Texas Education Agency

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

® 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):

Applicant Information

Organization	Palacios ISD	CDN	158905	Campus	District	ESC	3	DUNS	097311955
Address	1209 12th St.	City	Palacios	ZIP	77465	Vendor ID	1746001843		
Primary Contact	Dr. Julia McMains	Email	juliam@palaciosisd.org	Phone	361-972-5491				
Secondary Contact	Christie Miller	Email	christiem@palaciosisd.org	Phone	361-972-5491				

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	Dr. Bill Chapman	Title	Superintendent
Email	chapmanb@palaciosisd.org	Phone	361-972-5491
Signature		Date	9-10-2020

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.

Based on the 2018-2019 state accountability results, only 70% of students in Palacios ISD demonstrated a year's worth of academic growth in reading. We would like to participate as a Non-math blended learning pilot in an effort to engage our students and increase literacy, so that they are able to demonstrate progress each year. Our implementation plan will include piloting the program in grades K, 3 and 6 in the first year, with roll out to additional grades in year 2 and 3. Palacios ISD has partnered with Jackson Electrical Cooperative to provide high-speed fiber across our school district and TMobile to provide wifi hotspots. In addition, PISD has received the Blended Learning MIZ grant and the Tech Lending grant. These have greatly increased the accessibility and connectivity for our students and staff making expansion of blended learning possible. Through MIZ, a strong foundation for blended learning strategies as been laid. The Non-math grant will strengthen the skill set of self-contained teachers, and allow them to increase personalized instruction for reading. In addition, this grant will expand blended learning to secondary teachers who were not part of the math initiative.

We believe that blended learning will help our students reach their full potential. As in most Texas public schools, our students come to us with a variety of experiences and different levels of prior knowledge. Palacios ISD is a geographically-isolated, rural district located along the Texas coast in Matagorda County. The nearest metropolitan areas are in excess of an hour away. Community support for the school is strong, but resources are limited due to location. There are no major retailers, YMCA, institutes of higher education, or supervised youth recreation opportunities. This limits experiential learning for a large portion of our students. Blended learning will help bridge this gap and increase engagement in our student population.

Statutory/Program Requirements

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

Palacios ISD believes that the first step in differentiating for students is identifying and diagnosing learning gaps. Becoming a BLGP district for both reading and math would increase the efficiency and sustainability of individualization for our students. Differentiation is difficult for teachers when there are vast differences in ability within the same classroom. Blended learning would be an effective model to address gaps when used in a small group setting in the classroom. Due to our size, teachers often teach multiple subjects or grade levels, and planning for differentiation is complex. Blended learning would assist teachers in providing targeted, individualized instruction. In addition, blended learning would increase engagement in students and lead to more effective classroom management where teachers can operate as facilitators of small group instruction. The use of blended learning will also allow focus to be placed on the growth of all students through extension or remediation. This would likely result in an increased numbers of students who are able to meet the Mastery standard and make a minimum of one year's progress in student growth.

Through the use of instructional strategies such as station rotations and playlists, teachers will effectively blend face to face instruction with on line learning through blended learning. Using high-quality on line instruction, a timely diagnosis of student misconceptions will occur in real time. The intelligence of the software system will be able to adjust instruction to target each student's individual needs and gaps in learning. Due to the COVID-19 pandemic, the importance of technology and high-quality digital tools became a top priority. Throughout the period of school closure, teachers we provided training and the means to acquire new skills in order to continue to provide instruction. In order to service remote learners, the district has secured funds to purchase more devices. By expanding our focus on blended learning, the teachers can maintain, expand and refine the skills that they acquired to service remote learners and bring them into the face-to-face environment. Although teachers continued to provide instructional continuity, the potential for COVID slide is very real. Blended learning will provide teachers with sustainable and manageable way to utilize data gathered from software benchmark testing and NWEA Map testing to fill students individual learning gaps.

The use of blended learning will also provide teachers with the tools they need in order to be able to analyze student data to increase student achievement. The software will provide timely information on overall performance and growth in reading that will result in customized student plans. Planning will become more intentional and targeted to each individual student so that teachers will also be able to use this information during their face-to face instruction.

Statutory/Program Requirements

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

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.

Amy Marroquin will serve as the BLGP Project Manager. Amy is a seasoned educator with experience as a classroom teacher, a campus principal, and is currently working as a district level administrator. Amy is currently the Coordinator of Continuous Improvement for Palacios ISD. In this role, she analyzes student and teacher data daily, analyzes RtI and CBA data, attends Campus Improvement Team Meetings, and hosts data analysis meetings with teachers and administrators in order to increase student achievement. She currently utilizes on line student achievement software systems, such as Imagine Learning and DMAC, and is skilled with technology and the reporting systems common to student intervention software systems. She has often recommended intervention plans for struggling students based on student performance data and curriculum analysis. She has made these recommendations both at the individual student level and at the teacher grouping level. Amy will report directly to the Director of Curriculum and Instruction.

Statutory/Program Requirements

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

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.

Our School Board adopted Student Outcome Goal for Reading is:
Reading performance will increase across all STAAR-tested grade levels by an average of 15% points or reach and maintain the recommended targets of 90/60/30 by the 2023 school year. (Benchmark year - 18-19)
Two goal progress measures that the district continually monitors are as follows:
1. By the end of 2020-2021, 100% of students (K-8) will have been screened to assess reading levels and be provided with interventions based on individual need.
2. By the end of 2020-2021, 100% of students who do not show academic growth will be placed on a student growth plan.

This goal is at the forefront of our campus administrators' data talks with their instructional staff. Palacios ISD uses Curriculum Based Assessments (CBA's) once per quarter in order to track students' progress toward their goals. These assessments are entered into DMAC, and questions are broken down by SE. Lead4ward instructional tools are also utilized as well as a Threshold Jumping Report where students set goals and state their own commitments. This allows the teachers and administrators the opportunity to analyze the data at a sufficient level so that scaffolding and remediation can occur. The addition of the blended learning software would enable the district to take this process one step further. It would allow continual monitoring and adjustment regarding each students' level of knowledge in real time.
In 2018-2019 our student achievement in reading was as follows: 76% approaches; 48 % meets; 20% masters.
In 2017-2018 our student achievement in reading was as follows: 72% approaches; 43 % meets; 14% masters.

Statutory/Program Requirements (Cont.)

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

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.

