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

Texas Education Agency®

NOGA ID

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

Application stamp-in date and time

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**.

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

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

Required Attachments

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

Amendment Number

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

Applicant Information

Organization: Ysleta Independent School District | CDN: 071-905 | Campus: | ESC: 19 | DUNS: 082706417

Address: 9600 Sims Dr. | City: El Paso | ZIP: 79925 | Vendor ID: 1-746002473

Primary Contact: Shelley Smallwood | Email: ssmallwood@yisd.net | Phone: 915-434-0683

Secondary Contact: Catherine Kennedy | Email: ckennedy@yisd.net | Phone: 915-434-0064

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. Xavier De La Torre | Title: Superintendent

Email: xdelatorre@yisd.net | Phone: 915-434-0032

Signature: | Date: 09/18/2020

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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

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

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

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

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

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

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

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

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

Statutory/Program Assurances (Cont.)

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

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

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

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

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

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

Statutory/Program Requirements

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

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

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

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

Ysleta Independent School District (Ysleta ISD) efforts at personalized learning, using blended learning (BL) philosophies and practices, started with one year of planning and is now in the fourth year of implementation, having scaled up to 13 campuses during that time. Incorporating BL practices is a strategic effort that includes training, monitoring, and supporting campus teachers, support staff, and administrators as each campus comes onboard and gains traction. The district firmly believes in BL, but has unlimited needs with limited resources.

Ysleta ISD has two driving reasons to apply for this funding with the associated planning and implementation:

1. Through structured professional guidance, the district will achieve desired student and teacher performance outcomes.
2. By hiring a Project Manager who will be able to focus on fully institutionalizing BL processes, onboarding campuses will continue beyond the grant-funded period.

Problem Statement: Ysleta ISD has consistently low reading levels and literacy scores, demonstrated by state, district, and classroom assessments. Reading is a district foundational issue with 33% of students below/well-below grade level. Both proposed campuses fall below district averages: Del Valle Elementary School (ES) has 48% reading below/well below grade level and 43% are English language learners (ELL) and Del Valle Middle School (MS) has 50% reading below/well below grade level and 31% ELL. BL will allow teachers to address gaps to ensure each student makes appropriate progress. Teaching all students, as opposed to teaching to the middle, is key to providing students the skills to be successful.

Del Valle MS and Del Valle ES were selected because of principal and teacher commitment, and because the remaining two elementary schools within the feeder pattern are already implementing BL.

Statutory/Program Requirements

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

It is important to note that Del Valle MS was created by merging and closing Camino Real MS and Valley View MS. The first combined year was 2018-2019, so STAAR data for school year 2018 was derived by averaging the scores for the former schools. The Excel fields did not accommodate a text annotation, only a numeric response.

Ysleta ISD is a large urban school district in El Paso, Texas. All district schools are Title I. The schools included on this grant proposal are in the Del Valle feeder pattern and are 2 - 3 miles from the U.S./Mexico border. The Del Valle feeder pattern includes three elementary schools (two are already implementing BL), one middle school, and one high school. Both schools are located in the 79907 zip code. Of 79907 residents who are at least 25 years of age, 34% do not have a high school diploma or equivalency and only 10.4% have a college degree; 85.8% speak a language other than English at home. Per capita income was estimated at $31,271, though 12.3% had household incomes below $10,000 per year and 28.7% of the population was below poverty level; notably 45.2% of children under age 18 were below the poverty level. (U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Population Estimate accessed via data.census.gov 9/16/2020) In 2014, the Wall Street Journal listed El Paso as the 4th least literate U.S. city. The El Paso-Ciudad Juarez, Chihuahua, Mexico region has the largest bilingual and binational workforce in the western hemisphere. U.S.-Mexico border areas are typically ranked at the bottom of educational and economic development.

The district champions (i.e., Board of Trustees, Superintendent, Chief Academic Officer, Associate Superintendents) are forward-thinking and supportive of methods and tools that enhance teacher efficacy and student learning, while instilling purpose, responsibility, and resiliency. With BL, both teachers and students use data to drive learning and it is recognized that students have a sense of academic ownership and control. Anecdotally, as students become more engaged in their learning, school attendance seems to improve and discipline problems seem to drop.
The Ysleta ISD Vision 2025 Strategic Action Plan incorporates the BL approach to contribute to Goal 1-IV Best Reading/Writing Practices for all grade levels. Admittedly, students will benefit across content areas, however the focus of this application is on literacy, as noted in the Problem Statement above.

Ysleta ISD participated in the 2015 Raise Your Hand Texas Blended Learning Grant. Although funding was not received, the district was provided invaluable technical assistance. The district began with two campuses and has since scaled to 13: nine elementary, three middle, and one high school. Ysleta ISD has 57 campuses and the goal is to eventually bring on all of the traditional campuses. The two original BL campuses provide Showcase Site Visits for Raise Your Hand Texas twice annually for participants across the state.

District teachers have a definite preference for BL over traditional teaching. Teachers find they can build more productive relationships, as they not only understand the academic needs of each student, but they understand the affective needs of students and have the ability to connect through crucial social emotional learning rituals.

District- and campus-level personnel have developed BL tools, but readily acknowledge that professional guidance and supports will strengthen student outcomes. Ysleta ISD will contract with Engage2Learn for $48,700. The consultants will facilitate planning for the first year of implementation and provide professional development (PD), planning tools, direction, and regular meetings to reflect on progress and next steps. In addition to the two schools, the transfer of knowledge and skills among all involved personnel will support district efforts to scale the remaining campuses in the coming years.

To date, the BL journey has been managed by the Innovative Learning Department (ILD) director who has trained her staff and has them assigned to specific campuses to focus on campus-identified content areas.
Numerous supports are already in place and may be amended as planning develops including:
- Discovery Driven Planning has the leadership team and the ILD director do classroom walk-throughs, observe and ask questions of the students and the teachers, and reflect on wins, gaps, and next steps. During school year 2019-2020, this process was incorporated into Instructional Rounds, this means BL methods are being integrated into district standard operating practices, this is the road to institutionalization.

Statutory/Program Requirements

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

- The walk-through team looks for evidence of personalized learning based on the Ysleta ISD Empowered Learning Pillars of data driven instruction, rigor, student agency, campus/classroom culture, and competency-based instruction.
- Seven district-level directors participated in a two-month BL course through the University of Texas at Austin.
- Ysleta ISD paid for six teachers to earn a Blended Learning certificate through Texas Tech University.

Ysleta ISD has expanded BL, gaining interest among administrators and teachers. The priority is high. It is notable that the blended learning campuses have been better able to adapt to the COVID-19 environment.

As noted by Ysleta ISD Superintendent, Dr. Xavier De La Torre, at the virtual August 2020 Convocation: This year, challenges are immense and will require bold, empathetic, and flexible leadership. Using the Service Excellence Standards of safety, courtesy, innovation, and accountability, Ysleta ISD faculty and staff are asked to:
Reset: reflect and embrace the challenges of education and how the pandemic affects the upcoming school year, personnel are urged to change their mindset about how education should look.
Reimagine: renewed focus on commitment, hard work, and flexibility. Education is different from the spring; we are now responding to mandated standards. This is a unique opportunity to reimagine public education.
Respond: increase accountability and address learning loss to respond to student academic and social/emotional needs. Diligently monitor student progress/data to drive instruction.

Ysleta ISD strives to be ahead of the curve, finding solutions and innovations. Blended learning affords further opportunity for those who serve students, both directly and indirectly, to develop processes to effectively navigate district- and campus-level changes in the move toward less traditional instruction and more personalized student service.

The $125,000 budget includes $70,039 for PM salary/benefits, to manage two new campuses, ensure quality on established campuses, and continue planning to scale the remaining campuses. Engage2Learn will be contracted for $48,700 to provide BL expertise, $812 will be used for supplies, meetings, and mileage. District indirect costs are $5,449.

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.

The new Project Manager (PM) will focus on institutionalizing BL processes, assuring the transition of campuses beyond the grant-funded period. The current challenge is providing the corresponding district-level training, support, and monitoring with existing personnel who have additional duties. The experienced PM will be the district advocate for BL practices.

The PM will stay current with BL practices, model design-thinking and inquiry through all PD avenues (e.g., training, conferences, leadership meetings, classroom observations, reflections), and ensure that student data and learning goals drive decision-making and transfer to action plans that result in improved student performance.

