2020-2023 Blended Learning Grant Program-Planning Grants
Letter of Interest (LOI) Application Due 11: 59 p.m. CT, September 18, 2020

Texas Education Agency®

NOGA ID

Authorizing legislation: **GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

This LOI application may be submitted via email to **loiapplications@tea.texas.gov**

The LOI application may be signed with a digital ID, or it may be signed by hand. Both forms of signature are acceptable.

TEA mus receive the application by **11:59 p.m. CT, September 18, 2020**.

Application stamp-in date and time

Grant period from: **October 23, 2020 to May 31, 2023**

Pre-award costs permitted from: **the date of award announcement**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All attachments as listed on page 4-5 of the Program Guidelines

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

Applicant Information

Organization: Cisco ISD | CDN: 067-902 | Campus: Cisco Elem/JH | ESC: 14 | DUNS: 126587468

Address: PO Box 1645 | City: Cisco | ZIP: 76437 | Vendor ID: 1756000432

Primary Contact: Ryan Steele | Email: rsteele@cisco.esc14.net | Phone: 2544423056

Secondary Contact: Terri Hanlon | Email: thanlon@cisco.esc14.net | Phone: 2544423056

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name: Ryan Steele | Title: Superintendent

Email: rsteele@cisco.esc14.net | Phone: 2544423056

Signature: Ryan Steele | Date: 09/18/2020

Shared Services Arrangements

[X] Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.

☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.

☒ The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.

☒ The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.

☒ The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.

☒ The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.

☒ The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

Statutory/Program Assurances (Cont.)

☒ The applicant will complete all BLGP Fidelity of Execution Requirements in program implementation, which include:

a. Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program

b. Weekly Teacher Software Usage: One teacher log-in per week is required

c. Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA

d. Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA

e. Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

Statutory/Program Requirements

1. **District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. *(Recommended Length: 1.5-2 pages)*

a. Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.

b. Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.

c. At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

Cisco ISD is a rural district in ESC 14 serving 800+ students. CISD has a deep pride in our community as our community has an abiding pride in the district and our students. As a district, we represent our stakeholders in all that we do and our job of educating the highest quality young person is in the best interest of the community. Successes in the classroom and athletic arena are celebrated community wide. While these positive outcomes are a staple at CISD, we never accept the status quo. Our commitment to our students, our staff, and the greater community is to strive for improvement every day? improvement that will positively impact the future of our students. Further, CISD understands that “ teaching to the middle ” in “ one size fits all ” classrooms does not allow for student empowerment or maximum academic growth for ALL students. Despite having some of the highest STAAR scores across grade levels and subjects for many years in the ESC 14 service area, Cisco fell behind the State with lagging “ Masters, or previous “ Tier 3 ”, math scores.

In order to reach our district plan and vision, CISD determined a change in instructional methods was warranted. Much of the district ’ s design work and early implementation was supported through a grant from Raise Your Hand Texas. Specifically, Cisco was selected as one of five demonstration sites for the Raising Blended Learners initiative. This allowed access to technical assistance providers to support our redesign process. After an extensive planning effort, our design team comprised of administrators and teachers developed a BL design and implementation plan which focused on mitigating the root causes of sub-par performance of our highest students. However, despite this initial focus, we quickly became aware of the power of BL for advancing achievement for all math students. Our blended design for the student experience is grounded in four pillars which guide our work to transform classrooms. These include: 1) Data Driven Instruction, 2) Student Agency/Ownership, 3) Personalized Learning Experiences, and 4) Rigor. A strong emphasis on

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

student engagement, independent thinking, and rigor supported by the best of technology is helping to create dynamic new classrooms in which students are thriving and reaching new heights in their learning.
In response, we began a journey into Blended Learning (BL) in an effort to meet each student where they are and to move them forward at a rate of growth not possible in traditional model classrooms. Through the introduction of BL, along with the commitment of human and fiscal resources and ongoing professional development of our high quality teachers, CISD has made a commitment to a long-term vision for improvement in student outcomes.

Cisco has made an intentional commitment of resources and personnel to move this vision forward through blended learning because we refuse to accept mediocrity. We want better for our students; we want to be the best and to produce the best, most qualified graduates. Our reimagined student experience design encompasses our district ' s commitment to empowering students to the highest levels of personal achievement and to becoming lifelong learners. We envision students and teachers demonstrating a strong growth mindset and using BL tools and practices to personalize instruction to fill academic gaps, push students further, and exceed all previous expectations. This provides the opportunity to impact our school and our entire community. Thus, we seek to celebrate the great teachers we have by empowering them to reach students exactly where they are and to do what they are passionate about: teach. Giving them the best tools (including assessments and digital software and content) and providing them with the support and professional development has created the opportunity for student and teacher growth and the early emergence of a culture of innovation.

CISD has come to believe that in the 21st century classroom, students can best be served by taking what was the strongest asset of traditional education and marrying it to the best features available today. At CISD that means to empower the great teachers who passionately want to best for their students with the strongest technology platforms available. We have seen the dynamic and transformational change that blended learning can make; Cisco ISD is a leader in blended learning yet we are still working every day to make it better. The district employs multiple models and supports our teachers to " tinker " with their instructional designs as needed. Blended learning can be as " personalized " for the district/campus and teacher as it is for the students. BL is not a curriculum to be purchased and imposed in a classroom, but a re-thinking of student needs and engagement.

Within CISD, blended classrooms now provide the foundation of math and science education beginning in Kindergarten. In these classrooms, students are filling previous academic gaps and demonstrating strong academic growth. BL classrooms are preparing our students for the future successes we desire. During the past four years, our work in BL classrooms to engage students, allow data to truly guide and personalize instruction, and emphasize a growth mindset for teachers and students is dramatically reshaping education in CISD. We are highly committed to continuing to iterate toward high quality BL classrooms and to expand this approach to all pre-K-8 classrooms in other subjects because we see strong evidence of positive impacts on our students, teachers, and campus cultures. Since implementing the BL model, Cisco Junior High has been recognized as a " National Model School " by the highly regarded Learning Accelerator, and Cisco Elementary has wowed hundreds who have visited the campus.

As previously stated, four well-articulated pillars serve to guide our blended philosophy: data driven instruction, student agency, personalized learning experiences, and rigor. All blended classrooms begin with data. Personalization is made possible when a teacher understands where a student is academically. Being able to reach a student at their level of need and in their zone of development is key to our program. We administer NWEA ' s MAP three times each year. This provides us with entry data for all students, and for students who remain at the district from semester-to-semester, we accumulate data and are able to track growth over years. This data is used to begin a year and to set long-term goals with students. Teachers emphasize a " growth mindset " with each child and facilitate their ownership of the learning. This is enhanced by the student setting academic goals for themselves at each MAP administration. MAP data provides us with an outstanding measure of growth and gives us the ability to dive into gaps in the student ' s education. The blended team and the PM analyzes gaps in TEKS after each administration, provide that to teachers for intervention/instruction, and have begun vertical meetings across grade-levels and campuses to address any and all needs to prevent gaps in future students. While MAP gives us high level data and a starting point, true data driven instruction takes place fluidly. Software selected by the teachers provides them with data on a daily and/or weekly basis. Teachers evaluate student progress as they go and make adjustments to their instruction to reach all students. Using data, teachers determine which strategies to deploy (one-on-one; small group; partner work; online lessons aligned to learning needs; whole group lesson) to support students, to resolve a misunderstanding, or to reteach a concept. Without data, teachers cannot know where students are and how to

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

appropriately respond to need. Heavy reliance on actionable data serves as the foundation for all of our blended classrooms.

The commitment of CISD and our participating campuses in blended learning is clearly evidenced in the expansion of the program as well as in the reallocation of funds to support it across the curriculum. The campus leaders for both Cisco Elementary and Cisco Junior High have active roles in the blended work. They provide visible and behind the scenes support for teachers in the BL classrooms (e.g. extra release time as needed for data work, coverage for extra PD, budget additions when necessary). Continuing and enhancing a data culture is a core piece of the new vision along with fiscal investments in instruction/student performance. While our math and science classes will continue on using a BL learning model, Cisco ISD would like to expand the opportunity to provide a blended model in both English Language Arts and Social Studies. We have a deep pool of talented math and science teachers who can be leaned upon to help our ELA and SS teachers transition. In truth, many of those teachers have already taken elements of BL and integrated them into their classroom in a limited basis, but the additional resources
provided through the non-math Blended Learning Grant Program would aid tremendously in our expansion. CISD is prepared to continue ahead as a leader in blended learning in Texas.

2. **Project Manager:** Who will lead this work at your district by serving as the **BLGP Project Manager** and why is this person the right person for this role? *(Recommended Length: 0.5 page)*

   a. Include information about the **experience, background, and ability to drive student results** of the BLGP PM.

   b. Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?

   c. Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

CISD leadership has a commitment to instructional innovation in the form of blended learning as guided by our district pillars. To pursue fulfillment of this, we will allow our teachers flexibility as warranted in the classroom. We understand that at times there will be need of " struggle " and perhaps even failures as we learn and grow with our students. Teachers have been and will continue to find support to innovate and have permission to challenge themselves as well as their students without fear of negative repercussions. Along with that, it is understood that some students may need to go ahead of the prescribed standard sequence while others may require more time on more basic standards. Teachers will be given assistance via trained and experienced blended learning coaches (PM, AP, math coach) as they make determinations around the data in the classrooms. Data will be the key to all classroom decisions; the more experience teachers and leaders gain with data driven instruction the more agile our program will become allowing us to respond in the most appropriate way to each student.

The Program Director and campus administrators will lead the BL efforts on the two CISD campuses. Cisco Elementary Principal and AP have been heavily involved in the planning and execution of current blended work on their campus. They

Statutory/Program Requirements

2. Continued: Please use the additional space provided to respond to Program Requirement Question #2.

have been instrumental in the spread of the work and have had extensive training in blended education. The current principal at the junior high school has been an administrator in the district for over 10 years. He has been helpful and supportive to his teachers and to the Program Director when time was needed for data analysis, PD work, or extra resources. Working as an administrative team allows for strong communication and alignment between campuses and a sense of community for the teachers. Being small and closely tied as leaders allows Cisco to pivot quickly and to be responsive to the needs of our students and teachers. There is little to no " red tape " to go through in order to adjust instructional or program needs. We are clear on our students ' success and highest personal achievement levels as our goal.

Leading teacher training, instructional design shifts, and the mindset change required to overcome the possible hurdle of STAAR-only mentality falls to the Project Manager. CISD currently does not have a Project Manager designated for the BLGP; however, being in its fifth year of offering a BL model in both math and science, CISD has a number of highly qualified teachers and administrators that are more than capable of being Project Manager. There are a number of staff members who were part of the original BL design team for the Raising Blended Learners grant. These staff members are able to articulate policies and budgets, documents goals/data outcomes, conducts PD trainings to onboard new teachers, and lead Professional Learning Community meetings with teacher groups. Based on CISD ' s experience, the Project Manager will be an administrator position that has the authority to both to evaluate teachers and provide directives to teachers. In CISD ' s experience, the need for an administrator is crucial because it has found that teachers have not always followed the " recommendations " of the PM. As a position with administrative authority, the PM will now have the authority to give directives to teachers that much be followed. The PM will oversee all aspects of the blended initiatives.

3. How does the district **use data to drive decision making** about student achievement? *(Recommended Length: 0.5 page)*

a. Describe the **quantitative goals, metrics, and measures** that the district or charter school network tracks. Describe the progress towards these goals and the evidence the district collects to assess this progress. These indicators can include multi-annual, annual, and during-the-school-year goals. If available, include examples of data from the past few years to demonstrate how the district or open-enrollment charter school is tracking results.

Data is the foundation of our program because it allows for a more informed, differentiated, and personalized instruction. It is a tool to empower both teachers and students to make connections in learning. A primary purpose for CISD entering the blended realm was our desire to meet each student exactly where they were academically then taking them to their highest levels of achievement. Data gives us the method by which we can accomplish this. Teachers must know and understand where a student is, what gaps may be in place, and where the greatest potential growth areas are located. Without a consistent gathering and consideration of data from a variety of trusted sources, this understanding is near impossible.

Prior to selecting a supportive software the quality of the data it produces is considered. Over the last three years, CISD has used close to ten different math softwares. Our DDI practice can only be successful when timely and accurate information is available. Teachers continue to utilize formative assessments (e.g. chapter and/or unit tests, quizzes, etc.) as they have always done, but with the initiation of blended instruction various software or online assessments have been added. Data from tools such as NWEAs MAP growth assessment, Imagine Math, Think Central (textbook software), and IXL are now gathered regularly by teachers to determine the academic needs of students. Data that is considered regularly would include: students at similar understanding about the current topic for groupings, individual student ' s demonstration of understanding for current topics for either advancement or remediation, whole group misunderstandings for re-teach, and comprehension of the class for completion of the topic.

Most of this same data is also considered by students. Students are now becoming owners of their learning because of data. They can ascertain their need or success almost in real time with data from Imagine Math or IXL. This allows them to make choices and to have agency in the classroom. When given options of academic activities within a unit, students use data to aid in their choice; a choice that is unique and personalized for them. They can see overall growth and set academic goals for themselves with MAP. Decisions and adjustments are made each week by teachers because of data; students are

Statutory/Program Requirements (Cont.)

3. Continued: Please use the additional space provided to respond to Program Requirement Question #3.

students are adopting a growth mindset and assuming some control over their educational experience because we have embedded data in our classrooms.

Providing teachers data is not enough nor is the training to use it. Teachers need time. CISD from the inception of BL has provided regular data time for each teacher independently as well as time for teachers to work together. Teachers are provided a substitute or other classroom coverage at virtually any point they might need extra time to work on data and instructional adjustments. This is beyond the conference time given each week that is designated for consideration of data for each teacher. Our commitment to specified time to data has been so useful and necessary that it was increased in the school year. We have re-configured our entire district calendar to allow for data days district wide approximately each six weeks for the faculty. Initial data is collected as school begins, teachers are given a data day to consider results and make adjustments to their instructional plans as soon as all BOY MAP testing is complete. Other days are around the two other MAP assessment windows and an additional one for teachers to work together on a variety of data they have collected (i.e. formative assessments, STAAR benchmarks, software data). Data days were crafted around MAP testing periods, but data considered is varied.