Palacios ISD has observed that the root of our student growth deficiency lies in fundamental literacy gaps and student engagement. When students have gaps in their literacy, and the teacher is introducing new content, students become frustrated and fall further behind. The use of adaptive software along with blended learning activities and strategies will assist our teachers and administrators in quickly identifying critical gaps in student knowledge, and targeting individual instruction to address any deficiencies.

In addition to on-line resources through out textbook adoptions with HMH and Pearson-Savvas, the district has recently begun utilizing Imagine Reading and Lang and Lit. The Lang and Lit program meets the needs of students and teachers by providing a computer adaptive screener that puts students on individualized pathways. This allows for the teacher to adapt the learning and to monitor the students' progress toward reading skills. Imagine Reading provides a blended learning platform that allows the teacher to work both synchronously and asynchronously with students. This program has leveled units that the teacher can assign directly to students so that they can work on their level both independently and with teacher guidance.

In addition, the adaptive software will increase student engagement. The students will be participating in blended learning environments, with a portion of their instruction being delivered online through the use of the reading software. Students in the 21st century are accustomed to computers and electronics, and providing instruction in this manner creates a relevant learning environment for the students. Palacios ISD believes that the use of blended learning will also increase student engagement through differentiation as well as allow for increased student choice and agency. Students will not be frustrated if they have literacy gaps, because the software will adjust and provide instruction that meets the students where they are. By filling the gaps, this will allow students to access the curriculum on the first teach in both the language arts classrooms as well as in other content areas. This will result in higher teacher and student efficacy. Also, higher achieving students who may typically be bored in a whole-group setting will have the opportunity to work on skills that are at their current level so that they also will be able to experience a year's worth of growth. As literacy is a foundational skill that affects all subjects, increasing literacy will have a positive impact on both academic achievement and engagement in all subjects.

CDN 158905 Vendor ID 1746001843 Amendment #

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: **20XX-20XX Grant Title**

Authorized by: Statutory Reference

IMPORTANT NOTICE: Application Part 2 (these budget pages) 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 - Enter the current, approved restricted or unrestricted indirect cost rate in the percentage field on line 7. 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 Admin Cost column.
Maximum Indirect Cost Workbook link.

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

Administrative Cost Calculation - Enter the Total Grant Amount Requested on line 10 to determine the maximum amount allowable for administrative costs, including indirect costs.

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

Application Part 2: **2019-2022 Blended Learning Grant Program-Planning Grant**

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

County District Number or Vendor ID:	158905	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			$ -	$ -
2	Educational Aide			$ -	$ -
3	Tutor			$ -	$ -
Program Management and Administration					
4	Project Director			$ -	$ -
5	Project Coordinator			$ -	$ -
6	Teacher Facilitator			$ -	$ -
7	Teacher Supervisor			$ -	$ -
8	Secretary/Admin Assistant			$ -	$ -
9	Data Entry Clerk			$ -	$ -
10	Grant Accountant/Bookkeeper			$ -	$ -
11	Evaluator/Evaluation Specialist			$ -	$ -
Auxiliary					
12	Counselor			$ -	$ -
13	Social Worker			$ -	$ -
14	Community Liaison/Parent Coordinator			$ -	$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			$ -	$ -
16	ESC Coordinator/Manager/Supervisor			$ -	$ -
17	ESC Support Staff			$ -	$ -
18	ESC Other: (Enter position title here)			$ -	$ -
19	ESC Other: (Enter position title here)			$ -	$ -
20	ESC Other: (Enter position title here)			$ -	$ -
Other Employee Positions					
21	BLGP Project Manager			$ -	$ -
22	(Enter position title here)			$ -	$ -
23	**Subtotal Employee Costs:**			**$ -**	**$ -**
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			$ -	$ -
25	6119 - Professional Staff Extra-Duty Pay			$ -	$ -
26	6121 - Support Staff Extra-Duty Pay			$ -	$ -
27	6140 - Employee Benefits			$ -	$ -
28	61XX - Tuition Remission (IHEs only)			$ -	$ -
29	**Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**			**$ -**	**$ -**
30	**Grand Total:**			**$ -**	**$ -**
31	**Total Program Costs*:**			$ -	$ -
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: **2019-2022 Blended Learning Grant Program-Planning Grant**

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

County District Number or Vendor ID:	158905	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
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	$ 60,000	$ -
2	Service: Specify purpose:	$ -	$ -
3	Service: Specify purpose:	$ -	$ -
4	Service: Specify purpose:	$ -	$ -
5	Service: Specify purpose:	$ -	$ -
6	Service: Specify purpose:	$ -	$ -
7	Service: Specify purpose:	$ -	$ -
8	Service: Specify purpose:	$ -	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ 60,000**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ 60,000**	**$0**
12	**Total Program Costs*:**	$ 60,000	$ -
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.**

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Application Part 2: **2019-2022 Blended Learning Grant Program-Planning Grant**

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

County District Number or Vendor ID:	158905	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:**	$ 52,500	
2	**Grand Total:**	**$ 52,500**	**$ -**
3	**Total Program Costs*:**	$ 52,500	
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.**

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Application Part 2: **2019-2022 Blended Learning Grant Program-Planning Grant**

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County District Number or Vendor ID:	158905	Amendment #:	0

ting 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.	$ 12,500	
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.	$ -	
9	**Subtotal of other operating costs (6400) requiring specific approval:**	**$ 12,500**	
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ -	
11	**Grand Total:**	**$ 12,500**	**$ -**
12	**Total <u>Program Costs</u>*:**	$ 12,500	
13	**Total <u>Direct Admin Costs</u>*:**	$ -	

***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: **2019-2022 Blended Learning Grant Program-Planning Grant**

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

County District Number or vendor ID:	158905	Amendment #
Grant Period:	December 2, 2019 to May 31, 2022	**Fund Code/ Shared Services Arrangement: 429**

Program Budget Summary

	Description and Purpose	Source of Funds: Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre-Award
1	Payroll Costs	6100	$ -	$ -	$ -	
2	Professional and Contracted Services	6200	$ 60,000	$ -	$ 60,000	
3	Supplies and Materials	6300	$ 52,500	$ -	$ 52,500	
4	Other Operating Costs	6400	$ 12,500	$ -	$ 12,500	
	Consolidate Administrative Funds			**N/A**		
6	**Total Direct Costs:**		**$ 125,000**	**$ -**	**$ 125,000**	**$ -**
7	Enter Percentage (%) of Indirect Costs:		N/A	$ -	$ -	$ -
8	**Grand Total of Budgeted Costs :**		**$ 125,000**	**$ -**	**$ 125,000**	**$ -**

Shared Services Arrangement

Administrative Cost Calculation

10	Total Grant Amount Requested:	$ 125,000
11	Percentage of administrative costs established for the program (5%):	0.05
12	Maximum amount allowable for administrative costs, including indirect costs:	$ 6,250

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

County District Number or vendor ID:	158905	Amendment #	0

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				$ -
5	Capital Outlay	6600				$ -
6	**Total Direct Costs:**		**$ -**	**$ -**	**$ -**	$ -
7	**Indirect Costs:**					$ -
8	**Total Costs:**		**$ -**	**$ -**	**$ -**	**$ -**

Shared Services Arrangement

9	6493	Payments to member districts of shared	$ -	$ -	$ -	$ -

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.