With expert guidance from BL consultants, the PM will develop systems that will effectively manage quality planning, implementation, continuous improvement, and communication that will be used as campuses come onboard. The transfer of knowledge will hone procedures at the 13 established BL campuses, pilot the addition of the two campuses on this grant, and economies of scale will facilitate future campus transitions.

Statutory/Program Requirements

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

Grant funds, in the amount of $70,039, will cover the salary and benefits of this new position. While this position is key to this grant, it is also critical to the continued transition of conventional campuses. The PM will dedicate 50% FTE to the two grant campuses to ensure a successful implementation, but will also ensure quality execution at the existing BL campuses, and continue planning and training to scale the remaining traditional campuses.

The PM will report to the Director of ILD, who has served as the PM for the existing BL campuses for five years and leads the BL initiatives in the district, making decisions about implementation and scaling. The director reports to the Associate Superintendent of Middle Schools (see organizational chart). With this district communication structure in place, the PM will have the necessary means to navigate among multiple stakeholders (e.g., teachers, administrators, district functional departments), through transition and normalization of BL.

To fill this new position, the district will select from a list of strong candidates following the Human Resources guidelines for posting and hiring. Specific requirements: Valid Texas Teaching Certification; Blended Learning Certification and/or Masters Degree preferred; minimum three (3) years of teaching experience and two (2) years as a BL classroom teacher.
Duties and responsibilities: remain current/model BL best practices; build district BL capacity; coaching cycles with school teams, resulting in action plans to improve and implement; semi-monthly check-ins with campus leadership teams; assist teachers with data collection, data analysis, and creation of comprehensive BL reports; develop and maintain systems for training, monitoring, documenting, and reporting; design/deliver BL-based PD conferences resulting in better classroom instruction and adaptable to specific school needs; manage and comply with all aspects, conditions, and requirements of the Blended Learning Grant Program.

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.

Ysleta ISD is committed to continuous improvement and data-driven decision making. The district uses several sources to collect data and make informed decisions about instruction. The Assessment, Research, Evaluation & Accountability (AREA) Department is dedicated to providing the most current academic data available to all campuses. Each campus has one or more instructional coach(es) who work with campus teachers to understand and analyze the data provided by AREA to include district unit assessments, district common-based assessments, the interim assessment, STAAR assessment, as well as data provided through adaptive software programs such as Istation.

While data are used to understand trends and patterns at different levels (e.g., district, feeder pattern, campus, classroom), a critical function is to provide teachers the evidence that guides decisions about individual instruction, based on student performance. AREA provides data trackers that allow each campus to track all student progress. The district maintains a virtual data binder that houses multi-year reports for district and individual campuses on all STAAR and EOC assessments. AREA tracks student growth with multi-year reports and student population by grade level. They also track STAAR and EOC by student groups, grade levels, and feeder patterns, and by the number of years students have been in U.S. schools. English language arts and reading gaps among ELLs and special education students are tracked over time. District data sources are used to support changes necessary for continuous improvement.

Blended learning teachers share individualized data with each student during personalized conferences and use these data to assist students in setting realistic and appropriate goals, and determining course content learning menus to achieve those goals. Students track their own data and the progress they make. Small group instruction is based on concepts that students in the group are lacking.

Statutory/Program Requirements (Cont.)

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

With regard to Attachment 1B, Non-Math District or Charter Information Form, the Excel fields did not accommodate a text annotation, only a numeric response. Data are not available for Del Valle MS for school year 2018, as the school was created by merging and closing Camino Real MS and Valley View MS. The first combined year was 2018-2019, so STAAR data for school year 2018 was derived by averaging the scores for the former schools.

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.

Ysleta ISD intends to use Istation to support the BL project. Istation is the Ysleta ISD screener for literacy and provides Texas Essential Knowledge and Skills (TEKS)-aligned support for differentiated learning. Quality implementation, focusing on teacher training (i.e., blended learning methodologies, Istation functions and best practices, translation of data to action), coordinated monitoring of both execution and identified metrics, and rigorous adherence to recommended student dosage, should realize desired student results. Between 2016-2018, the following campuses saw double digit increases on the STAAR Reading scores while using Istation on a regular basis:
Desertaire ES - 13% increase; Parkland ES - 11% increase; Hacienda Heights ES - 11% increase; and Lancaster ES - 10% increase. Interestingly, this without the anticipated benefits of blended learning methodologies. Lancaster ES (in the Del Valle feeder pattern) is currently transitioning grade levels to BL.

Istation includes nationally-normed indicators of progress to measure student growth with computer-adaptive diagnostic and screening programs. Using real-time data, its personalized data files and reporting features provide formative insight to guide instructional decisions and intervention strategies. (istation.com retrieved 8/25/2020). Istation provides systematic instruction in the essential reading areas of phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension, according to Chalie Patarapichayatham, Ph.D. who authored the technical report, Istation Reading Growth Study Grades 1-8 (July 2014). The report discusses the functionality of Istation Indicators of Progress (ISIP) as a sophisticated Internet- and Web-delivered computer-adaptive testing system that provides continuous progress monitoring assessments. ISIP and curriculum-embedded assessments provide continual data to place students in lessons focusing on developmentally appropriate skills to meet individual needs. Using ISIP (assessment) and Istation Reading (instruction) together allows teachers to identify student weaknesses and provide data-informed instruction to meet student needs. The study found that following recommended levels of use, students make greater gains in Overall Reading and at faster rates, than students who do not use Istation sufficiently or at all.

The peer-reviewed study, Computer-Adaptive Reading to Improve Reading Achievement Among Third-Grade Students at Risk for Reading Failure (Sutter, C., Campbell L., Lambie, G. Journal of At-Risk Issues. v22 n2, 2019), specifically investigated reading achievement relevant to the use of Istation with students in grade three, while accounting for academic level, Istation use, gender, and eligibility for free and reduced lunch. Through the recommended dosage of Istation, "third-grade student achievement scores improved significantly for all students regardless of their academic level." It was also noted that "students at or below the 20th percentile made slightly greater growth gains in terms of points and exceeded the ISIP-Early Reading normal expectations for their academic level."

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

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

You may duplicate this page

Amended Section	Reason for Amendment

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

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

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

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

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

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

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

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

County District Number or Vendor ID:	071-905	Amendment # (for amendment	N/A

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		1	$ 62,550	$ -
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	(Enter position title here)			$ -	$ -
22	(Enter position title here)			$ -	$ -
23	**Subtotal Employee Costs:**			**$ 62,550**	**$ -**
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			$ 7,489	$ -
28	61XX - Tuition Remission (IHEs only)			$ -	$ -
29	**Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**			**$ 7,489**	**$ -**
30	**Grand Total:**			**$ 70,039**	**$ -**
31	**Total Program Costs*:**			$ 70,039	
32	**Total Direct Admin Costs*:**			$ -	

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

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

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

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

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

County District Number or Vendor ID:	071-905	Amendment #:	N/A

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:	$ -	$ -
2	Service: Blended learning consultant Specify purpose: Planning and implementation development	$ 48,700	$ -
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:**	**$ 48,700**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ 48,700**	**$ -**
12	**Total Program Costs*:**	$ 48,700	
13	**Total Direct Admin Costs*:**	$ -	

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

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

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

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

County District Number or Vendor ID: 071-905		Amendment #: N/A	
Supplies and Materials (6300)			
	Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 300	$ -
2	**Grand Total:**	**$ 300**	**$ -**
3	**Total Program Costs*:**	$ 300	
4	**Total Direct Admin Costs*:**	$ -	

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

FOR TEA USE ONLY

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

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

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

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County District Number or Vendor ID: 071-905	Amendment #: N/A

Other Operating Costs (6400)

	Expense Item Description	Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$ -	$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	$ -	$ -
~~3~~	~~6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.~~	~~$ -~~	~~$ -~~
4	6413 - Stipends for non-employees other than those included in 6419.	$ -	$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$ -	$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$ -	$ -
~~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:**	**$ -**	**$ -**
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ 512	$ -
11	**Grand Total:**	**$ 512**	**$ -**
12	**Total Program Costs*:**	$ 512	
13	**Total Direct Admin Costs*:**	$ -	

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

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

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

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

County District Number or vendor ID:	071-905	Amendment #	N/A
Grant Period:	**October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of annoucement to October 23**	**Fund Code:**	**429**

Budget Summary

	Description and Purpose	Class/ Object Code	Source of Funds: Program Cost	Source of Funds: Direct Administrative Cost	Source of Funds: Total Budgeted Cost	Source of Funds: Pre-Award Cost
1	Payroll Costs	6100	$ 70,039	$ -	$ 70,039	$ -
2	Professional and Contracted Services	6200	$ 48,700	$ -	$ 48,700	$ -
3	Supplies and Materials	6300	$ 300	$ -	$ 300	$ -
4	Other Operating Costs	6400	$ 512	$ -	$ 512	$ -
6	**Total Direct Costs:**		**$ 119,551**	**$ -**	**$ 119,551**	**$ -**
7	* Indirect Costs:				**$ 5,449**	**$ -**
8	**Total of All Budgeted Costs :**		**$ 119,551**	**$ -**	**$ 125,000**	**$ -**

Direct Administrative Cost Calculation

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

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

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

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

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

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

County District Number or vendor ID:	Amendment #	

SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date

2. Appendix I of the applciation: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page

4. Program Budget Summary

5. Supporting budget pages

Assembling the Amendment

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

1. Complete page 1

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

    b. Ensure all applicant information is current and correct.

