



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

NOGA ID

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

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

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

TEA must 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 CDN Campus ESC DUNS

Address City ZIP 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
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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.

Uvalde CISD is committed to students and operates as a district of innovation with the "Power to Transform". The mission of the district, generated by district and community stakeholders, includes a commitment to providing students the foundation to reach his or her goals through personalized and rigorous instruction. We are interested in becoming a non-math pilot district because we have witnessed the potential impact of blended learning on student agency and academic growth. Currently, we have implemented a math blended learning program, and through the BLGP partnership, intend to expand to the content area of reading. With our Math Innovation Zones award in 2019, for planning and execution, we developed a strong foundation for blended learning, grounded in personalized learning. As we have taken on IXL, we have seen firsthand how online platforms with detailed analytics can provide data to drive instruction for teaching and can be a catalyst for fostering agency when put in the hands of learners. We are confident that, by replicating key components of our math blended learning program, we will see similar student outcomes.

Gaps in reading achievement between our rural learners and statewide averages are gradually narrowing. According to 2019 accountability measures, Uvalde CISD students increased from prior year performance in reading: 1% in Masters Grade Level, 2% in Meets Grade Level, and 3% in Approaches Grade Level. Student performance within STAAR reporting categories, while growing, still lag when compared to state peers. According to 2019 STAAR performance (Grades 3-8), Uvalde CISD students scored the following in reading reporting categories:

Statutory/Program Requirements

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

Reporting Category 1 Understanding Across Genres - 61.91%
 Reporting Category 2 Understanding/Analysis of Literary Texts - 59.58%
 Reporting Category 3 Understanding/Analysis of Informational Texts - 55.99%

With the non-math pilot addition, it is our hope to expand this initiative to the subject area of reading so that we can more effectively address the learning gaps and literacy issues with the students of Uvalde CISD.

Through the 2019-2022 Blended Learning Grant received for Math, Uvalde CISD was able to partner with Engage2Learn to develop a strategic plan. It includes a district-wide learning framework designed to support blended learning and support innovative learning opportunities and environments for our students. With this grant award, the district was also able to hire a Blended Learning Project Manager charged with supporting the MIZ program fostering innovation and risk-taking using blended learning strategies across the district. This role has been critical in launching Uvalde CISD into blended learning and expanding the learning opportunities for our teachers and students.

Because Uvalde CISD has a student population that is 80.5% economically disadvantaged, the district has been tasked with the challenge of meeting the needs of a low socio-economic community. The COVID-19 school closure throughout 2020 provided the district community an opportunity to collaborate on ways to ensure that access to student learning is intact. In response to needs presented, Uvalde CISD launched a district-wide 1:1 initiative that has provided iPads to every single student in our district. This component is critical to ensuring that our students have the tools they need to be successful in any situation. These tablets, coupled with available learning platforms and dashboards, will afford learners the leverage to access real-time data about their academic progress. The district has also committed to providing hot spots to those in need of connectivity. At the campus level, administrators and teachers are committed to teaching grade-level standards using the new district learning framework and to guiding each student through their own academic pathway. Families throughout our district community are committed to providing learning support at home. Our students have dedicated themselves to some of the most critical commitments: Attending class daily (either face-to-face or virtually) and taking an active role in their learning through goal-setting and progress monitoring.

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.

The person responsible for leading this work will be our Blended Learning Specialist, Natalia Arias. She has 11 years of experience and has now served in this position for the past eight months. Prior to being hired as our Blended Learning Specialist, Natalia was the campus technology coach in addition to her duties as a full-time 9th-grade language arts teacher. In this role, she demonstrated her willingness to innovate and creatively develop systems to support innovation at her campus.

Shortly after being named the Blended Learning Specialist, the district faced challenges related to COVID-19. As schools began to close, she was instrumental in designing the Uvalde CISD Home Learning portal that housed instructional resources for students. She collaborated with peers to create grade-level resources that students and parents could access in one place. For teachers, she provided a separate professional learning support portal that included lesson templates centered upon the work of the Blended Learning Strategic Design: Learning Framework. Additionally, she created countless professional learning videos to support teachers' transition into the remote classroom.

