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

Texas Education Agency®

NOGA ID

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

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

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

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

Application stamp-in date and time

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

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

Required Attachments

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

Amendment Number

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

Applicant Information

Organization: Winters ISD | CDN: | Campus: | ESC: 15 | DUNS:

Address: 603 North Heights | City: Winters | ZIP: 79567 | Vendor ID:

Primary Contact: | Email: | Phone:

Secondary Contact: | Email: | Phone:

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: | Title:

Email: | Phone:

Signature: Sean Leamon | 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.

The mission of Winters ISD, in partnership with the entire community, is to empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community. The district vision is that learning transfers to life beyond the school experience, enabling each student to flourish as a responsible citizen in the global community. Blended learning involves leveraging resources to afford each student a more personalized learning experience, including increased student control over the time, place, path, and/or pace of learning. Winters ISD implemented the blended learning approach to provide personalized, flexible instruction to students in order for them to take an active role and responsibility for their academic success with the STEAM learning platform, supporting teachers and administrators through the engage2learn training and coaching.

Safe and nurturing environments motivate and prepare students to contribute and excel in life. They build on strong and expanding foundation already established by families, local business leaders and community partners involved in student learning. The Winters ISD vision was created as a shared vision with the stakeholders that included Board Members, Taxpayers, Administrators, Teachers, Staff, Parents, Students, Community and Business Leaders through surveys and suggestions that culminated into the current District vision.

Statutory/Program Requirements

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

All stakeholders agree that the students need as much exposure to the blended learning approach as possible, and the proposed participation in the MIZ Program will align the blended learning approach with the district's and campuses' mission and visions. Because Winters ISD is a small rural district that provides 100% free and reduced lunches, the approach will allow participation for typically underserved students. Because of previous interventions to incorporate blended learning strategies, the Winters Elementary campus continues to improve. Winters Elementary had a score of 66% at Approaches Grade Level (GL) or Above on the 2017 and 72% 2018 STAAR (respectively) for All Subjects. This indicates students have an opportunity for greater achievement between elementary/middle school where the MIZ Program could provide a broader spectrum blended-learning model and close achievement gaps by increasing percentage of students at Approaches GL or Above and Meets/Masters GL. Winters ISD realizes the need for an MIZ Program project because participating schools and other Texas schools will benefit from the instructional impact through the plan to scale. A good majority of Texas schools experience moderate to high mobility rates, and students will maintain success levels with a more unified approach to learning.

The district desires to become an MIZ cohort member to network with other MIZ participants and learn/share successes and challenges. Through planning grants, districts have the capacity to take the time and effort to develop a comprehensive, data-driven plan and implement a quality project. Targeted professional development will enable teachers and leaders to obtain training necessary for program implementation and provide time to internalize instructional practices. Follow-up coaching to ensure implementation with fidelity will allow a much greater degree of success.
Winters ISD wants an ideal learning environment and instructional practices in place that will enable every student to attain and maintain growth. Through the MIZ approach of launching in no more than three grade levels per year in a three to four-year period, the project affords the district capacity to consistently monitor, assess, and refine the instructional practices for optimal success. Because the district promotes job-embedded professional development and PLCs, all schools will have the opportunity to learn and grow from the MIZ Program and blended learning approach. The high school in particular stands to benefit because the students will be well-versed in Algebra I readiness and blended learning.

Statutory/Program Requirements

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

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

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

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

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

Statutory/Program Requirements

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

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

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

Winters ISD has committed to Data Driven Instruction (DDI) as the "driving" force for student achievement, teacher and leader growth, community stakeholder engagement, and district mission/vision achievement. The district Board of Trustees recognize that these elements are integral to move the district forward in a positive and sustainable manner.
Based on the data, the district reflects on whether the steps taken have had an impact. Students, teachers, and leaders alike are involved in setting SMART goals and tracking progress to invest them in the process. Likewise, all are encouraged to reflect upon their progress to help them determine what worked, what did not, and what should be done differently next time because students need to see what they are working toward and what they have accomplished. Goals and progress are shared with families, community members, Board of Trustee members, etc. for feedback from all perspectives. Revisions or innovations to instructional curriculum and/or practices are based on results. In particular, Winters ISD's mathematics instruction is driven by data gained from valid and reliable research-based tools. Through analysis of a variety of formal and informal assessments, teachers develop short and long term goals for student growth based on patterns of data. A rigorous and relevant plan of action is provided in order to develop conceptual understanding of skills and integration of other content areas.
Teachers and leaders participate in job-embedded professional development through PLCs and peer mentoring throughout the year to review data, strategize responses that have proven results, and develop action plans. These processes are continually monitored and adjusted based on data changes.
Student progress is monitored weekly through informal assessments and inquiry-based products for skill attainment. Formative assessments are ongoing throughout the year using criteria related to the objectives and skills. Formative assessment is a feature of all teaching and learning at Winters ISD and is vital to the learning process. Students are also assessed in late December with districtwide content-specific assessments designed to test TEKS in the STAAR/EOC format. Winters Junior High School participates in the TEA Interim based online assessments in November.

Statutory/Program Requirements (Cont.)

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

A deep data dive is planned to determine interventions, adjust instruction and provide blended learning opportunities upon receipt of results.

Winters ISD also applies other quantitative and qualitative indicators based on data-quality aligned to the district vision including student, teacher, school, and district outcomes such as individual student academic indicators on State/local assessment results of each tested grade level; individual student proficiency status/growth tracking from Kindergarten to grade 8; technology usage results by campus, teacher, subject, and grade level; annual technology needs assessment; and student, teacher, school, and district technological needs assessments including availability, fiscal resources, infrastructure upgrades, technical support, reliability, and downtime assessments.

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.

In 2017-18, 75% of the Winters Junior High student population were reading 2 to 5 grade levels below their current grade level. Comprehension was a struggle as well as using questioning skills from within the text, beyond the text and limited vocabulary that made reading a challenge. The MIZ Blended Learning approach has been recognized to be beneficial in other areas to help our students grow in reading abilities and stamina. This was evident during the initial outbreak of COVID and the struggle of remote learning. Covid made a definite impact on implementing the blended learning for the school year 2019-2020 in positive and challenging ways. Positive in the fact that we were already on the blended learning pathway, challenging because not all teachers were involved in the blended learning approach to instruction.

The BLPG will enable us to focus on ELAR and give us opportunities to increase gains in our student achievement and reading abilities. The software we are using through the MIZ Grant is IXL. It has ongoing diagnostic testing along with recommended skill levels specific for each student. It is TEKS aligned and teachers can specify the TEK for the student to focus on. Our teachers and students are already familiar with the program which is a plus. We can use the reports for weekly data meetings to provide our teachers with the ability to see needed areas of improvement for every student and help decrease achievement gaps especially those we see in ELAR. It will provide us with the opportunities to facilitate Blended Learning Professional Development to give our teachers increased knowledge and instructional coaching to create a collaborative, creative learning environment for our Winters learners.

CDN | Vendor ID | Amendment #

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

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

You may duplicate this page

Amended Section	Reason for Amendment

2020-2023 Blended Learning Grant Program-Planning Grants
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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: Winters ISD | CDN: 200904 | Campus: Elementary/Jr.Hi | ESC: 15 | DUNS: 045117314

Address: 603 North Heights | City: Winters | ZIP: 79567 | Vendor ID: 75-6002796

Primary Contact: Kathy Horner | Email: kathy.horner@wintersisd.org | Phone: 325-754-5574

Secondary Contact: Rhonda Neal | Email: rhonda.neal@wintersisdorg | Phone: 325-754-5574

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.

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☒ LOI application, guidelines, and instructions

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name: Sean Leamon | Title: Superintendent

Email: sean.leamon@wintersisd.org | Phone: 325-754-5574

Signature: Sean Leamon | Date: 09/18/2020

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:	200904	Amendment # (for amendments only):

Payroll Costs (6100)

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher		5	$ 5,000	$ -
2	Educational Aide			$ -	$ -
3	Tutor			$ -	$ -
Program Management and Administration					
4	Project Director		1	$ 8,000	$ -
5	Project Coordinator		2	$ 6,000	$ -
6	Teacher Facilitator		2	$ 6,000	$ -
7	Teacher Supervisor		3	$ 4,500	$ -
8	Secretary/Admin Assistant			$ -	$ -
9	Data Entry Clerk			$ -	$ -
10	Grant Accountant/Bookkeeper		1	$ 3,000	$ -
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	IT Director			$ 3,000	$ -
22	(Enter position title here)			$ -	$ -
23	**Subtotal Employee Costs:**			**$ 35,500**	**$ -**
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			$ 1,500	$ -
25	6119 - Professional Staff Extra-Duty Pay			$ -	$ -
26	6121 - Support Staff Extra-Duty Pay			$ -	$ -
27	6140 - Employee Benefits			$ -	$ -
28	61XX - Tuition Remission (IHEs only)			$ -	$ -
29	**Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**			**$ 1,500**	**$ -**
30	**Grand Total:**			**$ 37,000**	**$ -**
31	**Total Program Costs*:**			$ 37,000	
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:	200904	Amendment #:	0

Professional and Contracted Services (6200)

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

	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:		$ -
2	Service: Design & Implementation Vendor Specify purpose: Strategic Design/Professional Development/Technology	$ 49,000	$ -
3	Service: Professional Development Specify purpose: Blended Learning Training	$ 24,000	$ -
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:**	**$ 73,000**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		$ -
11	**Grand Total:**	**$ 73,000**	**$ -**
12	**Total Program Costs*:**	$ 73,000	
13	**Total Direct Admin Costs*:**	$ -	

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

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County District Number or Vendor ID: 200904		Amendment #: 0	
Supplies and Materials (6300)			
	Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 15,000	$ -
2	**Grand Total:**	**$ 15,000**	**$ -**
3	**Total Program Costs*:**	$ 15,000	
4	**Total Direct Admin Costs*:**		

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

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County District Number or Vendor ID: 200904	Amendment #: 0

Other Operating Costs (6400)

	Expense Item Description	Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$ -	$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	$ -	$ -
~~3~~	~~6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.~~	~~$ -~~	~~$ -~~
4	6413 - Stipends for non-employees other than those included in 6419.	$ -	$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$ -	$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$ -	$ -
~~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.	$ -	$ -
11	**Grand Total:**	**$ -**	**$ -**
12	**Total Program Costs*:**	$ -	
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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County District Number or vendor ID:	200904	Amendment #	0
Grant Period:	**October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of annoucement to October 23**	**Fund Code:**	**429**

Budget Summary

	Description and Purpose	Class/ Object Code	Source of Funds: Program Cost	Source of Funds: Direct Administrative Cost	Source of Funds: Total Budgeted Cost	Source of Funds: Pre-Award Cost
1	Payroll Costs	6100	$ 37,000	$ -	$ 37,000	$ -
2	Professional and Contracted Services	6200	$ 73,000	$ -	$ 73,000	$ -
3	Supplies and Materials	6300	$ 15,000	$ -	$ 15,000	$ -
4	Other Operating Costs	6400	$ -	$ -	$ -	$ -
6	**Total Direct Costs:**		**$ 125,000**	**$ -**	**$ 125,000**	**$ -**
7	* Indirect Costs:				**$ -**	**$ -**
8	**Total of All Budgeted Costs :**		**$ 125,000**	**$ -**	**$ 125,000**	**$ -**

Direct Administrative Cost Calculation

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

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

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

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

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:	Amendment #	

SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

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

Required for budget amendment requests

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

Assembling the Amendment

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

1. Complete page 1

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

    b. Ensure all applicant information is current and correct.

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

2. Complete Appendix 1: Negotiation and Amendments

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

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

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

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

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

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

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

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

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

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

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

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

Instructions:

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

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

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

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

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

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

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

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

Instructions

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

Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Winters Independent School District
District or Charter School Network ID Number	20094
Personnel	
Superintendent Name	Sean Leamon
LOI Author Name	Kathy Horner
LOI Author Title	Director of Curriculum
LOI Author Phone	325-660-2898
LOI Author E-mail Address	kathy.horner@wintersisd.org
District BLGP Project Manager Name	Kathy Horner
District BLGP Project Manager Title	Director of Curriculum
District BLGP Project Manager Email Address	kathy.horner@wintersisd.org
District BLGP Project Manager Phone Number	325-754-5574
District Details	
District Overall Performance - Numeric Grade Only	B
Total Students in District	550
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	113
District Classification (Rural, Urban, Suburban)	rural
Education Service Center Region	15
Name of school in district with most previous experience in blended learning	Winters Junior High School
Number of years the school (in previous answer) has used blended learning	2 years
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc…)	NWEA MAP
Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc…)	TxEIS
List all **other TEA programs** in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc…)	Math Innovation Zone Grant
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.	Currently Math 6-12 & Reading K-5 is available. We plan to use Texas Home Learning as aupplemental curriculum when all areas are rolled out.
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**?	10/28/2020
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?	IXL
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	Using insights from the Real Time Diagnostic, IXL creates a personalized action plan for each student. With these recommended skills, teachers have a way to differentiate instruction, fill individual gaps, and facilitate meaningful progress.
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.ixl.com/research/Impact-of-IXL-in-Texas.pdf

Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Winters Elementary School
School 1A Campus Total Students	289
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	PK
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	6
Personnel	
School 1A Campus Principal Name	Christy Egan
School 1A Campus Principal Email Address	christy.egan@wintersisd.org
School 1A Campus Principal Phone Number	325-754-5577
School 1A Campus BLGP Project Manager	Judy Black
School 1A Campus BLGP Project Manager Title	teacher
School 1A Campus BLGP Project Manager Email Address	judy.black@wintersisd.org
School 1A Campus BLGP Project Manager Phone Number	325-754-5577
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	B
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	69%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	81%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	68%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	75%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	72%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	43%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	24%
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 1B Details (if applicable)	Applicant Response
School 1B Campus Name	Winters Junior High
School 1B Total Students	92
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	7
Highest Grade at School 1B (i.e. "5" for 5th grade)	8
Personnel	
School 1B Principal Name	Bryan Green
School 1B Principal Email Address	bryan.green@wintersisd.org
School 1B Principal Phone Number	325-754-5516
School 1B BLGP Project Manager	Deb Pritchard
School 1B BLGP Project Manager Title	Teacher
School 1B BLGP Project Manager Email Address	deb.pritchard@wintersisd.org
School 1B BLGP Project Manager Phone Number	325-754-5516
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	F
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	78%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	63%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	63%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	62%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	58%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	28%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	23%

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

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

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

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

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

Instructions

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

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

0

Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc…)	
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
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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.	