4. **NON-MATH BLENDED LEARNING PILOT APPLICANTS ONLY:** What on-line curriculum program is intended to be used in the district and schools? *(Recommended Length: 0.5 page)*

a. Describe why this program best meets the needs of students and teachers in the proposed BLGP site(s) and how a high-fidelity use of this program will lead to gains in student achievement.

Cisco ISD plans to use Imagine Literacy & Language (ILL) as its online curriculum in English Language Arts. CISD currently uses Imagine Math in its blended classrooms, therefore the implementation of ILL is an obvious choice due to the district's overall familiarity with the product and how to use the product with fidelity. A critical piece of ILL is that it sees students' cultural and linguistic diversity from an assets-based perspective. In other words, the programs see students' native language as a help, rather than a hindrance, to their English and academic language learning. Learning to work deeply with letter sounds, names, and orthography gives students a great start on their path to reading. However, further along their learning journey, they will need to work with decoding skills and fluency practice. This step cannot be perfunctory. Students need explicit instruction and sufficient practice to build the strong foundation that leads to independent reading and comprehension of more complex texts. Learning to read, write, listen, and speak requires a partnership between a strong curriculum and the classroom teacher. ILL provides an engaging, systematic, and personalized learning experience, as well as rich instructional content and actionable data to support classroom teachers in their integral role in the learning experience.

In Social Studies classrooms, CISD plans to use Exploros as its online supplemental curriculum. Exploros is a recognized online platform that provides engaging, online units that follow the 5E model of instruction. Exploros allows teachers to guide instruction, but has touchpoints for students to engage and further explore their topic, allowing for a more personalized experience. Exploros allows students work individually, in small groups, or as a whole class. CISD believes that by implementing Exploros, its students will have a more rounded, engaged, and personalized learning experience.

Cisco ISD will use its experience as a Blended Learning district in math and science to ensure the online programs are used with fidelity. Currently, the CISD Project Manager discusses with teachers at every check-in the instructional software in use to gain insight into happiness with selections. Ease of use, quality of data, ability to meet fidelity markers, and overall trust in the online elements of classrooms is of utmost importance. Teachers review data in a deep dive once a six weeks but consider formative data each week. Most all of this data is discussed with students. MAP results are provided to students and explained in terms of strengths and weaknesses for them to use to make decisions about their own learning. BOY MAP is vitally used by students to set goals for the class over the year. MOY and EOY MAP testing is worked with students for them to track progress. Software data is documented by both teacher and student. Teachers track progress and at any point of concern has a intervention-type meeting 1:1. On a regular basis without an intervention need, teachers meet with students in varying ways. Some teachers meet with each student individually every week as a matter of practice as a "must do" on their playlist while others meet to work though data in small groups during station time. Teachers are given autonomy to direct their classroom as it fits their grade level best as long as they are within the pillars of our blended plan.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. ***Do not enter any cents.***

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at $5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement,* or the *Administrative Cost Calculation.*

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.
Maximum Indirect Cost Workbook link.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Direct Administrative Cost Calculation - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

For further guidance, refer to the Budgeting Costs Guidance Handbook.

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:	067-902	Amendment # (for amendments only):		
Payroll Costs (6100)				
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions Less than 100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1 Teacher	0		$ -	$ -
2 Educational Aide	0		$ -	$ -
3 Tutor	0		$ -	$ -
Program Management and Administration				
4 Project Director	0		$ -	$ -
5 Project Coordinator	0		$ -	$ -
6 Teacher Facilitator	0		$ -	$ -
7 Teacher Supervisor	0		$ -	$ -
8 Secretary/Admin Assistant	0		$ -	$ -
9 Data Entry Clerk	0		$ -	$ -
10 Grant Accountant/Bookkeeper	0		$ -	$ -
11 Evaluator/Evaluation Specialist	0		$ -	$ -
Auxiliary				
12 Counselor	0		$ -	$ -
13 Social Worker	0		$ -	$ -
14 Community Liaison/Parent Coordinator	0		$ -	$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15 ESC Specialist/Consultant	0		$ -	$ -
16 ESC Coordinator/Manager/Supervisor	0		$ -	$ -
17 ESC Support Staff	0		$ -	$ -
18 ESC Other: (Enter position title here)	0		$ -	$ -
19 ESC Other: (Enter position title here)	0		$ -	$ -
20 ESC Other: (Enter position title here)	0		$ -	$ -
Other Employee Positions				
21 (Enter position title here)	0		$ -	$ -
22 (Enter position title here)	0		$ -	$ -
23 **Subtotal Employee Costs:**			**$ -**	**$ -**
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			$ 2,500	$ -
25 6119 - Professional Staff Extra-Duty Pay			$ 3,000	$ -
26 6121 - Support Staff Extra-Duty Pay			$ -	$ -
27 6140 - Employee Benefits			$ 750	$ -
28 61XX - Tuition Remission (IHEs only)			$ -	$ -
29 **Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**			**$ 6,250**	**$ -**
30 **Grand Total:**			**$ 6,250**	**$ -**
31 **Total Program Costs*:**			$ 6,250	
32 **Total Direct Admin Costs*:**			$ -	

***Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:	067-902	Amendment #:	0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
	6269 - Rental or lease of buildings, space in buildings, or land		
1	Specify purpose:	$ -	$ -
	Service: 6291 - Consulting Serives		
2	Specify purpose: Consulting Services to aid with implementation of PLCs	$ 25,000	$ -
	Service: 6299 - Misc. Contracted Services		
3	Specify purpose: Training for implementation of selected Software	$ 10,000	$ -
	Service:		
4	Specify purpose:	$ -	$ -
	Service:		
5	Specify purpose:	$ -	$ -
	Service:		
6	Specify purpose:	$ -	$ -
	Service:		
7	Specify purpose:	$ -	$ -
	Service:		
8	Specify purpose:	$ -	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ 35,000**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ 5,000	$ -
11	**Grand Total:**	**$ 40,000**	**$ -**
12	**Total Program Costs*:**	$ 40,000	
13	**Total Direct Admin Costs*:**	$ -	

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID: 067-902		Amendment #: 0	
Supplies and Materials (6300)			
	Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 71,250	$ -
2	**Grand Total:**	**$ 71,250**	**$ -**
3	**Total Program Costs*:**	$ 71,250	
4	**Total Direct Admin Costs*:**	$ -	

***Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

FOR TEA USE ONLY

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

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Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID: 067-902	Amendment #: 0

Other Operating Costs (6400)

	Expense Item Description	Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$ -	$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	$ -	$ -
~~3~~	~~6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.~~	~~$ -~~	~~$ -~~
4	6413 - Stipends for non-employees other than those included in 6419.	$ -	$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$ -	$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$ 5,000	$ -
~~7~~	~~6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:~~	~~$ -~~	~~$ -~~
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$ 2,500	$ -
9	**Subtotal of other operating costs (6400) requiring specific approval:**	**$ 7,500**	**$ -**
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ 7,500**	**$ -**
12	**Total Program Costs*:**	$ 7,500	
13	**Total Direct Admin Costs*:**	$ -	

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

In-state travel for employees does not require specific approval.

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Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID:	067-902	Amendment #	0
Grant Period:	**October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of annoucement to October 23**	**Fund Code:**	**429**

Budget Summary

	Description and Purpose	Class/ Object Code	Source of Funds: Program Cost	Source of Funds: Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	$ 6,250	$ -	$ 6,250	$ -
2	Professional and Contracted Services	6200	$ 40,000	$ -	$ 40,000	$ -
3	Supplies and Materials	6300	$ 71,250	$ -	$ 71,250	$ -
4	Other Operating Costs	6400	$ 7,500	$ -	$ 7,500	$ -
6	**Total Direct Costs:**		**$ 125,000**	**$ -**	**$ 125,000**	**$ -**
7	* Indirect Costs:				**$ -**	**$ -**
8	**Total of All Budgeted Costs :**		**$ 125,000**	**$ -**	**$ 125,000**	**$ -**

Direct Administrative Cost Calculation

10	Total of All Budgeted Costs from line 8:	**$ 125,000**
11	**Direct Administration** Cap per Program Guidelines (X%)	0.05
12	Maximum amount allowable for **direct administrative** costs:	**$ 6,250**

For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting **Indirect Cost Rates page.*

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.

*To calculate the maximum indirect cost, please use the **Maximum Indirect Costs Worksheet** on the Grants Administration Division's Administering a Grant page.*

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Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID:	Amendment #	

SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

	Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1	Payroll Costs	6100				$ -
2	Professional and Contracted Services	6200				$ -
3	Supplies and Materials	6300				$ -
4	Other Operating Costs	6400				$ -
6	**Total Direct Costs:**		**$ -**	**$ -**	**$ -**	$ -
7	**Indirect Costs:**					$ -
8	**Total Costs:**		**$ -**	**$ -**	**$ -**	**$ -**

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

Refer to the Amendment Submission Guidance section of the Administering a Grant page of the TEA website. The guidance titled "When to Amend the Application" provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment may only be submitted by email to loiapplications@tea.texas.gov.

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date
2. Appendix I of the applciation: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page
4. Program Budget Summary
5. Supporting budget pages

Assembling the Amendment

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

    a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes

    b. Ensure all applicant information is current and correct.

    c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix 1: Negotiation and Amendments

    a. Choose the section you wish to amend from the drop down menu

    b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments

3. If you are requesting a budget change, complete the Request for Amendment budget page

    a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.

    b. In column B, enter the amount being deleted from each class/object code.

    c. In column C, enter the amount being added to each class/object code.

    d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponsding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter

5. Do not resubmit any attachments required in the original application.

5. Do not resubmit any attachments required in the original application.

NON-MATH BLENDED PILOT APPLICANTS ONLY
District or Charter School Network Information Form
District Overview
Attachment 1B

The Blended Learning Grant Program takes a feeder pattern approach from pilot to scale. Please input your proposed feeder pattern below.

Instructions:

1) Input the school name for the proposed schools
2) Indicate the proposed launch grade for year one with an "x" in approriate grade level
3) If needed, provide a rationale for the intended grades for year one of BLGP
4) An example is provide immediately below for context

Please reach out to MIZ@tea.texas.gov with any questions about this document

SAMPLE Feeder Pattern			Grade To Be Launched in Year One														
Ref.	School Type	SAMPLE School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SAMPLE Notes
NA	Middle School	Lone Star Middle School								x							Plan to start w/ earliest grade at MS and build up
NA	Elementary School	Red Elementary School		x			x										
NA	Elementary School	Blue Elementary School	x				x										Piloting program in Pre K at Blue ES

Feeder Pattern 1			Grade To Be Launched in Year One														
Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
1A																	
1B																	
1C																	
1D																	
1E																	
1F																	

Feeder Pattern 2 (if applicable)			Grade To Be Launched in Year One														
Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
2A																	
2B																	
2C																	
2D																	
2E																	
2F																	

Feeder Pattern 3 (if applicable)			Grade To Be Launched in Year One														
Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
3A																	
3B																	
3C																	
3D																	
3E																	
3F																	

NON-MATH BLENDED PILOT APPLICANTS ONLY
District or Charter School Network Information Form
Feeder Pattern 1 Form
Attachment 1B

Letter of Interest for 2021-2022 BLGP Planning and Execution Grants

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Cisco ISD
District or Charter School Network ID Number	067-902
Personnel	
Superintendent Name	Ryan Steele
LOI Author Name	Ryan Steele
LOI Author Title	Superintendent
LOI Author Phone	254-442-3056
LOI Author E-mail Address	rsteele@cisco.esc14.net
District BLGP Project Manager Name	TBD
District BLGP Project Manager Title	Director of Instruction
District BLGP Project Manager Email Address	TBD
District BLGP Project Manager Phone Number	TBD
District Details	
District Overall Performance - Numeric Grade Only	90
Total Students in District	841
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	180
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	14
Name of school in district with most previous experience in blended learning	Cisco Elementary
Number of years the school (in previous answer) has used blended learning	5
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc…)	NWEA MAP, STAAR Interims
Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc…)	TxEIS
List all **other TEA programs** in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc…)	MIZ
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	K-8, All Content
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district **procurement policies**?	3/1/2021
Does the applicant and relevant district and school stakeholders commit to attending the **BLGP Kickoff Summit** virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	ELAR
Which online curriculum program is the district and schools applying to use?	Imagine Literacy & Language; Exploros
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Student Usage Reports
Is the proposed online curriculum a supplemental or core curriculum? **Core curriculum:** a full course design for a given content area that covers all of the grade level standards and skills and is the primary curriculum used for teaching and learning. **Supplemental curriculum:** designed to enhance and align with the core curriculum used for instruction by targeting a specific set of content, skills, and/or goals, but does not replace the core curriculum.	Supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	https://www.imaginelearning.com/research/imagine-language-and-literacy

Feeder Pattern 1	**No Response needed in this cell.**
School 1A Details	Applicant Response
School 1A Campus Name	Cisco Elementary
School 1A Campus Total Students	400
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	PK
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	5
Personnel	
School 1A Campus Principal Name	Sharon Wilcoxen
School 1A Campus Principal Email Address	swilcoxen@cisco.esc14.net
School 1A Campus Principal Phone Number	2544421219
School 1A Campus BLGP Project Manager	TBD
School 1A Campus BLGP Project Manager Title	Director of Instruction
School 1A Campus BLGP Project Manager Email Address	TBD
School 1A Campus BLGP Project Manager Phone Number	TBD
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	C
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	68%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	84%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	87%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	79%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	80%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	51%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	54%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School B**	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School C**	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School D**	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School E**	0%

School 1B Details (if applicable)	Applicant Response
School 1B Campus Name	Cisco Junior High
School 1B Total Students	200
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	6
Highest Grade at School 1B (i.e. "5" for 5th grade)	8
Personnel	
School 1B Principal Name	Darryl Draper
School 1B Principal Email Address	ddraper@cisco.esc14.net
School 1B Principal Phone Number	254-442-3004
School 1B BLGP Project Manager	TBD
School 1B BLGP Project Manager Title	Director of Instruction
School 1B BLGP Project Manager Email Address	TBD
School 1B BLGP Project Manager Phone Number	TBD
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	B
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	55%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	87%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	85%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	79%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	80%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	51%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	54%

School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	Enter Text Response
School 1C Total Students	Enter Numeric Response
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1C (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1C Principal Name	Enter Text Response
School 1C Principal Email Address	Enter Email Address
School 1C Principal Phone Number	Enter Phone Number
School 1C BLGP Project Manager	Enter Text Response
School 1C BLGP Project Manager Title	Enter Text Response
School 1C BLGP Project Manager Email Address	Enter Email Address
School 1C BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent

School 1D Details (if applicable)	Applicant Response
School 1D Campus Name	Enter Text Response
School 1D Total Students	Enter Numeric Response
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1D Principal Name	Enter Text Response
School 1D Principal Email Address	Enter Email Address
School 1D Principal Phone Number	Enter Phone Number
School 1D BLGP Project Manager	Enter Text Response
School 1D BLGP Project Manager Title	Enter Text Response
School 1D BLGP Project Manager Email Address	Enter Email Address
School 1D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent

School 1E Details (if applicable)	Applicant Response
School 1E Campus Name	Enter Text Response
School 1E Total Students	Enter Numeric Response
Lowest Grade at School 1E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1E (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1E Principal Name	Enter Text Response
School 1E Principal Email Address	Enter Email Address
School 1E Principal Phone Number	Enter Phone Number
School 1E BLGP Project Manager	Enter Text Response
School 1E BLGP Project Manager Title	Enter Text Response
School 1E BLGP Project Manager Email Address	Enter Email Address
School 1E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent

School 1F Details (if applicable)	Applicant Response
School 1F Campus Name	Enter Text Response
School 1F Total Students	Enter Numeric Response
Lowest Grade at School 1F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1F (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1F Principal Name	Enter Text Response
School 1F Principal Email Address	Enter Email Address
School 1F Principal Phone Number	Enter Phone Number
School 1F BLGP Project Manager	Enter Text Response
School 1F BLGP Project Manager Title	Enter Text Response
School 1F BLGP Project Manager Email Address	Enter Email Address
School 1F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent

If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.