Statutory/Program Requirements

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

Mrs. Arias has worked hard to build a positive culture of risk-taking and innovation across Uvalde CISD. She is a driven, dedicated worker that has already launched our current blended learning initiative with great success by successfully initiating and planning out Data-Driven Instruction (DDI) time at each campus and providing over 80 hours of professional development for UCISD teachers on strategies and platforms to support blended learning. She is committed to this initiative because she has personally seen the power in blended learning and sees the value that it carries for the students of Uvalde CISD. Last year, Natalia was able to attend the MIZ summit in Dallas where she witnessed first-hand the power in blended learning in Dallas schools.

Natalia is a Uvalde native and Uvalde High School graduate that cares deeply for the students and community of Uvalde CISD. She currently serves as a member of the teaching and learning team under the guidance of Executive Director of Teaching and Learning, Dr. Sandy Garza. On this team, she directly works with campus technology coaches, instructional coaches, the Curriculum and Instruction department, the IT department, and campus leaders to support blended learning and drive the instructional and operational change needed to sustain blended learning. She works weekly with each campus to document DDI time and is in constant communication with campus and district leadership to communicate teachers' needs to support blended learning.

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.

Uvalde CISD is currently using data to drive decision making in a multitude of ways. One of the most important ways we track and utilize data is through a universal screener in reading and math. Over the past three years, the district has prioritized the use of standard measurements and has invested in a consistent screener and process for grades K-12. Each student in the district now completes a Beginning Of Year (BOY), Middle Of Year (MOY), and End Of Year (EOY) Star Renaissance screener. Each assessment is analyzed by teachers, administrators, and school support staff in order to decide which students are in need of academic intervention services.

Additionally, Eduphoria Aware is used district-wide to house data for all common assessments. These measures include unit tests, benchmark assessments, and STAAR with the state cut points for approaches, meets, and masters to align progress with state percentages. The data from these assessments is analyzed to determine reteaching strategies for small groups, intervention, and whole-group if needed through PLC time.

All core UCISD teachers PK-12 grade have a daily Professional Learning Community (PLC) time where data is shared and analyzed on a consistent basis. Uvalde CISD also utilizes a universal Instructional Assessment Protocol that includes an "Evidence of Learning" component for each assessment where teachers measure and analyze student learning throughout the unit to determine if learning goals were met and to evaluate and adjust instruction using student exemplars and data from a variety of data points. Due to COVID-related social distancing requirements, the district has continued its commitment to building teaching capacity through PLCs. A virtual system has been implemented, comprised of online meeting rooms where teachers can continue to learn, collaborate, and share instructional strategies and best practices.

Statutory/Program Requirements (Cont.)

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

Furthermore, with the launching of our blended learning initiative at Uvalde CISD thanks to our MIZ award last year, we developed a learning framework for the entire district that fosters personalized and blended learning through the stage called "Personalize." Every teacher at UCISD has been trained to create and use standards-based rubrics with students to track their progress using data from assessments, online platforms, and exemplar performance assessments along with teacher-student conferences to decide on a plan of action in terms of instruction for each individual student.

With the implementation of the MIZ grant program for this year, we are already facilitating weekly DDI time during PLCs where teachers are analyzing IXL data for Math to make instructional decisions for reteaching using the Bambrick-Santoyo model.

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.

IXL is our chosen on-line reading curriculum for the non-math blended learning pilot application. IXL was selected because, over the last year, UCISD teachers have had the opportunity with the math innovation zones BLGP to learn about all of the personalization components of this program and feel that it best meets the needs of our students and teachers. As seen in the data shared on question #1, although students growing in student performance on STAAR, growth is not comparable to that of our state peers. There are three major reasons IXL was chosen for Uvalde CISD. One, it is directly aligned with the Texas Essential Knowledge and Skills (TEKS) so that our teachers are able to analyze aligned data and compare it to multiple data points. The second reason, is that the personalized pathway components and differentiation tools within IXL will help us foster the student agency that we are striving to attain in giving the students the ability to articulate their goals with TEKS-specific language by tracking their data using standards-based rubrics (explained in question #3). And third, is that IXL has an advanced analytics and progress monitoring system that allows them to provide real-time data and analytics that can help teachers and instructional leaders make data driven decisions in a proactive manner. At this time, except for Math (which already uses IXL), we only have summative data points to make reactive data driven decisions. The analytics provided by IXL gives teachers and administrators the necessary tools to make pivotal decisions that will directly impact student growth in a proactive manner.