Home of the Blizzards

WINTERS INDEPENDENT SCHOOL DISTRICT

• 603 N. Heights • Winters, Texas 79567
(325) 754-5574 (325) 754-5374 fax

Sean Leamon, *Superintendent*

TEA Grants Division,

I am writing this letter in support of Winters ISD's Blended Learning grant application with hopes of expanding blended learning into our ELA classrooms. Having experienced great success with Math Innovation Zone in our math classes, we cannot wait to see how our district will blossom, if we are fortunate enough to receive the Blended Learning grant. This is a wonderful opportunity for us to continue to build the capacity of our teachers and students. Currently, our junior high campus is rated IR and I know that by adding blended learning into our ELA classes it will make a huge difference in the quality of instruction that our students receive. Through the focused effort of the training that will be provided to our staff, the structured weekly data meetings, and the continuation of the use of IXL, Winters ISD will drastically improve the scores of our students each year!

Winters ISD is in support of this grant and excited about the opportunity!

Sincerely,

Sean Leamon

Superintendent

To Whom it May Concern:

Winters ISD has participated in the Math Innovation Zone planning and implementation grant. This grant gave our math teachers and administrators the opportunity to work together and design and implement instructional plans that included blended learning, students developing skills in an online math curriculum (IXL), as well as teacher growth and development in measuring student growth over time and using this data to drive instruction. This has led to significant student and teacher growth.

I am fully supportive of our district participating in the Blended Learning Grant and furthering our districts growth. As the Instructional leader of Winters ISD Elementary school, I will commit to support the district and teachers to implement this program with fidelity.

I am grateful for the opportunity for our campus and district to work together with our growth mindset and accomplish great things through this grant.

Thank you for considering Winters ISD as a participant,

Sincerely,
Christy Egan
Elementary Principal
Winters ISD

WINTERS SECONDARY SCHOOL

To Whom It May Concern,

I understand the challenges that we are facing with so many things going on around us at this present time. I feel that it is important that our students have the opportunity to receive any and all help that we can give them. The blended learning concept allows us to reach all students. It helped us tremendously last spring when all students went to virtual learning. As we move along in the future of education it is very important that we continue to do whatever we can to make sure all of our students are successful. With this being said, Winters Secondary Schools are committed to the Blended Learning Grant to help better the successes of our students.

Thanks,
Bryan Green
Winters ISD Secondary Principal

WINTERS HIGH SCHOOL

603 N. Heights
Winters, Texas 79567

(325) 754-5516 HS Office
(325) 754-5518 JH Office
(325) 754-5085 Fax

Bryan Green
Principal

Amy Flippin
Assistant Principal

Dawn Green
HS Secretary/Registrar

Dottie Loudermilk
JH Secretary

Mandie England
Counselor

Dana Leamon
Counselor

Matt McCarty
Athletic Director

KATHERINE D. HORNER

6509 US HIGHWAY 83 • OVALO, TX 79606 • PHONE 325-660-2898

OBJECTIVE

To lead and support the Texas school districts in building capacity of all stakeholders.

WORK EXPERIENCE

08/2017 – Current Winters Independent School District **Abilene, TX**

Director of Curriculum/MIZ Project Manager - current

Secondary Principal – 2019-2020

Dean of Students/Curriculum and Instruction Coordinator – 2017-2019

01/2017 – 5/2017 Hardin Simmons University **Abilene, TX**

Supervisor for Student Teachers

- Collaborate with each cooperating teacher to set up an introductory meeting to review the handbook, timeline, responsibilities, the evaluations, etc.
- Observe each student teacher a total of four times.
- Give constructive and timely feedback to student teachers in collaboration with their cooperating teacher.

09/2013 – 08/2016 Texas Center for Educator Effectiveness **Austin, TX**

Principal Leadership Coordinator

- Responsible for training and completion of Vanderbilt Assessment of Leadership in Education (VAL-ED) surveys/evaluations for principals/assistant principals/instructional leaders
- Utilized VAL-ED outcomes to improve instructional leadership behaviors in the areas of High Standards for Student Learning, Rigorous Curriculum, Quality Instruction, Culture of Learning and Professional Behavior, Connections to External Communities and Performance Accountability in 12 Texas Districts participating in the TIF 2010 Grant
- Fostered community partnerships between Grantee Schools and respective universities
- Utilized data to determine instructional strategies and curriculum needs, then developed trainings and led professional development for instructional leaders relevant to the district/campus needs
- Utilized data to determine instructional strategies and curriculum needs
- Trainer of trainers for:
  - McRel's Balanced Leadership
  - Marzano's Classroom Instruction That Works
  - T-Tess, T-PESS and AEL (completed in April 2016)
  - Practice Perfect from Teach Like A Champion
  - Ration 2.0 from Teach Like A Champion
  - Engaging Academics from Teach Like a Champion
- Participated in Ron Clark's Academy for teachers and principals

06/2010 – 08/2013 Abilene Independent School District **Abilene, TX**

Bonham Elementary School Principal

- Partnered with Hardin Simmons University to Implement a Summer Academy for At Risk Students Utilizing Kaplan's Depth and Complexity Model
- Implemented Professional Learning Communities to ensure Vertical Alignment and Collaboratively Strengthen Instructional Strategies
- Worked Collaboratively with All Stakeholders to Develop a Culture of Community with Families, Friends, and Community Organizations through a book study of Leader In Me by Stephen Covey and holding events such as Math Bingo Night, Family Literacy Night and Saturday Morning Learning Times as well as home visits
- Partnered with local university to host peer tutoring, reading interventions and one on one interventions through the teacher prep program.
- Collaborated with the Instructional Coordinator and Counselor to identify and respond to areas of weakness and to celebrate areas of strength.

- Served as the Director of the Elementary DAEP

05/08 – 08/2010 Abilene Christian University – Graduate School of Education
Online Facilitator for Principal Certification Classes

- NURTURING SCHOOL CULTURE TO CREATE A LEARNING COMMUNITY (EDUC 681) addresses the critical functions of the school leader to develop a consensus that promotes action and infuses leadership throughout the school while establishing ethical and moral leadership. It assists school leaders in addressing student differences and conflicts to learn social competencies. The course also recognizes the importance of safe, orderly school cultures based on mutual respect.
- MEETING THE LEARNING CHALLENGE (EDUC 684) is a graduate-level course designed to prepare students to implement current theory, best practices, and brain research and explore and investigate strategies that have a high probability of increasing learning for all students.
- REFRAMING LEARNING (EDUC 686) establishes the framework for moving a school culture from a focus on teaching to focus on learning. It introduces students to the concept of a professional learning community.

08/2005 – 06/2010 Abilene Independent School District
Madison Middle School Assistant Principal

- Established and promoted a safe and secure learning environment by fostering positive student behavior through relationships with families and students
- Honor Breakfast Coordinator - program to honor and encourage academic success
- Implemented Peer Tutoring Program - program that utilizes peers to promote success for at risk students
- Implemented Teen Leadership Council - program that utilizes mentors to promote leadership and social skills for 8th grade girls
- Intentionally focused with 7th grade teachers to achieve and maintain academic success - targeted at risk students with a variety of interventions
- Implemented the ZAP (Zeroes Aren't Permitted) program
- Worked with the curriculum specialist to pilot the all male and all female math classes

08/2003 – 08/2005 Abilene Independent School District
District Technology Integration Specialist/CHS Technology Integration Specialist

- Responsible for district wide and CHS technology proficiencies
- Responsible for developing technology integration curriculum and training staff at the high school level
- Responsible for training staff and supporting district online grade book program at the high school level
- Responsible for Intel training district wide
- System Administrator for Avatar, the district staff development system
- Implemented Family Technology Night at College Heights Elementary

08/2000 – 08/2003 Abilene Independent School District
Family and Consumer Sciences Teacher, Abilene High School

- Implemented and designed the Culinary Arts Program
- Developed a cross curricular mentoring program between a Jefferson 8th grade Science class and the freshman Personal & Family Development Class
- Taught Personal & Family Development Classes, Nutrition & Food Science Classes
- Co-Sponsored Student Council
- Received ServSafe Certification to implement the ServSafe Program
- Recipient of a Learning Service Grant to implement a nutritional analysis program

between the homeless project and the freshman classes

01/2000 – 07/2000 Abilene Independent School District

District Teacher Technology Trainer

- Technology Training
- Technology and Curriculum Development
- Certification for Intel Master Teacher

02/1999 – 01/2000 Abilene Independent School District

Assistant to AISD Coordinator For Technology Training

- Responsible for lesson plans and activities for teacher training classes
- Entered and maintained records in the computer
- Taught computer training classes
- Certified district staff and teachers for technology competencies

05/1998 – 01/1999 Abilene Christian University

Administrative Coordinator for the Vice President

- Responsible for coordination of all activities for the office
- Responsible for electronic records maintenance
- Planned and implemented special events
- Supervised student workers

08/1996 – 05/1998 Abilene Independent School District

Payroll Specialist

EDUCATION

2004-2005 Abilene Christian University

Masters Degree in Educational Administration/Principal Certification

Certifications

- ServSafe
- Texas Teacher Technology Competencies
- Gifted and Talented

1997 - 2000 Abilene Christian University

Vocational Home Economics Education/Early Childhood Endorsement

- Marie Wilmeth Scholarship Recipient
- Member of Kappa Omicron Nu, a honor society
- Member of Kappa Delta Phi, an education honor society

VOLUNTEER EXPERIENCE

- Past PTA President , Vice President, Treasurer for Taylor Elementary and Franklin Middle Schools
- Church activities and programs
- Hospitality Events Coordinator for Hillcrest Church of Christ
- Past Teen Leadership Council Sponsor & Boyz2Men Advisor
- Mentor for teenage students enrolled in the Adult ED program in Abilene ISD

Home of the Blizzards

WINTERS INDEPENDENT SCHOOL DISTRICT

• 603 N. Heights • Winters, Texas 79567
(325) 754-5574 (325) 754-5374 fax

Sean Leamon, *Superintendent*
Kathy Horner, *Curriculum Director & MIZ Project Director*

September 18, 2020

To Whom It May Concern,

Hope is the word that comes to mind when thinking of the impact that BLGP can bring to our district. Our students all learn differently and at different paces so this approach gives them hope that they can learn and grow but in an environment that values how they learn. I am fully committed to this program and the opportunities it presents to offer new pathways for blended learning for our students.

We know that with any planning and implementation processes, comes both challenges and opportunities. That is why I am looking forward to the planning and training stage to prepare and execute a strong start for the blended learning approach. I am anticipating growth in both students and teachers. In addition, I believe that the BLGP will help further define and support the blended learning approach that being a part of the MIZ has brought to us.

It has always been my passion to work with students and teachers from the point where they are, define a plan of action, and then we all grow together to reach their target through progress monitoring and training. It is critical that we provide the training and support that will further develop technology integration on our campuses that utilizes one-to-one devices and provides greater opportunities for personalized student learning.

Our staff is excited about the engagement that blended leaning can bring to our campuses and the added benefit of electronic data that online learning can bring to their instruction. We have held focus groups with parents, teachers at all grade levels, community members, and administrators about creating blended learning opportunities in our district. Our school community is supportive of our school and the new opportunities we are hoping to bring into our school and community.

Our goal is to develop Winters Elementary, Junior High, and High School into a combined district that is an innovative leader in technology and academics. Becoming a STEAM academy at the Junior High is still a work in process but we are moving forward with our belief that it can and will happen. I believe that the implementation of blended learning programs such as Math Innovation Zones and the Blended Learning Program will help us prepare our students, our school, and our community to be the model school of innovation. Hope and belief are powerful tools that we can model for our students and that is what I commit to doing by collaborating with our design and implementation vendor, universities, workforce commission and all stakeholders in our district. Thank you for the opportunity to apply for this grant.

