbox"/>	Johnson, Deven	PT	61%	0	64%	75%	40%	67%	100%	86%	63%	100%	100%	59%	0%	50%
<input type="checkbox"/>	Segura, Joseph		83%	0	75%	100%	100%	100%	-	-	-	-	-	63%	50%	88%
<input type="checkbox"/>	Girouard, Addy		56%	0	64%	50%	80%	67%	60%	50%	60%	0%	50%	64%	43%	52%
<input type="checkbox"/>	Greene, Marty		59%	2	47%	67%	50%	79%	40%	36%	83%	86%	0%	71%	67%	65%
<input type="checkbox"/>	Hall, Blaine	PT	64%	0	92%	67%	100%	90%	0%	67%	80%	50%	55%	74%	71%	71%
<input type="checkbox"/>	Hyland, Alyssa	PT	68%	0	88%	100%	100%	88%	33%	33%	67%	20%	33%	75%	50%	63%
<input type="checkbox"/>	Allen, Tyler		60%	0	44%	79%	77%	38%	100%	0%	33%	50%	50%	75%	100%	59%
<input type="checkbox"/>	Ham, Elizabeth		61%	0	100%	100%	100%	92%	100%	29%	0%	100%	50%	75%	100%	52%
<input type="checkbox"/>	Beverly Patrick		72%	0	77%	100%	100%	85%	56%	67%	100%	78%	100%	77%	64%	71%
<input type="checkbox"/>	Paul, Cameron		80%	0	86%	50%	56%	100%	-	100%	100%	-	-	78%	-	83%
<input type="checkbox"/>	Sherfield, Emma		80%	0	100%	100%	100%	100%	100%	100%	-	-	-	82%	100%	55%

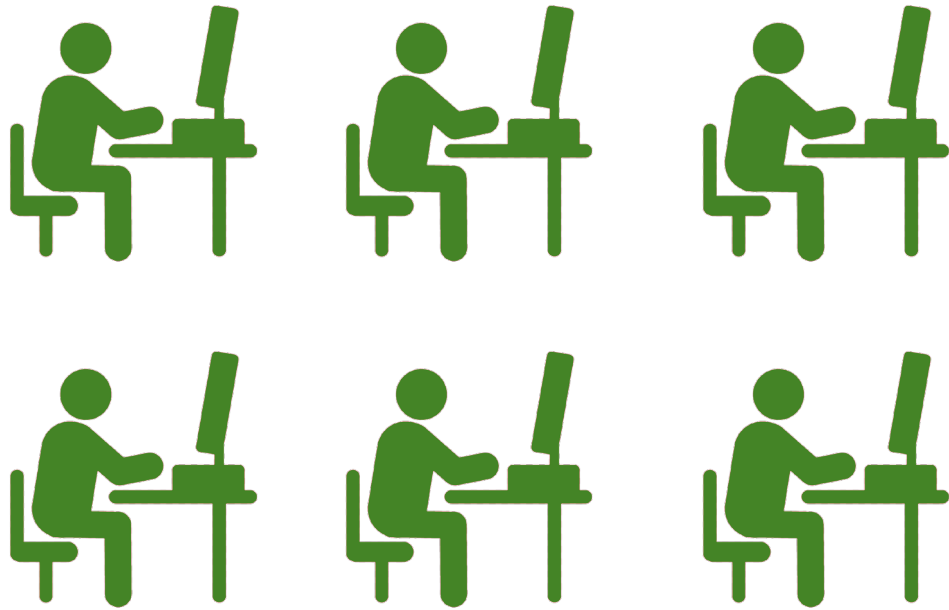
# Assessments diagnose mastery and set up tier 2 differentiation