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

County District Number or Vendor ID:		Payroll Costs (61100)		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award	
Academic/Instructional					
1 Teacher			\$ -	\$ -	-
2 Educational Aide			\$ -	\$ -	-
3 Tutor			\$ -	\$ -	-
Program Management and Administration					
4 Project Director			\$ -	\$ -	-
5 Project Coordinator			\$ -	\$ -	-
6 Teacher Facilitator			\$ -	\$ -	-
7 Teacher Supervisor			\$ -	\$ -	-
8 Secretary/Admin Assistant			\$ -	\$ -	-
9 Data Entry Clerk			\$ -	\$ -	-
10 Grant Accountant/Bookkeeper			\$ -	\$ -	-
11 Evaluator/Evaluation Specialist			\$ -	\$ -	-
Auxiliary					
12 Counselor			\$ -	\$ -	-
13 Social Worker			\$ -	\$ -	-
14 Community Liaison/Parent Coordinator			\$ -	\$ -	-
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15 ESC Specialist/Consultant			\$ -	\$ -	-
16 ESC Coordinator/Manager/Supervisor			\$ -	\$ -	-
17 ESC Support Staff			\$ -	\$ -	-
18 ESC Other: (Enter position title here)			\$ -	\$ -	-
19 ESC Other: (Enter position title here)			\$ -	\$ -	-
20 ESC Other: (Enter position title here)			\$ -	\$ -	-
Other Employee Positions					
21 BLGP Project Manager			\$ 50,000	\$ -	-
22 (Enter position title here)			\$ -	\$ -	-
23			\$ 50,000	\$ -	-
Subtotal Employee Costs:			\$ 50,000	\$ -	-
Substitute, Extra-Duty Pay, Benefits Costs					
24 6112 - Substitute Pay			\$ -	\$ -	-
25 6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -	-
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -	-
27 6140 - Employee Benefits			\$ -	\$ -	-
28 61XX - Tuition Remission (HES only)			\$ -	\$ -	-
29			\$ -	\$ -	-
30			\$ -	\$ -	-
31			\$ 50,000	\$ -	-
32			\$ 50,000	\$ -	-
			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: 0 Amendment #: 0

Professional and Contracted Services (6200)

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

Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
6269 - Rental or lease of buildings, space in buildings, or land			
1	Specify purpose:	\$ -	\$ -
	Service: Bl-GP Design and Implementation Vendor		
2	Specify purpose: Strategic Planning Assistance	\$ 50,000	\$ -
	Service:		
3	Specify purpose:	\$ -	\$ -
	Service:		
4	Specify purpose:	\$ -	\$ -
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5	Specify purpose:	\$ -	\$ -
	Service:		
6	Specify purpose:	\$ -	\$ -
	Service:		
7	Specify purpose:	\$ -	\$ -
	Service:		
8	Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 50,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11		Grand Total:	\$ 50,000
12		Total Program Costs*:	\$ 50,000
13		Total Direct Admin Costs*:	\$ -

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

FOR TEA USE ONLY

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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: 0		Amendment #:
Supplies and Materials (6300)		
Expense Item Description		Grant Amount Budgeted
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ -
2	Grand Total:	\$ -
3	Total Program Costs*:	\$ -
4	Total Direct Admin Costs*:	\$ -
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts v the Program Budget Summary worksheet.</p>		

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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Pre-Award	
\$	-
\$	-
These lines must equal the total amount requested. These lines will automatically populate on the award.	

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: 0		Amendment #:
Other Operating Costs (6400)		
Expense Item Description		Grant Amount Budgeted
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ 12,500
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ 12,500
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 6,887
11	Grand Total:	\$ 19,387
12	Total Program Costs*:	\$ 19,387
13	Total Direct Admin Costs*:	\$ -
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these li Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will au the Program Budget Summary worksheet.</p>		

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

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Application Part 2:

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County District Number or vendor ID:	Amendment #	
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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 (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when 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
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:		\$ -	\$ -	\$ -

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

f Grant Award n to submit an
D. New Grand Total
\$ -
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Instructions: Request for Amendment

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

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

Regardless of how a grantee amends the application to distribute funds among the categories, the grantee is 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 re

Submitting an Amendment

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

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 application: 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 amendment you submit for the grant is #1; if that amendment is approved
 - b. Ensure all applicant information is current and correct.
 - c. Ensure the authorized official information is current and correct. 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. All amended application. If you are requesting a revised budget, please include
3. If you are requesting a budget change, complete the Request for Amendment budget
 - a. In column A, enter the grand total for each class/object code in the most
 - 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 you
4. If you are requesting a budget change, complete the Program Budget Summary page. For each class/object code on the budget summary, strike through the previous
5. Do not resubmit any attachments required in the original application.