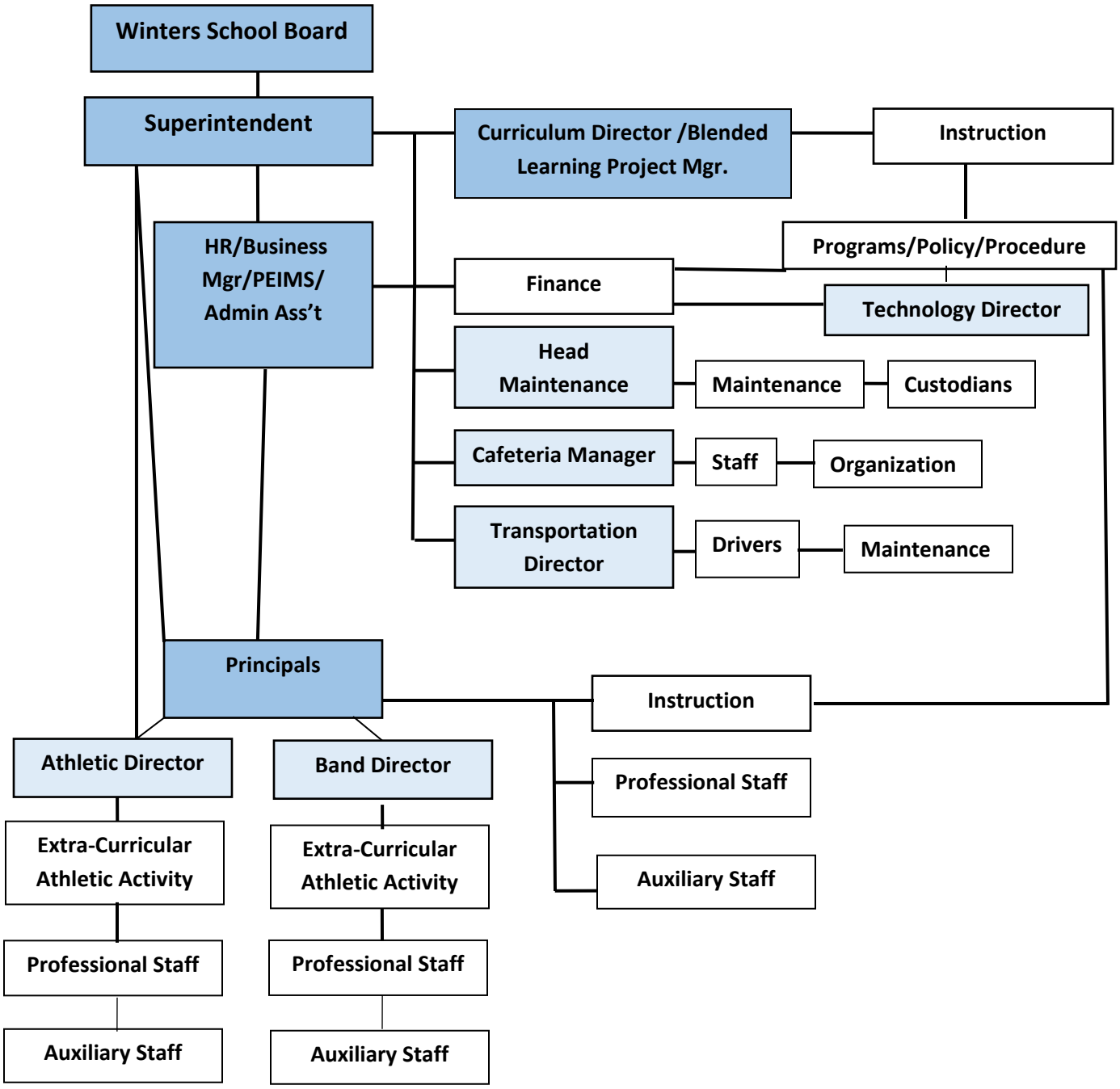
Sincerely,

Kathy Horner

Director of Curriculum
MIZ District Project Manager
Winters ISD
325-754-5574 ex. 2006 Office
325-660-2898 Cell
kathy.horner@wintersisd.org

Look to the future – let's build together what can be.....

Winters ISD Organizational Chart
2020-2021



ESSA RESEARCH REPORT

March 15, 2019

The Impact of IXL Math and IXL ELA on Student Achievement in Grades Pre-K to 12

IXL LEARNING 777 Mariners Island Blvd., Suite 600, San Mateo, CA 94404
650-372-4040 | www.ixl.com

Peer Review: This study was peer reviewed and accepted at the 2020 Annual Meeting of the American Educational Research Association in San Francisco, CA (Conference Canceled).

TABLE OF CONTENTS

ESSA Evidence for IXL Math and ELA

This evaluation of IXL's impact on mathematics and English language arts achievement meets the required rigor of the What Works Clearinghouse (WWC) standards for quasi-experimental studies with reservation and the Every Student Succeeds Act (ESSA) Tier II standard for evidence-based interventions. In accordance with these standards, this study used a pretest-posttest quasi-experimental design and implemented propensity score matching to reduce or eliminate selection bias. Our treatment and control groups were well matched for analysis following ESSA and WWC guidelines.

As required by ESSA Tier II standards, this study also: included a large sample size (4,000 students across multiple sites); measured outcomes using a reliable benchmark assessment (NWEA MAP); applied multilevel models to account for sample clustering effects; and controlled for potentially confounding factors in the analysis including prior performance and background (e.g., gender, student status, race/ethnicity, grade level, English language learner status, special education status, and teacher background or experience) (ESSA n.d.).

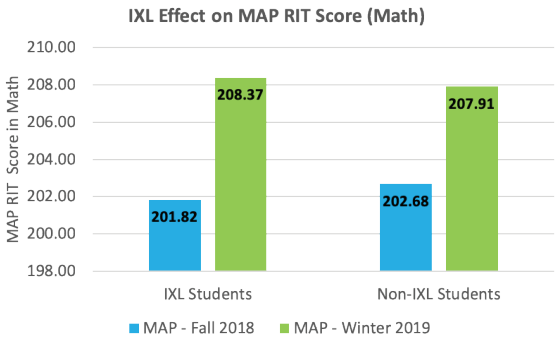
This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in math and reading. In addition, students with higher levels of IXL usage were more likely to have greater growth in both subjects.

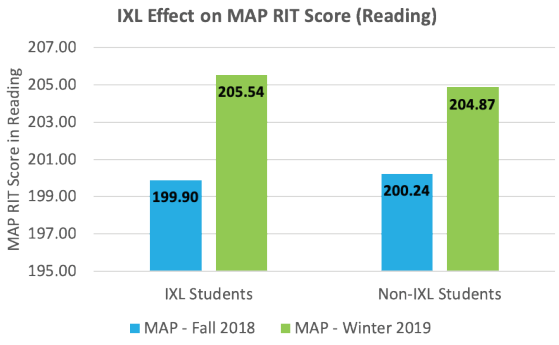
Executive Summary

This study took place in a large virtual public charter school in the United States. The school provides internet-based individualized instruction to students in grades Pre-K to 12. IXL, a personalized online learning platform, has been provided to students in the charter school since 2017.

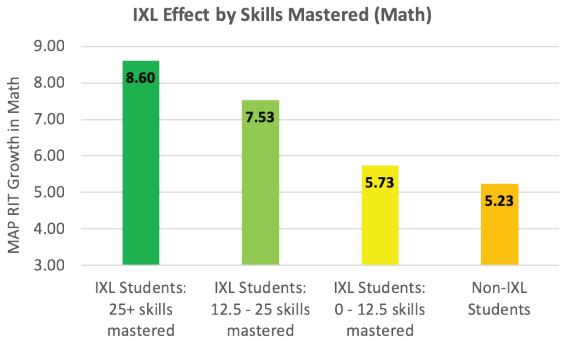
This study focused on approximately 4,000 students in grades Pre-K to 12 who began using IXL for the first time during the fall semester of the 2018-19 school year. Matched students from the same school without access to IXL were treated as a control group. The duration of the IXL implementation was one semester (about 17 school weeks). IXL usage by the students in this study ranged from less than one minute per week to over five hours per week. Even with the short implementation time and the wide range in usage, we found a positive correlation between IXL usage and student academic achievement, as measured by the NWEA MAP tests. The key findings of this study include:

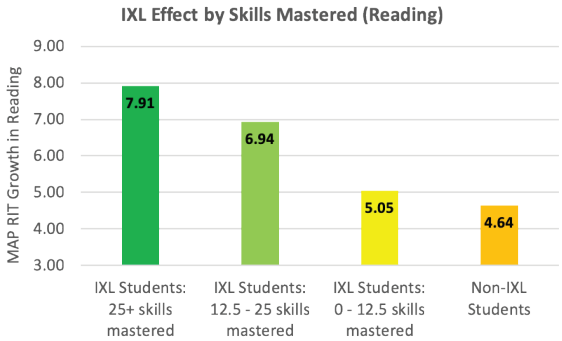
- **IXL has a positive effect on student learning.** Students using IXL outperformed students without IXL by approximately 1 point on the MAP math and reading tests across grades Pre-K to 12.





- **More IXL usage leads to higher achievement.** The IXL effect was larger for students with more questions answered and more skills mastered on IXL. Students who mastered 25 or more IXL skills outperformed non-IXL students by more than 2 points on MAP math and reading tests.





The Impact of IXL Math and IXL ELA on Student Achievement in Grades Pre-K to 12

Introduction

The school participated in this study is a large virtual public charter school that provides individualized instruction to Pre-K to 12th grade students seeking a non-traditional educational setting. The school implements a blended learning model that allows students to set their own pace with guidance and instruction from their assigned teacher. IXL has been offered in this charter school as one option for supplemental curricula since 2017.

To help inform the ongoing development of the school's blended learning model, IXL Learning researchers conducted an evaluation of the impact of IXL on student learning. The evaluation was based on a quasi-experimental design, which was designed to meet the What Works Clearinghouse (WWC) standards with reservation and the Tier 2 evidence standards of the Every Student Succeeds Act (ESSA). These two designations are the highest standards for quasi-experimental design.

The purpose of this study is to evaluate the effectiveness of IXL on student mathematics and reading achievement as measured by the NWEA MAP tests. The research questions are:

- **(IMPACT)** Does student performance on the NWEA MAP test differ for students who use IXL and similar students who do not use IXL?
    - What is the impact of IXL Math on student mathematics achievement?
    - What is the impact of IXL ELA on student reading achievement?
    - To what extent do impacts vary by student subgroups (including grade level, prior achievement, gender, English language learners, economically disadvantaged students, racial/ethnic minority students, and those receiving special education services)?
- **(USAGE)** For students exposed to IXL, what is the relationship between their IXL usage and their academic achievement?

Methods

STUDY DESIGN

A quasi-experimental pretest-posttest control group design (see Figure 1) was used to measure the effectiveness of IXL. This type of study evaluates the treatment effect by comparing the performance of the treatment group and the control group on the posttest, after adjusting for their background and pretest performance.

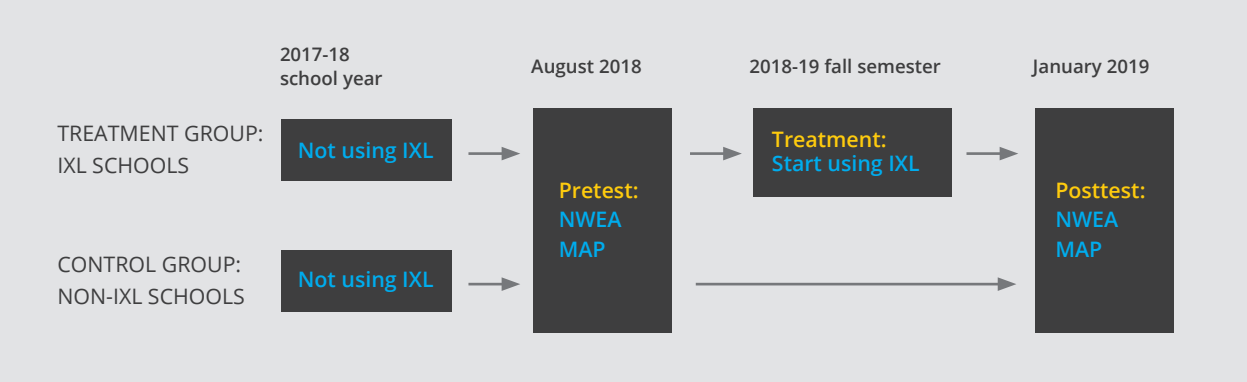


Figure 1. Study design

PARTICIPANTS

This study took place in the fall semester of the 2018-19 school year at the charter school. Each enrolled student is assigned to a teacher. Students work with their assigned teacher to create an Individual Learning Plan for the school year and choose their core and supplemental curricula based on their needs and interests. The charter school used the NWEA MAP as their benchmark assessment to track students' progress. The treatment group of this study includes tested students[1] who chose IXL for the first time during the fall semester of the 2018-19 school year. The treatment group consisted of 3,678 students for math and 2,929 students for reading.

The control group includes matched students who did not use IXL in the 2017-18 or 2018-19 school years. One-to-one matching was used to match each student in the treatment group with a peer student who did not use IXL and had an identical or very similar background. The matching criteria include grade level, gender, ethnicity, English language learner status, special education status, economically disadvantaged status, pretest score, and the background of the assigned teacher (i.e., the number of students assigned to the teacher and whether the teacher was a new teacher[2]). Details of the matching method are presented in Appendix A. All students in the treatment group were matched; therefore, the control group consisted of 3,678 students for math and 2,929 students for reading.

Table 1 shows changes in the samples between the point of matching and the analysis. There was a loss of students due to the lack of posttest (see Table 1). For math, the attrition rate was 14% for IXL students and 21% for non-IXL students. For reading, the attrition rate was 14% for IXL students and 20% for non-IXL students. The attrition rate differences between the IXL students and non-IXL students were 7% for math and 6% for reading. Attrition rate differences within 15% are considered to be acceptable according to the ESSA Standards (ESSA, n.d.). The on-track students (i.e., students with both pretest and posttest results) in the last row of Table 1 were the sample used to evaluate the effect of IXL in this study.

[1] *Tested students: students who took the NWEA MAP in fall 2018.*

[2] *A new teacher is a teacher who started at the charter school in the fall semester of the 2018-19 school year.*

Table 1. Number (percentage) of students in IXL group and control group

Values	Math		Reading	
	IXL	Non-IXL	IXL	Non-IXL
Matched students	3,678 (100%)	3,678 (100%)	2,929 (100%)	2,929 (100%)
Loss due to lack of posttest	525 (14%)	764 (21%)	406 (14%)	583 (20%)
On-track students	3,153 (86%)	2,914 (79%)	2,523 (86%)	2,346 (80%)

Table 2 presents the equivalence at pretest for on-track students. Column "Diff" is the average difference in standard deviation units between IXL students and non-IXL students. The difference for prior achievement did not exceed 0.05 standard deviations and none of the background differences exceeded 0.25 standard deviations, which indicates that IXL students and non-IXL students are two equivalent groups in both math and reading according to the WWC standards (WWC, 2017) and ESSA standards (ESSA, n.d.).