NON-MATH BLENDED PILOT APPLICANTS ONLY
District or Charter School Network Information Form
Feeder Pattern 2 Form
Attachment 1B

Letter of Interest for 2021-2022 BLGP Planning and Execution Grants

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	**Applicant Response**
District or Charter School Name	Cisco ISD
District or Charter School Network ID Number	067-902
Personnel	
Superintendent Name	Ryan Steele
LOI Author Name	Ryan Steele
LOI Author Title	Superintendent
LOI Author Phone	254-442-3056
LOI Author E-mail Address	rsteele@cisco.esc14.net
District BLGP Project Manager Name	TBD
District BLGP Project Manager Title	Director of Instruction
District BLGP Project Manager Email Address	TBD
District BLGP Project Manager Phone Number	TBD
District Details	
District Overall Performance - Numeric Grade Only	A
Total Students in District	841
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	180
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	14
Name of school in district with most previous experience in blended learning	Cisco Elementary School
Number of years the school (in previous answer) has used blended learning	5
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA Map; STAAR Interim

Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc…)	TxEIS
List all **other TEA programs** in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc…)	MIZ
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	K-8; All Content Areas
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district **procurement policies**?	3/1/2021
Does the applicant and relevant district and school stakeholders commit to attending the **BLGP Kickoff Summit** virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	SS
Which online curriculum program is the district and schools applying to use?	Exploros
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Student Usage Reports
Is the proposed online curriculum a supplemental or core curriculum?	Supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	https://exploros-shared-media.s3.amazonaws.com/Site/Exploros-Social-Studies-29-percent-STAAR-Improvement.pdf
Feeder Pattern 1	**No Response needed in this cell.**
School 2A Details	Applicant Response
School 2A Campus Name	Cisco Elementary
School 2A Campus Total Students	400
Lowest Grade at School 2A Campus (i.e. "6" for 6th grade)	PK
Highest Grade at School 2A Campus (i.e. "8" for 8th grade)	5
Personnel	
School 2A Campus Principal Name	Sharon Wilcoxen
School 2A Campus Principal Email Address	swilcoxen@cisco.esc14.net
School 2A Campus Principal Phone Number	2544421219
School 2A Campus BLGP Project Manager	TBD
School 2A Campus BLGP Project Manager Title	Director of Instruction
School 2A Campus BLGP Project Manager Email Address	TBD
School 2A Campus BLGP Project Manager Phone Number	TBD
School Details	
Performance Results and Economic Indicators	
School 2A Campus Overall Performance - Numeric Grade Only	Cisco Elementary
Percent of Students at School 2A Campus Eligible for Free or Reduced Price Lunch	68%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School B**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School C**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from **Elementary School D**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School E**	Enter Percent
School 2B Details (if applicable)	Applicant Response
School 2B Campus Name	Cisco Junior High
School 2B Total Students	200
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	6

Highest Grade at School 2B (i.e. "5" for 5th grade)	8
Personnel	
School 2B Principal Name	Darryl Draper
School 2B Principal Email Address	ddraper@cisco.esc14.net
School 2B Principal Phone Number	254-442-3004
School 2B BLGP Project Manager	TBD
School 2B BLGP Project Manager Title	Director of Instruction
School 2B BLGP Project Manager Email Address	TBD
School 2B BLGP Project Manager Phone Number	TBD
School Details	
Performance Results and Economic Indicators	
School 2B Overall Performance - Numeric Grade Only	B
Percent of Students at School 2B Eligible for Free or Reduced Price Lunch	55%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	74%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	61%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	79%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	80%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	36%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	30%
School 2C Details (if applicable)	Applicant Response
School 2C Campus Name	Enter Text Response
School 2C Campus ID Number	Enter Numeric Response
School 2C Campus Address	Enter Address
School 2C Total Students	Enter Numeric Response
Lowest Grade at School 2C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2C (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2C Principal Name	Enter Text Response
School 2C Principal Email Address	Enter Email Address
School 2C Principal Phone Number	Enter Phone Number
School 2C BLGP Project Manager	Enter Text Response
School 2C BLGP Project Manager Title	Enter Text Response
School 2C BLGP Project Manager Email Address	Enter Email Address
School 2C BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
School 2D Details (if applicable)	Applicant Response
School 2D Campus Name	Enter Text Response
School 2D Total Students	Enter Numeric Response
Lowest Grade at School 2D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2D Principal Name	Enter Text Response
School 2D Principal Email Address	Enter Email Address
School 2D Principal Phone Number	Enter Phone Number
School 2D BLGP Project Manager	Enter Text Response
School 2D BLGP Project Manager Title	Enter Text Response
School 2D BLGP Project Manager Email Address	Enter Email Address
School 2D BLGP Project Manager Phone Number	Enter Phone Number
School Details	

Performance Results and Economic Indicators	
School 2D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
School 2E Details (if applicable)	Applicant Response
School 2E Campus Name	Enter Text Response
School 2E Total Students	Enter Numeric Response
Lowest Grade at School 2E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2E (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2E Principal Name	Enter Text Response
School 2E Principal Email Address	Enter Email Address
School 2E Principal Phone Number	Enter Phone Number
School 2E BLGP Project Manager	Enter Text Response
School 2E BLGP Project Manager Title	Enter Text Response
School 2E BLGP Project Manager Email Address	Enter Email Address
School 2E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
School 2F Details (if applicable)	Applicant Response
School 2F Campus Name	Enter Text Response
School 2F Total Students	Enter Numeric Response
Lowest Grade at School 2F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2F (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2F Principal Name	Enter Text Response
School 2F Principal Email Address	Enter Email Address
School 2F Principal Phone Number	Enter Phone Number
School 2F BLGP Project Manager	Enter Text Response
School 2F BLGP Project Manager Title	Enter Text Response
School 2F BLGP Project Manager Email Address	Enter Email Address
School 2F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.	

Cisco Independent School District

PO Box 1645, Cisco, Texas 76437 | Phone: 254-442-3056 | Fax: 254-442-1412
www.ciscoisd.net

Ryan Steele
Superintendent

September 16, 2020

Andrew Hodge
Director of Math Innovation Zones
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Re: Blended Learning Grant Program (BLGP) Letter of Support

Dear Mr. Hodge,

As the superintendent of Cisco Independent School District, it is my pleasure to write this letter supporting the important work of the Texas Education Agency Blended Learning Grant Program, authorized under Section 28.020 of the Texas Education Code. The potential resources provided under this grant will be essential to Cisco ISD's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and extended learning opportunities for all students.

The members of the Cisco ISD Board of Education and I are committed to continuously supporting all aspects of the MIZ at Cisco ISD. As an advocate for personalized learning, I can assure you Cisco ISD has a:

* commitment to blended learning, to data driven work at the district/campus, and to information technology
* commitment that encourages campus administrators and teachers to innovate...including various iterations and periods of failure or struggle during implementation
* commitment to allowing flexibility in the scope and sequence—if needed—due to the competency elements that could be included in blended
* commitment to support the program manager in leading the implementation of blended learning, to guiding alignment between campuses, and to leading data driven instruction practices
* commitment to teacher PD
* commitment to funding in the future, including possible reallocation of funds within the district to sustain the program

On behalf of Cisco ISD, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

Ryan Steele

CISCO ELEMENTARY SCHOOL

503 West 11th Street
Cisco, Texas 76437
Phone: 254-442-1219
Fax: 254-442-4836
Email: swilcoxen@cisco.esc14.net

September 17, 2020

Andrew Hodge
Director of Math Innovation Zones
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Re: Blended Learning Grant Program (BLGP) Letter of Support

Dear Mr. Hodge,

As the principal of Cisco Elementary School, I am writing this letter of support for the non-math Blended Learning Grant Program (BLGP) that is being submitted by the Cisco Independent School District (CISD).

Over the past 5 years as being a campus which utilizes a blended learning model in math and science classrooms, it has become evident that the Data-Driven Instruction (DDI) called for in the blended learning model is beneficial to all students. DDI is the backbone of blended learning model that had led to significant student results. DDI allows leaders, teachers, and students to diagnose the current level of student understanding, set clear and rigorous goals for student growth and achievement, and to monitor performance over the course of the academic year. Blended learning allows for a high-quality and rigorous use of data in the adjustment of teacher and leader practice to promote student learning outcomes.

We have been blessed to receive grant funding through both Raise Your Hand Texas and the Math Innovation Zone (MIZ) grant through TEA to implement blended learning in both math and science. Our English Language Arts and Social Studies teachers are hopeful that CISD can be awarded this non-math blended learning grant because they want to have the same opportunity to create high quality blended learning classroom.

As the principal of Cisco Elementary School, I highly support CISDs application for the non-math blended learning grant program and believe the implementation of this program will provide data and resources that can be used for increasing academic achievement in my school.

Respectfully,

Sharon Wilcoxen

Cisco Jr High School
PO Box 1645
Cisco, TX 76437

September 16, 2020

Andrew Hodge
Director of Math Innovation Zones
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Re: Blended Learning Grant Program (BLGP) Letter of Support

Dear Mr. Hodge,

I write on behalf of Cisco Junior High School in support of Cisco ISD's application to the Texas Education Agency for its non-math Blended Learning Grant Program proposal. Cisco JH strongly supports this grant application and the focus on reaching all students, all of the time in order that no student be left behind.

As the principal of a participating school that received grant funds for blended learning through both the Raise Your Hand Texas' Raising Blended Learners grant and the TEA's Math Innovation Zone (MIZ) grant, I have seen first-hand the impact that blended learning has had in our science and math classes. While several of the school's English/Language Arts and Social Studies teachers have taken aspects of blended learning and implemented them into their classrooms, our school has been limited in its implementation due to a lock of resources. Being awarded this non-math blended learning grant would enable our campus to expand blending learning into all of our core subjects.

Through this letter, Cisco JH acknowledge specific roles and responsibilities it must fulfill in this partnership. In the event this proposal is funded, I would expect our role in the non-math blended learning grant program to include:

- A commitment to blended learning, using student achievement data to drive curricular and instructional decisions
- Fidelity in planning and implementation of the blended learning program including meeting all software requirements
- Participation of staff in high quality professional development designed to enhance the use of technology in the classroom
- The use of both weekly assessments and interim assessments to monitor and assess progress of our students
- Changes in our master schedule to assist in high-quality instruction and efficiency

Cisco JH will take responsibility to lead the way in expanding the current blended learning practices in math and science into our ELA and SS classrooms. We look forward to both the challenge and opportunity to expand blended learning so that all Cisco JH students can be reached in all subject areas.

Sincerely,

Dustin Wagner

Job Title: Director of Instruction
Exemption Status/Test: Exempt
Reports to: Superintendent
Date Revised: September 2020
Dept./School: All Campuses

Primary Purpose:

Direct and manage the district's Blended Learning program. Develop and implement districtwide blended learning staff development and training programs to facilitate the effective use of blended learning programs. Contribute to the development of short- and long-range plans for the integration of blended learning into the instructional program.

Qualifications:

Education/Certification:
Master's degree in education administration
Valid Texas principal certificate

Special Knowledge/Skills:
Knowledge of blended learning curriculum design and implementation
Knowledge of technologies available for use in instructional setting
Ability to interpret data, evaluate instructional programs, and teaching effectiveness
Ability to manage budget and personnel
Ability to develop and deliver technology training to adult learners
Strong organizational, communication, and interpersonal skills

Experience:
Five years teaching experience
Three years experience working in a blended learning program

Major Responsibilities and Duties:

Instructional and Program Management

1. Oversee the development and delivery of blended learning curriculum and instructional programs that incorporate district goals and support student achievement.

2. Lead the district-level decision-making process to establish and review the district's goals and objectives for the blended learning program. Ensure that goals and objectives are developed using effective collaborative processes and problem-solving techniques.

3. Monitor and reevaluate the blended learning programs on an ongoing basis using input from teachers and principals, applied research, and student data to determine effectiveness and improve outcomes. Recommend changes and adjustments where appropriate.

4. Ensure that the necessary time, resources, materials, and technology to support accomplishment of education goals are available.

Staff Development

5. Oversee the development and implementation of a comprehensive staff development plan for the use of blended learning in the classroom.

6. Provide staff development to teachers and administrators in the use of teaching techniques that incorporate blended learning in the delivery of existing curriculum.

7. Provide leadership and technical expertise to principals and other district personnel in the planning, implementation, and evaluation of effective blended learning throughout the district.

Curriculum Development

8. Work cooperatively with teachers to smoothly and effectively integrate technology into the instructional curriculum.

9. Coordinate the implementation of software for the blended learning program.

10. Develop and implement a continuing evaluation of the blended learning program and implement changes based on the findings.