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

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rant Award (NOGA), the grantee may need to make some changes to the budget or program and get approval from TEA for all changes to formal notice to TEA of the desire or intent to

age of the TEA website. The guidance titled required to submit amendments and when the Application, for more detailed information

ss/object codes, the grantee is still responsible llication.

viewing and approving them.

reasons described in the "When to Amend the Administering a Grant page of the TEA website.

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f, the next amendment becomes #2.

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t page

it recently approved application or amendment.

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or changes

and the corresponding supporting budget
y approved amount and enter the new budgeted

--

District or Charter School Hybrid Information Form
 District or Charter School Network ID Number
 Attachment B

Blended Learning Pilot (Not Math Innovation Zones)

Instructions:

- Please submit the requested district or charter school information including information regarding the proposed approach for the non-math blended learning pilot.
- Please include information relevant to the topic in column in column (right blue cell) and follow the instructions in the cell. Only one leader pattern should be included per tab. Duplicate tabs for additional leader patterns as needed.
- For more information or need clarification, please contact the contact person listed in the cell.
- In the case of more than 4 intended leader elementary schools, please submit the below information as an appendix to the letter of interest.
- Please attach the proposed pilot plan to the letter of interest.

Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)

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 Email 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

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 Literacy, etc.)

Current Student Information System (SIS) in use throughout district (NWEA PowerSchool, Skyward, JTCES 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.)

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, Intersession Calendar, or Full Year Redesign)? If not, answer "No"

Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0? If not, answer "No"

Non-Math Blended Learning Pilot

Uvalde CISD

232-903

Dr. Hal Harrell

Natalia Arias

Blended Learning Specialist

(830) 591-4954

natalia.arias@uvaldeisd.net

Natalia Arias

Blended Learning Specialist

(830) 591-4954

natalia.arias@uvaldeisd.net

77

4153

970

Rural

Uvalde CISD - K, 3, 6

20

Renaissance Star

Skyward

District of Innovation, BLGP Math Innovation Zones

No

Yes

PK-12 Grade - Schoology, Considering additional instructional resources for K-5 and 6-12 ELAR and Math

12/1/20

Yes

English Language Arts and Reading

IXL

Student Progress on IXL Analytics

Supplemental

<https://www.blendedlearning.com/news/press-releases/2020/12/01/2020-12-01-blended-learning-pilot>

<https://www.blendedlearning.com/news/press-releases/2020/12/01/2020-12-01-blended-learning-pilot>

<https://www.blendedlearning.com/news/press-releases/2020/12/01/2020-12-01-blended-learning-pilot>

<https://www.blendedlearning.com/news/press-releases/2020/12/01/2020-12-01-blended-learning-pilot>

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<https://www.blendedlearning.com/news/press-releases/2020/12/01/2020-12-01-blended-learning-pilot>

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<https://www.blendedlearning.com/news/press-releases/2020/12/01/2020-12-01-blended-learning-pilot>

<https://www.blendedlearning.com/news/press-releases/2020/12/01/2020-12-01-blended-learning-pilot>

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.

Please link a research study confirming a positive impact from this online curriculum program on student achievement results.

School 1A Campus Name	Flores Elementary	
School 1A Campus Total Students		615
Lower Grade at School 1A Campus (i.e. "6" for 6th grade)		5
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)		6
Personnel		
School 1A Campus Principal Name		
School 1A Campus Principal Email Address	Michelle Rodriguez	
School 1A Campus Principal Phone Number	mrodriguez33@walden.net	8302786655
School 1A Campus BLPG Project Manager		
School 1A Campus BLPG Project Manager Title	Julie White	
School 1A Campus BLPG Project Manager Email Address	Instructional Coach	
School 1A Campus BLPG Project Manager Phone Number	white667@walden.net	8302786655
School Details		
Performance Results and Economic Indicators		
School 1A Campus Overall Performance - Numeric Grade Only		78
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch		86%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		72%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		69%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)		65%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)		31%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		34%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		
Feeder Pattern		
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A		100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B		100%
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 18 Campus Name	Robb Elementary
School 18 Total Students	542
Lowest Grade at School 18 (i.e. "PK" for Pre-K)	3
Highest Grade at School 18 (i.e. "5" for 5th grade)	4
Personnel	
School 18 Principal Name	Abraham Contreras
School 18 Principal Email Address	RCOCTR@8574@uvaldecisd.net
School 18 Principal Phone Number	8302786655
School 18 BLSGF Project Manager	Rebecca Guzman
School 18 BLSGF Project Manager Title	Instructional Coach
School 18 BLSGF Project Manager Email Address	rguzman4127@uvaldecisd.net
School 18 BLSGF Project Manager Phone Number	8302786655
School Details	
Performance Results and Economic Indicators	
School 18 Overall Performance - Numeric Grade Only	51
Percent of Students at School 18 Eligible for Free or Reduced Price Lunch	87%
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)	59%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	58%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	53%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	30%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	24%