Table 2. IXL and Non-IXL Equivalence at Pretest for On-track Students

	Math					Reading				
	IXL (N = 3,153)		Non-IXL (N = 2,914)		Diff[a]	IXL (N = 2,523)		Non-IXL (N = 2,346)		Diff[a]
	Mean	SD	Mean	SD		Mean	SD	Mean	SD	
MAP RIT Fall 2018[b]	0.04	0.92	0.09	1.01	-0.05	0.03	0.94	0.06	1.01	-0.03
Gender										
Male	51%	0.50	50%	0.50	0.02	50%	0.50	50%	0.50	0.01
Female	49%	0.50	50%	0.50	-0.02	50%	0.50	50%	0.50	-0.01
Status										
Econ. disadv.	61%	0.49	61%	0.49	0.01	60%	0.49	62%	0.49	-0.03
Special education	19%	0.39	19%	0.39	-0.02	20%	0.40	21%	0.41	-0.03
ELL	1%	0.09	1%	0.09	0.01	1%	0.08	0%	0.07	0.02

Race/Ethnicity										
White	65%	0.48	67%	0.47	-0.04	65%	0.48	67%	0.47	-0.05
American Indian	14%	0.34	13%	0.34	0.01	14%	0.35	14%	0.34	0.02
African American	10%	0.30	9%	0.29	0.05	10%	0.30	9%	0.28	0.05
Hispanic or Latino	10%	0.30	10%	0.29	0.01	9%	0.29	9%	0.29	0.00
Asian	1%	0.10	1%	0.10	-0.01	1%	0.10	1%	0.08	0.02
Native Hawaiian	1%	0.08	1%	0.07	0.02	0%	0.07	1%	0.07	-0.01
Grade level										
Pre-K and K	3%	0.16	3%	0.17	-0.01	3%	0.16	2%	0.16	0.01
Grade 1	4%	0.19	4%	0.19	0.00	4%	0.20	5%	0.21	-0.03
Grade 2	9%	0.29	9%	0.28	0.01	9%	0.29	9%	0.28	0.02
Grade 3	13%	0.34	13%	0.33	0.01	14%	0.35	14%	0.34	0.01
Grade 4	12%	0.32	12%	0.32	0.01	12%	0.33	12%	0.32	0.01
Grade 5	13%	0.34	13%	0.34	-0.01	13%	0.34	15%	0.35	-0.04
Grade 6	15%	0.35	15%	0.36	-0.02	15%	0.35	16%	0.36	-0.03
Grade 7	16%	0.37	17%	0.37	-0.01	16%	0.36	15%	0.35	0.03
Grade 8	15%	0.36	15%	0.35	0.01	14%	0.34	13%	0.34	0.02
Grade 9 and up	1%	0.09	1%	0.07	0.03	1%	0.08	0%	0.07	0.04
Teacher background										
# of students[c]	0.36	0.68	0.35	0.68	0.00	0.38	0.69	0.38	0.68	0.00
New teacher	39%	0.49	39%	0.49	0.01	39%	0.49	38%	0.48	0.02

[a] Diff is the difference between IXL students and non-IXL students in standard deviation units. It is computed as the mean difference divided by the standard deviation for non-IXL students.

[b] MAP RIT score was standardized within each grade level.

[c] The number of students assigned to each teacher was standardized across all teachers.

IXL

IXL is a personalized learning platform designed to help students build academic skills that are fully aligned to state standards. It offers thousands of skills in math, English language arts (ELA), science, and social studies from Pre-K to 12th grade. As students practice on IXL, they receive questions that automatically adapt to their skill level, and get progressively more challenging as they work. As of 2019, IXL is being used by over 350,000 teachers worldwide. Teachers have used IXL to introduce new topics, help students to reinforce concepts, prepare for standardized tests, and provide personalized instruction to students. Teachers can also track progress for individual students or entire classes on IXL and adjust their classroom instruction to meet student learning needs.

Throughout IXL, student progress is measured by the program's proprietary SmartScore. The SmartScore starts at 0, increases as students answer questions correctly, and decreases if questions are answered incorrectly. A student is considered proficient in a skill when they reach a SmartScore of 80. A student is considered mastery in a skill when they reach a SmartScore of 100. SmartScore measures are used throughout this analysis to assist in the interpretation of the IXL usage effect.

NWEA MAP

In this study, students' academic achievement in math and reading were assessed using the math and reading sections of the NWEA MAP, respectively. MAP is a collection of computer-based adaptive assessments administered to students in grades Pre-K to 12. Students below 2nd grade take the MAP Growth K-2, students in grades 2 to 5 take the MAP Growth 2-5, and students at or above 6th grade take the MAP Growth 6+. MAP is administered to students three times throughout the school year: August, January, and May. The August 2018 MAP tests were used as the pretest and the January 2019 MAP tests were used as the posttest in this study.

Each MAP test reports a RIT score, which is a Rasch Unit scale score that measures student performance, regardless of age or grade level. The RIT scale scores typically range between 150 and 300. The higher the RIT score, the higher achievement the student has shown in the subject. In MAP math and reading tests, RIT scores are also reported in different goal areas to show students' relative strength and concern areas. Table 3 shows the goal area names for the MAP math and reading tests.

Table 3. MAP Tests Goal Area Names

Test name	Goal area	Math	Reading
MAP Growth K-2	Goal 1	Number Sense	Reading Foundations
	Goal 2	Algebraic Reasoning and Algebra	Comprehension, Critical Reading, and Research
	Goal 3	Geometry and Measurement	Vocabulary
	Goal 4	Data and Probability	Writing and Language
MAP Growth 2-5, MAP Growth 6+	Goal 1	Number and Operations	Reading Process: Read and Comprehend Texts
	Goal 2	Algebraic Reasoning and Algebra	Critical Reading: Interpret and Evaluate Texts
	Goal 3	Geometry and Measurement	Vocabulary
	Goal 4	Data and Probability	N/A

To measure student growth, MAP reports Met Projected Growth and Conditional Growth Index (CGI). Met Projected Growth indicates whether students met growth projections (Yes) or fell short (No). CGI shows how much individual growth deviates from the student growth norms. CGI is expressed in standard deviation units and can be used to compare students across grades and achievement levels. A CGI of zero means a student showed gains that were equivalent to the growth norms. A CGI of 1.0 indicates that a student's growth was one standard deviation above the norm, which would represent a high level of growth. By contrast, a CGI of -1.0 indicates that a student's growth was 1 standard deviation below the norm. This study used Met Projected Growth and CGI from fall to winter to measure students' growth during the fall semester of the 2018-2019 school year.

ANALYSIS

Because matching may not result in identical treatment and control groups, a "doubly robust" approach (Funk, et al., 2011) was applied to evaluate the effectiveness of IXL. The "doubly robust" approach combines the benefits of matching and regression adjustment. The regression-based adjustment was used to account for residual differences between IXL students and matched non-IXL students.

Impact Analysis (Research Question 1). We applied a series of two-level hierarchical regression models to calculate the IXL effect—i.e., the performance difference between IXL students and non-IXL students on the NWEA MAP, controlling for factors such as prior performance, gender, student status, race/ethnicity, grade level, and teacher background. Separate regression models were used to estimate the IXL effect in math and reading. To examine the extent to which the effect of IXL differs across student subgroups, we included an additional term in the regression model, separately for each subgroup category, that captures the interaction between IXL access and a particular student subgroup.

Usage Analysis (Research Question 2). We conducted two types of analyses to examine the relationship between IXL usage and student achievement. The first analysis built off of the impact analysis model to look at the relationship between different levels of IXL usage and student achievement, relative to non-IXL students. For this analysis, we set benchmarks for low, medium, and high IXL usage and substituted these student usage indicators into the regression model. The second analysis examined the relationship between different levels of IXL usage and student achievement among IXL students. For this analysis, we ran a different set of two-level hierarchical regression models that estimate the within-teacher relationship between the student-level IXL usage and achievement, taking into account students' prior performance and background. The two types of analyses demonstrates whether higher usage of IXL is associated with better achievement. (See Appendix B for a detailed explanation of analytical methods.)

Results

IXL USAGE SUMMARY

Students started to use IXL on different dates across the fall semester of the 2018-19 school year. Table 4 presents an overview of student start time on IXL. About half of the students started using IXL in September. Nearly 20% of the students did not start on IXL until November.

Table 4. Start Date on IXL

Start date	IXL Math		IXL ELA	
	N	%	N	%
August	11	0%	7	0%
September	1,657	53%	1,184	47%
October	967	31%	818	32%
November	338	11%	330	13%
December	180	6%	184	7%
Total	3,153	100%	2,523	100%

The amount of usage on IXL varied across students. Table 5 shows the IXL usage for students at the 25th, 50th, and 75th percentiles from 08/01/2018 to 12/31/2018. An average student (at the 50th percentile) spent 221 minutes on IXL Math and 164 minutes on IXL ELA, which is approximately 13 minutes per week[3] on IXL Math and 10 minutes per week on IXL ELA. The average number of questions answered is approximately 27 per week on IXL Math and 20 per week on IXL ELA. The majority of the students (75%) achieved mastery on less than one skill per week on IXL Math and IXL ELA.

Table 5. IXL Usage for Students at the 25th, 50th, and 75th Percentiles

Usage measure	IXL Math			IXL ELA		
	25th	50th	75th	25th	50th	75th
Time spent (in minutes)	78	221	505	54	164	424
Questions answered	160	460	962	106	345	856
Skills practiced	6	15	32	3	10	24
Skills proficient	4	12	27	2	8	20
Skills mastered	2	7	18	1	4	12

Note: the duration of the IXL usage in this table is from 08/01/2018 to 12/31/2018.

IXL EFFECT

Because students may choose to use IXL Math, IXL ELA, or both subjects, we first compared the performance difference between students with both IXL subjects and students with only one IXL subject. The analysis showed no difference between the usage of two subjects and one subject in math (β = -0.03, p = 0.96) and reading (β = 0.38, p = 0.70). Therefore, we combined students with IXL Math only and students with both IXL Math and IXL ELA in the math analysis. We also combined students with IXL ELA only and students with both IXL Math and IXL ELA in the reading analysis.

IXL Effect on MAP RIT Score. The use of IXL showed a statistically significant effect on students' performance on the NWEA MAP in both math and reading. Figure 2 shows the MAP RIT scores in fall and winter for IXL students and non-IXL students in math and reading. The IXL effect is 1.15 in math and 0.90 in reading (see Appendix C, Table C1 for details). That is, if an average non-IXL student had used IXL in the fall semester of the 2018-19 school year, the student would be expected to score 1.15 points higher in math and 0.90 points higher in reading on the NWEA MAP.

[3] *This study assumed there were 17 school weeks during the fall semester of the 2018-19 school year.*

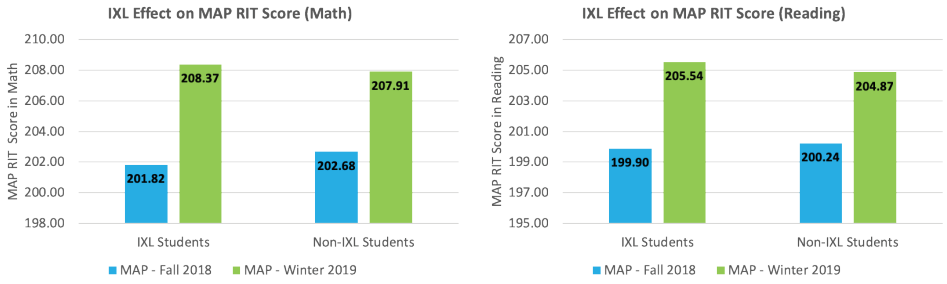


Figure 2. The IXL Effect on the MAP RIT Scores

IXL Effect on MAP Fall to Winter Growth. The use of IXL also showed a statistically significant effect on students' MAP Conditional Growth Index (CGI) in both math and reading. Figure 3 shows that the CGI in math is 0.12 for IXL students and -0.13 for non-IXL students, and the CGI in reading is 0.12 for IXL students and -0.04 for non-IXL students. IXL students made more improvement than the national norm in both math and reading, while non-IXL students made less improvement than the national norm. The IXL effect is 0.21 for math and 0.13 for reading (see Appendix C, Table C2 for details).

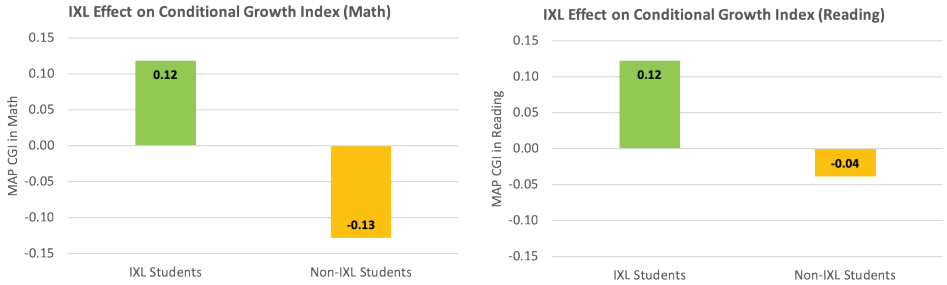


Figure 3. The IXL Effect on the MAP Conditional Growth Index

The IXL effect was also observed in the percentage of students who Met Projected Growth on MAP. As shown in Figure 4, a higher percentage of IXL students met the projected growth from fall to winter than non-IXL students. The percentage difference is 5 percent for math and 2 percent for reading.

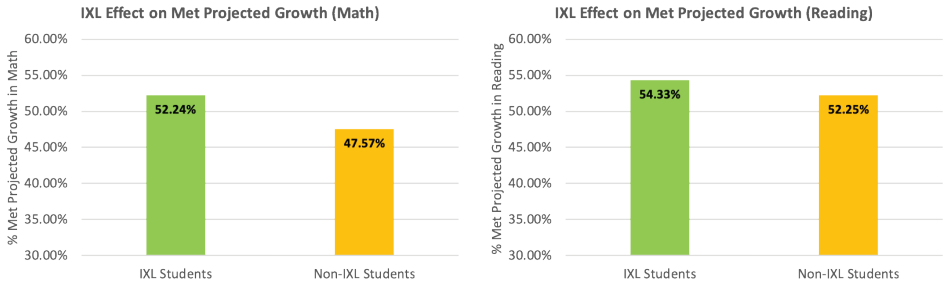


Figure 4. The IXL Effect on Percentage of Met Projected Growth on MAP

IXL Effect in MAP Goal Areas. In all goal areas of the MAP math and reading tests, the IXL effect was also found to be positive and statistically significant. Figure 5 shows the MAP RIT growth, which is computed as the RIT score in winter 2019 minus the RIT score in fall 2018. IXL students performed better than non-IXL students in all goal areas in both math and reading (see Appendix C, Tables C3 and C4 for details).