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

2. Complete Appendix 1: Negotiation and Amendments

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

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

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

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

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

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

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

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

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

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

NON-MATH BLENDED PILOT APPLICANTS ONLY

District or Charter School Network Information Form

District Overview

Attachment 1B

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

Instructions:

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

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

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

Feeder Pattern 1			Grade To Be Launched in Year One														
Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
1A	Middle School	Del Valle Middle School								x	x	x					Year 1 implementation - 2 ELAR teachers per grade level
1B	Elementary School	Del Valle Elementary School	X	X	X	X	X	X	X								Year 1 implementation - 2 teachers per grade level
1C																	
1D																	
1E																	
1F																	

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

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

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

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

Instructions

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

Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Ysleta Independent School District
District or Charter School Network ID Number	071905
Personnel	
Superintendent Name	Dr. Xavier De La Torre
LOI Author Name	Suzie Focht
LOI Author Title	Grant Specialist
LOI Author Phone	915-434-0513
LOI Author E-mail Address	cfocht@yisd.net
District BLGP Project Manager Name	Pending Hire
District BLGP Project Manager Title	Blended Learning Grant Program Manager
District BLGP Project Manager Email Address	915-434-0671
District BLGP Project Manager Phone Number	Pending Hire
District Details	
District Overall Performance - Numeric Grade Only	89
Total Students in District	38,527
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	380
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	Region 19
Name of school in district with most previous experience in blended learning	Ysleta Elementary School
Number of years the school (in previous answer) has used blended learning	4
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc…)	STAAR Interims
Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc…)	PowerSchool
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…)	None
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.	Pre-K-12
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**?	11/1/2020
Does the applicant and relevant district and school stakeholders commit to attending the **BLGP Kickoff Summit** virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	ELAR
Which online curriculum program is the district and schools applying to use?	iStation
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	iStation's Indicators of Progress (ISIP)
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.istation.com/Content/downloads/studies/G1-8_TX_Growth.pdf

Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Del Valle Middle School
School 1A Campus Total Students	1287
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	6
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	8
Personnel	
School 1A Campus Principal Name	Amy Bejarano-Alarcon
School 1A Campus Principal Email Address	abejarano1@yisd.net
School 1A Campus Principal Phone Number	915-434-3300
School 1A Campus BLGP Project Manager	Amy Bejarano-Alarcon
School 1A Campus BLGP Project Manager Title	Campus Principal
School 1A Campus BLGP Project Manager Email Address	abejarano1@yisd.net
School 1A Campus BLGP Project Manager Phone Number	915-434-3300
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	87
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	95%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	73%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	71%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	80%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	78%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	40%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	38%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	99%
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	Del Valle Elementary School
School 1B Total Students	577
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	PK
Highest Grade at School 1B (i.e. "5" for 5th grade)	5
Personnel	
School 1B Principal Name	Maritza Balderrama
School 1B Principal Email Address	mbalderrama@yisd.net
School 1B Principal Phone Number	915-434-9300
School 1B BLGP Project Manager	Maritza Balderrama
School 1B BLGP Project Manager Title	Campus Principal
School 1B BLGP Project Manager Email Address	mbalderrama@yisd.net
School 1B BLGP Project Manager Phone Number	915-434-9300
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	77
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	92%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	75%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	82%
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**)	79%
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)**	46%

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

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

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

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

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

NON-MATH BLENDED PILOT APPLICANTS ONLY
District or Charter School Network Information Form
Feeder Pattern 2 Form
Attachment 1B
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants

Instructions

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

Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District BLGP Project Manager Name	Enter Text Response
District BLGP Project Manager Title	Enter Text Response
District BLGP Project Manager Email Address	Enter Phone Number
District BLGP Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most previous experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc…)	Enter Text Response
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".	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
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**?	Enter Date (mm/dd/yy)
Does the applicant and relevant district and school stakeholders commit to attending the **BLGP Kickoff Summit** virtually on November 12-13, 2020?	Choose "Yes" or "No"
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?	Enter Text Response
Which online curriculum program is the district and schools applying to use?	Enter Text Response
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	Enter Text Response
Is the proposed online curriculum a supplemental or core curriculum?	Choose Response
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	Insert Link
Feeder Pattern 1	**No Response needed in this cell.**
School 2A Details	Applicant Response
School 2A Campus Name	Enter Text Response
School 2A Campus Total Students	Enter Numeric Response
Lowest Grade at School 2A Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at School 2A Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Personnel	
School 2A Campus Principal Name	Enter Text Response
School 2A Campus Principal Email Address	Enter Email Address
School 2A Campus Principal Phone Number	Enter Phone Number
School 2A Campus BLGP Project Manager	Enter Text Response
School 2A Campus BLGP Project Manager Title	Enter Text Response
School 2A Campus BLGP Project Manager Email Address	Enter Email Address
School 2A Campus BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2A Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at School 2A Campus 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
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School B**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School C**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from **Elementary School D**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School E**	Enter Percent
School 2B Details (if applicable)	Applicant Response
School 2B Campus Name	Enter Text Response
School 2B Total Students	Enter Numeric Response
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2B (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	

School 2B Principal Name	Enter Text Response
School 2B Principal Email Address	Enter Email Address
School 2B Principal Phone Number	Enter Phone Number
School 2B BLGP Project Manager	Enter Text Response
School 2B BLGP Project Manager Title	Enter Text Response
School 2B BLGP Project Manager Email Address	Enter Email Address
School 2B BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2B 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 2C Details (if applicable)	Applicant Response
School 2C Campus Name	Enter Text Response
School 2C Campus ID Number	Enter Numeric Response
School 2C Campus Address	Enter Address
School 2C Total Students	Enter Numeric Response
Lowest Grade at School 2C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2C (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2C Principal Name	Enter Text Response
School 2C Principal Email Address	Enter Email Address
School 2C Principal Phone Number	Enter Phone Number
School 2C BLGP Project Manager	Enter Text Response
School 2C BLGP Project Manager Title	Enter Text Response
School 2C BLGP Project Manager Email Address	Enter Email Address
School 2C BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
School 2D Details (if applicable)	Applicant Response
School 2D Campus Name	Enter Text Response
School 2D Total Students	Enter Numeric Response
Lowest Grade at School 2D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2D Principal Name	Enter Text Response
School 2D Principal Email Address	Enter Email Address
School 2D Principal Phone Number	Enter Phone Number
School 2D BLGP Project Manager	Enter Text Response
School 2D BLGP Project Manager Title	Enter Text Response
School 2D BLGP Project Manager Email Address	Enter Email Address
School 2D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2D Overall Performance - Numeric Grade Only	Enter Response

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

THEDISTRICT

Ysleta Independent School District

9600 Sims Drive • El Paso, Texas 79925 • 915-434-0000

September 15, 2020

To Whom It May Concern,

Re: Blended Learning Grant Program – Letter of Support

On behalf of the Ysleta Independent School District, please accept this letter of support for the Innovative Learning Department in their application for Blended Learning Grant Program.

We are very excited about the possibility of adding an additional two campuses to our existing thirteen. We have seen a significant increase in student agency and engagement in learning.

Thank you for the opportunity.

If you require more information please contact us via email at bchacon2@yisd.net or by phone at (915) 434-0063.