STAAR Readiness Report					Did Not Meet Approaches Meets Masters Working Assigned										Refresh Export	
Name	Assignments	Total	Certificates Earned	Numerical Representations and Relationships												
				RS 3.2A	SS 3.2B	SS 3.2C	RS 3.2D	SS 3.3A	SS 3.3B	SS 3.3C	SS 3.3D	SS 3.3E	RS 3.3F	SS 3.3G	RS 3.3H	SS 3.4I
Class total		62%		67%	71%	70%	69%	66%	60%	67%	69%	60%	61%	60%	60%	60%
<input type="checkbox"/> Hernandez, Kaylee		43%	0	38%	100%	80%	25%					5%	33%	60%	47%	-
<input type="checkbox"/> Keys, Amanda		53%	1	73%	33%	0%	37%						36%	-	55%	-
<input type="checkbox"/> Cannon, Kimberly		47%	0	31%	67%	70%	64%					6%	42%	28%	37%	-
<input type="checkbox"/> Cobb, Taylor		58%	0	76%	67%	67%	69%					5%	46%	60%	55%	-
<input type="checkbox"/> Chapman, Billy		63%	0	73%	44%	33%	71%					6%	48%	29%	38%	-
<input type="checkbox"/> Kabboord, Hunter		76%	0	83%	100%	80%	63%					10%	50%	-	100%	-
<input type="checkbox"/> Johnson, Deven		61%	0	64%	78%	40%	67%					10%	59%	0%	60%	-
<input type="checkbox"/> Segura, Joseph		83%	0	75%	100%	100%	100%						63%	60%	88%	-
<input type="checkbox"/> Girouard, Addy		56%	0	64%	60%	80%	67%					6%	64%	43%	62%	60%
<input type="checkbox"/> Greene, Marty		59%	2	47%	67%	60%	79%					5%	71%	67%	65%	-
<input type="checkbox"/> Hall, Blaine		64%	0	92%	67%	100%	90%					6%	74%	71%	71%	-
<input type="checkbox"/> Hyland, Alyssa		68%	0	88%	100%	100%	88%	33%	33%	67%	20%	33%	75%	60%	63%	-
<input type="checkbox"/> Allen, Tyler		60%	0	44%	79%	77%	38%	100%	0%	33%	50%	50%	75%	100%	59%	-
<input type="checkbox"/> Ham, Elizabeth		61%	0	100%	100%	100%	92%	100%	29%	0%	100%	50%	75%	100%	62%	-
<input type="checkbox"/> Beverly Patrick		72%	0	77%	100%	100%	85%	66%	67%	100%	78%	100%	77%	64%	71%	-
<input type="checkbox"/> Paul, Cameron		80%	0	86%	60%	66%	100%	-	100%	100%	-	-	78%	-	83%	-
<input type="checkbox"/> Sherfield, Emma		80%	0	100%	100%	100%	100%	100%	100%	-	-	-	82%	100%	55%	-

65% of class  
is in need of  
remediation

# Blended learning curriculum helps deliver differentiated tier 2 while also allowing advanced independent study

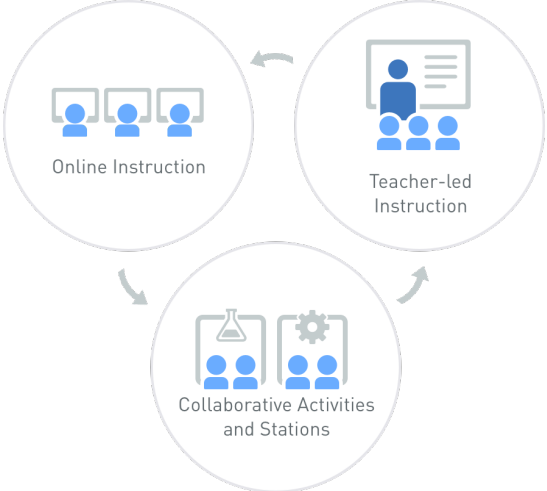
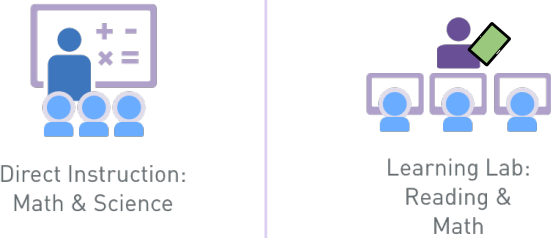
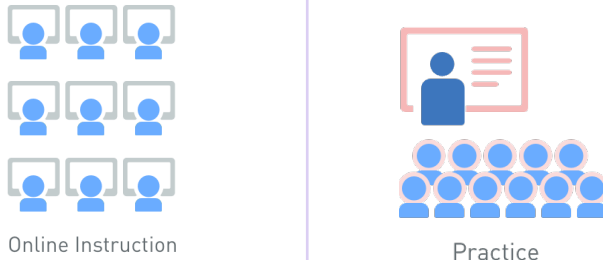
## Independent, Individualized Instruction