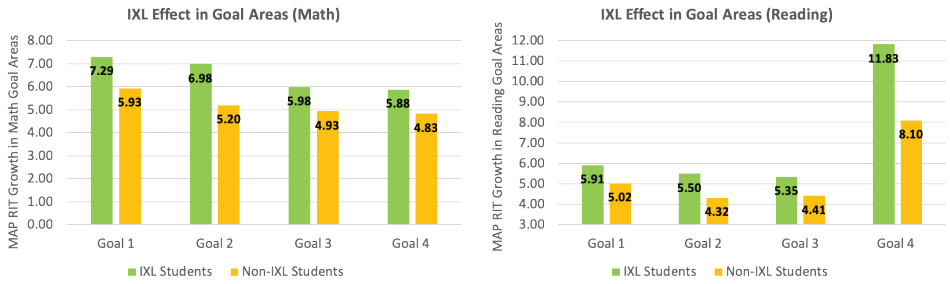


Figure 5. The IXL Effect on MAP RIT in Different Goal Areas

Note: For reading, Goal 4 only applies to students who took the MAP Growth K-2 test (see Table 3).

IXL Effect in Different Grade Levels. There is a statistically significant interaction effect between IXL usage and student grade level (see Figure 6). For math, the IXL effect is 2.83 for grades pre-K to 2, 1.12 for grades 3 to 5, and 0.63 for grades 6 to 12. For reading, the IXL effect is 3.46 for grades pre-K to 2, 0.67 for grades 3 to 5, and 0.44 for grades 6 to 12. The IXL effect is higher at the lower elementary level than the upper elementary and middle/high school levels in both math and reading (see Appendix C, Tables C5 and C6 for details).

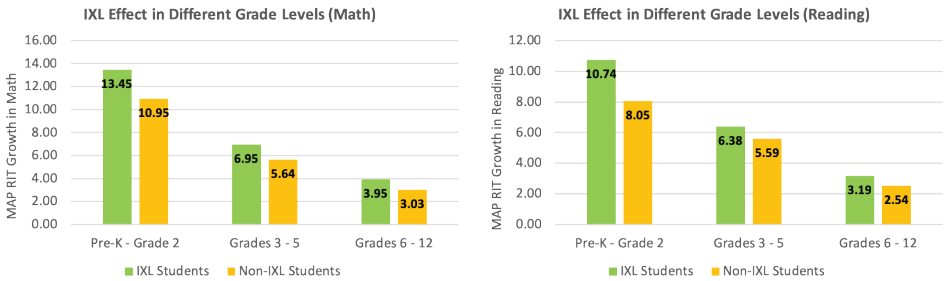


Figure 6. The IXL Effect in Different Grade Levels

IXL Effect for Other Subgroups. No interaction effect was found between the IXL effect and other student subgroups (i.e., prior achievement, gender, English language learners, economically disadvantaged students, racial/ethnic minority students, and those receiving special education services). This indicates that the IXL effect is similar across all these subgroups.

THE USAGE EFFECT OF IXL

IXL Effect by Questions Answered. A positive and statistically significant association was found between the number of questions answered on IXL and student MAP performance. Figure 7 shows the MAP RIT growth for non-IXL students and IXL students with different numbers of questions answered on IXL within the fall semester. For math and reading, the IXL effect is statistically significant when students answered at least 250 questions (about 15 questions per week). More questions answered is associated with a greater IXL effect. For students who answered 850 or more questions (about 50 questions per week), the IXL effect is 1.74 in math and 1.61 in reading (see Appendix C, Tables C7 and C8 for details).

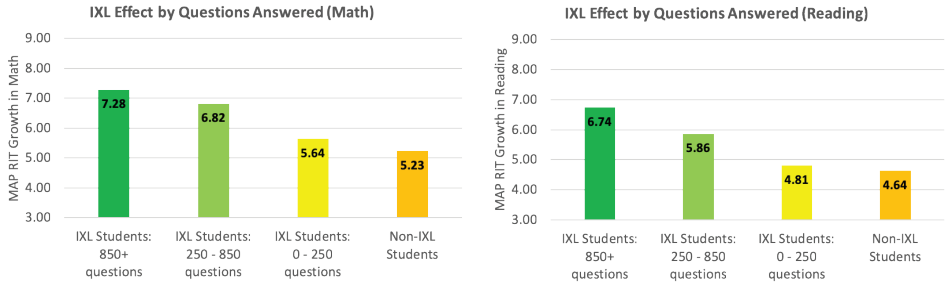


Figure 7. The IXL Effect by Questions Answered per Student

IXL Effect by Skills Mastered. A positive and statistically significant association was also found between the number of skills mastered on IXL and student MAP performance. Figure 8 shows the MAP RIT growth for non-IXL students and IXL students with different numbers of IXL skills mastered within the fall semester. For math, the IXL effect is statistically significant for IXL students in all three usage groups. For reading, the IXL effect is statistically significant when students mastered at least 12.5 skills (about 0.7 skills per week). More skills mastered is associated with higher IXL effect. For students who mastered 25 or more skills (about 1.5 skills per week), the IXL effect is 2.20 in math and 2.17 in reading (see Appendix C, Tables C9 and C10 for details).

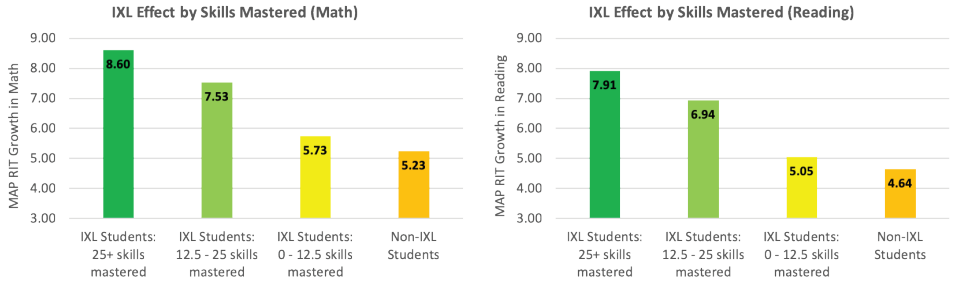


Figure 8. The IXL Effect by Skills Mastered per Student

The Effect of Additional IXL Usage. Our analysis also revealed that the amount of IXL usage is positively correlated with student performance on MAP. Figure 9 shows the expected MAP RIT score improvement if there were additional usage of IXL each week. If a student mastered one additional IXL Math skill per week during the fall semester, the student could expect to improve 0.42 points on the MAP RIT score in math in winter 2019. If a student mastered one additional IXL ELA skill per week during the fall semester, the student could expect to improve 0.49 points on the MAP RIT score in reading in winter 2019 (see Appendix C, Table C11 for details).

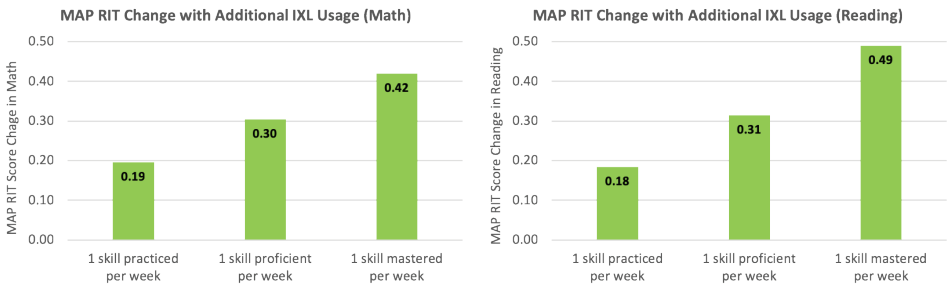


Figure 9. MAP RIT Score Improvement with Additional IXL Usage

Conclusion

This study observed the implementation of IXL during a short time frame (the fall semester of the 2018-19 school year), and students' average weekly usage during this time was approximately 13 minutes on IXL Math and 10 minutes on IXL ELA. Even with this short implementation, analysis of the data showed that the use of IXL had a small positive effect on student academic achievement in both math and reading. IXL students made more improvement from fall to winter as compared to the national norm than non-IXL students. These effects were statistically significant, indicating there is a high probability that similar students using IXL would achieve similar results. The IXL effect was also observed in all goal areas of the MAP math and reading tests.

The analysis also showed a positive correlation between IXL usage and student academic achievement. In particular, the IXL effect for students with more than 25 skills mastered (1.5 skills per week) is about three times higher than the IXL effect for students with less than 12.5 skills mastered (about 0.7 skills per week). One additional skill mastered per week was associated with an expected 0.5 point increase on MAP RIT scores in both math and reading.

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Appendix A: Propensity Score Matching

A propensity score is the probability that a student with certain characteristics will be assigned to the treatment group (as opposed to the control group). Propensity score matching is a statistical method to create equivalent treatment and control groups in order to reduce or eliminate selection bias between the two groups. The most commonly used propensity score matching method, one-to-one matching, was applied in this study. This method forms pairs of treatment student and control student, such that matched students have identical or very similar values of the propensity score. That is, each IXL student in the treatment group is matched with a non-IXL student with identical or very similar characteristics.

The matching criteria in this study include grade level, gender, ethnicity, English language learner status, special education status, economically disadvantaged status, prior achievement as measured by the MAP tests in August 2018, and the background of the assigned teacher (i.e., the number of students assigned to the teacher and if the teacher was a new teacher in the fall semester of the 2018-19 school year). The matching criteria were only based on the data collected during the pretest and before the treatment. R package Matchit (Ho, et al., 2011) was used to carry out the matching. Following Every Student Succeeds Act (ESSA) and What Works Clearinghouse (WWC) guidelines, we targeted a matched sample that results in group differences of no more than 0.05 standard deviations for the prior achievement measure and no more than 0.25 standard deviations for the student background measures (ESSA, n.d.; WWC, 2017).

Table A1 shows the number of students in the treatment group (IXL) and the control group (non-IXL) before and after matching. Every student in the IXL group was matched with one student in the non-IXL group. No student was discarded during the matching process.

Table A1. Number of matched and unmatched students

Values	Math		Reading	
	IXL	Non-IXL	IXL	Non-IXL
All tested students	3,678	7,092	2,929	7,941
Matched students	3,678	3,678	2,929	2,929
Unmatched students	0	3,414	0	5,012
Discarded students	0	0	0	0

Appendix B: Analytical Methods

Because matching may not result in identical treatment and control groups, this study applied a "doubly robust" approach (Funk, et al., 2011) that combines the benefits of both matching and regression-based adjustment to evaluate the effectiveness of IXL. Any residual differences between IXL students and matched non-IXL students would be accounted for by the regression adjustment. In this section, we outlined the analytic approach that we used to address each of the two research questions.

1. Impact Analysis (Research Question 1)

The IXL effect on student academic achievement was evaluated by two-level hierarchical regression models. The model accounted for the nesting effect of students under teachers and the differences between the IXL students' and matched non-IXL students' characteristics. The model takes the following general form:

Level 1 (students):

Equation 1a. $Y_{ij} = \beta_{0j} + \beta_{1j}T_{ij} + \beta_{2j}X_{ij} + e_{ij}$,
where Y_{ij} is the MAP RIT score for student i assigned to teacher *j*; T_{ij} is a dichotomous indicator for whether the student had access to IXL (T_{ij}= 1) or not (T_{ij}= 0); and X_{ij} is a vector of student background characteristics, including prior achievement (RIT score from fall 2018 MAP tests, standardized within each grade level) and dichotomous indicators of student background, including grade level, gender, ethnicity, English language learner status, special education status, economically disadvantaged status. The main parameter of interest is β_{1j}, which is the IXL effect (i.e., the effect of using IXL).

Level 2 (teachers):

Equation 1b. $\beta_{oj} = Y_{00} + Y_{01}C_j + u_{ij}$,
where C_j is a vector of teacher characteristics, including the number of students assigned to the teacher in the fall semester (centered on the average number of students for all teachers) and a dichotomous indicator of whether the teacher was a new teacher in the 2018-19 school year.

The model was run separately for math and reading to estimate the effect of IXL Math and IXL ELA, respectively. To examine the extent to which the IXL effect differs across student subgroups, we included an additional term in Equation 1a, separately for each subgroup category, to capture the interaction between IXL access and a particular student subgroup. For example, to test whether the IXL effect differs for males and females, we ran a model that includes an interaction term between IXL access and whether the student is female or not.

2. Usage Analysis (Research Question 2)

The impact analysis examined the IXL effect, but the magnitude of the IXL effect could depend on the extent to which students actually used IXL. To examine the relationship between IXL usage and student achievement, we conducted two types of analyses. The first analysis built off of the impact analysis model to look at the relationship between different levels of IXL usage and student

achievement, relative to students with no access to IXL (i.e., the control group). For this analysis, we constructed benchmarks for low, medium, and high IXL usage and substituted these student usage indicators into Equation 1a instead of the dichotomous IXL access indicator. We selected two usage measures that were the best representation of IXL usage to construct the benchmarks. The two usage measures are number of questions answered on IXL and number of skills mastered on IXL. This analysis tells us whether the effect is larger for students who answered more questions and mastered more skills on IXL.