Budget and Inventory

11. Compile cost estimates used in the budgeting process and administer the blended learning budget ensuring that program is cost-effective and funds are managed prudently.

12. Coordinate the selection of blended learning equipment and software. Maintain a database of all instructional software and licensing in the district.

13. Provide expertise in developing bids for purchase, distribution, maintenance, and installation of hardware, software, and other technological equipment and materials used for the instructional programs.

Policy, Reports, and Law

14. Assist in the development of policies and procedures regarding the blended learning program.

15. Compile, maintain, and file all physical and computerized reports, records, and other documents required by the grant program.

16. Comply with policies established by federal and state law, State Board of Education rule, and local board policy.

17. Follow district safety protocols and emergency procedures.

Personnel Management

18. Select, train, supervise, and evaluate blended learning staff and make recommendations relative to assignment, retention, discipline, and dismissal.

19. Develop training options and improvement plans for blended learning personnel to ensure best operation of programs.

Other

20. Prepare and deliver written and oral presentations on the blended learning program to the board, principals, teachers, parents, and community groups. Attend regular meetings of the board.

21. Stay abreast of current research and best practices in blended learning and adjust plans, policies, and procedures accordingly.

22. Ensure compliance with local, state, and federal laws related to online instruction. Stay abreast of state and federal public policy changes that could impact the district.

Supervisory Responsibilities:

Supervise, evaluate, and recommend the hiring and firing of blended learning personnel.

Working Conditions:

Tools/Equipment Used: Standard office equipment, including personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting. Occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions including frequent keyboarding and use of mouse. Occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: Frequently work prolonged or irregular hours. Frequent districtwide travel.

Mental Demands: Work with frequent interruptions. Maintain emotional control under stress.

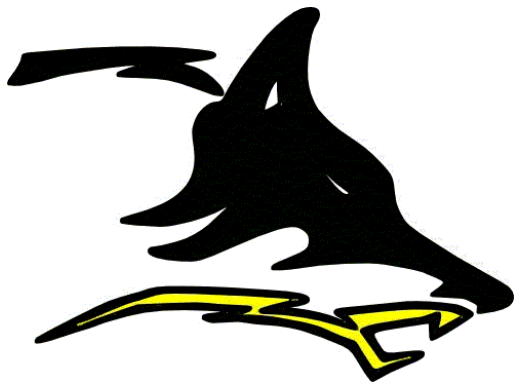
This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____

CISCO INDEPENDENT SCHOOL DISTRICT

ORGANIZATIONAL CHART



- School Board
  - Superintendent
    - Maintenance Director
      - Maintenance & Facilities
      - Grounds
      - Custodial Services
    - Transportation Coordinator
      - Bus Drivers
    - Business Manager
      - Accounts Payable
      - HR / Specalists
    - Food Service Coordinator
      - Cafeteria Staff
    - Technology Director
      - Network Specialists
    - PEIMS
      - Campus PEIMS Clerks
    - Director of CTE
      - Teachers
    - Principals
      - Nurses
      - Counselors
      - Office Clerical / Paraproffesionals
    - Director of Athletics
      - Girls Athletics Coordinator
    - Director of Instruction
      - BLGP Teachers

94% of Campuses Using the Exploros Social Studies Program Gained 29% on STAAR State Testing

with Most of the Gains Coming In Student Mastery

August 2019

This case study is based on 19,000 students' state test results with the following demographics.

10%	72%	14%	2%	58%	74%	23%
African American	Hispanic	White	Asian	At Risk	Economically Disadvantaged	Limited English Proficiency

CASE STUDY HIGHLIGHTS

- ✓ 94% of Texas middle school campuses using Exploros improved an average of 29% on the U.S. History State STAAR Test (*Approaches* category). Campuses shown in Figure 1.
- ✓ When student populations are disadvantaged or at risk, the results are even better (up to 34% gains).
- ✓ Year-over-year results continue to improve.
- ✓ Students are not just passing, they are excelling – most of the gains are from students achieving the *Masters* level of proficiency.

EXPLOROS SOCIAL STUDIES

Exploros offers device-enabled learning experiences for K12 classrooms throughout the U.S. In Texas, Exploros offers Social Studies including middle school World Cultures, Texas History, and U.S. History, and high school U.S. History. Exploros also offers Proclamation 19 English Language Arts and Reading (ELAR).

Exploros is not like most learning technologies. Teachers use Exploros to teach TEKS-based lessons in the live social classroom. All students contribute to the learning, and collaborate, using social media skills and devices. Students share graphic organizers, drawings, short essays, and many other forms of responses. This student voice increases each student's engagement. Teachers see student posts in realtime and can use this input to gauge the understanding of each student and the class as a whole, which in turn informs discussion and lesson pacing.

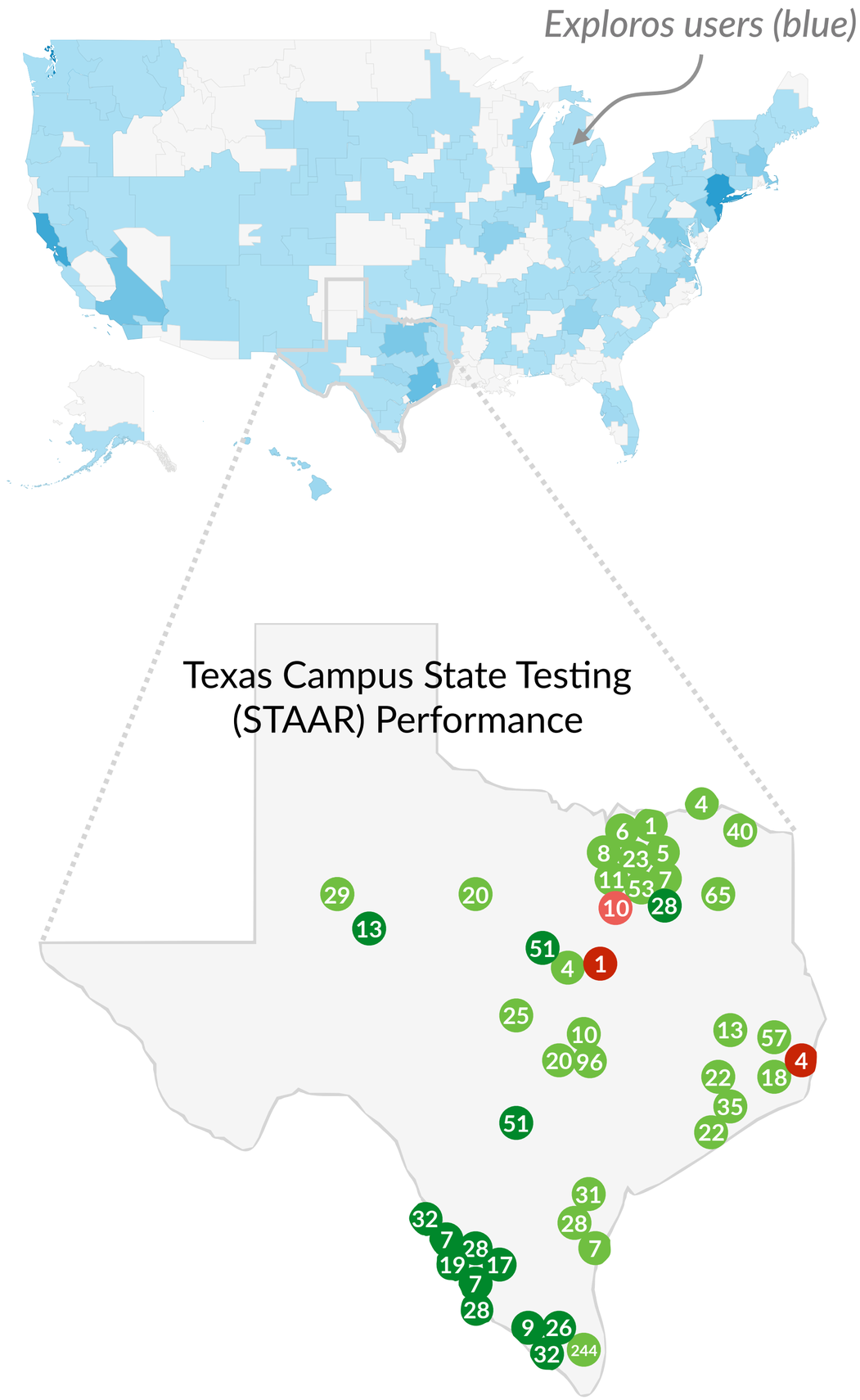


Fig. 1 Campus-Level State Testing Percentage Gains (●) and Losses (●)

Exploros ClassroomAnalytics™ automatically organizes all classroom learning process data, helping teachers and administrators with data-driven instructional improvement.

CAMPUSES ANALYZED

In performing the analysis, we looked at all campuses subscribed and using the Exploros Social Studies Program. Implementation methods with Exploros vary. In some cases, campuses use Exploros extensively during weekly instruction and in other cases, the program is used once or twice a week as a supplement to existing social studies curriculum. We see cases where campuses utilize unit reviews and other cases where these reviews (which feature past-year STAAR items) are not used because in-district benchmarks use some of the same items. In the vast majority of cases, Exploros is used during live classroom instruction, but in some cases Exploros is used to flip the classroom. Intentionally, Exploros can be used in a variety of ways to match district, campus, or individual teacher needs or goals. Therefore, in putting this study together, we selected the simplest of criteria: If a campus was subscribed to Exploros and using it (as measured by assignments made and student responses recorded), the publicly available STAAR results were tabulated in the data for this case study.

All data was gathered from public campus testing data, including the number of students tested and student demographics.

STATE TESTING (STAAR) SCORE CATEGORIES

In Texas, state testing scores are broken into four categories:

1. *Did Not Meet* Grade Level – did not meet (did not pass) indicating students are unlikely to succeed in the next grade without significant, ongoing academic intervention.
2. *Approaches* Grade Level – meet the minimum standard. Students achieving the Approaches Level are likely to succeed in the next grade or course with targeted academic intervention.

Exploros assists in the live, collaborative classroom learning experience. Students post thoughts using devices, and engage in teacher-guided discussion.

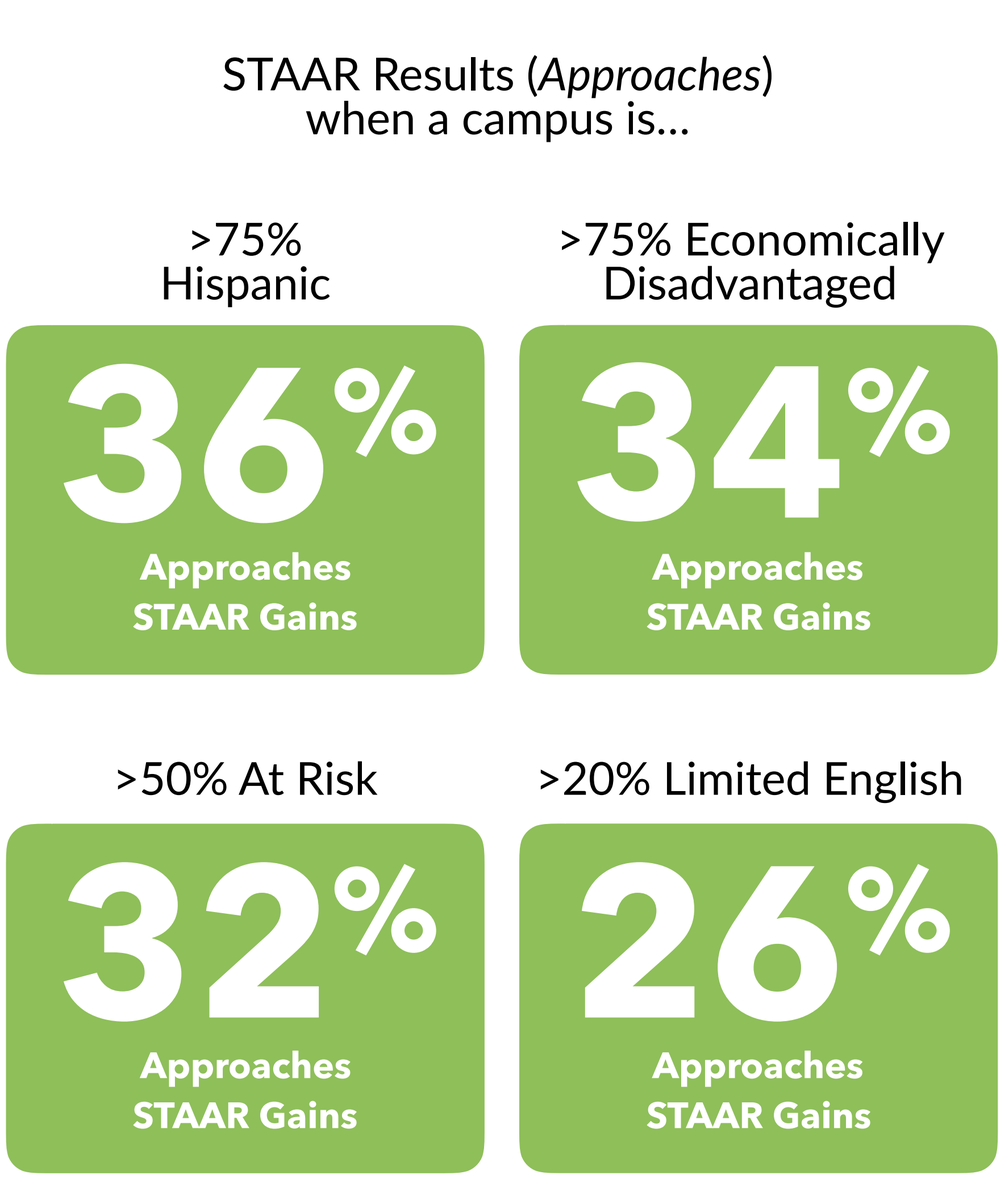


Fig 2. With Exploros, students who are often disadvantaged see some of the greatest gains.

3. *Meets* Grade Level – meet the readiness standard. Students at this performance level have a high likelihood of success in the next grade but may still need some short-term academic intervention.
4. *Masters Grade* Level – reach an advanced academic level. Students at Masters Grade Level are expected to succeed in the next grade level with little or no academic intervention.