## Small Group Remedial Instruction



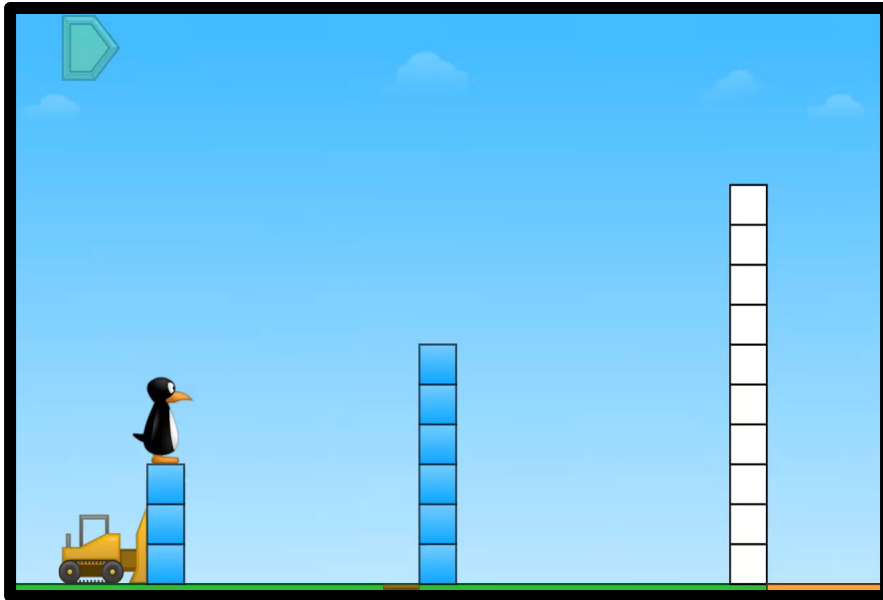
# Maximize teacher effectiveness with Blended Learning through different operational models

Model	Rotation Model <i>Ideal for: Elementary</i>	Lab Rotation <i>Ideal for: Middle School, Small/Rural</i>	Student-Driven Flex Model <i>Ideal for: All Grades</i>
Description			
Impact on Teacher Effectiveness	Allows <b>small group direct instruction</b> and individualized and <b>adaptive practice</b>	Adaptive <b>independent practice for all students</b> ; Teacher oversight w/ dashboard	<b>High-quality initial exposure to content</b> for all, differentiated support for student practice