The second analysis examined the relationship between different levels of IXL usage and student achievement among IXL students. For this analysis, we ran a series of two-level hierarchical regression models that estimate the within-teacher relationship between the student-level measure of IXL usage and achievement, taking into account student characteristics and prior achievement. The usage measures include number of skills practiced (skills with at least one question answered) per week, number of skills proficient (SmartScore >= 80) per week, and number of skills mastered (SmartScore = 100) per week. The model takes the following general form:

Level 1 (students):

Equation 2a. $Y_{ij} = \beta_{0j} + \beta_{1j}Z_{ij} + \beta_{2j}X_{ij} + e_{ij}$,
where Y_{ij} is the MAP RIT score for student *i* assigned to teacher *j*; Z_{ij} is a measure of IXL usage for student *i*, centered on the mean level of usage for teacher *j* ; and X_{ij} is a vector of student background characteristics the same as Equation 1a. The main parameter of interest is β_{1j}, which is the usage effect of IXL.

Level 2 (teachers):

Equation 2b. $\beta_{oj} = Y_{00} + Y_{01}\bar{Z}_j + Y_{02}C_j + u_{ij}$,
where $\bar{Z}_j$ is a measure of average IXL usage of all students assigned to teacher *j*, centered on the mean level of usage for all teachers; and C_j is a vector of teacher characteristics the same as Equation 1b.

To assist in the interpretation of the IXL effect and the usage effect of IXL, we reported statistical significance and effect size. Statistical significance, also referred to as *p*-value, is the probability that the IXL effect is zero. A small *p*-value (e.g., less than 0.05) indicates strong evidence that the IXL effect is not zero. Effect size is the mean difference in standard deviation units and is known as Hedges' *g*. In this study, effect size is computed using adjusted mean and unadjusted standard deviations. More details about these analytical methods can be found in What Works Clearinghouse (2017).

Appendix C: Data Tables

Table C1. IXL Effect on MAP RIT Score

Values	Math		Reading	
	IXL	Non-IXL	IXL	Non-IXL
Number of students	3,153	2,914	2,523	2,346
MAP RIT score 08/2018	201.82	202.68	199.90	200.24
MAP RIT score 01/2019	208.37	207.91	205.54	204.87
IXL effect	1.15***		0.90**	
Effect size	0.05		0.04	

*Note: ***: significant at .001 level; **: significant at .01 level.*

Table C2. IXL Effect on MAP Fall to Winter Growth

Values	Math		Reading	
	IXL	Non-IXL	IXL	Non-IXL
Number of students[a]	3,122	2,876	2,523	2,346
MAP fall to winter CGI	0.12	-0.13	0.12	-0.04
IXL effect	0.21***		0.13*	
Effect size	0.11		0.01	

Note: [a]The CGI for a few students was not reported. The sample only included students with CGI.
****: significant at .001 level; *: significant at .05 level.*
CGI: Conditional Growth Index.

Table C3. IXL Effect on MAP Fall to Winter Growth in Math

Values	Math Goal 1		Math Goal 2		Math Goal 3		Math Goal 4	
	IXL	Non-IXL	IXL	Non-IXL	IXL	Non-IXL	IXL	Non-IXL
Number of students	3,153	2,914	3,152[a]	2,914	3,152[b]	2,914	3,153	2,914
MAP RIT score 08/2018	201.86	202.80	201.14	202.16	201.71	202.56	202.71	203.41
MAP RIT score 01/2019	209.15	208.73	208.12	207.36	207.69	207.49	208.59	208.24
RIT fall to winter growth	7.29	5.93	6.98	5.20	5.98	4.93	5.88	4.83
IXL effect	1.11***		1.48***		0.83*		1.17***	
Effect size	0.05		0.07		0.04		0.05	

Note: Goal 1: Number Sense for MAP Growth K-2; Number and Operations for MAP Growth 2-5 and 6+.

Goal 2: Algebraic Reasoning and Algebra.

Goal 3: Geometry and Measurement.

Goal 4: Data and Probability.

[a] One student in Grade 3 has RIT Goal 2 score missing.

[b] One student in Grade 1 has RIT Goal 3 score missing.

****: significant at .001 level; *: significant at .05 level.*

Table C4. IXL Effect on MAP Fall to Winter Growth in Reading

Values	Reading Goal 1		Reading Goal 2		Reading Goal 3		Reading Goal 4	
	IXL	Non-IXL	IXL	Non-IXL	IXL	Non-IXL	IXL	Non-IXL
Number of students	2,523	2,345[a]	2,522[b]	2,345[a]	2,523	2,346	357[c]	327[c]
MAP RIT score 08/2018	198.69	198.83	200.31	200.77	201.40	201.86	166.61	167.05
MAP RIT score 01/2019	204.60	203.85	205.81	205.09	206.75	206.27	178.44	175.15
RIT fall to winter growth	5.91	5.02	5.50	4.32	5.35	4.41	11.83	8.10
IXL effect	1.03*		0.92*		0.77*		3.26*	
Effect size	0.05		0.04		0.03		0.16	

Note: Goal 1: Reading Fundations for MAP Growth K-2; Reading Process - Read and Comprehend Texts for MAP Growth 2-5 and 6+.

Goal 2: Comprehension, Critical Reading, and Research for MAP Growth K-2; Critical Reading - Interpret and Evaluate Texts for MAP Growth 2-5 and 6+.

Goal 3: Vocabulary.

Goal 4: Writing and Language for MAP Growth K-2.

[a]One student in Grade 6 has RIT Goal 1 and Goal 2 score missing.

[b]One student in Grade 1 has RIT Goal 2 score missing.

[c]Goal 4 only included students who took MAP Growth K-2.

**: significant at .05 level.*

Table C5. IXL Effect by Grade Levels in Math

Values	Math Pre-K to 2		Math grades 3 to 5		Math grades 6+	
	IXL	Non-IXL	IXL	Non-IXL	IXL	Non-IXL
Number of students	484	445	1,202	1,102	1,467	1,367
MAP RIT score 08/2018	172.87	171.72	196.65	197.31	215.61	217.09
MAP RIT score 01/2019	186.32	182.67	203.60	202.95	219.56	220.12
RIT fall to winter growth	13.45	10.95	6.95	5.64	3.95	3.03
Interaction effect	1.71*		Reference group		-0.49	
IXL effect	2.83 (1.12 + 1.71)		1.12*		0.63 (1.12 - 0.49)	

*Note: *: significant at .05 level.*

Table C6. IXL Effect by Grade Levels in Reading

Values	Reading Pre-K to 2		Reading grades 3 to 5		Reading grades 6+	
	IXL	Non-IXL	IXL	Non-IXL	IXL	Non-IXL
Number of students	401	373	994	942	1,128	1,031
MAP RIT score 08/2018	172.30	171.82	196.15	196.23	213.00	214.18
MAP RIT score 01/2019	183.04	179.87	202.53	101.82	216.71	216.72
RIT fall to winter growth	10.74	8.05	6.38	5.59	3.19	2.54
Interaction effect	2.78**		Reference group		-0.23	
IXL effect	3.45 (0.67 + 2.78)		0.67		0.44 (0.67 - 0.23)	

*Note: **: significant at .01 level.*

Table C7. IXL Effect by Questions Answered on IXL Math

Values	IXL			Non-IXL
	850+ questions	250 - 850 questions	0 - 250 questions	
Number of students	925	1,162	1,066	2,914
MAP RIT score 08/2018	201.10	201.94	202.31	202.68
MAP RIT score 01/2019	208.38	208.76	207.95	207.91
RIT fall to winter growth	7.28	6.82	5.64	5.23
IXL effect	1.74***	1.38***	0.47	N/A
Effect size	0.08	0.06	0.02	

*Note: ***: significant at .001 level.*

Table C8. IXL Effect by Questions Answered on IXL ELA

Values	IXL			Non-IXL
	850+ questions	250 - 850 questions	0 - 250 questions	
Number of students	641	821	1,061	2,346
MAP RIT score 08/2018	198.17	199.72	201.08	204.87
MAP RIT score 01/2019	204.91	205.58	205.89	200.23
RIT fall to winter growth	6.74	5.86	4.81	4.64
IXL effect	1.61**	1.14*	0.32	N/A
Effect size	0.07	0.05	0.01	

*Note: **: significant at .01 level; *: significant at .05 level.*

Table C9. IXL Effect by Skills Mastered on IXL Math

Values	IXL			Non-IXL
	25+ skills mastered	12.5 - 25 skills mastered	0 - 12.5 skills mastered	
Number of students	567	530	2,056	2,914
MAP RIT score 08/2018	195.33	200.52	203.95	202.68
MAP RIT score 01/2019	203.93	208.05	209.68	207.91
RIT fall to winter growth	8.60	7.53	5.73	5.23
IXL effect	2.20***	1.53**	0.77*	N/A
Effect size	0.10	0.07	0.03	

*Note: ***: significant at .001 level; **: significant at .01 level; *: significant at .05 level.*

Table C10. IXL Effect by Skills Mastered on IXL ELA

Values	IXL			Non-IXL
	25+ skills mastered	12.5 - 25 skills mastered	0 - 12.5 skills mastered	
Number of students	322	307	1,894	2,346
MAP RIT score 08/2018	193.05	196.81	201.56	200.24
MAP RIT score 01/2019	200.96	203.75	206.61	204.87
RIT fall to winter growth	7.91	6.94	5.05	4.64
IXL effect	2.17**	1.79**	0.59	N/A
Effect size	0.10	0.08	0.03	

*Note: **: significant at .01 level; *: significant at .05 level.*

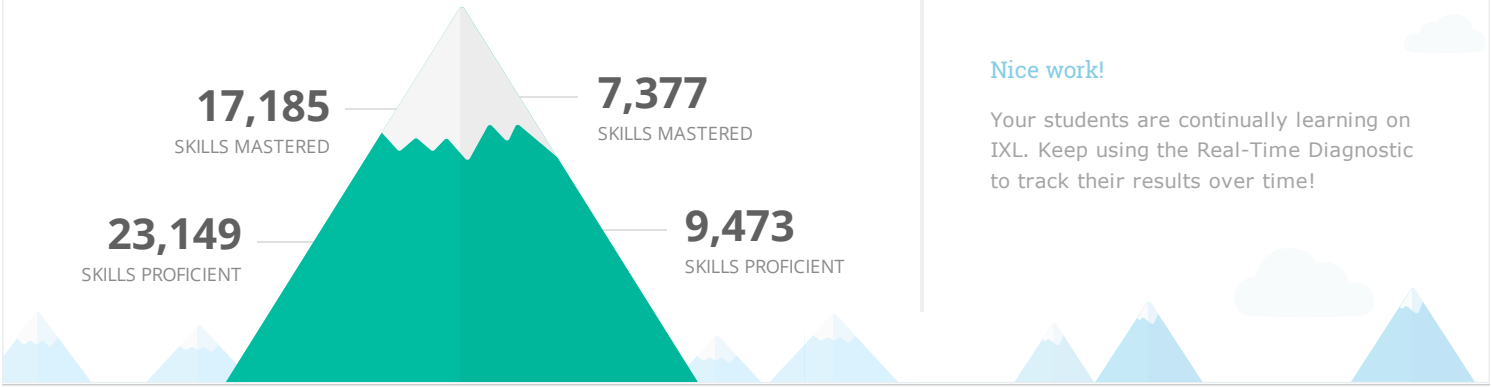
Table C11. The Effect with Additional IXL Usage

Values	Math	Reading
Number of students	3,153	2,523
1 skill practiced per week	0.19*	0.18
1 skill proficient per week	0.30**	0.31
1 skill practiced per week	0.42**	0.49*

*Note: **: significant at .01 level; *: significant at .05 level.*

PROGRESS & GROWTH

SKILL PROGRESS SUMMARY



Nice work!

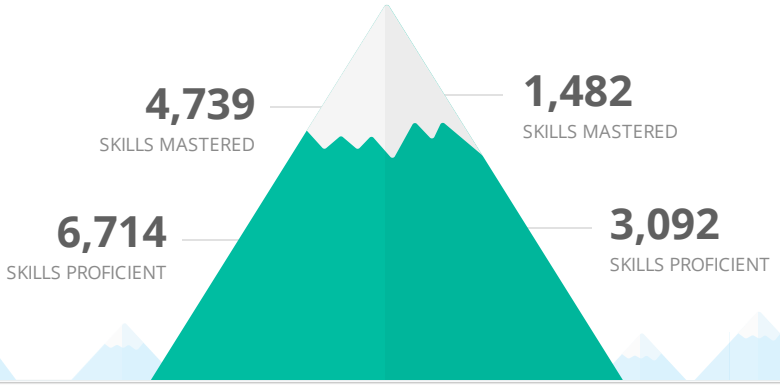
Your students are continually learning on IXL. Keep using the Real-Time Diagnostic to track their results over time!