Sincerely,

Dr. Brenda Chacon-Robles
CAO

Ysleta Independent School District

9600 Sims Drive · El Paso, Texas 79925 · 915-434-0000

THEDISTRICT

September 15, 2020

Texas Education Agency

Austin, Texas

To whom it may concern:

Re: Blended Learning Grant Program-Letter of Support

On behalf of Ysleta Independent School District, please accept this letter of support for the Innovative Learning Department in their application for the Blended Learning Grant Program.

The Ysleta Independent School District fully supports Blended Learning as we recognize the benefits and effectiveness of the defined pillars. As a district, we continue to strive to provide best practices to ensure student success.

If you require more information about the Ysleta Independent School District, please contact us via website at www.yisd.net, phone at 915-434-0067, or my email ckennedy@yisd.net.

Sincerely,

Dr. Catherine Kennedy
Associate Superintendent of Middle Schools
Ysleta Independent School District

Ysleta Independent School District

9600 Sims Drive • El Paso, Texas 79925 • 915-434-0000

THEDISTRICT

Del Valle Middle School
8674 North Loop Dr.
El Paso, TX 79907

TO: Shelley Smallwood

FROM: Amy Bejarano-Alarcon, Principal, Del Valle Middle School

DATE: September 15, 2020

SUBJECT: Letter of Support

Del Valle Middle School is interested in applying to be a Blended Learning Campus. As principal, I will advocate and implement blended learning with the 6th, 7th and 8th graders at our campus.

Amy B Alarcon

THEDISTRICT

Del Valle Elementry School

TO: Texas Education Agency
RE: Blended Learning Grant Program
DATE: September 15, 2020

Del Valle ES is very interested and excited to be part of Blended Learning. Our feeder pattern currently has two campuses that are in year three of their personalized learning journey and we look forward to joining them.

Student agency and ownership of their learning is amazing, and I look forward to the Del Valle ES students showing the same enthusiasm and agency for their own learning. Students today learn differently and should be provided an education that meets their needs. Being part of Blended Learning will assist us in meeting their needs and will ensure success.

Thank you for the opportunity to be part of this endeavor.

If you have any questions, feel free to contact me at mbalderrama@yisd.net.

Maritza Balderrama

YISD Principal
Del Valle ES
9251 Escobar Dr.
El Paso, TX. 79907

Blended Learning Program Manager

Grant Funded Position
Job Description

ABOUT OUR DISTRICT:
The Ysleta Independent School District is an innovative district with the goal of ensuring all students graduate high school with the skills needed to be ready for college and career. We have approximately 40,000 students with 75% that are considered socio-economically disadvantaged. YISD is dedicated to improving student achievement, through innovation. We currently have 58 campuses, eleven of which have implemented personalized learning.

ABOUT THIS POSITION:
The Program Manager (PM) is a grant funded position that will be responsible for implementing a personalized learning initiative with one identified learning community. This position requires the PM provide professional development, coaching cycles for leadership teams, facilitate site visits and manage the requirements of the grant. The PM will work with school stakeholders, including teachers, coaches, librarians, and administration to assist in building an effective Blended Learning program aligned with the YISD blended Design Pillars, which includes Data Driven Instruction, Rigor, Student Agency, Campus/Classroom Culture and Competency-Based Instruction. The PM will collaborate with elementary and middle school ELAR specialists to ensure fidelity of use of district programs within the Blended Learning environment. The PM is responsible for providing support in analyzing data to modify, differentiate, individualize and personalize curriculum, and assessments.

REPORTS TO: Director of Innovative Learning

DUTIES AND RESPONSIBILITIES:

- Complete Coaching Cycles with school teams, resulting in action plans to improve Blended Learning (BL)
  - Conduct semi-monthly check-ins with campus leadership teams
  - Conduct learning walks to collect data and reflect based on the District Design Pillars
  - Create comprehensive BL reports based on data
    Assist in implementation of action plans with a focus on BL, and the District Design Pillars
  - Review results of action plans looking for transfer from instructional team actions to student performance
  - Develop and maintain a system for documenting and reporting on this work

- Design and deliver BL based PD conferences that result in better classroom instruction
  - Model and remain current on BL best-practices
  - Design PD conferences focused on personalized learning that can be adapted for specific school
  - Build capacity in BL with district and campus personnel
  - Model design thinking and inquiry when developing professional development opportunities
  - Plan all aspects of BL conferences to include, speakers, presenters, location, room assignments and hospitality

- Use coaching practices to assist campus leadership in making decisions based on campus needs
    - Facilitate three (3) Discovery Driven Planning sessions to encourage leadership teams to reflect upon wins, gaps and next steps to improve the BL implementation and student success
    - Assist teachers with collection and analysis of data results
    - Collaborate with teachers and principals to identify needs and make recommendations for appropriate resources that directly support and align with personalized learning and the District's Design Pillars
- Complete administrative tasks and other duties assigned
    - Document all time spent working on the Blended Learning Grant Program to ensure a minimum of fifty percent of work time is dedicated to this project
    - Manage the Blended Learning Grant Program following all conditions and reporting requirements
    - Serve as a point of contact between the district and the schools as it relates to BL
    - Represent the District at summits meetings, conferences, and convenings
    - Complete any additional duties as assigned by the Director of Innovative Learning

KNOWLEDGE, EXPERIENCE AND TRAINING:

- Experience Blended Learning teacher
- Strong record of helping students achieve academic success
- Significant experience with curriculum development and daily lesson planning
- Experience in analyzing data and using results to modify lessons.
- Significant experience with instructional best practices, including the use of digital content to develop personalized pathways for students.
- Ability to model positive and healthy character traits and habits, such as being organized, consistent and understanding.
- Comfort and willingness to actively participate in school community.
- Experience in designing and providing professional development
- Ability to plan, model, coach and provide feedback to teachers and teams of teachers to improve teaching and learning.
- Experience implementing effective instructional practices, designing engaging lessons, using data and formative assessment in the classroom

QUALIFICATIONS:

- Valid Texas Teaching Certification
- Blended Learning Certification and/or Masters' Degree preferred
- Minimum three (3) years of teaching experience required
- Minimum two (2) years' experience as a Blended Learning classroom teacher
- Excellent organizational, communication and facilitation skills

Full Time Position
226 Day Contract

THE DISTRICT
YSLETA INDEPENDENT SCHOOL DISTRICT

September 17, 2020

Shelley Smallwood
Director of Innovative Learning
Ysleta ISD
(Email) ssmallwood@yisd.net
(W) 915-434-0683, (C) 915-867-1565

RE: Blended Learning Grant Program – Letter of Support

Dear Texas Education Agency,

On behalf of the Ysleta Independent School District, please accept this letter in support of Blended Learning. This letter is in lieu of the letter required by the *Blended Learning Project Manager*.

I have served in the capacity of *Blended Learning Project Manager* since 2016 when two of our campuses were awarded top ten status with the *Raising Blended Learners* grant program through *Raise Your Hand Texas.* We were provided technical support for our implementation without the benefit of funding. Since receiving this award, we have scaled our implementation by two-three campuses annually, reaching a total of thirteen, of our fifty-seven campuses, being identified as Blended Learning campuses.

We are very proud of the work our campus administrators and teachers have done with their implementations. Teachers are excited by what students are capable of doing and students are excited by the agency they have developed. We have kindergarten through middle school, and high school students that can share what they are learning, why they are learning it and what they will do once they have mastered it. They are more engaged than ever before, and discipline issues have been reduced significantly.

Teachers have found their own agency with Blended Learning as they have the ability to be creative and provide content, skills, and lessons that are appropriate for each student based on individual data. Their excitement is contagious and refreshing to see.

I am currently the Director of Innovative Learning and my position is multi-faceted. I direct all the work with our 1:1 student device implementation, with training teachers and administrators, with all multi-media projects campuses employ, and campus library operations. I'm also the blended learning project manager for the district.

My job as project manager is spent assisting new campuses with planning and implementation, bi-monthly check-ins with campus leadership, monthly classroom walkthroughs with reflection and determining next steps. I'm also responsible for onboarding new campuses and teachers, organizing design conferences, organizing summer institutes and offering bi-weekly training for blended teachers. Another responsibility I have is scheduling site visits for others wanting to know more about blended learning. My department is comprised of only four specialists, two audio/video technicians and myself. Though I have many responsibilities, blended learning is definitely the most rewarding.