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" document posted in the Amendment Submission Guidance section of the Grants Administration Division's Administering a Grant page to determine when an amendment is required for this grant. https://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx. "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 be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is submitted by mail, send three copies of all schedules pertinent to the amendment (as described in the following section), with current signature of the authorized official, to the following address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

If the amendment is faxed, submit one copy of each pertinent schedule, with current signature of the authorized official, to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with up-to-date contact information and current authorized official's signature and date

2. Appendix I: Amendment Description and Purpose

Required for budget amendment requests

3. Amended Budget Request from the Excel budget workbook
4. Updated Program Budget Summary from the Excel budget workbook
5. Updated supporting budget pages from the Excel budget workbook

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 #2.

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 I: Amendment Description and Purpose

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 with your amendment.
(example) Payroll 6300 —Reduce amount for extra-duty pay—Staff was able to complete training during regular working hours.

3. If you are requesting a budget change, complete the Amended Budget Request page from the Excel budget workbook

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 with the new amounts.

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	Elementary School	Central Elementary		x													Plan to start with earliest grade level at each campus
1B	Elementary School	East Side Intermediate					x										Plan to start with earliest grade level at each campus
1C	Middle School	Palacios Jr. High								x							Plan to start with earliest grade level at each campus
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	Palacios ISD
District or Charter School Network ID Number	158905
Personnel	
Superintendent Name	Dr. Bill Chapman
LOI Author Name	Dr. Julia McMains
LOI Author Title	Director of Curriculum, Instruction & Assessment
LOI Author Phone	361-972-5491 Ext 1010
LOI Author E-mail Address	juliam@palaciosisd.org
District BLGP Project Manager Name	Amy Marroquin
District BLGP Project Manager Title	Coordinator of Accountability and School Improvement
District BLGP Project Manager Email Address	amymr@palaciosisd.org
District BLGP Project Manager Phone Number	361-972-5491 ext. 1625
District Details	
District Overall Performance - Numeric Grade Only	89
Total Students in District	1,400
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	300
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	3
Name of school in district with most previous experience in blended learning	Palacios ISD
Number of years the school (in previous answer) has used blended learning	1
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, CBA's
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...)	Enter Text Response
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.	Enter Text Response (Grade level: 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**?	01/01/2021
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?	Reading
Which online curriculum program is the district and schools applying to use?	Imagine Learning (Language and Literature/Reading)
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	Weekly and Monthly progress reports offered through the system.

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/impact-stories
Feeder Pattern 1	**No Response needed in this cell.**
School 1A Details	Applicant Response
School 1A Campus Name	Central Elementary
School 1A Campus Total Students	273
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)	2
Personnel	
School 1A Campus Principal Name	Nancy Flores
School 1A Campus Principal Email Address	nancyf@palaciosisd.org
School 1A Campus Principal Phone Number	361-972-2911 ext 1805
School 1A Campus BLGP Project Manager	Gayla Warner
School 1A Campus BLGP Project Manager Title	Assistant Principal
School 1A Campus BLGP Project Manager Email Address	gaylaw@palaciosisd.org
School 1A Campus BLGP Project Manager Phone Number	361-972-2911 ext. 1806
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	77
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	74%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	71%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	72%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)**	74%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)**	71%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	37%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	36%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	95%
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 1B Details (if applicable)	Applicant Response
School 1B Campus Name	East Side Intermediate
School 1B Total Students	273
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	3
Highest Grade at School 1B (i.e. "5" for 5th grade)	5
Personnel	
School 1B Principal Name	Brandon Karl
School 1B Principal Email Address	brandonk@palaciosisd.org
School 1B Principal Phone Number	361-972-2544 ext 1605
School 1B BLGP Project Manager	Brandon Karl
School 1B BLGP Project Manager Title	Principal
School 1B BLGP Project Manager Email Address	brandonk@palaciosisd.org
School 1B BLGP Project Manager Phone Number	361-972-2544 ext 1605
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	85
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	75%

Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	77%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	50%
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)	70%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	81%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	77%
School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	Palacios Jr. High
School 1C Total Students	308
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	6
Highest Grade at School 1C (i.e. "5" for 5th grade)	8
Personnel	
School 1C Principal Name	Buddy Kelley
School 1C Principal Email Address	buddyk@palaciosisd.org
School 1C Principal Phone Number	361-972-2417 ext 1405
School 1C BLGP Project Manager	Leah Graves
School 1C BLGP Project Manager Title	Assistant Principal
School 1C BLGP Project Manager Email Address	leahg@palaciosisd.org
School 1C BLGP Project Manager Phone Number	361-972-2417 ext. 1406
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	80
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	74%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	58%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	48%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	74%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	70%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	67%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	65%
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.	

PALACIOS INDEPENDENT SCHOOL DISTRICT

1209 Twelfth Street • Palacios, Texas 77465-3799
(361) 972-5491 • FAX (361) 972-3567
www.palaciosisd.org

September 4, 2020

To Whom it May Concern,

Please accept this letter as demonstration of support for Palacios ISD in the application for the Blended Learning Grant Program - Planning Grant. Palacios ISD is a mid-sized, geographically isolated, rural district on the Gulf Coast of Texas. Our students come from different backgrounds, with different levels of experiences. As such, we have a great degree of ability level throughout each grade level. This often makes differentiation difficult for our teachers to individualize instruction. Blended Learning will help our teachers to better meet the needs of each student by utilizing data from the blended learning software to make adjustments for face-to-face instruction. This will result in increased student growth throughout the district.