		SKILL PROGRESS				DIAGNOSTIC GROWTH		
		Total questions answered	Skills practiced	Skills proficient	Skills mastered	Students with pinpointed levels	Current average diagnostic level	Average monthly growth
Pre-K 30		127,092	3,252	2,801	2,705	4	108	+6
		3	1	0	0			
		3	1	0	0			
K 55		84,748	3,231	2,537	2,392	31	176	+16
		59,102	1,883	1,518	1,434	31	199	+24
		447	18	4	4			
		77	9	0	0			
Grade 1 36		92,221	3,205	2,611	2,440	9	236	+19
		78,080	2,383	1,924	1,749	10	246	+19
		91	5	5	5			
		252	9	5	5			
Grade 2 42		112,057	4,468	2,984	2,585	32	284	+13
		62,693	2,195	1,566	1,344	32	297	+17
		4,098	259	205	193			
		8,407	360	285	240			

Grade 3 32		219,001	8,086	6,411	3,918	26	401	+18
		108,776	3,793	2,797	1,716	21	421	+19
		2,844	157	115	105			
		11,863	523	327	292			
Grade 4 35		109,825	3,557	2,039	1,573	17	479	+14
		57,643	1,574	866	716	18	493	+12
		1,688	101	56	51			
		4,653	223	105	91			
Grade 5 37		145,803	5,190	3,766	1,572	15	567	+21
		39,822	1,289	802	418	14	479	+15
		6,074	306	171	161			
		7,366	337	227	210			

PROGRESS & GROWTH

SKILL PROGRESS SUMMARY



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		SKILL PROGRESS				DIAGNOSTIC GROWTH		
		Total questions answered	Skills practiced	Skills proficient	Skills mastered	Students with pinpointed levels	Current average diagnostic level	Average monthly growth
Grade 6 46		148,271	5,013	2,902	1,740	6	548	+12
		61,880	1,566	896	322	9	626	+13
		358	23	13	11			
		7,018	259	130	97			
Grade 7 51		101,822	4,228	2,802	2,235	13	578	+6
		92,363	2,237	1,199	755	7	684	+31
		551	20	9	9			
		2,390	131	27	14			
Grade 8 44		46,642	1,667	1,010	764	1	660	+5
		59,556	1,641	997	405	0	—	—
		107	5	3	3			
		5,614	247	94	40			

Winters Elementary School

School Achievement Summary | August 21, 2019 - May 22, 2020

25,919
SKILLS MASTERED

34,127
SKILLS PROFICIENT

46,415
SKILLS PRACTICED

8,576
TOTAL HOURS

6,491
HOURS ON WEEKDAYS

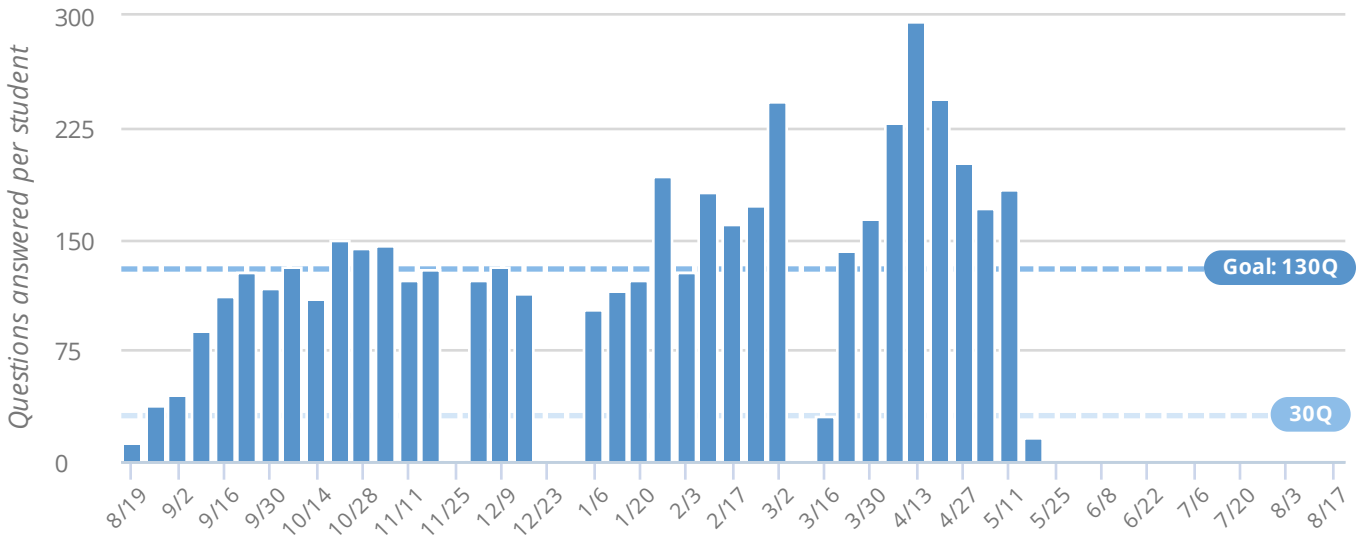
2,085
HOURS ON WEEKNIGHTS AND WEEKENDS

1,351,330
QUESTIONS ANSWERED

Winters Elementary School

School Achievement Summary | August 21, 2019 - May 22, 2020

THE IXL EFFECT



Schools across the United States are experiencing the IXL Effect, and you can, too. Research shows that answering at least 30 questions per week has a measurable impact on student outcomes.

Already meeting that goal? Aiming for 60 or 130 questions per week has been shown to have an even bigger impact on student success.

Learn more about the IXL Effect.

Want to increase your school's IXL usage? Try some of these strategies:

- **Work with your teachers to develop usage goals.** By setting goals tied to our proven best practices, you can help your teachers to be more intentional and effective with their IXL implementation.
- **Get students excited about the IXL app.** With IXL's mobile apps for phone and tablet, students will have even more opportunities to learn and grow.
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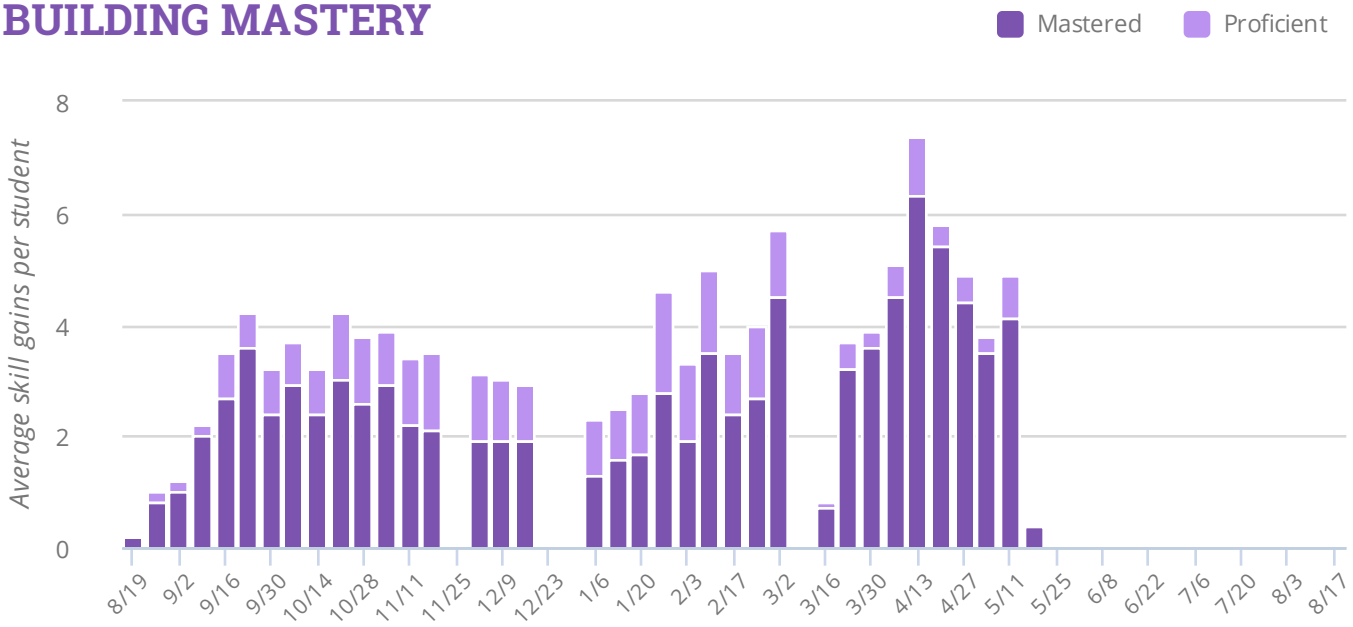
Winters Elementary School

School Achievement Summary | August 21, 2019 - May 22, 2020

BUILDING MASTERY



IXL's SmartScore is based on a proprietary algorithm that combines accuracy, consistency, and question difficulty to authentically gauge student mastery of a topic.

Research shows that striving toward mastery (a SmartScore of 100) is the most effective way to drive student growth on state assessments. Mastery isn't the only goal that impacts learning, however. Achieving proficiency (a SmartScore of 80+) has also been proven to lead to improved student outcomes.

Take IXL to the next level

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- Set a SmartScore goal of 80 and encourage students to work toward mastery for extra credit
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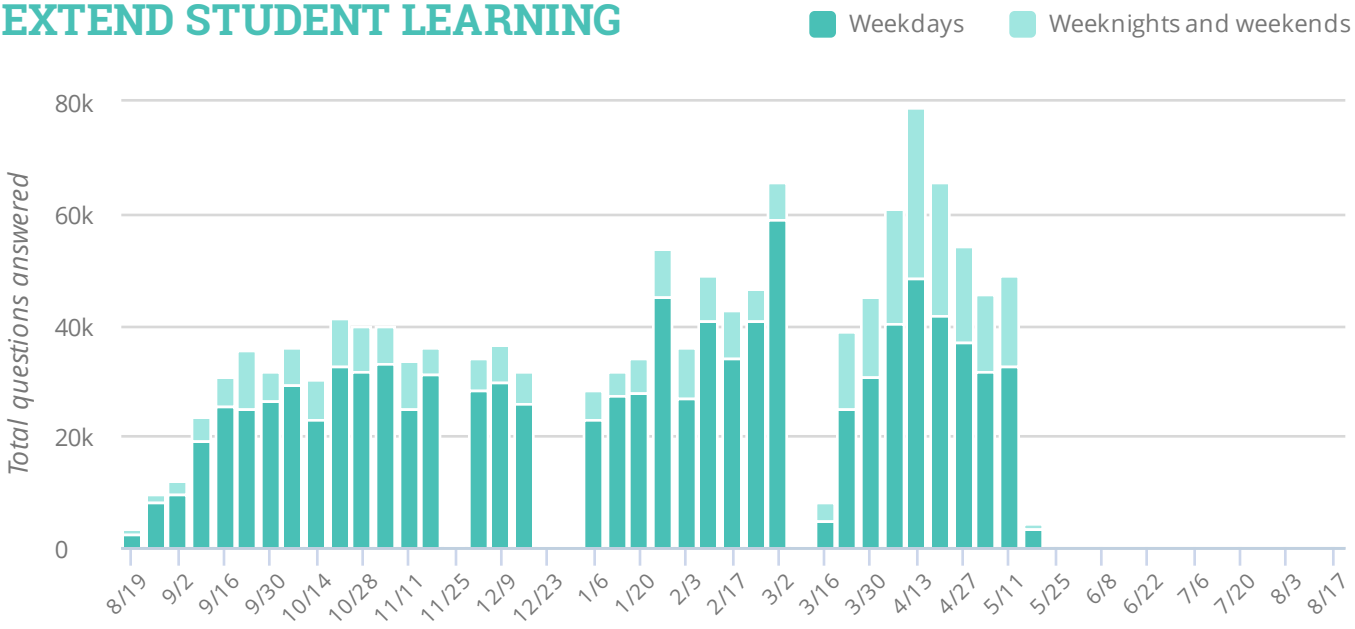
Help students to be successful with SmartScore using the tips and tricks in our SmartScore Guide.

Winters Elementary School

School Achievement Summary | August 21, 2019 - May 22, 2020

EXTEND STUDENT LEARNING



IXL is built for anywhere, anytime learning. We encourage students to use IXL both during regular school hours and on weeknights and weekends to ensure they get the most out of the program.

Collectively this school year, your students have extended their learning time by answering over 318,000 questions outside of regular school hours.

IXL on weekdays

Your students and teachers are enhancing learning with IXL on weekdays. Keep it up, or take your implementation to the next level with something special, like:

- Hosting usage contests that celebrate classroom usage milestones
- Setting weekly school-wide question goals
- Celebrating IXL Rockstar classrooms or individuals

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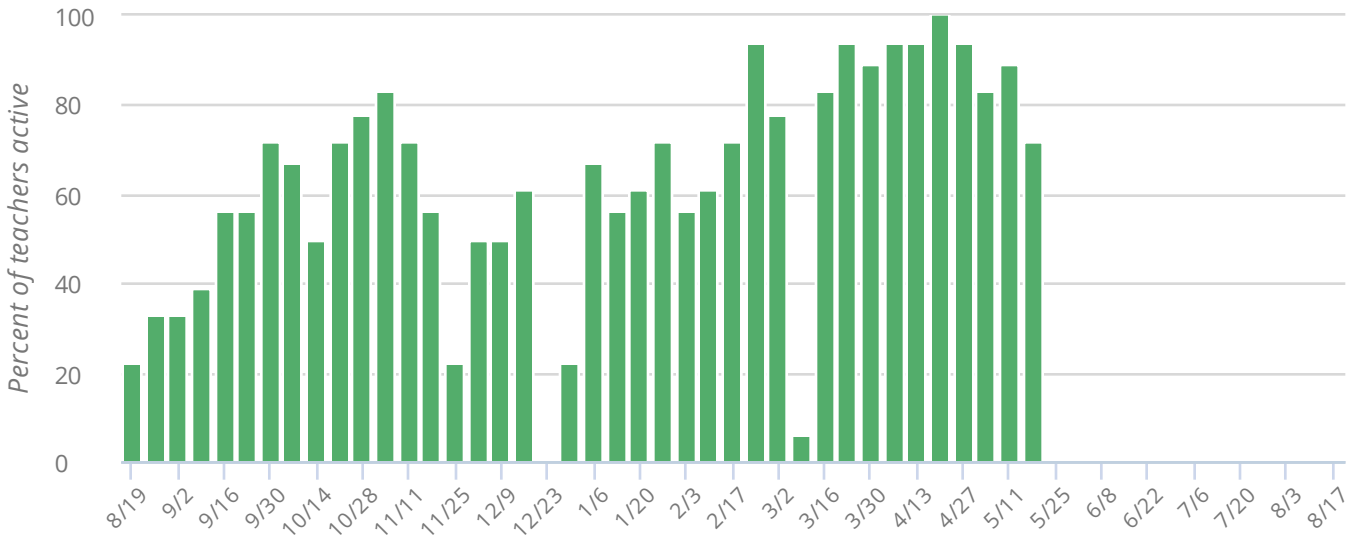
Winters Elementary School

School Achievement Summary | August 21, 2019 - May 22, 2020

ELEVATE TEACHER ENGAGEMENT



IXL is not just for students; it's a powerful tool that can make your teachers more efficient and effective. Monitoring Teacher Engagement helps you see which teachers are maximizing the benefits of IXL in their classrooms.