I wholeheartedly support Blended Learning and hope you accept this letter of recommendation as endorsement of the Blended Learning Grant Program opportunity.

Please contact me should you have any questions.

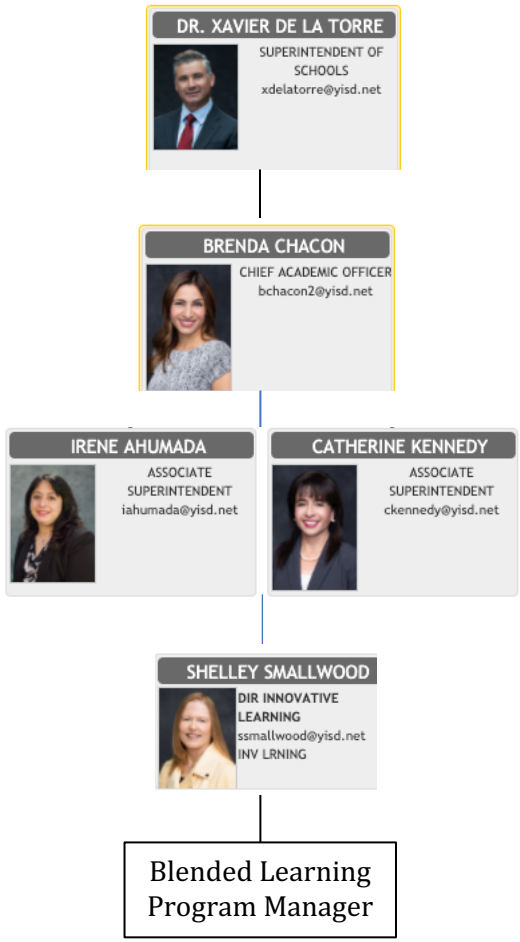
Sincerely,

Shelley Smallwood

Shelley Smallwood

THE DISTRICT
YSLETA INDEPENDENT SCHOOL DISTRICT

Ysleta Independent School District
Organizational Chart Position Blended Learning Program Manager



iStation's Reading Growth Study Grades 1-8
July 2014
Chalie Patarapichayatham, Ph.D
Research Assistant Professor in the Department of Education and Leadership, Simmons School of Education and Human Development, Southern Methodist University

Evidence of student growth using iStation's Indicators of Progress (ISIP) Early Reading and ISIP's Advanced Reading data, grades 1-8. Results of the study show the following:

- Students who had used the Istation Reading curriculum grew much faster than students who had not used the Istation Reading curriculum.
- Students who had used more of the Istation Reading curriculum grew much faster than students who had used less of the Istation Reading curriculum.
- Students at risk of reading failure (Tier 3 students) made greater gains with a sufficient amount of Istation Reading curriculum usage.

Table 1

Sample Size by Grade, by Tier, and by Istation Curriculum Usage

Grade	Tier											
	1				2				3			
	1	2	3	4	1	2	3	4	1	2	3	4
1	391	29,682	25,540	23,542	115	17,206	15,527	14,516	188	28,644	26,058	24,607
2	233	27,728	23,497	21,351	113	17,769	15,834	14,772	124	28,362	25,526	23,888
3	175	34,577	27,709	24,148	57	20,793	17,888	16,076	202	34,667	30,228	27,568
4	144	12,925	10,036	8,510	75	11,349	9,262	8,083	114	20,915	17,700	15,741
5	200	7,760	5,669	4,673	88	7,591	6,041	5,166	92	14,577	12,161	10,789
6	461	5,358	2,812	2,068	192	5,620	3,726	3,033	151	8,393	6,340	5,545
7	284	1,653	841	767	151	1,801	1,197	1,062	181	2,932	2,087	1,790
8	418	2,109	1,062	847	103	1,847	1,279	1,072	75	2,921	2,213	1,893

Note: 1 = No Curriculum Used, 2 = Some Curriculum Used, 3 = 300 Minutes or More, and 4 = 400 Minutes or More

Full Study: https://www.istation.com/Content/downloads/studies/G1-8_TX_Growth.pdf

Istation Reading Growth Study Grades 1 – 8

July 2014

Chalie Patarapichayatham[1], Ph.D.

[1] Research Assistant Professor in the Department of Education Policy and Leadership, Simmons School of Education and Human Development, Southern Methodist University
E-mail: cpatarapichy@smu.edu

Abstract

Istation Reading is a computer-based supplemental and intervention reading program that teaches prekindergarten through eighth grade students to read fluently with comprehension. In this study I sought to answer three research questions:

- Do students who have used the Istation Reading curriculum grow faster than students who have not used the Istation Reading curriculum?
- Do students who have used more of the Istation Reading curriculum grow faster than students who have used less of the Istation Reading curriculum?
- Do students at risk of reading failure (Tier 3 students) make greater gains in reading ability with a sufficient amount of Istation Reading curriculum usage?

This study used Istation's Indicators of Progress (ISIP™) Early Reading and ISIP Advanced Reading data from grades 1 – 8 and a large sample of students from across the state of Texas. Each student had at least three assessment points consisting of ISIP scores from September 2013 to May 2014. The results show that . . .

- Students who had used the Istation Reading curriculum grew much faster than students who had not used the Istation Reading curriculum.
- Students who had used more of the Istation Reading curriculum grew much faster than students who had used less of the Istation Reading curriculum.
- Students at risk of reading failure (Tier 3 students) made greater gains with a sufficient amount of Istation Reading curriculum usage.

Introduction

Istation Reading, developed using scientifically based reading research, delivers effective computer-based supplemental and intervention reading instruction that teaches prekindergarten through eighth grade students to read fluently with comprehension. Aligned to the federal No Child Left Behind Act (2001) and the findings of the National Reading Panel (2000), the curriculum content provides systematic and explicit instruction in the essential reading areas of phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension. Results from ISIP and curriculum-embedded assessments provide continual data to place students in individualized lessons focusing on developmentally appropriate skills to meet student needs.

Istation's Indicators of Progress (ISIP) is a sophisticated Internet- and Web-delivered computer-adaptive testing system that provides continuous progress monitoring assessments in the critical domains of reading in prekindergarten through eighth grade. ISIP results drive recursive assessment instructional-decision loops within Istation Reading. First, ISIP identifies students potentially at risk of reading failure. ISIP frequently gathers and reports information about student progress in these critical domains within and across, academic years (Patarapichayatham, Fahle, & Roden, 2014; Patarapichayatham and Roden, 2014). ISIP accomplishes this by delivering short tests, at least monthly, that target critical areas to inform instruction. The results of these tests then influence Istation Reading's creation of a scope and sequence for each student. Student results from Istation Reading's interactive curriculum combined with ISIP continuous progress monitoring make up a more thorough profile of student strengths and weaknesses. Istation Reading uses these ongoing assessment results to further individualize instruction based on student need and ability.

Istation has delivered ISIP Early Reading, developed in 2006, and ISIP Advanced Reading, developed in 2010, to more than 3.5 million students in more than 37 states and 6 countries. Many of these students are from the state of Texas and have been required to take the State of Texas Assessments of Academic Readiness (STAAR®) reading assessment. Patarapichayatham, Fahle, and Roden (2014) studied the relationship between ISIP Reading and STAAR reading data by applying Pearson Product-Moment correlation analysis, multiple linear regression analysis, and multiple logistic regression for grades 3 – 8. They found that the ISIP end-of-the-year (EOY) scores were higher than the ISIP middle-of-the-year (MOY) scores for both the overall scores and each sub-skill score across grades, indicating that students' reading ability improved through the year. The very strong correlations between ISIP Reading and STAAR reading test scores across grades indicated that students who perform well on ISIP Reading are likely to perform well on the STAAR reading assessment. The researchers also found that ISIP Reading measures are highly predictive of STAAR reading scores. The same authors derived the ISIP cut scores to predict students' passing STAAR for grades 3 – 8.

Patarapichayatham and Roden (2014) studied the growth of students using Istation in prekindergarten and kindergarten across the U.S., using Overall Reading Ability and individual subtests. The researchers sought to answer three questions:

- Do students who have used the Istation Reading curriculum make greater gains in early literacy skills than students who have not used the Istation Reading curriculum?
- Do students who have used more of the Istation Reading curriculum make greater gains in early literacy skills than students who have used less of the Istation Reading curriculum?