Our Project Manager will be a current staff member who has experience at both teaching and in campus and district administration. She currently serves as the Continuous Improvement Coordinator and the Project Manager for the Math Innovation Zone Blended Learning Grant. She is highly skilled in analyzing and interpreting data, and has the necessary skillset to assist teachers and administrators throughout all phases of the implementation. While she offices out of the central administration building, she is in close proximity to all three campuses. She reports directly to the Director of Curriculum and Instruction.

Palacios ISD agrees to adhere to both statutory and TEA program requirements for the grant. Thank you for allowing Palacios ISD the opportunity to participate in this grant.

Sincerely,

Dr. Bill Chapman
Superintendent, Palacios ISD

PALACIOS JUNIOR HIGH SCHOOL

www.palaciosisd.org
Principal – Buddy Kelley
Assistant Principal – Leah Graves
Counselor – Rhonda Huitt

Phone: (361) 972-2417
Fax: (361) 972-6372

200 Shark Drive
Palacios, Texas 77465

September 4, 2020

To Whom it May Concern,

Please accept this letter as demonstration of support for Palacios ISD in the application for the Blended Learning Grant Program - Planning Grant. Palacios ISD is a mid-sized, geographically isolated, rural district on the Gulf Coast of Texas. Our students come from different backgrounds, with different levels of experiences. As such, we have a great degree of ability level throughout each grade level. This often makes differentiation difficult for our teachers to individualize instruction. Blended Learning will help our teachers to better meet the needs of each student by utilizing data from the blended learning software to make adjustments for face-to-face instruction. This will result in increased student growth throughout the district.

There are also many advantages to blended learning such as increasing student agency and choice. This will have a positive impact on achievement, as students become more empowered and motivated to learn. Blended learning also includes students in the goal-setting process and gives them the tools to track their own progress.

In addition, teachers can individualize instruction in a more sustainable way through the use of blended learning software. This allows teachers to focus on the student's social and emotional needs while meeting their academic needs.

Palacios ISD agrees to adhere to both statutory and TEA program requirements for the grant. Thank you for allowing Palacios ISD the opportunity to participate in this grant.

Sincerely,

Buddy Kelley

Buddy Kelley
Principal, Palacios Junior High

East Side Intermediate School

www.palaciosisd.org
Principal – Brandon Karl
Counselor – Loraine Garcia

Phone: (361) 972-2544
Fax: (361) 972-3567

901 2nd Street
Palacios, Texas 77465

September 4, 2020

To Whom it May Concern,

Please accept this letter as demonstration of support for Palacios ISD in the application for the Blended Learning Grant Program - Planning Grant. Palacios ISD is a mid-sized, geographically isolated, rural district on the Gulf Coast. East Side Intermediate services students in grades 3 through 5. Our students come from different backgrounds, with different levels of experiences. As such, we have a great degree ofability level throughout each grade level. This often makes differentiation difficult for our teachers to individualize instruction.

Blended Learning will help our teachers to better meet the needs of each student by utilizing data from theblended learning software to make adjustments in real time. The data generated from the software will allow teachers to plan their instruction to spiral back on skills in need of reinforcement as either a whole class, or as a small group.

The increased engagement time would also be an advantage if we receive the Blended Learning Grant. Our students love using technology in the classroom and really become engaged when they receive opportunities to use devices. The Blended Learning Grant would allow our students the opportunity to gain access to these much needed educational tools. Having students more engaged in school will also lead to a more independent learner. With the real-time data, students can track their progress and then use the necessary tools continue their growth.

East Side Intermediate agrees to adhere to both statutory and TEA program requirements for the grant.

Thank you for allowing us the opportunity to participate in this grant.

Sincerely,

Brandon Karl
Principal, East Side Intermediate School

PALACIOS INDEPENDENT SCHOOL DISTRICT

1209 Twelfth Street Palacios, Texas 77465-3799
(361) 972-5491 FAX (361) 972-3567
www.palaciosisd.org

September 4, 2020

To Whom it May Concern,

Please accept this letter as demonstration of support for Palacios ISD in the application for the Blended Learning Grant Program - Planning Grant. Palacios ISD is a mid-sized, geographically isolated, rural district on the Gulf Coast. Central Elementary School services students PK-2nd grade. As such, our students come to us from a variety of different backgrounds and levels of education readiness. This often makes differentiation difficult for our teachers to individualize instruction.

Blended Learning will help our teachers to better meet the needs of each student by utilizing data from the blended learning software to adapt to students' specific needs. The data generated from the software will allow teachers to better plan their instruction for either the whole class, or in small groups. The anticipated end result will be a greater degree of student growth at Central Elementary which will impact the growth throughout the district.

Central Elementary agrees to adhere to both statutory and TEA program requirements for the grant. Thank you for allowing us the opportunity to participate in this grant.

Sincerely,

Nancy Flores
Principal, Central Elementary School

amymr@palaciosisd.org
361-920-3816

AMY MARROQUIN

PROFESSIONAL SUMMARY

As a seasoned educator in the school system, I have spent most of my tenured years in the mathematics and science curriculum. My early years of teaching were in all subject areas where I found a passion for Math and Science. I began as a Math Specialist at my school and then was relocated for my husband's job and again found myself gravitating to the math classroom. From there I moved to the Math classroom and taught math in the third grade for eight years, and then became an RtI specialist for elementary students only servicing them for Math. From that move I then furthered my education and became an administrator but have never lost my passion for the math and science curriculum.

SKILLS & ABILITIES

- Math elementary teacher
- Science elementary teacher
- Data entry for curriculum
- Data Entry for District on accountability

PROFESSIONAL EXPERIENCE

ACCOUNTABILITY AND SCHOOL IMPROVEMENT, PALACIOS ISD

July 2019 - Present

- Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Math Innovation Zone Project Manager

CURRICULUM AND INSTRUCTION COORDINATOR, PALACIOS ISD

July 2018 - July 2019

- Prepare and administer written, oral and performance tests, and issue grades in accordance with performance.
- Observe and evaluate students work to determine progress and make suggestions for improvement.
- Prepare materials and classrooms for class activities.
- Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of states ad schools.
- Review instructional content, methods and student evaluations to assess strengths and weaknesses, and to develop recommendations for course revision, development, or elimination.
- Meet with other professionals to discuss individual students' needs and progress.

- Prepare reports on students and activities as required by administration.
- Attend professional meetings, conferences, and workshops to maintain and improve professional competence.