If teachers are using IXL regularly, you can feel confident that student learning outcomes will grow and accelerate throughout the school year.

Help your teachers make timely, data-driven decisions with IXL Analytics

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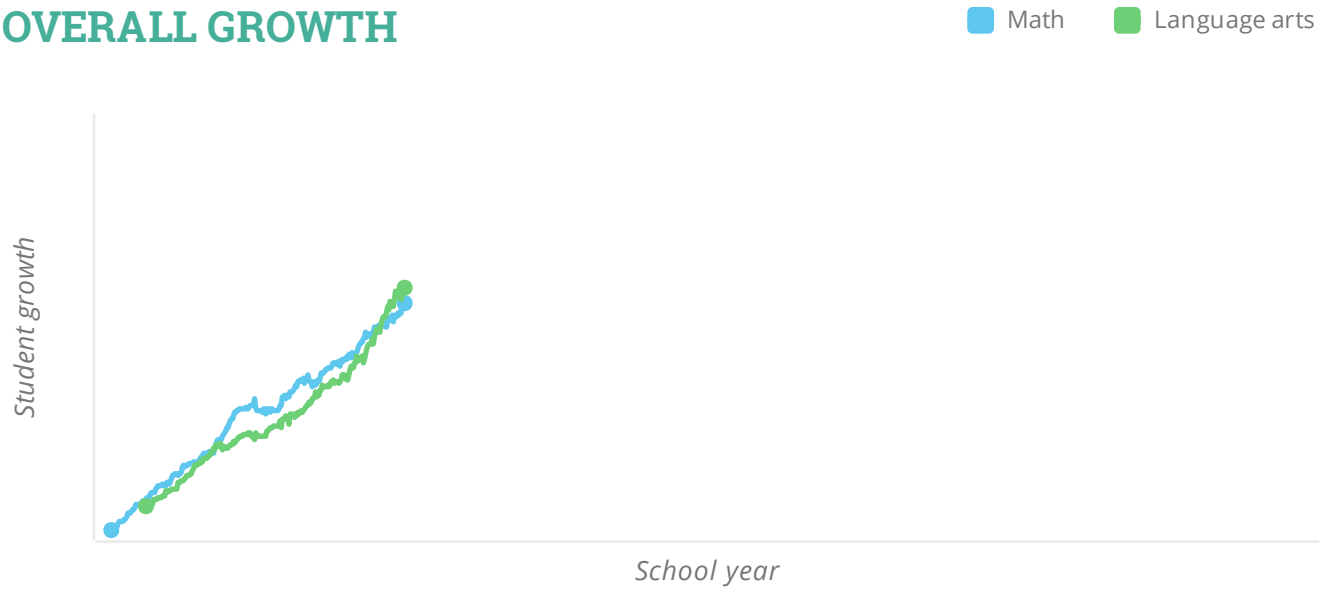
Winters Elementary School

School Achievement Summary | August 21, 2019 - May 22, 2020

OVERALL GROWTH



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Winters Junior High School

School Achievement Summary | August 21, 2019 - May 22, 2020

4,748
TOTAL HOURS

3,822
HOURS ON WEEKDAYS

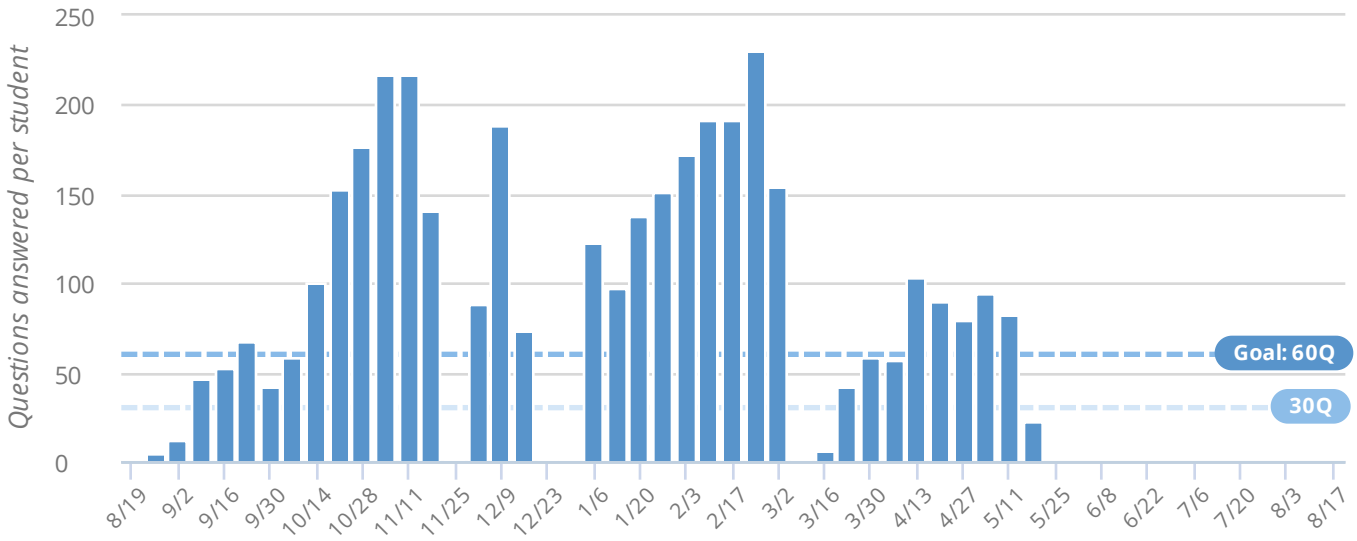
926
HOURS ON WEEKNIGHTS AND WEEKENDS

526,564
QUESTIONS ANSWERED

Winters Junior High School

School Achievement Summary | August 21, 2019 - May 22, 2020

THE IXL EFFECT



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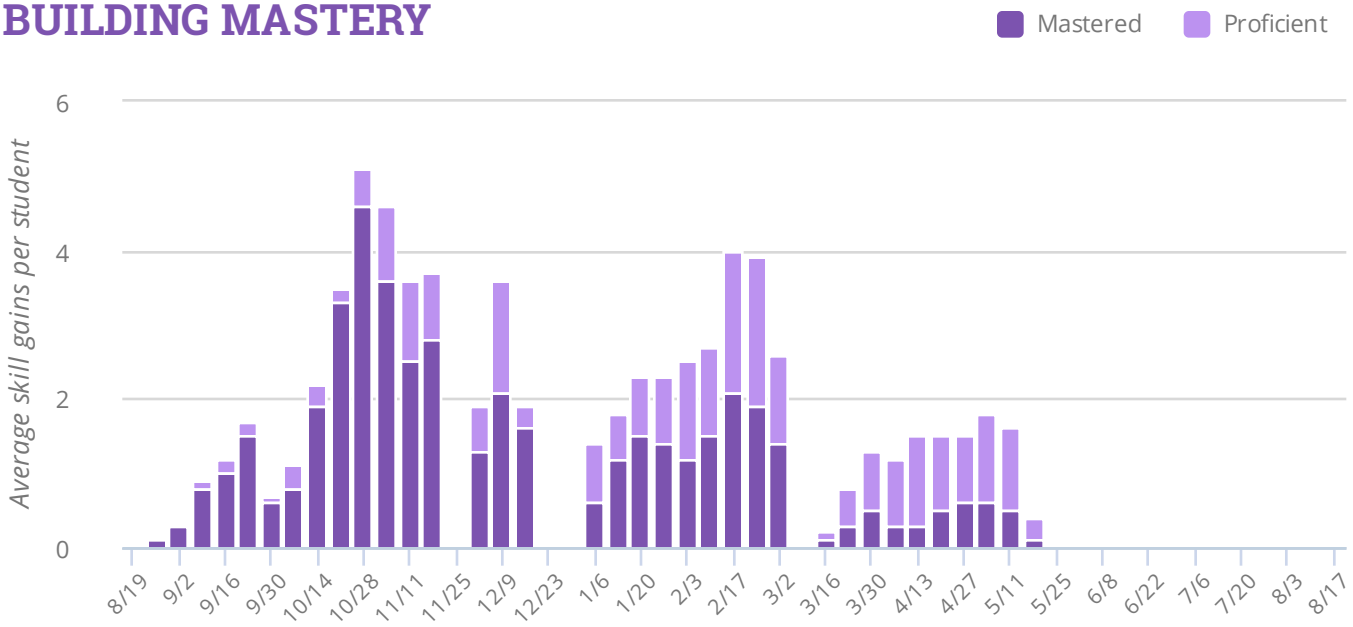
BUILDING MASTERY



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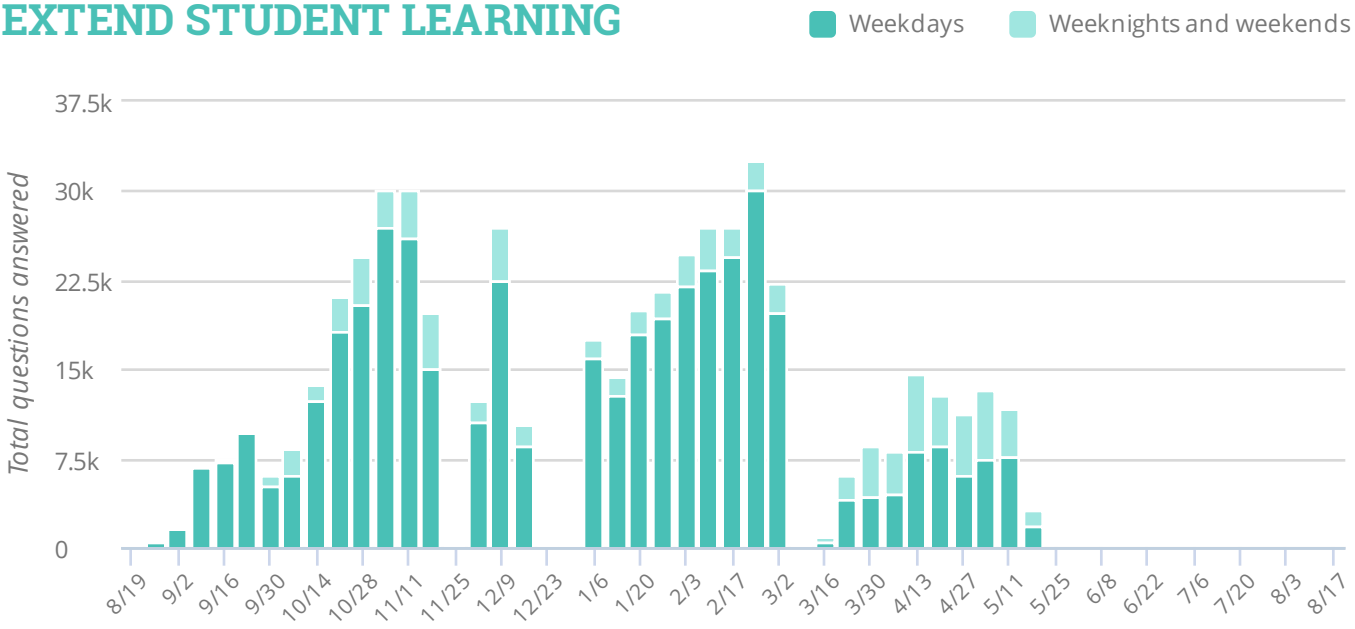
EXTEND STUDENT LEARNING



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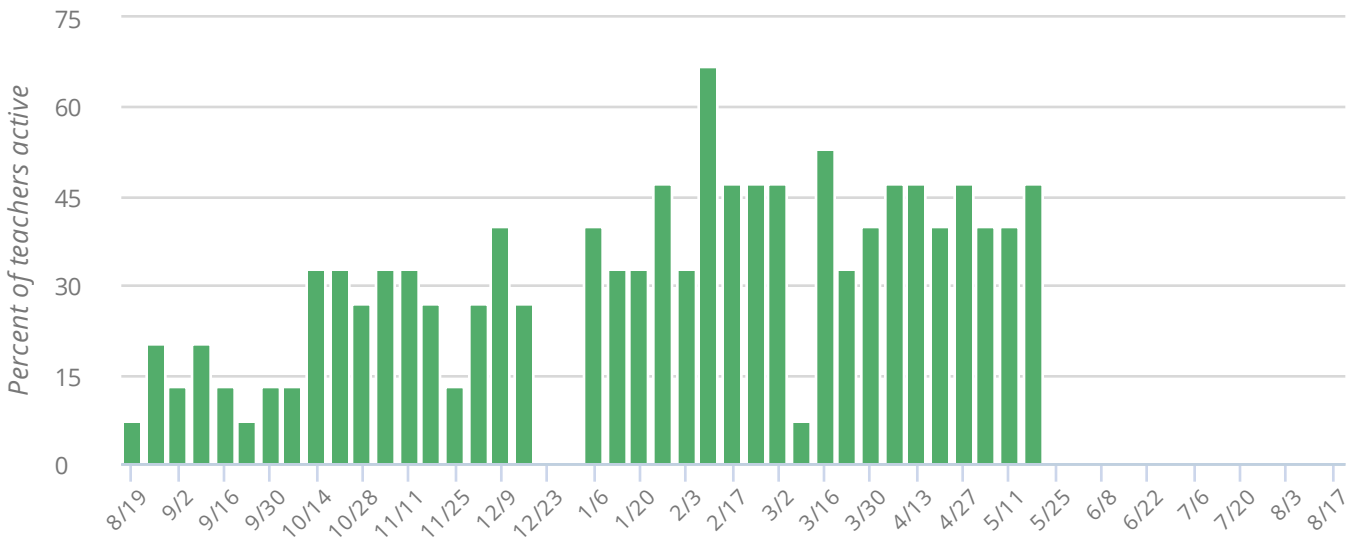
Winters Junior High School

School Achievement Summary | August 21, 2019 - May 22, 2020

ELEVATE TEACHER ENGAGEMENT



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