The sum of *Did Not Meet* (failing) and *Approaches* (passing) is 100% by definition. All students who achieve *Meets* and *Masters* are also counted in *Approaches*. All students who achieve *Masters* are also counted in *Meets*.

An Approaches score of 67 (the state average) means that 67 out of 100 students achieved that level of proficiency. Within that 67, some of the students may also have achieved *Meets* or *Masters*.

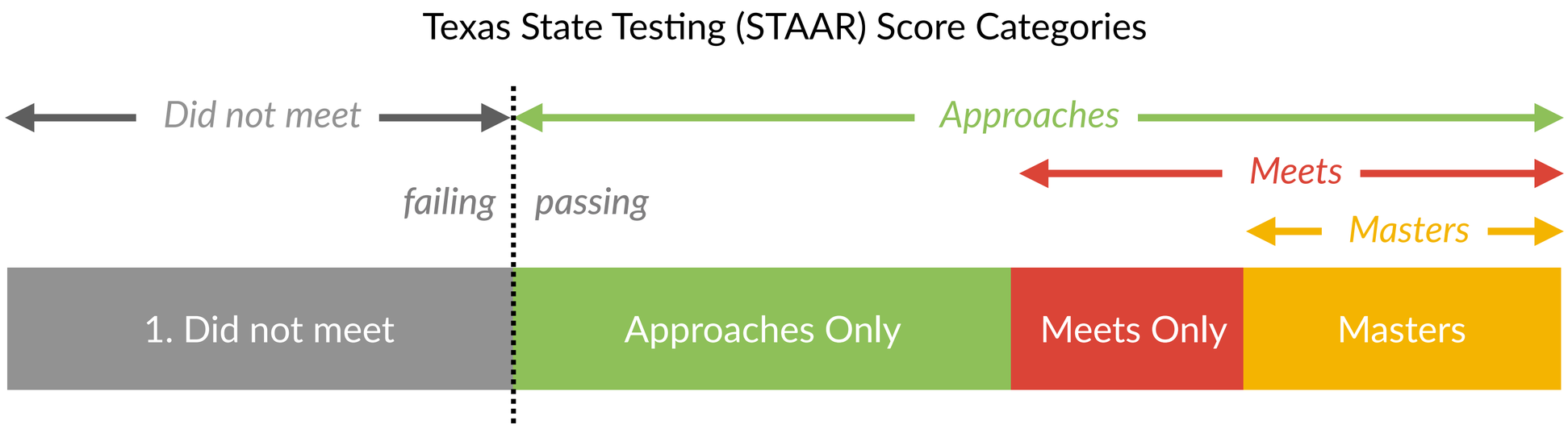


Fig. 3. A diagram of the STAAR testing categories. Note the Approaches category also includes Meets and Masters, and Meets includes Masters.

SOCIAL IMPACT

Figure 1 shows the campus-level *Approaches* gains or losses for campuses using the Exploros Social Studies Program in Texas. Some of these campuses have been using the program for one year (2018-19), and others have been using it for multiple years, where multiple-year campuses are indicated by a darker shade of green or red. The gains represented are a percent increase or decrease in the *Approaches* score. For example, if a campus went from an *Approaches* score of 60 to a score of 70, this is calculated in Figure 1 as a 16.6% increase in the *Approaches* score (a gain of 10 divided by the starting score of 60). When looking across all campuses and filtering for campus demographics, we find that Economically Disadvantaged, At Risk, and Limited English Proficiency campuses all have significant gains (34%, 32%, and 26% respectively) in line with overall averages. We understand the gains come from three key factors:

1) **Student and peer engagement**. With the Exploros program, there are no "by-stander" students. All students engage using a unique approach (US Patent 15/030,946) where students need to contribute to see peer posts. This "pay to play" mechanism ensures that all students participate, resulting in richer classroom dialogue and peer interaction.
2) **Simplified student-centered learning (and quality curriculum).** Exploros does not disrupt the way a teacher teaches. Instead, it augments instruction, making it simpler for any teacher (not just early adopters) to implement proven instructional methods (e.g., 5E Model) and effective technology. Since Exploros hosts standards-based content, facilitates collaboration, and assists in lesson delivery, teachers are freed to focus on student needs, both individually and collectively.
3) **Learning progress data.** Teachers get just-in-time insights into student understanding and can reteach in relative realtime. Longer-term data helps teachers focus on which TEKS state standards students need for remediation, skills development, or mastery.

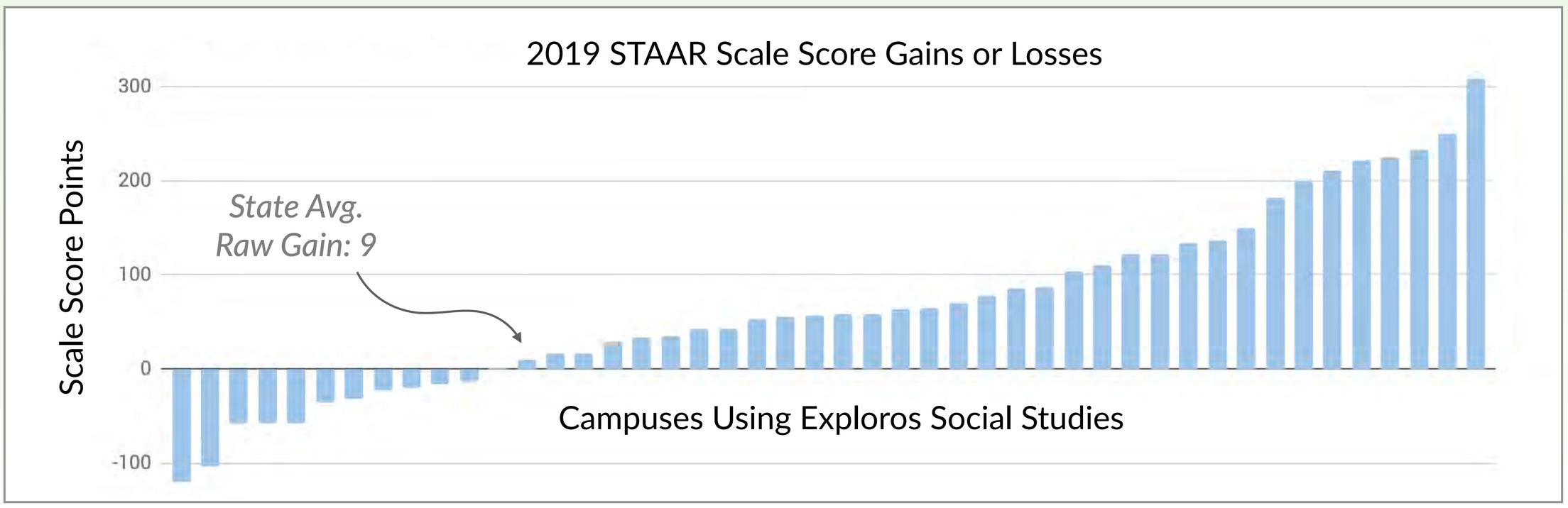


Fig. 4. 2019 STAAR Scale Scores for all campuses subscribed to Exploros MS Social Studies

STAAR 2019 SCALE SCORES

Figure 4 is a graph of the 2019 STAAR scale scores for all cohort campuses. Scale scores are adjusted raw scores used to derive categorized scores. In the graph, the average scale score in Texas increased by 9 points in 2019. The average increase for an Exploros campus was 68 (7.5X the state average).

APPROACHES GAINS FOR 2019

As previously mentioned, the state averages for *Approaches* in 2019 for Texas was 67%. Campuses using Exploros ranged significantly, from the struggling in the low 40's to excelling in the low 90's with an average of 63%. The top graph in Figure 5 shows the *Approaches* gains or losses for all campuses using Exploros in 2019. The values are calculated by looking at the difference between spring 2018 and 2019 test scores. In 2019, campuses statewide improved by an average of 3 points on the *Approaches* score. Campuses using Exploros improved 7.8 points, or 2.6X the state average.

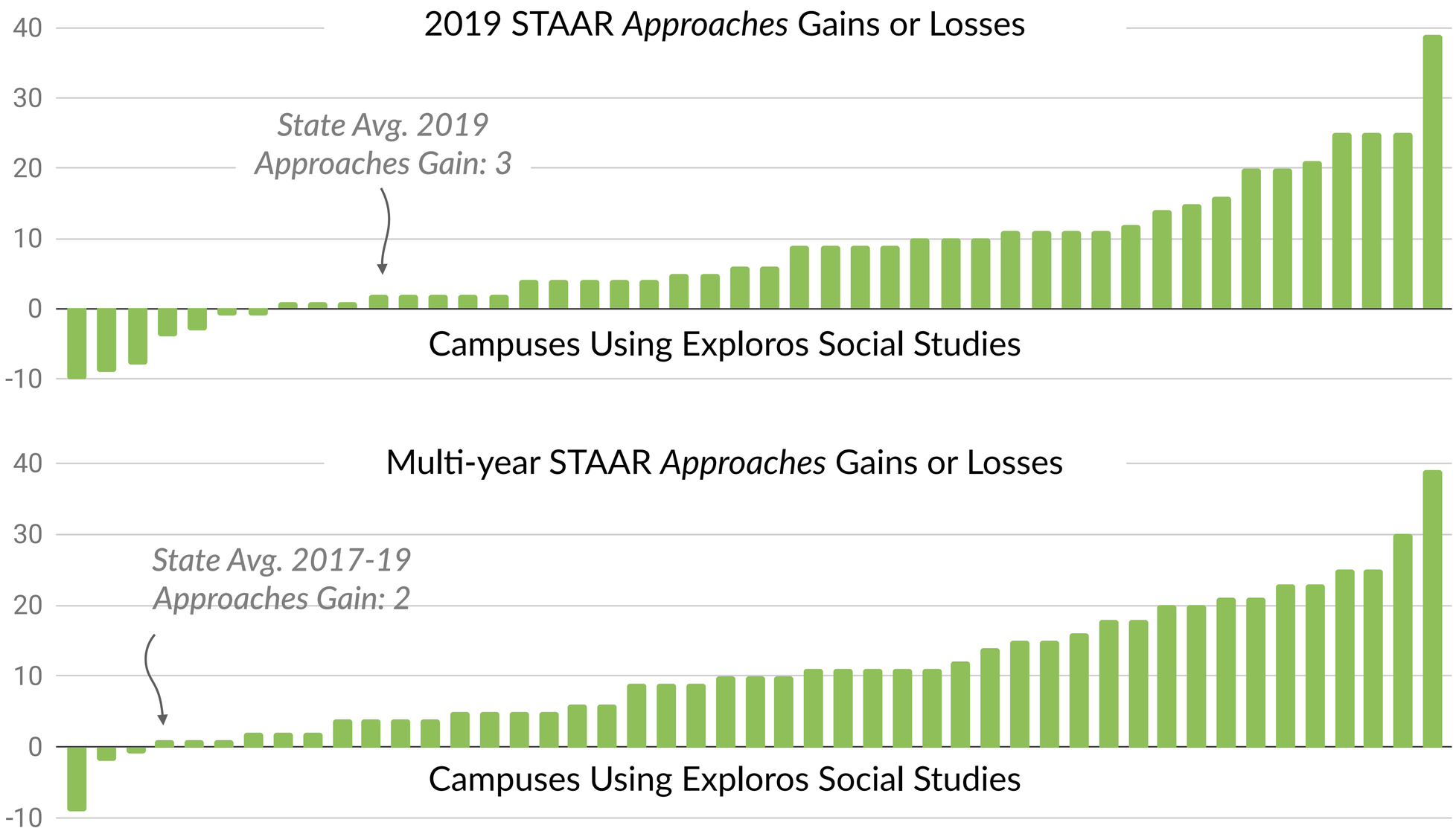


Fig. 5. The top graph shows 2019 Approaches gains or losses by campus. The bottom graph also shows Approaches gains or losses by campus, but plots the data from all years a campus used Exploros.

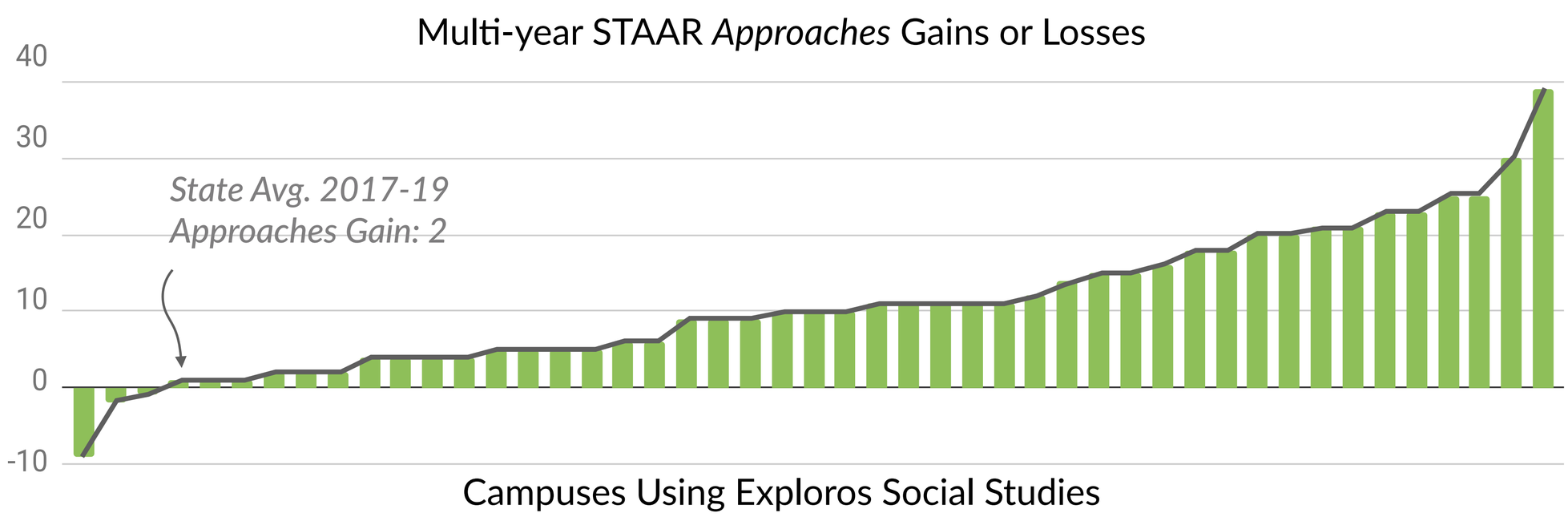
APPROACHES GAINS INCLUDING MULTI-YEAR IMPLEMENTATIONS

The top graph in Figure 5 is just 2019 results, the bottom graph in Figure 5 shows the *Approaches* gains or losses for the same campuses since they began using Exploros. Whereas the state average gain in Approaches over the past three years is 2 points, the average gain for single and multi-year campus use of Exploros is 10.5 points, more than 5X the state average. This is an enormous average jump on a per campus basis, and when calculated in terms of individual campus growth yields the 29% gains figure described previously.