*All models allow for a master teacher approach*

# Two tools with results in accelerating student learning in math

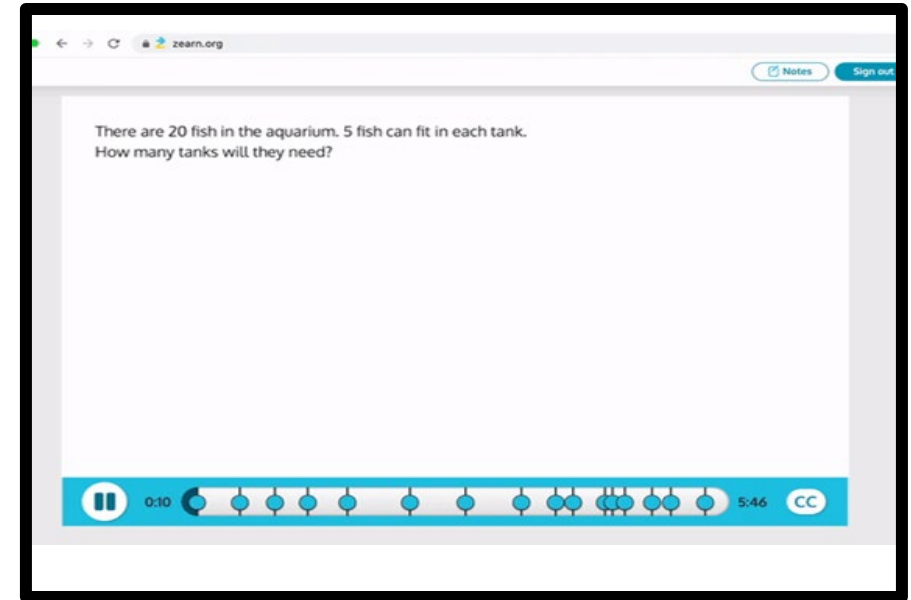
## ST Math



### ST Math

Differentiated access to learning through **challenging puzzles**, non-routine **problem solving**, and informative **feedback**.