- Do students at risk for reading failure (Tier 3 students) make greater gains in reading ability with a sufficient amount of Istation Reading curriculum usage?

Each student had at least two assessment points consisting of ISIP scores from September 2013 and April 2014. Results showed that . . .

- Students who had used the Istation Reading curriculum showed greater growth in early literacy skills than students who had not used the Istation Reading curriculum.
- Students who had used more of the Istation Reading curriculum experienced greater growth in early literacy skills than students who had used less of the Istation Reading curriculum.
- Students at risk for reading failure (Tier 3 students) made greater gains with a sufficient amount of Istation Reading curriculum usage.

The study findings confirmed that Istation Reading helps students grow in early reading skills. However, because Istation delivers products to students from prekindergarten through eighth grade, this study extended the research to grades 1 – 8. This study used the ISIP Overall Reading Ability scores from large samples of students across the state of Texas.

Through this study, I sought to answer three different research questions related to students' growth through use of Istation products:

- Do students who have used the Istation Reading curriculum make greater gains in Overall Reading Ability than students who have not used the Istation Reading curriculum?

- Do students who have used more of the Istation Reading curriculum make greater gains in Overall Reading Ability than students who have used less of the Istation curriculum?
- Do students at risk of reading failure (Tier 3 students) make greater gains in Overall Reading Ability with a sufficient amount of Istation Reading curriculum usage?

The samples were taken from students in grades 1 – 8 across Texas during the 2013 – 2014 school year.

Methods

Measures

This study used results from ISIP Early Reading for grades 1 – 3 and ISIP Advanced Reading for grades 4 – 8 during the 2013 – 2014 school year, specifically the Overall Reading Ability scores of ISIP Early Reading and ISIP Advanced Reading. This study used three data points: September scores as the beginning-of-the-year (BOY) data point, February scores as the MOY data point, and May scores as the EOY data point. Each student had at least those three data points.

Samples

This sample consisted of students in grades 1 – 8 across the state of Texas. Over the course of this study, this sample was used to determine student growth. Istation has its own rigorous criteria for selecting samples for growth studies. Istation researchers have studied and outlined the criteria based on preliminary analyses. This study followed these criteria. The program recorded curriculum usage for each student every time the student logged in to the Istation Reading curriculum. Students who used the Istation Reading curriculum for 1 minute to

4,000 minutes from September 2013 to May 2014 were selected to participate in this study. The usage totals do not include time spent in ISIP assessments.

Although Istation has clear usage recommendations for campuses about how to implement Istation Reading (see the Istation website for further information), each campus uses Istation products differently, and not all of them as recommended. In order to accurately measure the impact of Istation products, I selected only campuses with good-implementation to participate in this study. Istation researchers believe that if campuses implement Istation products as recommended, students will make greater gains in reading. For this reason, I established campus-level criteria, titled "Good Implementation Campuses," to identify and select the best sample. Campuses that met these criteria were selected based on Istation Reading curriculum usage from September 2013 to May 2014 by grade.

Based on preliminary analyses, Istation researchers determined the number of minutes of Istation curriculum usage necessary to identify "Good Implementation Campuses," and they selected campuses that had 250 minutes or more of Istation Reading curriculum usage for grades 1 – 5 and campuses that had 200 minutes or more of Istation curriculum usage for grades 6 – 8. Based on preliminary analyses, the researchers found that schools with students in grades 6 – 8 implemented Istation products differently, their students spending less time on Istation curriculum than schools with students in grades 1 – 5.

Because each campus implements Istation differently and has a different number of students enrolled in the Istation program per grade, the criteria can be used in these scenarios:

- Campus A students used Istation products in grades 1 – 8, but only grade 3 met the criteria, so the study included all grade 3 students from Campus A.

- Campus B students used Istation products in grades 3 – 5. The Istation curriculum usage for all three grades was under 250 minutes, so the study included none of Campus B's students.
- Campus C students used Istation products in grades 3 – 8, but only grades 4 and 8 met the criteria, so the study included all students in grades 4 and 8 from this campus.

Using the criteria in this manner, I believed that I could accurately measure the impact of Istation products and selected representative samples from each grade and each tier so that any one tier was not overrepresented. As previous findings have shown, students in each tier spend different amounts of time on the Istation curriculum.

Next, as part of the criteria, I considered the Istation curriculum usage of individual students on these campuses.

Finally, students who had at least the three assessment points of September scores, February scores, and May scores participated in this study.

Students from this sample fell into two sub-groups: "No Istation Curriculum Used" and "Some Istation Curriculum Used." The first sub-group, "No Istation Curriculum Used," comprised students who had used Istation Reading curriculum for less than 40 minutes from September 2013 to May 2014 and were considered to have only taken the ISIP assessments for benchmark or progress-monitoring periods. Istation Reading has not been proven to have an impact on students who spend less than 40 minutes on the curriculum over an eight-month period. I classified students who had used the Istation curriculum for more than 40 minutes from September 2013 to May 2014 under "Some Istation Curriculum Used." The "No Istation Curriculum Used" group functioned as a pseudo-control group in this study.

I tested two different models in order to answer the research questions posed at the beginning of the study: the "300 Minute Istation Curriculum Usage Model" and the "400 Minute Istation Curriculum Usage Model." The first model had two sub-groups: "300 Minutes or Less of Istation Curriculum Usage" and "300 Minutes or More of Istation Curriculum Usage." Similarly, the "400-Minute Istation Curriculum Usage Model" had two sub-groups: "400 Minutes or Less of Istation Curriculum Usage" and "400 Minutes or More of Istation Curriculum Usage." Table 1 represents the sample for this study broken down by grade, tier, and Istation curriculum usage.

Analysis

The study used Overall Reading Ability scores of ISIP Early Reading and ISIP Advanced Reading for grades 1 – 8. This study used two sets of models: "BOY and MOY" and "BOY and EOY." For the "BOY and MOY" model, I calculated students' growth by subtracting the mean of the Overall Reading Ability scores of BOY from the mean of the Overall Reading Ability scores of MOY. For the "BOY and EOY" model, I calculated students' growth by subtracting the mean of the Overall Reading Ability scores of BOY from the mean of the Overall Reading Ability scores of EOY. It is called the *delta* in this study. I then conducted analysis by grade, by tier, and by Istation Reading curriculum usage, since students in each tier differ in terms of achievement, growth, and Istation curriculum usage. Next, I compared the deltas with the Overall Reading Ability Istation expected growth. Using this comparison, I evaluated students' growth and determined whether students met Istation's expected growth.

Istation has its own standards for expected growth by grade and by tier for each sub-skill and Overall Reading Ability score. The Istation expected growth is derived using the national norm. For the "BOY and MOY" model, the expected growth of the Overall Reading Ability for grade 1 is 13, 12, and 11 for Tiers 1, 2, and 3, respectively. The expected growth for grade 2 is 7,

7.5, and 8 for Tiers 1, 2, and 3, respectively. The expected growth for grade 3 is 5, 4, and 3 for Tiers 1, 2, and 3, respectively. The expected growth for grade 4 is 66, 55, and 44 for Tiers 1, 2, and 3, respectively. The expected growth for grades 5 and 6 is 35, 30.5, and 26 for Tiers 1, 2, and 3, respectively. The expected growth for grade 7 is 18, 17.5, and 17 for Tiers 1, 2, and 3, respectively. The expected growth for grade 8 is 17 for all three tiers.

For the "BOY and EOY" model, the expected growth of the Overall Reading Ability for grade 1 is 21, 20.5, and 20 for Tiers 1, 2, and 3, respectively. The expected growth for grade 2 is 14, 13.5, and 13 for Tiers 1, 2, and 3, respectively. The expected growth for grade 3 is 10, 9, and 8 for Tiers 1, 2, and 3, respectively. The expected growth for grade 4 is 101, 88, and 71 for Tiers 1, 2, and 3, respectively. The expected growth for grade 5 is 56, 48.5, and 41 for Tiers 1, 2, and 3, respectively. The expected growth for grade 6 is 27, 26.5, and 26 for Tiers 1, 2, and 3, respectively. The expected growth for grade 7 is 25, 29, and 33 for Tiers 1, 2, and 3, respectively. The expected growth for grade 8 is 44, 34, and 24 for Tiers 1, 2, and 3, respectively. (See the Istation website for more information on Istation expected growth.)