What is important to note is that while Exploros use typically drives impressive year 1 gains, it also leads to year-over-year growth for sustained instructional improvement. This type of year-over-year improvement is significant and implies growing teacher expertise since the students change each year. Teacher expertise is the most valuable asset of any school.

ATTAINING STUDENT MASTERY

Figure 3 shows how *Approaches* scores also include *Meets* and *Masters* level students. Therefore, it is important to analyze the *Approaches* gains more closely to see where the growth is: are students achieving just enough to reach the *Approaches* (passing) level or are they gaining mastery? Figure 6 provides some clarity. The top graph in Figure 6 is the same as the bottom graph in Figure 5 — it is the *Approaches* score gains or losses for all campuses since they began using Exploros. The bottom graph in Figure 6 is this same data, broken out by category of improvement or loss: *Approaches Only*, *Meets Only*, and *Masters Only*. Note that a campus may have a loss in one category that is offset by an even larger gain in another category, resulting in net growth in the overall *Approaches* score.



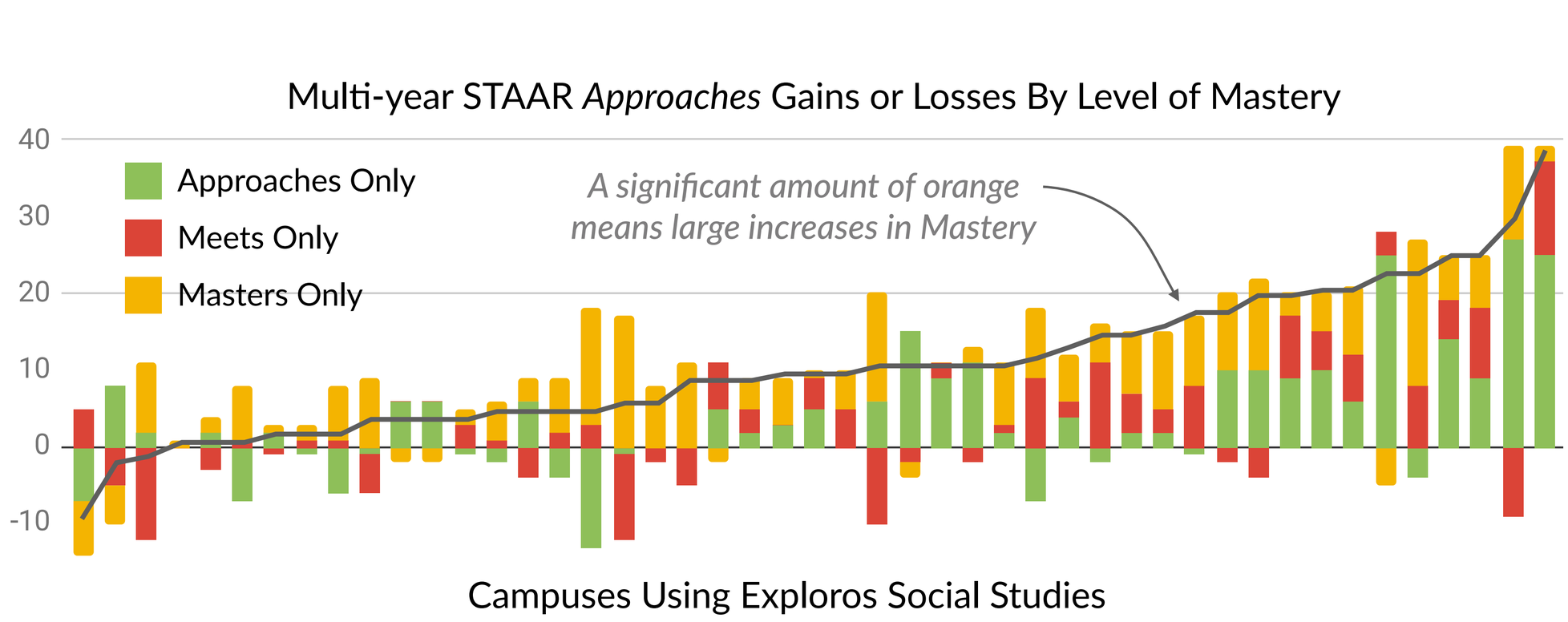


Fig. 6. The top graph shows multi-year gains or losses on the Approaches scores. The bottom graph is the same (see the black line), plotted by level of mastery. The most dominant category of improvement is Masters.

The key takeaway from the bottom graph in Figure 6 is that there is a significant amount of orange, which means that students are not only passing by attaining the *Approaches* level, but they are achieving the *Masters* level of proficiency! To clarify the point, of the growth that each campus sees in their *Approaches* scores, the gains break out as follows: 38% *Approaches* only, 11% *Meets* only, and 51% *Masters* only (Figure 7). This mastery has both significant learning impact and financial impact since students with mastery need little or no academic intervention as they move to their next grade or course.

Using Exploros drives student engagement, assists in the delivery of sound pedagogy, and brings new levels of visibility with learning process data. One outcome is remarkable gains in state testing, where most of the gains come from student mastery.

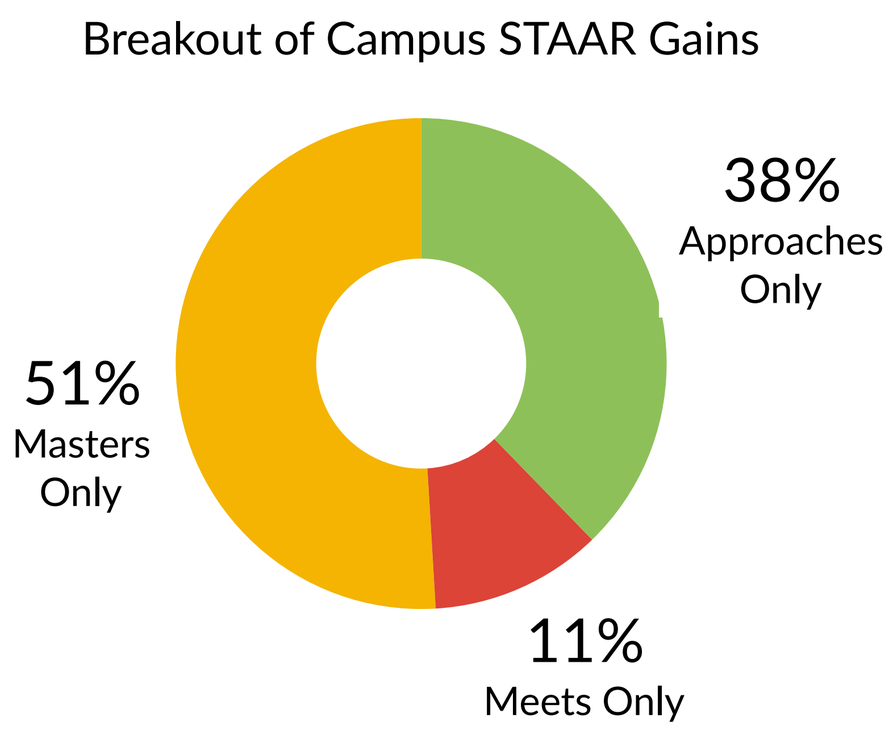


Fig. 7. The majority of gains campuses achieve (51%) using Exploros are in student mastery

"Our students love 'Exploros Days' and we continue to be impressed by how user-friendly the program is. Great teachers with great tools equals productive students. Thanks again for a wonderful product!"

- Paul Miller, Assistant Superintendent, McGregor ISD

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AN EVALUATION OF THE EFFECTIVENESS OF IMAGINE LEARNING FOR IMPROVING READING SKILLS

September 2018

SEGMEASUREMENT

BUILDING BETTER ASSESSMENTS / EVALUATING PRODUCT EFFECTIVENESS

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Executive Summary

Overview

During the 2017-2018 school year, SEG Measurement conducted a study of the effectiveness of Imagine Language & Literacy, an online system that provides individualized adaptive instruction and breaks down skills into component parts to help students become proficient readers. The study was conducted in three districts in Texas.

Context and Background

Research indicates that computer assisted instruction can positively impact students' performance in language and literacy development (Cassady & Smith, 2004; 2005; Cheung & Slavin, 2011; Macaruso & Rodman, 2011). Imagine Language & Literacy is instructional software designed to build language and literacy skills among students in kindergarten through sixth grade. To improve language and literacy achievement, Imagine Learning features instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and language development (both academic and conversational).

Research indicates that Imagine Language & Literacy has a positive effect for literacy development among English language learners in grades K-5, for all students in grades K and 1, and for struggling readers in grades 2 and 3 (Cassidy, Smith, and Thomas, 2017; Elliot, S. 2014; Hobbs, 2016; Hobbs 2017). To date, effectiveness studies have not focused on the performance of students in fourth and fifth grade. The purpose for this research was to describe program impact for fourth and fifth grade students in Texas who used Imagine Language & Literacy as supplemental reading instruction.

Study Design

The study employed a quasi-experimental design with matched groups to compare the growth in reading skills between those students who used Imagine Language & Literacy as a supplemental part of their reading instruction (treatment group) and comparable students who did not use Imagine Language & Literacy as part of their reading instruction (control group). The growth in reading skills was assessed using the State of Texas Assessments of Academic Readiness (STAAR) Reading. Students' spring 2017 STAAR Reading scores served as the pretest and spring 2018 STAAR Reading scores served as the posttest.

Treatment and control group participants were statistically matched using propensity score matching. The students in each grade were matched based on prior reading skill, gender, and ethnicity. For each student who used Imagine Learning, a similar student who did not use Imagine Language & Literacy was determined. Only these matched students who took the posttest and met minimum requirements for using Imagine Language & Literacy were included in the analysis. This statistical matching provided increased rigor in the analyses and controlled for factors beyond product use that may have influenced students' performance. After creating matched groups of students who used Imagine Language & Literacy and students who did not use Imagine Learning, 1,282 fourth grade students and 1,064 fifth grade Texas students participated in the study.

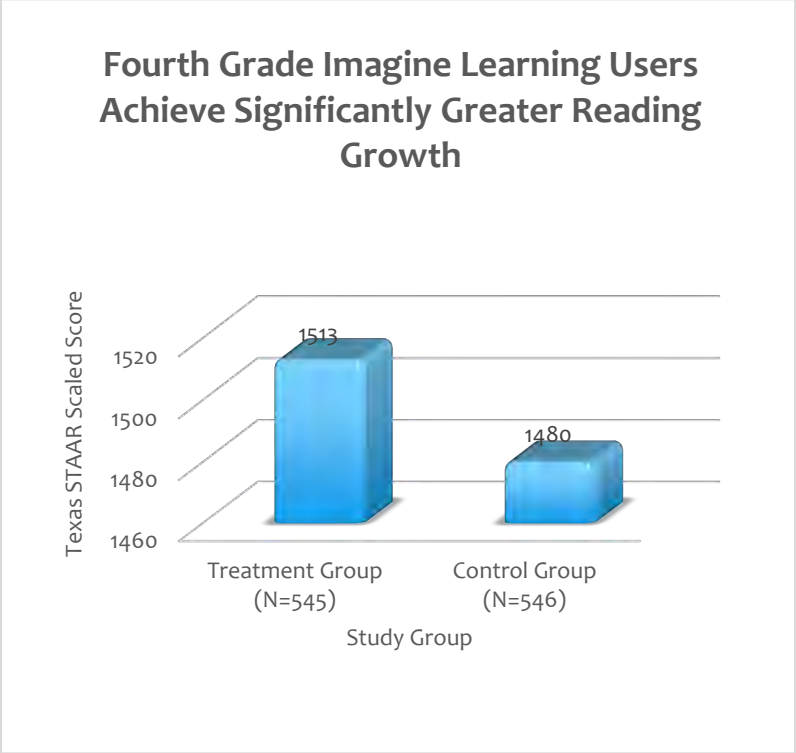
The reading skills growth in the treatment group and the control group was compared statistically using analysis of covariance (ANCOVA). ANCOVA provides a comparison between the treatment and control group students, while adjusting for any potential differences in students' initial ability even though they were controlled for in the propensity score matching process. Specifically, we examined the difference in the Spring STAAR Reading 2018 scores (dependent variable) between the treatment and control groups

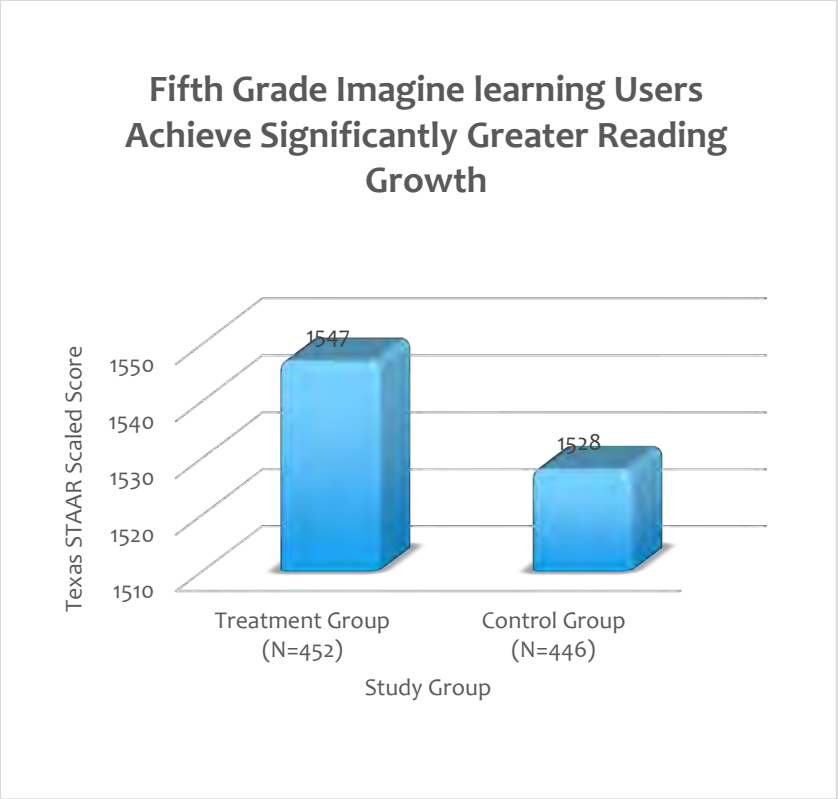
(independent variable) while controlling for the initial ability of the students from Spring 2017 STAAR Reading (covariate).