## ZEARN

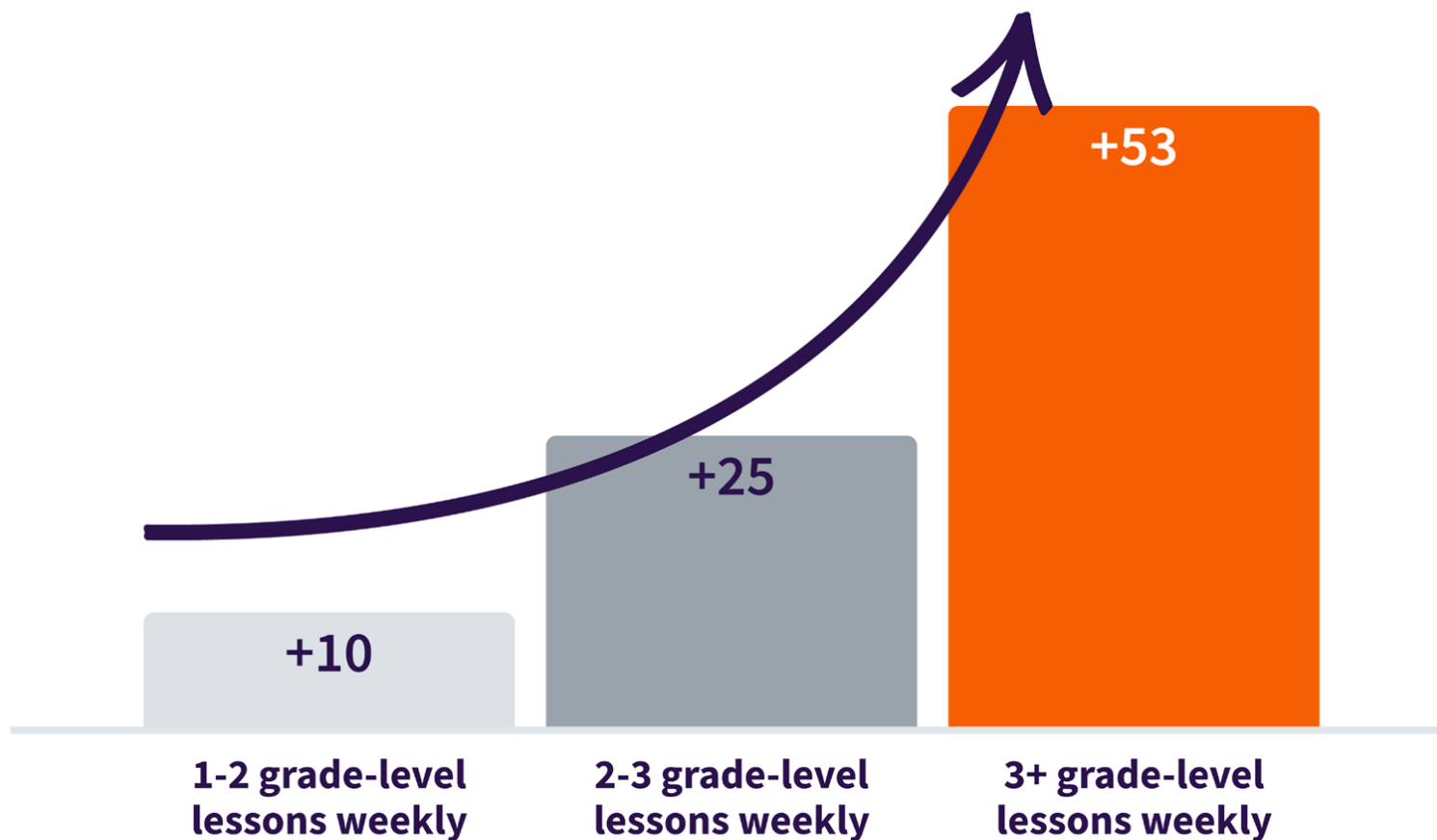


### Zearn

Students **explore math concepts** with on-screen teachers, **interactive models**, and built-in Tier 1 **intervention**.

While Zearn usage at any dosage leads to growth, students demonstrate strongest gains in scale score at 3+ grade-level lessons per week

**Increase in Scale Score Points on 2023 STAAR compared to matched peers, by Zearn Dosage**

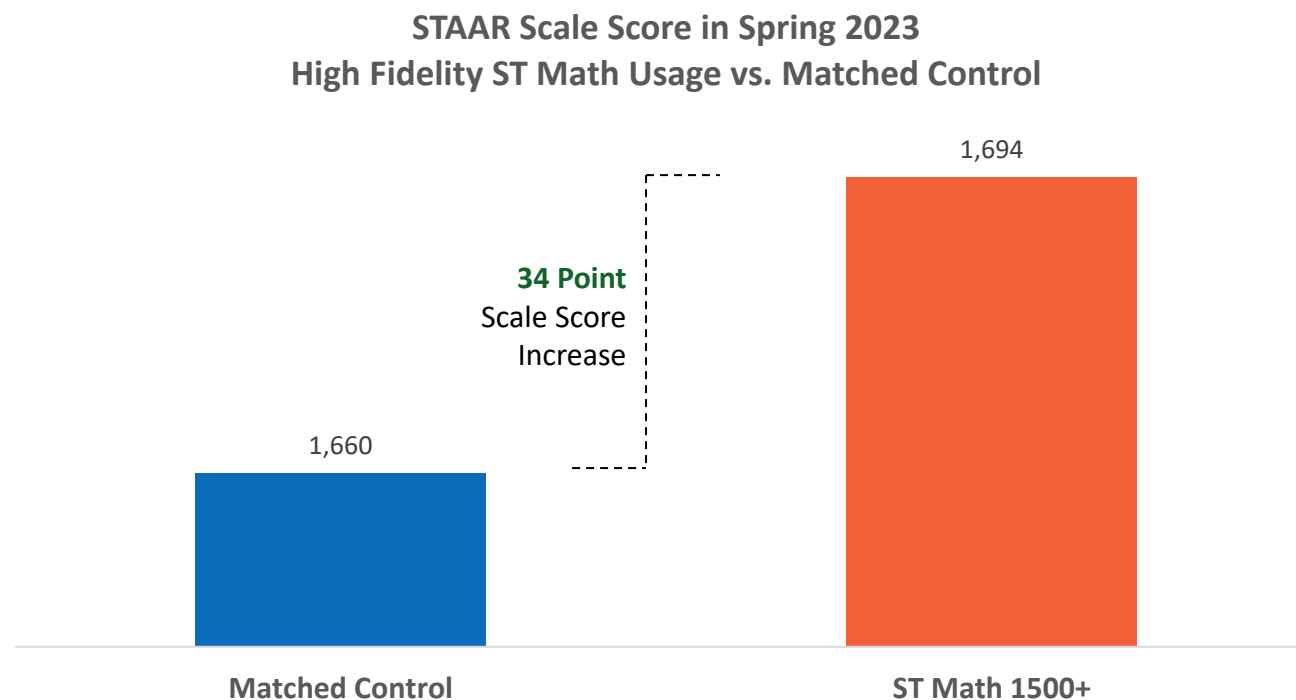


# High Fidelity Blended Learning Delivers Results – ST Math

4<sup>th</sup> and 5<sup>th</sup> grade students meeting high fidelity usage requirements on ST Math showed **greater STAAR scale score improvement** between Spring 2022 and Spring 2023 than matched students statewide.