Results

This study addressed three research questions. For the first research question, results show that students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than students who had not used the curriculum. As shown in Figures 1 – 4, students who had spent some time using the Istation Reading curriculum made greater gains in Overall Reading Ability than students who had not used the curriculum. This was true across grades and across tiers for both the "BOY and MOY" and "BOY and EOY" models, with the exception of Tiers 2 and 3 of grades 6 and 7 in the "BOY and MOY" model and Tiers 2 and 3 of grade 6 in the "BOY and EOY" model. Across tiers, first grade students in the "BOY and MOY"

model who used the Istation Reading curriculum made greater gains in Overall Reading Ability than first grade students who had not used the curriculum. Across tiers, first grade students who had not used the Istation Reading curriculum performed under Istation's expected growth, whereas students who had used the curriculum performed above Istation's expected growth. Second grade students in Tiers 2 and 3 who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than students in Tiers 2 and 3 who had not used the curriculum. Second grade students in Tiers 2 and 3 who had not used the Istation Reading curriculum performed under Istation's expected growth, whereas students in these tiers who had used the curriculum performed above Istation's expected growth. Across tiers, third grade students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers who had not used the curriculum. All third grade students performed above Istation's expected growth. Across tiers, fourth grade students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers who had not used the curriculum. Only Tier 3 students performed above Istation's expected growth. Across tiers, fifth grade students who had used the Istation Reading curriculum made greater gains in Overall Reading ability than their peers who had not used the curriculum. All fifth grade students performed above Istation's expected growth except Tier 1 students who had not used the Istation Reading curriculum.

Across tiers, sixth grade students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than students who had not used the curriculum. All sixth grade students grew but less than Istation's expected growth. Seventh grade students in Tier 1 who had used some Istation Reading curriculum grew more than their peers in Tier 1 who had not used the curriculum, but both groups failed to achieve Istation's expected growth. Students in

Tiers 2 and 3 who had used some Istation Reading curriculum did not perform better than their peers in these tiers who had not used the curriculum. Across tiers, eighth grade students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers who had not used the curriculum. All eighth grade students except those in Tier 2 who used some Istation Reading curriculum grew but less than Istation's expected growth.

For the "BOY and EOY" model, overall, it is clear that grades 1 – 4 shared a similar growth pattern, and grades 5 – 8 shared a similar growth pattern. First grade students in Tiers 2 and 3 who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers in these tiers who had not used the curriculum. Students who had not used the Istation Reading curriculum performed below Istation's expected growth, whereas students in Tiers 2 and 3 who had used the Istation Reading curriculum performed above Istation's expected growth. Across tiers, second grade students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers who had not used the curriculum. Across tiers, third grade students who had not used the Istation Reading curriculum performed below Istation's expected growth, whereas students who had used the curriculum performed above Istation's expected growth. All students performed above Istation's expected growth except students in Tier 3 who had not used the curriculum. Across tiers, fourth grade students who had used Istation curriculum made greater gains in Overall Reading Ability than their peers who had not used the curriculum. Only students in Tier 3 performed above Istation's expected growth.

Across tiers, fifth grade students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers who had not used the curriculum. All fifth grade students performed above Istation's expected growth. Sixth grade students in Tier 1

who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers in Tier 1 who had not used the curriculum. All sixth grade students grew but less than Istation's expected growth. Across tiers, seventh grade students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers who had not used the curriculum. All seventh grade students achieved Istation's expected growth. Finally, across tiers, eighth grade students who had used the Istation Reading curriculum made greater gains in Overall Reading Ability than their peers who had not used the curriculum. All eighth grade students achieved Istation's expected growth except students in Tier 1 who had not used the curriculum.

In summary, the results of this study show that Istation products make an impact on students. It is clear that if students spend some time using Istation curriculum, they will do better on Istation assessments. This means that those students will make greater gains in Overall Reading at a faster rate than students who do not spend time on the Istation curriculum.

For the second research question, the results show that students who use more of the Istation Reading curriculum make greater gains in Overall Reading Ability than students who use less of the curriculum. As is evident in Figures 1 – 4, students who used the Istation curriculum for 400 minutes or more generally made greater gains in Overall Reading ability than their peers who used the curriculum for 300 minutes or more. Students who used the curriculum for 300 minutes or more made greater gains in Overall Reading Ability than students who used only some of the Istation curriculum. Students who used some of the Istation curriculum made greater gains in Overall Reading Ability than students who had not used the curriculum. In short, the growth patterns can be categorized into three groups: (a) positive growth trajectory, (b) flat growth trajectory, and (c) negative growth trajectory. Figures 1 – 4 show that the majority of our

students have positive growth trajectories, which means that the more students use Istation curriculum, the faster they will grow. Only second grade students in Tier 1 in the "BOY and MOY" model and first grade students in Tier 1 in the "BOY and EOY" model have a flat growth trajectory. Only sixth grade students in Tier 2 in the "BOY and EOY" model have a negative growth trajectory.

In summary, the findings confirm that the more students use Istation curriculum, the more they will grow in Overall Reading ability. In other words, students who have used more Istation curriculum will make greater gains at a faster rate than students who have used less Istation curriculum.

For the third research question, results show that at-risk students (students in Tier 3) made greater gains in Overall Reading Ability with a sufficient amount of Istation curriculum usage than students in Tiers 1 and 2. Figures 1 – 4 confirm this finding. To be more specific, students in Tier 3 made greater gains in Overall Reading Ability with more Istation curriculum usage, especially 300-minute usage and 400-minute usage across grades for both the "BOY and MOY" and "BOY and EOY" models. In this study, I found that Tier 3 students spend more time using Istation curriculum than students in Tiers 1 and 2. The results of this study demonstrate the positive impact of Istation Reading products on students. If campuses implement Istation products as recommended, it is very likely that their students will make gains in reading ability. The "BOY and MOY" and "BOY and EOY" models confirm these findings and serve as a testament to the high quality of Istation products. Overall, the findings are consistent with those of Patarapichayatham and Roden (2014)

Conclusions

This study provides evidence of reading growth among students using Istation Reading in grades 1 – 8 across the state of Texas. I believe, based on these findings, that if campuses properly implement the ISIP Early Reading and ISIP Advanced Reading assessments and Istation Reading curriculum, students will experience growth in reading skills. The Istation assessments, ISIP Early Reading and ISIP Advanced Reading, are proven to be a valid and reliable assessment of literacy skills (Mathes, Toregson, & Herron, 2011). The Istation Reading curriculum was designed and developed using scientifically based reading research, specifically in the skills most predictive of future reading success. Using the assessment and intervention curriculum together allows teachers to identify student weaknesses and immediately provide data-informed instruction specific to each student's needs. The findings confirm that Istation products have a significant impact on students' literacy growth. The more time that students spend on the Istation Reading curriculum, the more they will grow in Overall Reading Ability.

Although this study provides important evidence of the impact of Istation products on students, it focused on only three assessment points in one school year of data. Three points of data are sufficient to show student growth, but more data points may reveal more information about growth over time. This study determined the impact of Istation Reading curriculum using the delta to find students' growth. It is reasonable because the Istation expected growth numbers are derived in the same way to directly compute and compare those values. It would be interesting to apply other psychometric modeling techniques — for example, non-linear growth modeling, latent class analysis, growth mixture modeling, latent growth analysis, and longitudinal growth analysis — to study students' growth. A longitudinal growth study across years would be interesting to explore as well and expand upon these findings.