School 1C Campus Name	Dalton Elementary
School 1C Total Students	540
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	PK
Highest Grade at School 1C (i.e. "5" for 5th grade)	K
Personnel	
School 1C Principal Name	Mandy Pruitt
School 1C Principal Email Address	mp Pruitt5328@uvvaldesisd.net
School 1C Principal Phone Number	8302786655
School 1C BLSG Project Manager	
School 1C BLSG Project Manager Title	Audrey Castillo
School 1C BLSG Project Manager Email Address	acastillo4951@uvvaldesisd.net
School 1C BLSG Project Manager Phone Number	8302786655
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	77
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	84%
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 ID Campus Name	Enter Text Response
School ID Total Students	Enter Numeric Response
Lowest Grade at School ID (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School ID (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School ID Principal Name	Enter Text Response
School ID Principal Email Address	Enter Email Address
School ID Principal Phone Number	Enter Phone Number
School ID BLDG Project Manager	Enter Text Response
School ID BLDG Project Manager Title	Enter Text Response
School ID BLDG Project Manager Email Address	Enter Email Address
School ID BLDG Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School ID Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School ID 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 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 B/GP Project Manager		Enter Text Response
School 1E B/GP Project Manager Title		Enter Text Response
School 1E B/GP Project Manager Email Address		Enter Email Address
School 1E B/GP Project Manager Phone Number		Enter Phone Number
School Details		
Performance Results and Economic Indicators		
School 1E Overall Performance - Numeric Grade Only		Enter Response
Percent of Students at School 1E Eligible for Free or Reduced Price Lunch		Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)		Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)		Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		Enter Percent

School 1F Campus Name	Enter Text Response
School 1F Total Students	Enter Numeric Response
Lowest Grade at School 1F (i.e. "PK" for PreK)	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 B1GP Project Manager	Enter Text Response
School 1F B1GP Project Manager Title	Enter Text Response
School 1F B1GP Project Manager Email Address	Enter Email Address
School 1F B1GP 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



UVALDIE

CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Elissa Gonzalez
Laura Perez
Roland Sanchez
Anabel White

September 14, 2020

I offer this letter of support and commitment to expanding the Blended Learning Grant Program at Uvalde Consolidated Independent School District. With our award of the 2019-2022 Blended Learning Grant for Math Innovation Zones, we were able to launch our blended learning initiative at Uvalde CISD in math with great success. This program has already given us the tools, plan, and training we need to launch this project and we are confident in the team we have in place to expand this initiative into the content area of English language arts and reading.

We are committed to launching this plan following our Math Innovation Zones feeder pattern by starting in Kindergarten, third grade, and sixth grade so that by year three we have full implementation of blended learning K-8 grade in ELAR across Uvalde CISD.

As Deputy Superintendent of Curriculum and Instruction, I support the involvement of our district in this project and look forward to seeing how the expansion of blended learning can positively impact student learning at Uvalde CISD. Thank you for your time and consideration.

Sincerely,

Michael A. Rodriguez
Deputy Superintendent

Anthon Elementary
Batesville Elementary
Crossroads Academy High School

Dalton Elementary
Flores Elementary
Morales Junior High

Robb Elementary
Uvalde High School



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Flores Elementary currently serves students in grades 5 through 6 of the Uvalde Consolidated Independent School District. We are currently in year one of execution of the Math Innovation Zones Blended Learning Grant Program and I am excited about the possibility of expanding into the content area of English Language Arts and Reading with the Non-Math Blended Learning Pilot.

As principal of Flores Elementary, I support the involvement of our school in this project and look forward to working with you.