Study Results

Students who used Imagine Language & Literacy showed significantly more growth in reading skills than comparable students who did not use Imagine Learning. Fourth grade students using Imagine Language & Literacy showed about 33 points more growth on the assessment, or .24 standard deviations (ES=.24), than did fourth graders not using Imagine Learning. Fifth graders showed about 19 points more growth on the assessment, or .14 standard deviations (ES=.14), than did nonusers. For a student in fourth grade at the 50th percentile, this represents a gain to the 59th percentile. For the fifth grade, this represents a gain to the 56st percentile.

The average 2018 STAAR Reading test scores for the treatment and control group students in grades four and five are shown in Figures 1 and 2.





The results indicate that Imagine Language & Literacy is effective for improving reading skills among fourth and fifth grade students who used the program.

Introduction

Overview

This study examines the effectiveness of Imagine Language & Literacy for improving the reading skills of fourth and fifth grade students. The year-long study (2017-2018 school year), conducted in three school districts in Texas, investigated the impact of Imagine Language & Literacy use among matched groups of fourth and fifth grade students using and not using the product. Reading skill growth among students using Imagine Language & Literacy (treatment group) was compared to reading skill growth among students who did not use Imagine Language & Literacy (control group). End-of-year STAAR Reading scores from the 2017-2018 school year were used to compare reading skill growth for the treatment and control group students, accounting for the initial reading level of students using the previous year STAAR Reading scores.

Research indicates that computer assisted instruction can positively impact students' performance in language and literacy development (Cassady & Smith, 2004; 2005; Cheung & Slavin, 2011; Macaruso & Rodman, 2011). Imagine Language & Literacy is instructional software designed to build language and literacy skills among students in kindergarten through sixth grade. To improve language and literacy achievement, Imagine Language & Literacy features instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and language development (both academic and conversational). The program aligns with educational standards and addresses skills students need to become proficient in reading.

Imagine Language & Literacy is an adaptive supplemental program, used by more than 500,000 students nationwide. When students first use Imagine Language & Literacy, they complete an assessment that places them in content appropriate for their instructional needs. Struggling students may be placed in content that provides exposure to foundational skills necessary for becoming proficient readers, and advanced students may be placed in lessons that allow them to develop skills for comprehending complex literary and informational texts. Imagine Language & Literacy individualizes learning pathways for all students. When used in classrooms, Imagine Language & Literacy is a tool for differentiating instruction to meet students' instructional needs for literacy development.

Prior research has demonstrated that Imagine Language & Literacy has a positive effect for literacy development among English language learners in grades K-5, for all students in grades K and 1, and for struggling readers in grades 2 and 3 (Cassidy, Smith, and Thomas, 2017; Elliot, S. 2014; Hobbs, 2016; Hobbs 2017). To date, effectiveness studies have not focused on the performance of students in fourth and fifth grade. The purpose for this research is to describe program impact for fourth and fifth grade students in Texas who used Imagine Language & Literacy as supplemental reading instruction.

Methods and Procedures

Research Questions

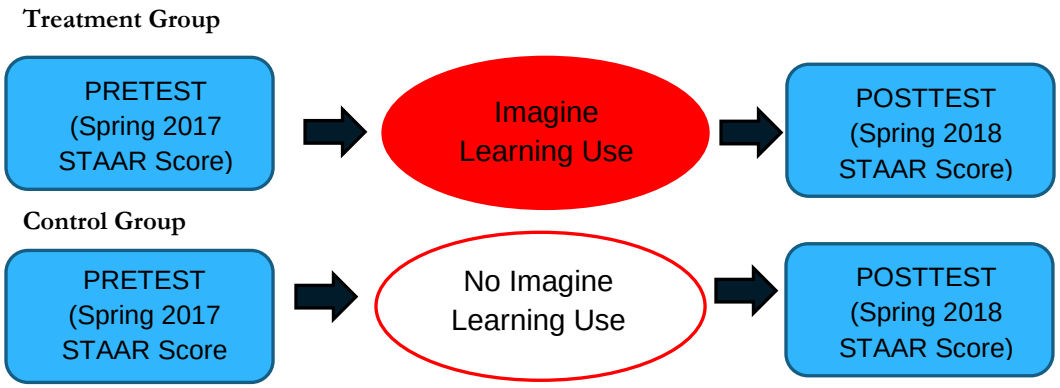
The primary research question addressed by this study is: "Is Imagine Language & Literacy effective in improving students' reading skills?" The specific operational questions addressed to answer this are:

- Do students in fourth grade who receive supplemental instruction using Imagine Language & Literacy show larger gains in reading skills than comparable students who do not receive instruction using Imagine Learning?
- Do students in fifth grade who receive supplemental instruction using Imagine Language & Literacy show larger gains in reading skills than comparable students who do not receive instruction using Imagine Learning?

Study Design

The study employed a quasi-experimental design. A treatment group of students (students who used Imagine Learning) was compared to a control group of students (who did not use Imagine Learning) based on the end-of-year statewide STAAR Reading scores (posttest) adjusting for the initial reading ability of the students assessed using the prior year's STAAR Reading scores (pretest). The treatment group students received core literacy instruction and used Imagine Language & Literacy as supplemental instruction. The control group students received core literacy instruction and did not have access to Imagine Language & Literacy. The study design is depicted in Figure 1. Students were not randomly assigned to experimental groups; they were matched with respect to background and ability as described below.

Figure 1: Study Design



Program Implementation

Students included in the study began using Imagine Language & Literacy by October 15th, 2017. To support local implementations, Imagine Learning offered five key supports for school personnel including: (1) access to Imagine University with online training materials; (2) training provided by Customer Success Managers; (3) access to Imagine Learning's Teacher Care call center; (4) onsite visits by Customer Success Managers; and (5) technical support as needed. These supports are typical supports offered to all Imagine Language & Literacy customers.

For this study, teachers received initial onsite training lasting 2-3 hours and follow-up training and support provided by local Customer Success Managers. All teachers were given access to Imagine University training videos, which are available on demand and accessible through the teacher portal. Teacher Care, which is a phone support system dedicated to answering teachers' questions about product features and functions, was available during the business hours for participating teachers.

School administrators and teachers determined models for implementing Imagine Language & Literacy at their sites. Implementation models varied across the study depending on local infrastructure and access to devices. Generally, students who used Imagine Language & Literacy used the program during lab rotations or during station rotations within their classrooms. The program was used as supplemental instruction and did not replace students' core literacy instruction. Imagine Learning users averaged 20 hours on the program for the durations of the school year. Students who did not receive access to Imagine Language & Literacy participated in literacy programs available at their schools.

Population

Participants in this study were drawn from three school districts. Students enrolled in grades four and five participated in the study. In each district, an equal number of treatment and control schools were recruited, with the exception of 1 district in which an additional control school was included. School districts selected schools to participate as treatment schools and identified schools with similar demographic characteristics as the treatment schools to act as control schools for the study. The largest school district participating in the study was a large urban district with a population of 32,682 students. The second school district participating was a suburban district with a population of 23,800 students, and the smallest district was a suburban district with a population of 9,800 students.

Seventeen schools participated in the study. Students in fifty-two fourth-grade classes participated (52 teachers), 24 contributing to the treatment group and 28 contributing to the control group. Students in fifty fifth-grade classrooms participated in the study (50 teachers), 19 contributing to the control group and 31 contributing to the treatment group.

The population was defined as those students in grades four and five who took the STAAR Reading in spring 2017, which served as the pretest. The distribution of students included in the population is described in Table 1.

Table 1:
Profile of Study Population

	Grade 4		Grade 5	
	Treatment	**Control**	**Treatment**	**Control**
Gender				
Female	399 (61%)	505 (69%)	399 (59%)	512 (67%)
Male	253 (39%)	230 (31%)	272 (41%)	254 (33%)
Ethnicity				
White or Caucasian	96 (15%	157 (21%)	108 (16%)	99 (13%)
Hispanic or Latino	336 (52%)	376 (51%)	343 (50%)	405 (54%)
Black or African American	182 (28%)	188 (25%)	201 (29%)	225 (30%)
Asian or Pacific Islander	24 (4%)	10 (2%)	25 (4%)	8 (1%)
Mixed Race or Other	11 (1%)	7 (1%)	8 (1%)	15 (2%)

Data Collection

At the outset of the study, data files were obtained from the three participating districts to acquire the necessary data for both the treatment and control groups. During August and September of 2017, SEG

Measurement provided specifications to the districts for providing a data export that included necessary data elements for establishing baseline equivalence and matching treatment and control groups. Each district then provided SEG Measurement with de-identified STAAR Reading performance data for spring 2017 and demographic information for each participating student. Each student was identified with a unique identifying number to both preserve confidentiality and to allow for later linking to the 2018 STAAR Reading scores (post test data).

The STAAR is the Texas statewide assessment program designed to measure the extent to which a student has learned and is able to apply the knowledge and skills defined in the Texas Essential Knowledge and Skills (TEKS), the Texas mandated curriculum. In grades 3–8, students are tested in mathematics and reading. In addition, students are tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. The reading assessment scores were used as the primary measures in this study. An independent evaluation of the STAAR by Human Resources Research Organization (HUMRRO, 2016) found support for the validity and reliability of the 2016 STAAR Reading scores.

In the spring of 2018, SEG Measurement requested end-of-year data from each district. All participating districts provided SEG Measurement with the spring 2018 STAAR Reading scores for treatment and control students (data were received during June/July 2018). Imagine Learning provided usage data to SEG Measurement to ensure that only students who used the product were included in the analysis as treatment students. A minimum threshold of six hours of usage across the school year was established to ensure program exposure. The six-hour criterion reflected the completion of approximately 10 literacy lessons and is consistent with the criterion used in prior Imagine Learning studies.

Matched Sample

A multi-step process was used to select comparable groups for the study. Propensity score matching was used to help ensure comparability of the two study groups. Propensity score matching is widely recognized as effective in achieving group equivalence in the absence of randomization (Guo and Frazer, 1999). This technique identifies for each member of the treatment group, a corresponding member of the control group that is matched on ability and background. Propensity score matching was executed using logistic regression without replacement. To be eligible for matching the treatment control match needed to be within .05 (on a 0 to 1 Propensity score scale).

Treatment schools (using Imagine Learning) were identified by each district. Students from the schools identified as control schools served as the source for creating a comparable control group. For each student in the treatment group, a comparable student from the remaining students attending participating districts were selected to be included in the control group. Treatment students and comparable control students were matched such that each treatment student had a matching control student with similar characteristics including initial reading ability level (determined by spring 2017 STAAR Reading scores), gender, and ethnicity. Matching was done by grade.

While students were matched on initial ability, ANCOVA was also used to ensure that students were placed on a common baseline of initial starting reading skill. Using ANCOVA, we examined the difference in the posttest scores (dependent variables) between the treatment and control groups (independent variable) controlling for the initial skill level of the students (covariate). The spring 2017 STAAR Reading scores were used as the covariate to place students in the treatment group and the control group on the same baseline. These analyses were run separately for each grade.

Six hundred forty-one fourth grade treatment students were matched with 641 fourth grade control students. A suitable match could not be found for 11 treatment students in grade four. Five hundred and thirty-two fifth grade treatment students were matched with 532 fifth grade control group students. A suitable match could not be found for 140 treatment students in grade five.

As illustrated in tables 1 and 2 below, the two groups were well matched, nearly the same with respect to ability, gender and ethnicity. The treatment group for grade four had an average pretest score of 1381 while the control group had an average pretest score of 1403, a difference of 22 points (.16 SD) on the spring 2017 STAAR Reading. The treatment group for grade five had an average pretest score of 1479, while the control group had an average pretest score of 1486, a difference of 7 points (.05 SD) on the spring 2017 STAAR Reading.

Table 1:
Comparison of Initial Ability (Pretest Scores)

	Treatment	Control
Grade 4	1381	1403
Grade 5	1479	1486

Table 2:
Profile of Matched Samples

	Grade 4		Grade 5	
	Treatment	Control	Treatment	Control
Gender				
Female	391 (61%)	434 (68%)	329 (62%)	315 (59%)
Male	250 (39%)	207 (32%)	203 (38%)	217 (41%)
Ethnicity				
White or Caucasian	96 (15%)	119 (19%)	75 (14%)	79 (15%)
Hispanic or Latino	335 (52%)	333 (52%)	280 (53%)	273 (51%)
Black or African American	182 (28%)	172 (27%)	162 (30%)	165 (31%)
Asian or Pacific Islander	17 (3%)	10 (2%)	4 (1%)	7 (1%)
Mixed Race or Other	11 (2%)	7 (1%)	11 (2%)	8 (2%)

Analytic Sample

To be included in the final analytic sample, students from the matched samples were required to have posttest (STAAR 2018 Reading) results available and for the treatment group to have used Imagine Language & Literacy at least six hours across the school year. Based on these criteria, 545 fourth grade treatment students and 546 fourth grade control students were included in the final analyses. Based on these criteria, 454 fifth grade treatment students and 448 fifth grade control group students were included in the final analyses.

As illustrated in tables three and four below, the two groups were well matched, nearly the same with respect to ability, gender and ethnicity. The treatment group for grade four had an average pretest score of 1383, while the control group had an average pretest score of 1406, a difference of 23 points (.16 SD) on the spring

2017 STAAR Reading. The treatment group for grade five had an average pretest score of 1478, while the control group had an average pretest score of 1490, A difference of 11 points (.08 SD) on the spring 2017 STAAR Reading.