PRINCIPAL, PALACIOS ISD

October 2015 - July 2018

- Maintain accurate and complete student records as required by laws or administrative policies.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Enforce administration policies and rules governing student.
- Attend professional meetings, conferences, and workshops to maintain and improve professional competence.
- Select and schedule class time to ensure maximum attendance
- Observe and evaluate the performance of other instructors.
- Confer with parents or guardians, teachers, administrators, and other professionals to discuss children's progress, resolve behavioral, academic, and other problems, and to determine priorities for students and their resource needs.
- Collaborate with teachers and administrators in the development, evaluation, and revision of school programs and in the preparation of master schedules for curriculum offerings.
- Serve on academic or administrative committees that deal with institutional policies, departmental matters, and academic issues.

EDUCATION

UNIVERSITY OF TEXAS AT ARLINGTON —ARLINGTON, TX —MASTERS

Completed degree in May 2014

UNIVERSITY OF HOUSTON —VICTORIA, TX —BACHELOR OF SCIENCE IN EDUCATION

Completed degree in December 1999

VICTORIA COLLAGE —VICTORIA, TX —UNDERGRADUATE STUDIES
SOUTHWEST TEXAS STATE UNIVERSITY —SAN MARCOS, TX —UNDERGRADUATE STUDIES

PALACIOS INDEPENDENT SCHOOL DISTRICT

1209 Twelfth Street • Palacios, Texas 77465-3799
(361) 972-5491 • FAX (361) 972-3567
www.palaciosisd.org

September 8, 2020

To Whom It May Concern,

As a current supporter and District Project Manager of the MIZ Blended Learning Grant, I fully support the application of the Non-Math Blended Learning-Planning Grant. Palacios ISD is a rural district on the Gulf Coast with students from different backgrounds with different levels of experiences, increasing the difficulty for teachers to individualize instruction without the use of a Blended Learning Model. Through the implementation of Blended Learning, teachers will be able to individualize lessons to allow those on different levels to begin to close this gap, as well as prepare them for a life of learning.

Blended learning will be beneficial in many areas. By individualizing lesson plans, we can target the different methods of learning that our students display, therefore allowing these students to gain as much knowledge as they can from our school district and allowing them to become better prepared for their future. The Blended Learning software also allows teachers to see areas in which a student may need assistance, allowing the teacher to help the student grasp the subject using supplementary lessons to support target areas.

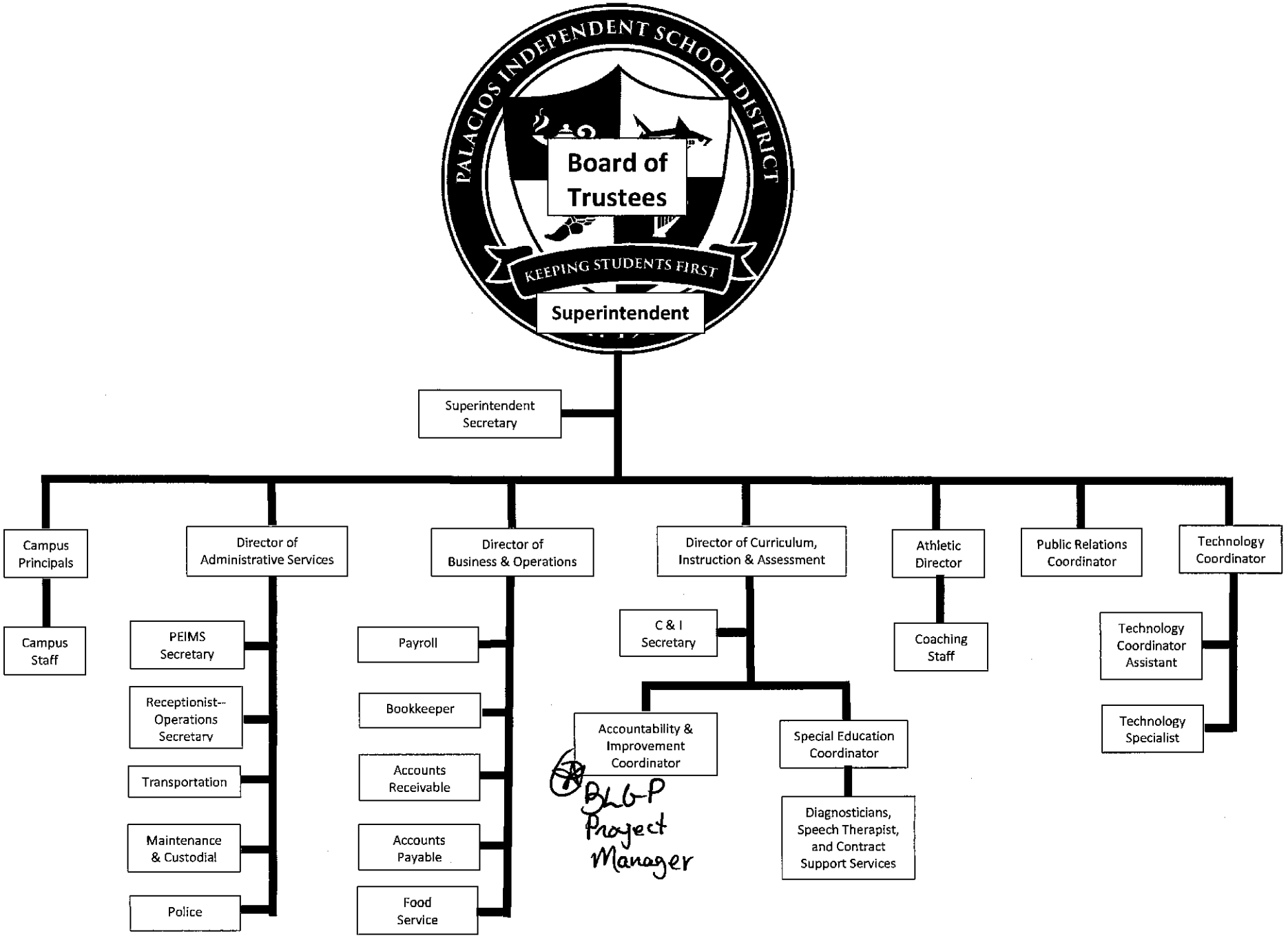
The Blended Learning Grant will be a useful and helpful tool for both students and teachers. With Blended Learning, teachers focus on a student's overall progress, students are able to focus on their own progress and become more motivated to learn independently. The goal-setting process in the software allows students to have control of the areas they learn, allowing students to feel more accomplished with each goal they achieve. This will motivate them to work harder and learn more, and cultivate a lifelong love of learning that will help them to succeed in more areas than before.