Sincerely

 9-18-20
Michelle Rodriguez
Flores Elementary

Anthon Elementary
Batesville Elementary
Crossroads Academy High School

Dalton Elementary
Flores Elementary
Morales Junior High

Robb Elementary
Uvalde High School



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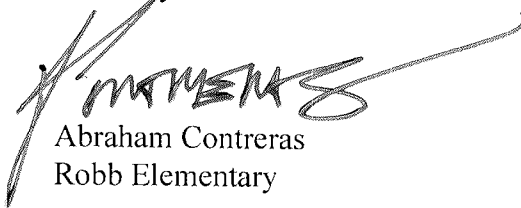
Anabel White

September 14, 2020

Robb Elementary currently serves students in grades 3 through 4 of the Uvalde Consolidated Independent School District. We are currently in year one of execution of the Math Innovation Zones Blended Learning Grant Program and I am excited about the possibility of expanding into the content area of English Language Arts and Reading

As principal of Robb Elementary, I support the involvement of our school in this project and look forward to working with you.

Sincerely



Abraham Contreras
Robb Elementary

September 14, 2020

Anthon Elementary
Batesville Elementary
Crossroads Academy High School

Dalton Elementary
Flores Elementary
Morales Junior High

Robb Elementary
Uvalde High School



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Laura Perez
Roland Sanchez
Anabel White

September 14, 2020

Dalton Elementary currently serves students in grades Pre-K through K of the Uvalde Consolidated Independent School District. We are currently in year one of execution of the Math Innovation Zones Blended Learning Grant Program and I am excited about the possibility of expanding into the content area of English Language Arts and Reading with the Non-Math Blended Learning Pilot.

As principal of Dalton Elementary, I support the involvement of our school in this project and look forward to working with you.

Sincerely

Mandy Pruitt
Dalton Elementary

NATALIA ARIAS

BLENDED LEARNING SPECIALIST, UVALDE CISD

PROFESSIONAL PROFILE

An innovative, driven instructional leader with a demonstrated impact on student learning outcomes.

Linked In:

www.linkedin.com/in/nataliaarias15

CONTACT ME:

Mobile: (830) 279-8229

Email: natarias89@gmail.com

Address: 116 Larkspur Dr. Uvalde, TX 78801

PROFICIENCIES

- 4-8 Generalist and 7-12 ELAR Certification
- Google Educator Level 1
- Nearpod Certified Educator
- Excellent interpersonal communication skills
- Self-starter and fast-learner
- Strong collaborator and team player

EDUCATION

Lamar University

Masters in Educational Technology Leadership - In Progress

Sul Ross State University - RGC

Bachelor of Arts in English, 2012

Uvalde High School

Honor Graduate, Class of 2007

EMPLOYMENT HISTORY

Blended Learning Specialist

Uvalde CISD | January 2020 - present

Teacher - 8th Grade ELAR Co-Teach

Morales Junior High, UCISD | Aug 2018 - January 2020

Teacher - 8th-12th Grade ELAR

Knippa High School, KISD | Aug 2016 - May 2018

Teacher - Various Subjects 5th-12th Grade

Flores Elem & UHS, Uvalde CISD | Aug 2012 - July 2016

KEY ACHIEVEMENTS

- Cactus Jack Foundation Teacher of the Year In 2012
- Journeyman Teacher Award In 2015
- Obtained Google Educator Certification In 2019
- Served 2 years as MJH Instructional Tech. Coach
- Provided varied professional learning opportunities for staff at MJH to support district technology initiatives
- Created T-TESS Instructional Technology Resource and iPad Plan for MJH for 2019-2020 school year
- Coached teachers and students on iPad accessibility features to support optimal student accommodation access
- Served on Blended Learning Planning team
- Launch the BLGP for Math Innovation Zones at Uvalde CISD in 2019
- Developed district home learning site for Spring 2020 COVID-19 school closure.

PROFESSIONAL REFERENCES

Dr. Sandy Garza, Exec. Dir. of Teaching and Learning, UCISD

sgarza1012@uvaldecisd.net | (830) 591-4954

Jennifer Griffin, 3-6 Curriculum Specialist, Uvalde CISD

jgriffin3615@uvaldecisd.net | (830) 591-4954

Isidro Escamilla, Principal, Morales Junior High

iescamilla8224@uvaldecisd.net | (830) 275-3714



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Elissa Gonzalez

Laura Perez

Roland Sanchez

Anabel White

September 14, 2020

Uvalde CISD is excited about the opportunity to be a part of the TEA Blended Learning Grant Non-Math Pilot Program.