Table 3:
Comparison of Initial Ability (Pretest Scores)

	Treatment	Control
Grade 4	1383	1406
Grade 5	1478	1490

Table 4:
Profile of Students Included in the Analysis

	Grade 4		Grade 5	
	Treatment	Control	Treatment	Control
Gender				
Female	330 (61%)	363 (66%)	287 (63%)	264 (59%)
Male	215 (39%)	183 (34%)	167 (37%)	184 (41%)
Ethnicity				
White or Caucasian	83 (15%)	96 (18%)	64 (14%)	71 (16%)
Latino or Hispanic	292 (54%)	296 (54%)	242 (53%)	233 (52%)
Black or African American	144 (26%)	138 (25%)	135 (30%)	129 (29%)
Asian or Pacific Islander	16 (3%)	10 (2%)	5 (1%)	7 (1%)
Mixed Race or Other	10 (2%)	6 (1%)	8 (2%)	8 (2%)

Attrition

About 14%-15% of the students were not included in the final analysis either because they did not have a posttest score or failed to use the product at minimum specifications. The demographic profile for the fourth and fifth grade groups was comparable after attrition.

For the fourth-grade sample, the treatment group lost 96 students (15%) from the initial matched sample of 641 students. The fourth-grade control group lost 95 students (15%) from the initial matched sample of 641 students. In fifth-grade sample, the treatment group lost 78 students (14%) from the initial matched sample of 532 students. The fifth-grade control group lost 84 students (15%) from the initial matched sample of 532 students.

Results

Grade 4 Reading Skills Results

For fourth grade students, the results showed an effect size of .24 (Cohen's D) for the 2018 STAAR Reading assessment. Fourth grade students who used Imagine Language & Literacy achieved significantly higher

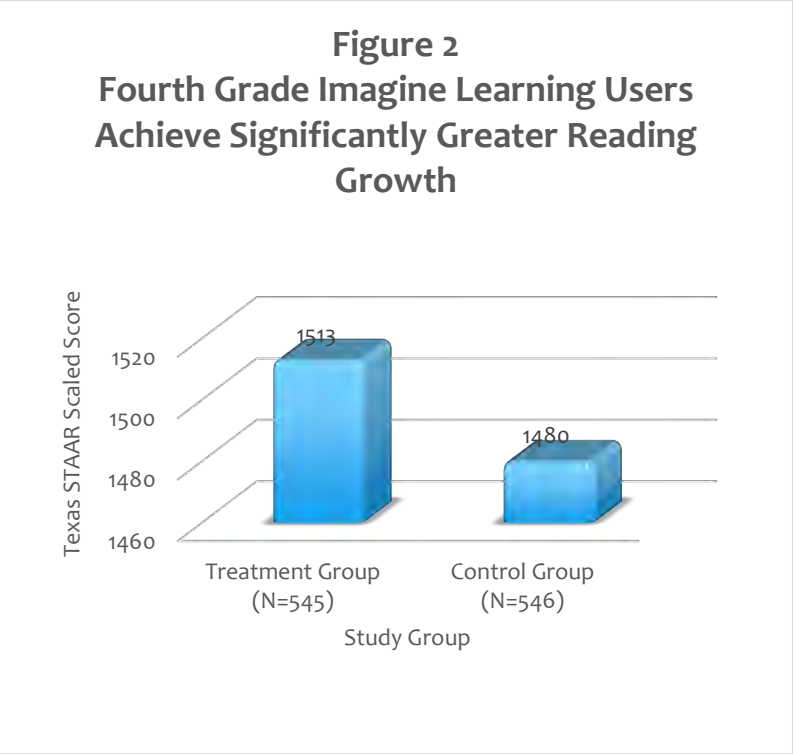
scores on the 2018 STAAR Reading assessment than students who did not use Imagine Language & Literacy (F = 20.399, df=2/1090; p=.001). For a student at the 50th percentile, an effect size of .24 would produce a gain to the 59th percentile. The results are illustrated in Figure 2 and summarized in Tables 5 and 6 below.

Table 5: ANCOVA of the Treatment and Control Group 4th Grade Posttest Scores

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	4499442.064	2	2249721.032	158.164	<.001
Intercept	8560457.117	1	8560457.117	601.833	<.001
Pretest	4360436.486	1	4360436.486	306.556	<.001
Study Group	290152.564	1	290152.564	20.399	<.001
Error	15475678.195	1088	14223.969		
Total	2464350106.000	1091			
Corrected Total	19975120.258	1090			

Table 6: Descriptive Comparison of the Treatment and Control Group 4th Grade Posttest Scores (Adjusted for Pretest Performance)

Group	Number of Students	Posttest Scores	
		Mean	Standard Deviation
Treatment	545	1513.20	135.042
Control	546	1480.48	134.884
Total	1092	1496.84	135.373



Grade 5 Reading Skills Results

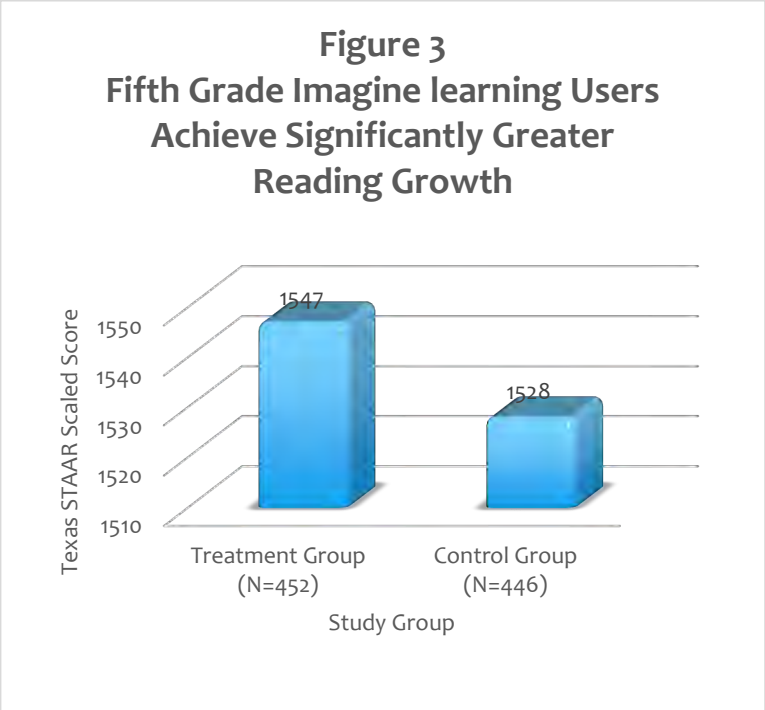
For fifth grade, the results showed an effect size of .14 for the 2018 STAAR Reading assessment. Fifth grade students who used Imagine Language & Literacy achieved significantly higher scores on the 2018 STAAR Reading assessment than students who did not use Imagine Language & Literacy ($F = 7.182$, $df=2/897$; $p =.008$). For a student at the 50th percentile, an effect size of .14 would produce a gain to the 56th percentile. The results are illustrated in figure 3 and summarized in Tables 7 and 8 below.

Table 7: ANCOVA
of the Treatment and Control Group 5th Grade Posttest Scores

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	5807094.896	2	2903547.448	254.850	<.001
Intercept	2832201.536	1	2832201.536	248.588	<.001
Pretest	5773417.790	1	5773417.790	506.744	<.001
Study Group	81821.366	1	81821.366	7.182	<.008
Error	10196879.015	895	11393.161		
Total	2138721062.000	898			
Corrected Total	16003973.911	897			

Table 8: Descriptive Comparison of the Treatment and Control Group 5th Grade Posttest Scores (Adjusted for Pretest Performance)

Group	Number of Students	Posttest Scores	
		Mean	Standard Deviation
Treatment	452	1546.97	136.19
Control	446	1527.85	130.72
Total	898	1537.47	133.57



Conclusion

The results observed in this study indicate that Imagine Language & Literacy is an effective tool for improving reading skills among students in fourth and fifth grade. The .24 effect size found in fourth grade and the .14 effect size observed in fifth compare favorably with research comparing the effects of educational technology applications and traditional methods (Cassidy, Smith, and Thomas, 2017; Elliot, S. 2014; Hobbs, 2016; Hobbs 2017). Cheung and Slavin (2013) report an overall (mean) effect size of .15, based on a review of 84 studies examining the effects of educational technology applications on reading achievement in K-12 classrooms. Similarly, IES reports an average effect size of .13 for similar intervention programs (Lipsey et. al., 2012). In this context, the effect sizes reported for this study can be interpreted as exceeding expectations for technology applications for 4th grade students, and meeting expected or typical effects for 5th grade students.

As with all research, this study is characterized by limitations and strengths that should be considered when interpreting the results of this study. For example, in quasi-experimental research designs, assignment to treatment and control conditions is not random. Through the use of propensity score matching and the controlling for initial ability using ANCOVA, we can be more certain Imagine Language & Literacy is responsible for the observed effects. The combination of propensity score matching and ANCOVA help ensure that the treatment and control groups are truly comparable based on baseline characteristics. Indeed, despite some minor attrition in both the treatment and control groups, baseline equivalence was maintained for the final analytic sample.

This study provides evidence that the Imagine Language & Literacy program, when used with fidelity, is effective in improving fourth and fifth grade students' reading skills.

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Imagine Language & Literacy: Increased growth on the NWEA MAP assessment

Texas School District Case Report

Background

Research indicates that computer-assisted instruction can positively impact students' performance in language and literacy development (Cassady & Smith, 2004; 2005; Cheung & Slavin, 2011; Macaruso & Rodman, 2011). Imagine Language & Literacy is instructional software designed to build language and literacy skills among students in pre-K through sixth grade, and for English Language Learner (ELL) students in pre-K through eighth grade. To improve language and literacy achievement, Imagine Language & Literacy features instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and language development—both academic and conversational. The program aligns with educational standards and addresses skills students need to become proficient in reading.

During the 2017–2018 school year, a large Texas school district implemented Imagine Language & Literacy as a supplemental instructional tool for students in grades K to 5. To determine the impact of the program on student growth, we utilized NWEA MAP scores from the beginning and end of the school year for 6,283 program users and 2,488 non-users. On average, students in the large Texas school district used the program for eleven hours during the school year.

Results

The graphic below presents the average MAP RIT score growth by grade for students who used Imagine Language & Literacy during the 2017–2018 school year. These results demonstrate that users of the Imagine Language & Literacy program from all grades enjoyed greater RIT scores than non-users. Therefore, it appears that use of the Imagine Language & Literacy program favorably impacted the average RIT score growth for the students who used it during the 2017–2018 school year.

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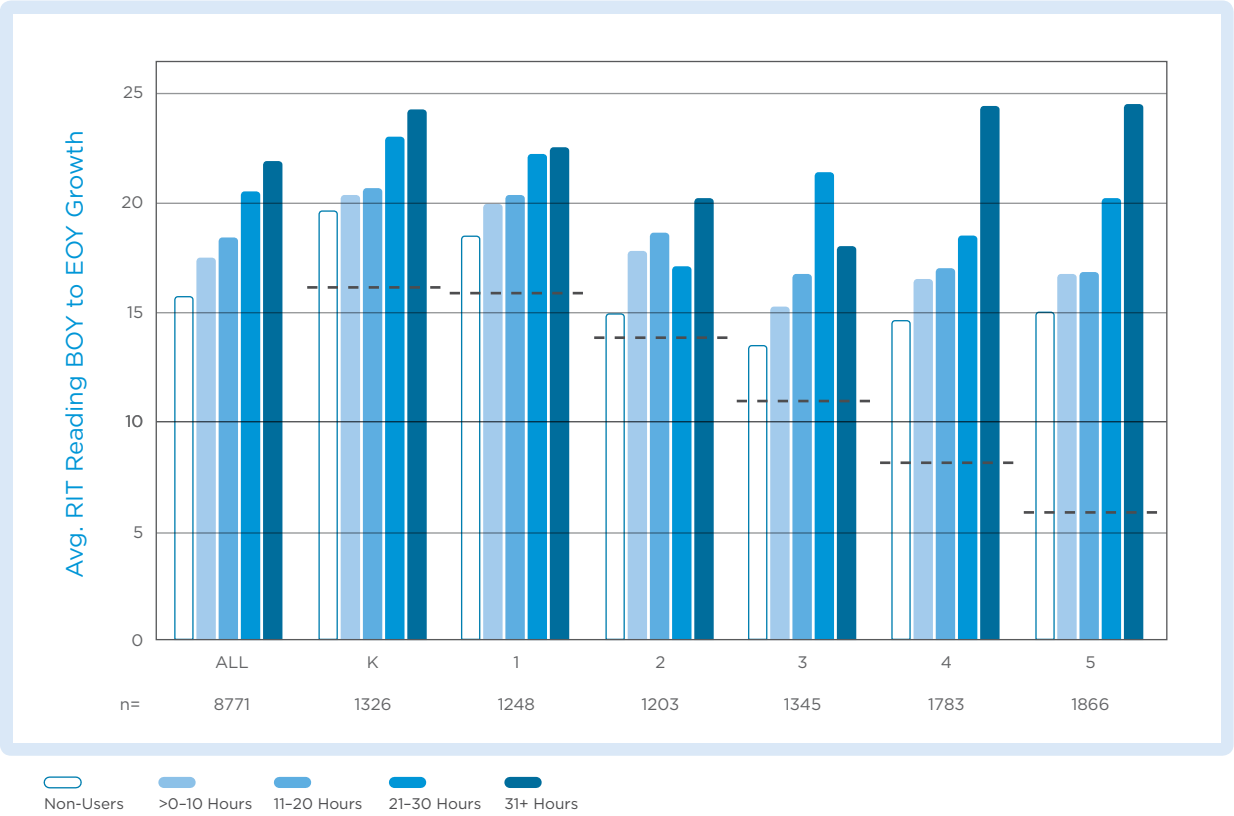
Conclusions

The results of this study support the role of Imagine Language & Literacy as a supplementary tool for the development of language and literacy achievement. Students who used the program in the large Texas school district for the 2017–2018 school year experienced consistent improvements in language and literacy proficiency as demonstrated by performance on the NWEA's MAP assessment. Given these findings, we would expect similar results for other students who use the Imagine Language & Literacy program with fidelity.



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