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Table 1

Sample Size by Grade, by Tier, and by Istation Curriculum Usage

Grade	Tier											
	1				2				3			
	1	2	3	4	1	2	3	4	1	2	3	4
1	391	29,682	25,540	23,542	115	17,206	15,527	14,516	188	28,644	26,058	24,607
2	233	27,728	23,497	21,351	113	17,769	15,834	14,772	124	28,362	25,526	23,888
3	175	34,577	27,709	24,148	57	20,793	17,888	16,076	202	34,667	30,228	27,568
4	144	12,925	10,036	8,510	75	11,349	9,262	8,083	114	20,915	17,700	15,741
5	200	7,760	5,669	4,673	88	7,591	6,041	5,166	92	14,577	12,161	10,789
6	461	5,358	2,812	2,068	192	5,620	3,726	3,033	151	8,393	6,340	5,545
7	284	1,653	841	767	151	1,801	1,197	1,062	181	2,932	2,087	1,790
8	418	2,109	1,062	847	103	1,847	1,279	1,072	75	2,921	2,213	1,893

Note: 1 = No Curriculum Used, 2 = Some Curriculum Used, 3 = 300 Minutes or More, and 4 = 400 Minutes or More

Figure 1: Grades 1 – 4 Growth of BOY and MOY, Combined Model

Figure 2: Grades 5 – 8 Growth of BOY and MOY, Combined Model

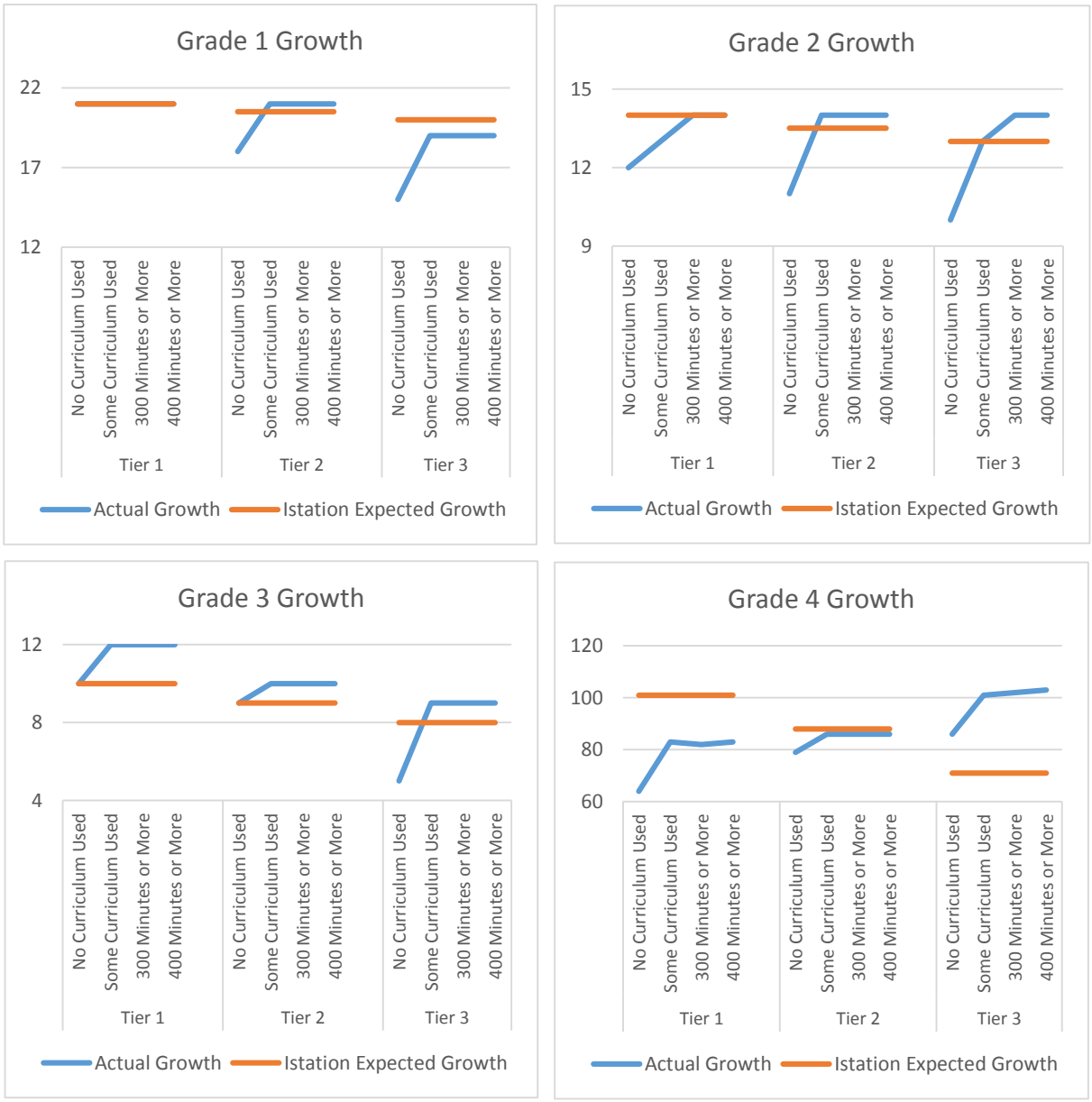

Figure 3: Grades 1 – 4 Growth of BOY and EOY, Combined Model

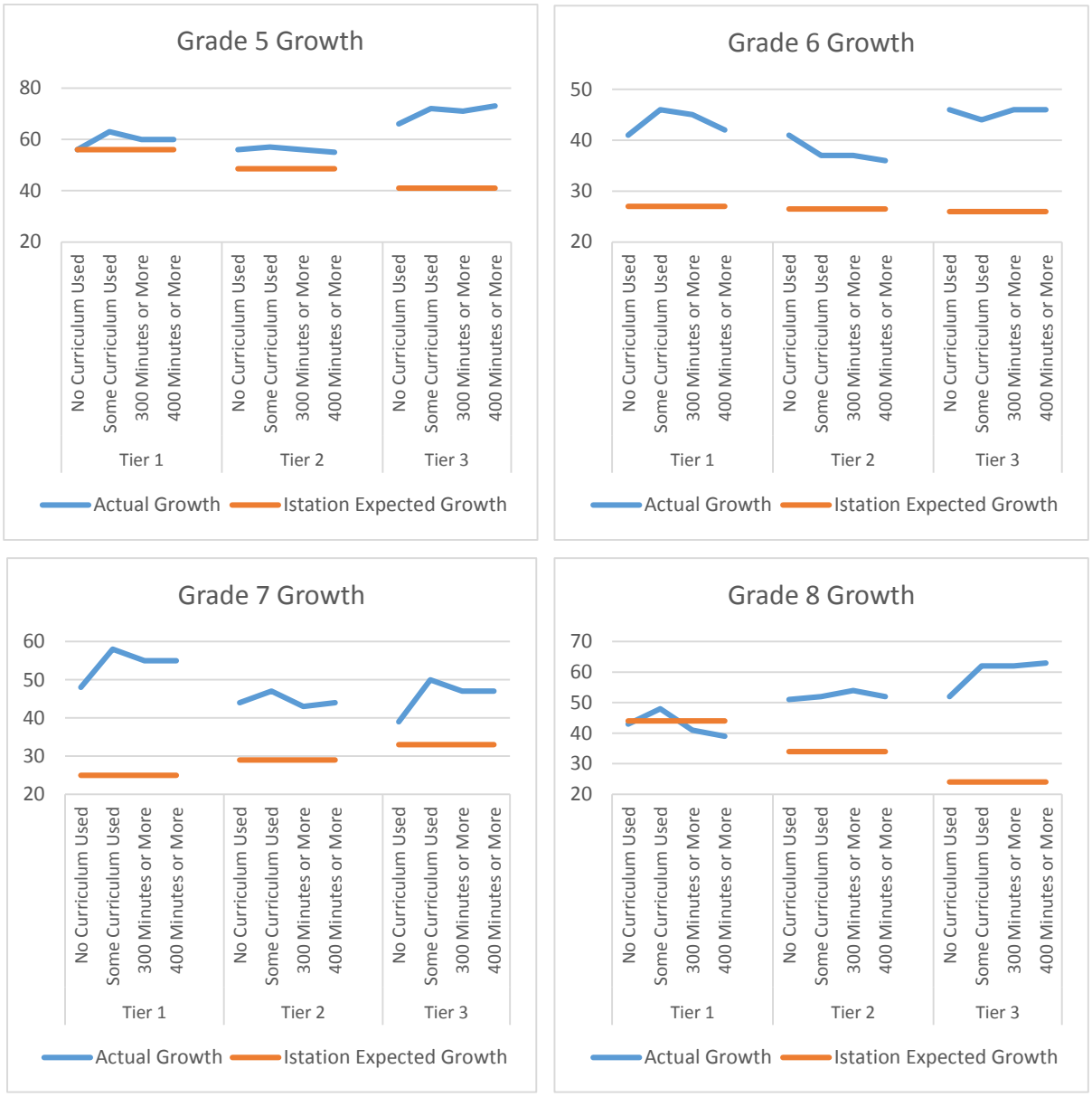

Figure 4: Grades 5 – 8 Growth of BOY and EOY, Combined Model