Palacios ISD agrees to adhere to both statutory and TEA program requirements for the grant. Thank you for allowing Palacios ISD the opportunity to participate in this grant.

Sincerely,

Amy Marroquin

Amy Marroquin
Coordinator of Accountability and School Improvement, Palacios ISD
MIZ BLGP Project Manager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Director of Administrative Services
PEIMS Secretary
Receptionist--Operations Secretary
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Director of Business & Operations
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Bookkeeper
Accounts Receivable
Accounts Payable
Food Service
Director of Curriculum, Instruction & Assessment
C & I Secretary
Accountability & Improvement Coordinator
BLG-P Project Manager
Special Education Coordinator
Diagnosticians, Speech Therapist, and Contract Support Services
Athletic Director
Coaching Staff
Public Relations Coordinator
Technology Coordinator
Technology Coordinator Assistant
Technology Specialist

Evidence of Effectiveness: Imagine Learning

Research supports that Imagine Reading and Language and Literacy are effective in positively impacting student achievement. In one of the research studies provided, students in Alvin ISD, located south of Houston, saw that students using Imagine experienced increases in DRA reading levels that were equal to those increases gained by students receiving one-on-one interventions with teachers.

In another study, students in grade two who utilized Imagine Learning saw a 36 percent gain in reading achievement over students who did not use Imagine Learning. This same study revealed that students in grades three through five showed an increase of 65 percent over students who did not use the program.

The final study provided included fourth and fifth grade students in Texas and measured the results using a STAAR pretest and the STAAR. Students who participated in Imagine Learning saw larger gains in their STAAR scores than the students who were in the control group and did not participate in Imagine Learning throughout the school year.

During the COVID 19 shutdown last Spring, Palacios ISD piloted Imagine Language and Literacy and Imagine Reading to help support instructional continuity. Teachers at both the elementary level and the secondary level reported that they enjoyed using the product and felt that the reports that the product provides were useful and promoted their students' achievement. By utilizing the non-math blended learning grant, PISD can expand training and teacher effectiveness with blended learning techniques in both the remote and face-to-face learning environment in a way that promotes individualization and is sustainable.

Study Shows Imagine Language & Literacy Effective as Supplemental Reading Intervention Program

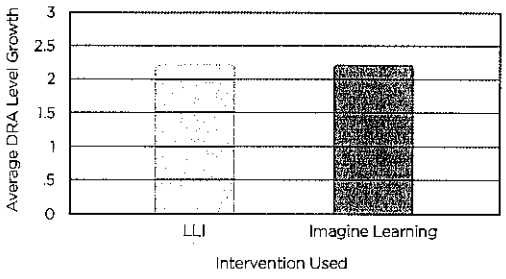
Alvin Independent School District Report

Background

During the 2017–2018 school year, Alvin Independent School District (AISD) in the state of Texas selected Imagine Language & Literacy, a supplemental digital education program created by Imagine Learning, as a potential tool to help struggling readers throughout the district. While the district was already actively using Leveled Literacy Intervention (LLI), teachers and paraprofessionals struggled to find the time and resources to serve every student who needed extra support in a day. LLI is a teacher-intensive tutorial intervention, administered one-to-one or in small groups, which supplements classroom literacy teaching. The district identified Imagine Language & Literacy as a potential additional tool to increase the number of students receiving support.

To assess the viability of Imagine Language & Literacy as a companion to LLI, AISD needed to determine whether use of the program would lead to at least the same level of effectiveness as LLI and thereby offer the same help to more students. To assess the effectiveness of Imagine Language & Literacy, each participating school within the district identified ten highly-similar pairs of students who were not currently receiving LLI or using Imagine Language & Literacy. For each pair, one student was randomly assigned to use Imagine Language & Literacy and the other received LLI for one semester of the school year. At the end of that semester, half of the student pairs were randomly selected for analysis. Performance on the Developmental Reading Assessment (DRA) was used as the primary measure of academic growth.

Average DRA Level Growth by Intervention



Results

Compared to the students who received LLI, users of Imagine Language & Literacy achieved equivalent average DRA growth. Therefore, the results of this investigation suggest that the Imagine Learning program offers similar supports as LLI.

Imagine Learning Research Department
research@imaginelearning.com | 801.377.5071

Conclusions

Imagine Language & Literacy is a supplemental digital education tool designed to individualize and improve language and literacy skills for elementary age children. The results of this analysis demonstrate that Imagine Language & Literacy is an effective companion to LLI, which is now supporting the students who were underserved using the LLI intervention alone in AISD. The success of Imagine Learning in this investigation motivated the district to expand access of the program to all students in the district so that the growth seen using Imagine Language & Literacy may be experienced by all who use it.

A Study of the Effectiveness of Imagine Learning on Student Reading Achievement

Study Overview and Design

The goal of this study was to compare the growth in Reading (English Language Arts) skills between students who used Imagine Learning and comparable students who did not use Imagine Learning.

The design of this study included a treatment and control group with pre and post testing. The treatment group included students in grades 2 through 5 in six schools within a large California school district who used Imagine Learning between the pre and posttest. The control group included students also in grades 2 through 5 in six comparable schools within the district that did not use Imagine Learning. Students in grade 2 were administered the Scantron Performance Series Reading Foundation Assessment and students in grades 3 through 5 were administered the Reading Assessment as the pretest in December 2012 and the posttest in June 2013. Over 800 students were included in the study.

The key research question investigated was: Do students in grades 2 through 5 who use Imagine Learning show greater gains on the Scantron Performance Series Reading Assessments than comparable students in the same district who do not use Imagine Learning?