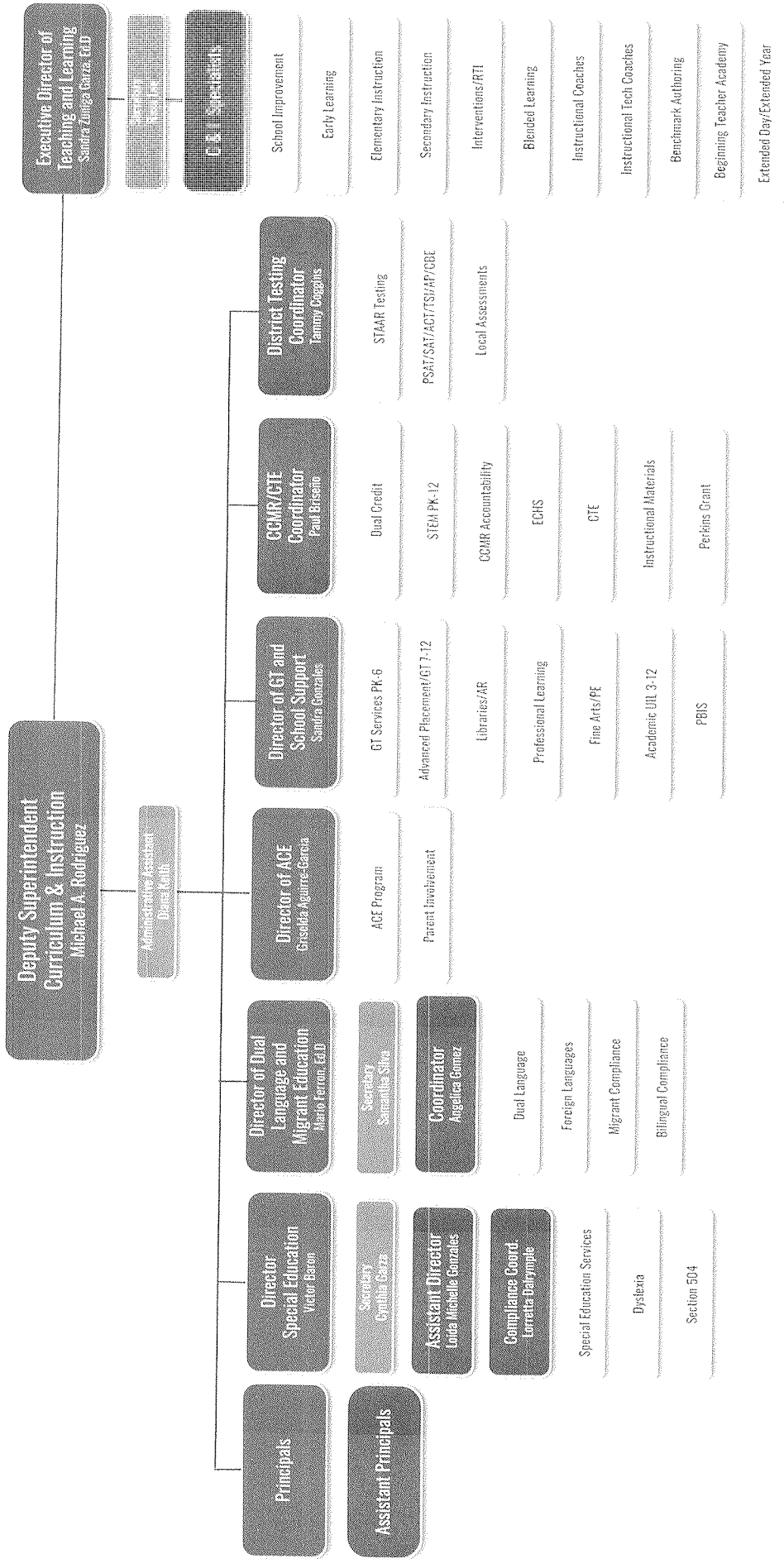
I have served in this position since January of 2020 and have 11 years of experience in education. In this role, I have worked collaboratively with district and campus leaders, as well as teacher leaders, to design a learning framework aligned with best practices that supports blended learning at all levels. Seeing the excitement and motivation from our teachers, students, and community with this method of learning has been transformative at Uvalde CISD. Data-driven instruction is not a new practice for us, but looking at it through the lens of blended learning, with the real-time data provided by IXL, has been powerful and I am excited to hopefully expand this initiative to the content area of English language arts and reading.

Thank you for the opportunity you have extended to us, once again, for blended learning expansion at Uvalde CISD. We are excited to be a part of this program and look forward to continuing to work with TEA to transform instruction for our students.