## ST Math

Fidelity of Implementation – **students having time and structures to meet usage recommendations** - is critical to impact on student outcomes



# Venus ISD Blended Learning Journey

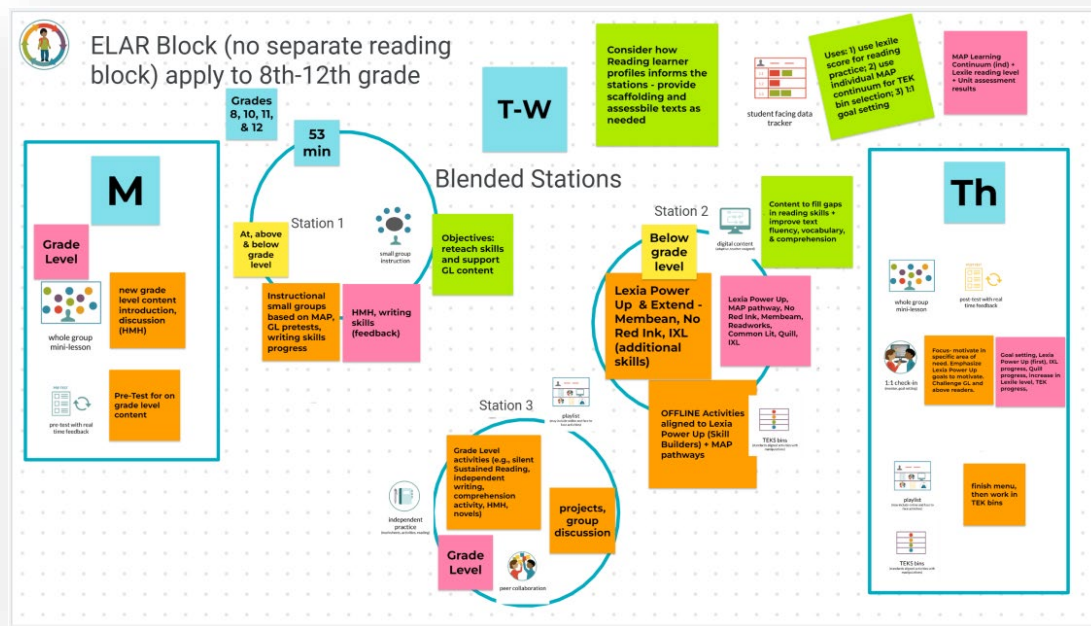


**Superintendent**  
Dr. Patrick Torres



**Instructional Technology  
Coordinator & Blended  
Learning Project Manager**  
Warren Hudson

# Venus ISD Blended Learning resources



## Venus ISD Blended Learning Student Experience Map Grades 8-12

## 2023-2024

### Blended Learning Adjustments

- 100% turnover in High School math and English grade levels
- Low application rates in math this year
- Shifted model to 1 certified teacher, added 2 non-math certifications with 3 paras supporting



# Systems must change to support teachers & students

## Curriculum:

- **Tier 1:** Curriculum must be designed for rigorous Tier 1 instruction
- **Assessments:** Curriculum must feature embedded diagnostics to discern student mastery of individual concepts, before and after they are taught
- **Tier 2:** Curriculum must embed re-teach recommendations for students missing individual concepts
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## Master Schedule:

- Schedules must have time blocked both for Tier 1 instruction and for Tier 2 re-teach and independent study

## Training & Coaching:

- Teachers must be trained on Tier 1 curriculum, Tier 2 re-teach materials, and the use of diagnostics

## Staffing Pattern:

- Some staff could be designated for Tier 1 and other for Tier 2 to strategically maximize professional growth opportunities and eliminate the need for substitutes

# Blended Learning resources are available!

## Blended Learning Supporting Resources

[← Back to Learning Support](#)

Blended Learning Grants (BLG) cohorts are a multi-year process to design, launch, and scale a high-quality blended learning program in K-8 math and K-5 reading. BLG is managed with a focus on fidelity of implementation (FOI) in both planning and execution, with the goal of designing and implementing a sustainable and high-quality program.