About the Outcome Measures

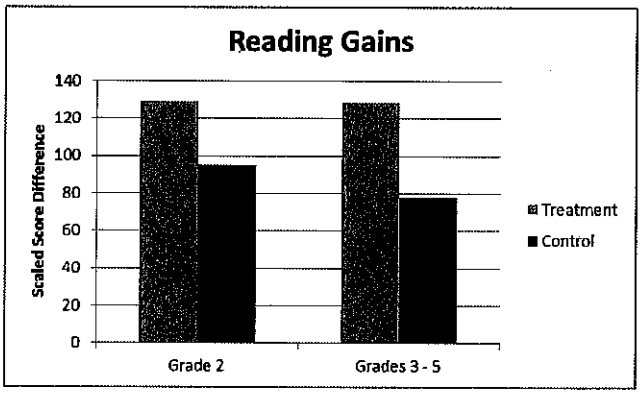
The Reading Foundation Assessment includes the following domains: vocabulary, text comprehension, phonological awareness, and phonics. The Reading Assessment includes the following domains: vocabulary, long passages, fiction, and non-fiction. The Reading Assessments are vertically scaled to allow for growth comparisons within and across grades. As such, performance data in grades 3 through 5 were combined for analysis across grades. Grade 2 Reading Foundation Assessment data was analyzed separately.

Results

Initial Comparability of Study Groups. The data supported the initial comparability of the students in the treatment and control groups. The treatment and control groups were within ¼ standard deviations of each other.

Comparison of Reading Gains. Analysis of Covariance (ANCOVA) was used to evaluate the difference in Reading posttest scaled score (dependent variable) between the Treatment and Control Groups (independent variable) controlling for the initial Reading ability of the students (covariate). The Scantron pretest scores were used as the covariate to place students in the Treatment Group and Control Group on the same baseline. The comparisons were run separately for students who took the Reading Foundation Assessment (grade 2) and those who took the Reading Assessment (grades 3 – 5).

The chart below shows that students in grade 2 using Imagine Learning showed 36% greater gains in reading than students who did not use the program. Imagine Learning students in grades 3 through 5 showed 65% greater gains in reading than non-users.



For the grade 2 students, the difference in posttest reading comprehension performance between the students who used Imagine Learning (treatment) and those who did not (control) was .15 (effect size). The probability of these differences being due to change was $p < .097$ ($F = 2.783$). For the grade 3 – 5 students, the difference was .21 (effect size). The probability of these differences being due to chance was $p < 0.001$ ($F = 16.388$).

Students in grades 2 through 5 who used Imagine Learning between December 2012 and June 2013 showed greater gains in reading ability than students who did not use Imagine Learning.

For more details regarding this study, please contact Imagine Learning for the full report.

Research conducted by SEG Measurement supported by a grant from Imagine Learning. SEG Measurement is an independent research firm, providing research services to educational publishers, technology providers, and government agencies since 1979.

SEGMEASUREMENT
BUILDING BETTER ASSESSMENTS / EVALUATING PRODUCT EFFECTIVENESS

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

September 2018

SEGMEASUREMENT
BUILDING BETTER ASSESSMENTS / EVALUATING PRODUCT EFFECTIVENESS

Table of Contents

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 langnage 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.

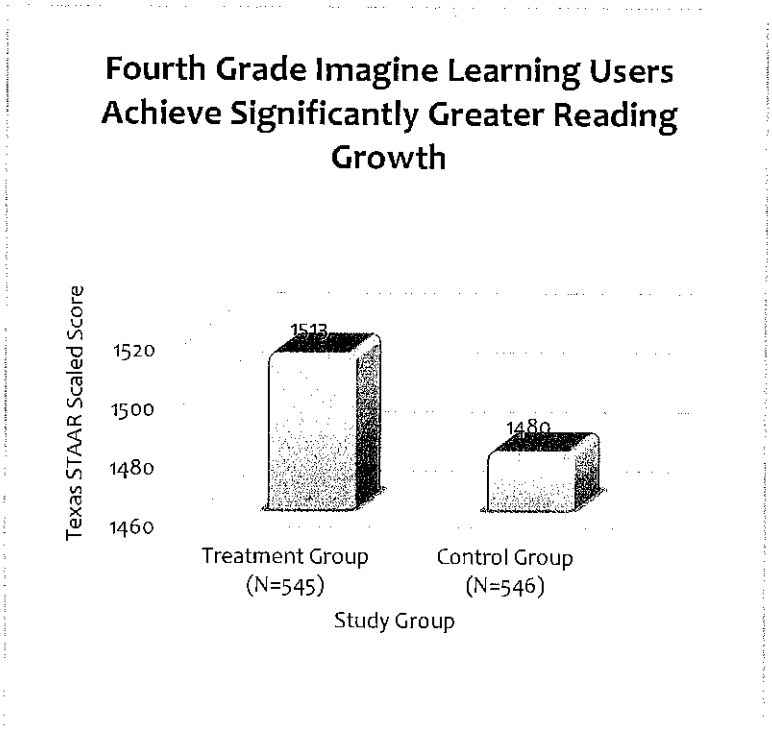
The reading skills growth in the treatment group and the control group was compared statistically using analysis of covariance (ANCOVA). ANCOVA provides a comparison between the treatment and control group students, while adjusting for any potential differences in students' initial ability even though 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

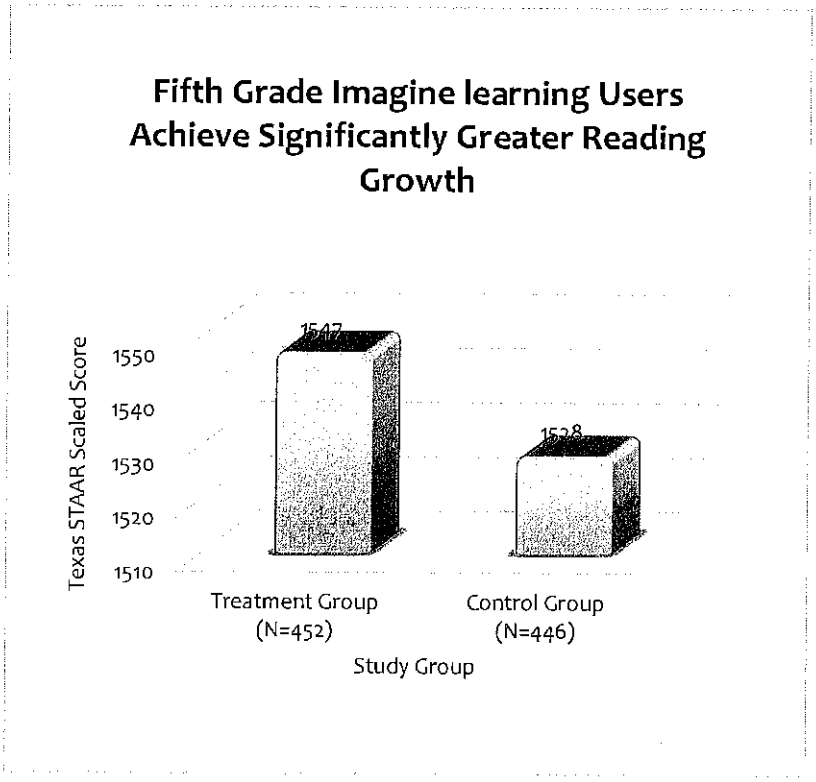
(independent variable) while controlling for the initial ability of the students from Spring 2017 STAAR Reading (covariate).

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

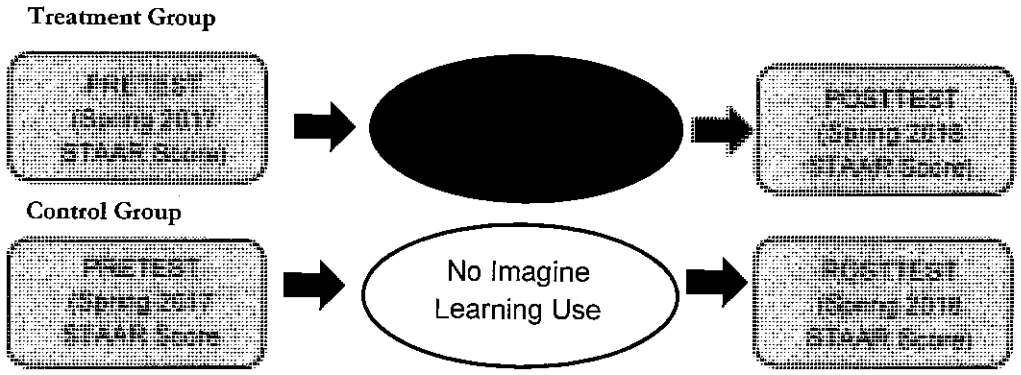
The primary research question addressed by this study is: "Is Imagine Language & Literacy effective in improving students' reading skills?" The specific operational questions addressed to answer this are:

- 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.

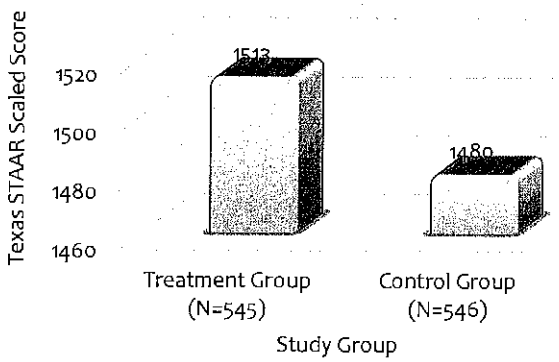
Table 5: ANCOVA of the Treatment and Control Group 4th Grade Posttest Scores

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

Figure 2
Fourth Grade Imagine Learning Users Achieve Significantly Greater Reading Growth



Grade 5 Reading Skills Results

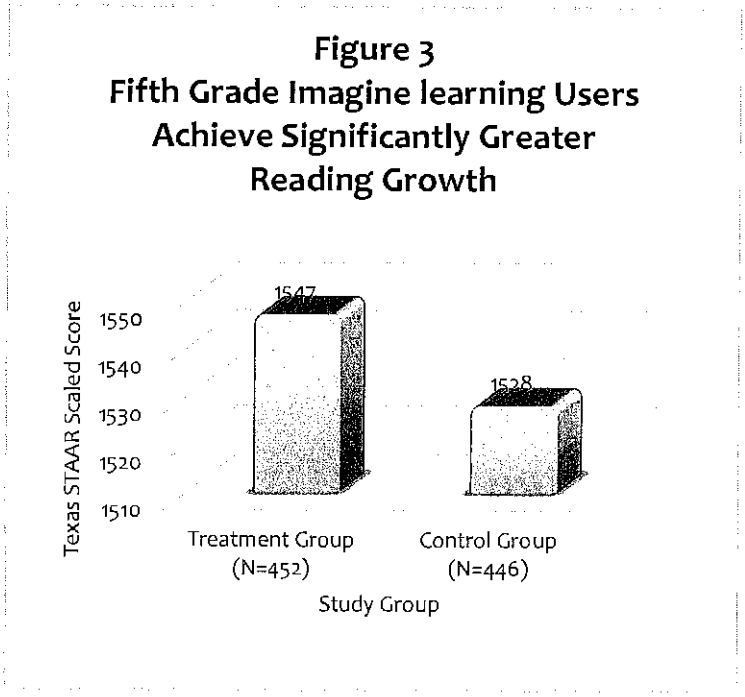
For fifth grade, the results showed an effect size of .14 for the 2018 STAAR Reading assessment. Fifth grade students who used Imagine Language & Literacy achieved significantly higher scores on the 2018 STAAR Reading assessment than students who did not use Imagine Language & Literacy ($F = 7.182$, $df=2/897$; $p = .008$). 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.

References

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From: McMains, Julia
To: CompetitiveGrants; Julia McMains
Subject: Re: Palacios ISD BLGP-Non-Math
Date: Thursday, September 24, 2020 4:03:22 PM
Attachments: PISD BLGP 20-21 9-24.pdf
PISD BLGP 20-21 Budget workbook.xlsx

Thank you so much for letting me know! I have added the excel workbook to the other documents and rescanned them all as one file, and I am attaching just the excel workbook if that would be easier for you, Again, I appreciate you so much for giving me the opportunity to resubmit.

On Thu, Sep 24, 2020 at 2:29 PM CompetitiveGrants <CompetitiveGrants@tea.texas.gov> wrote:

> Good Afternoon Ms. McMains,
>
> Thank you for your interest in the Blended Learning Grant Program. The following item was left out of your submission:
>
> 1. Application Part 2 (Excel)
>
> You must submit the missing item by COB Tuesday, September 29th for it to be included in your application.
>
> Thank You,
>
> Charlotte Wehrman
>
> Grant Manager, Competitive Grant Unit
>
> Grants Administration Division/Texas Education Agency
>
> Phone-512-463-9394
>
> ---
>
> **From:** McMains, Julia <juliam@palaciosisd.org>
> **Sent:** Friday, September 11, 2020 1:06 PM
> **To:** loiapplications <loiapplications@tea.texas.gov>
> **Subject:** Palacios ISD BLGP-Non-Math

Here is Palacios ISD's BLGP Non-Math grant application. Thank you so much for your consideration.