The 2023-2024 LASO Blended Learning Grant cohorts will have two distinct cohorts and associated purposes that applicants will select from; the Blended Learning Planning cohort and the Blended Learning Strategic Operations cohort.

### Blended Learning Cohorts

#### Planning

The Blended Learning Planning cohort will support school districts and open-enrollment charter schools through a planning stage to design and subsequently implement a high-quality blended learning model in math

#### Strategic Operations

The Blended Learning Strategic Operations cohort will support school districts and open-enrollment charter schools in leveraging a blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets. This

**Page Navigation:**

- Blended Learning Cohorts
- Blended Learning Models
- Grant Opportunities
- Additional Resources

TEA has a [Blended Learning resource hub](#) with more information on upcoming grant cycles, different models of implementation, and examples from Texas districts.

# Learning Acceleration Support Opportunities (LASO)

How can school  
systems apply  
for Blended  
Learning Grant?

**~\$190M**

in services and  
supports

**10**

TEA initiatives to  
support learning  
acceleration and  
innovation

**1**

LEA program  
application to  
access funding

The grant application opens on October 23, 2023,  
and closes December 7, 2023 at 5:00 pm CT.

# LASO Cycle II Grants at a Glance Summary

Draft; Final will  
be released in  
Oct. 2023

Grant Name	Estimated Funding	Grant Type	Estimated Range of Award	Estimated Awards
Strong Foundations Planning (SFP)	\$20.8 Million	Direct Grant	\$140K to \$400K	70-110 LEAs
Strong Foundations Implementation (SFI)	\$111.2 Million	Direct Grant	\$25K to \$5M+	75-150 LEAs
<b>Blended Learning Grant (BLG)</b>	\$5.49 Million	Direct Grant	Planning- \$110K-\$400K Strategic Operations- \$190K- \$500K	10 LEAs 12 LEAs
<b>Math Supplemental Curriculum (MSC)</b>	\$25 Million	In-Kind Supports	No Direct Funding (In-Kind only)	250+ LEAs
Early College High School (ECHS)	\$1 Million	Direct Grant	Up to \$100K	10 LEAs
Pathways in Technology ECHS (P-Tech)	\$1 Million	Direct Grant	Up to \$100K	10 LEAs
School Action Fund (SAF) • including ADSY Full Year Redesign	\$7.9 Million- Direct \$2.6 Million- in Kind	Direct Grant In-Kind supports	\$185K-\$500K (per Campus)	36 Campuses
ADSY Summer Learning Accelerator	\$9 Million	Direct Grant	Up to \$25K-\$400K	25-35 LEAs
Advanced Placement (AP) Computer Science Principles (CSP)	\$1.2 Million	Direct Grant	Up to \$100K	Up to 30 LEAs
Technology Lending Grant (TLG)	\$5 Million	Direct Grant	Up to \$225K	50-100 LEAs

More information can be found on [LASO website](#)

## Webinars to learn more:

**October 18<sup>th</sup>** at 1:00-2:00 p.m. [https://zoom.us/webinar/register/WN\\_NNM5eM88TzimyQU1sywO5Q](https://zoom.us/webinar/register/WN_NNM5eM88TzimyQU1sywO5Q)

**October 19<sup>th</sup>** at 9:00-10:00 a.m. [https://zoom.us/webinar/register/WN\\_nmdhWMXWSE-H2uABv9QIBQ](https://zoom.us/webinar/register/WN_nmdhWMXWSE-H2uABv9QIBQ)