Sincerely

Natalia Arias

Blended Learning Specialist





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

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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.).

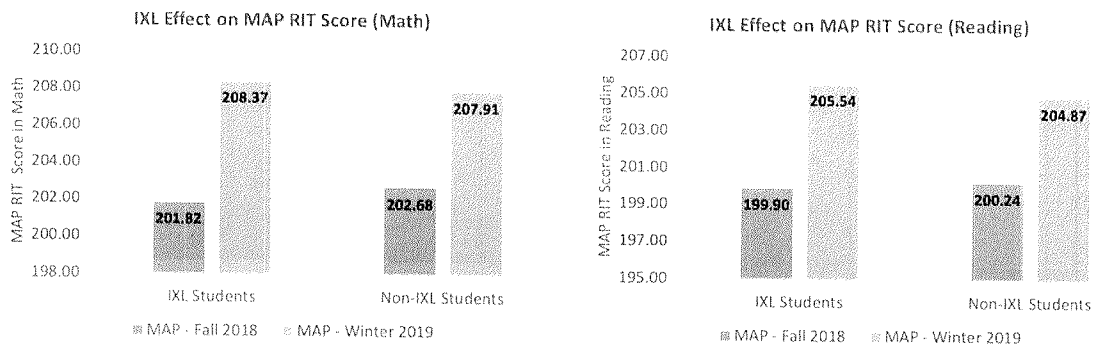
This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in math and reading. In addition, students with higher levels of IXL usage were more likely to have greater growth in both subjects.

Executive Summary

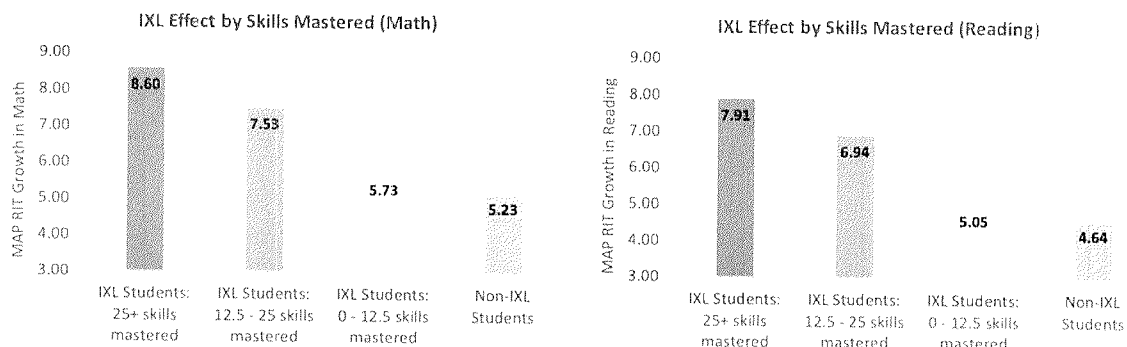
This study took place in a large virtual public charter school in the United States. The school provides internet-based individualized instruction to students in grades Pre-K to 12. IXL, a personalized online learning platform, has been provided to students in the charter school since 2017.

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.



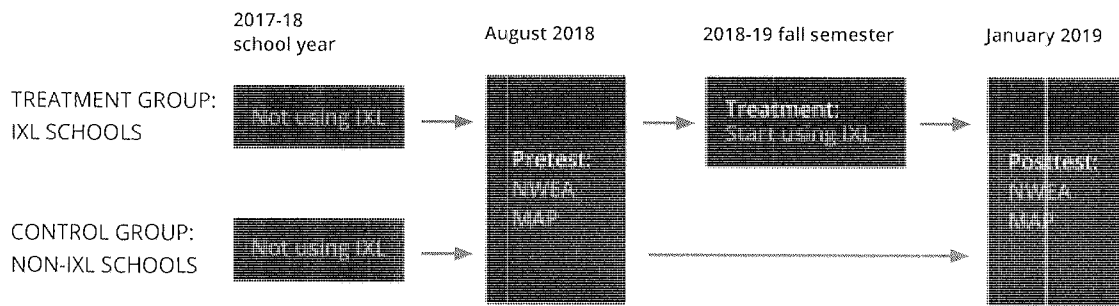


Figure 1. Study design

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 students¹ 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 teacher²). 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 week³ 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 ($\beta = -0.03$, $p = 0.96$) and reading ($\beta = 0.38$, $p = 0.70$). 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.

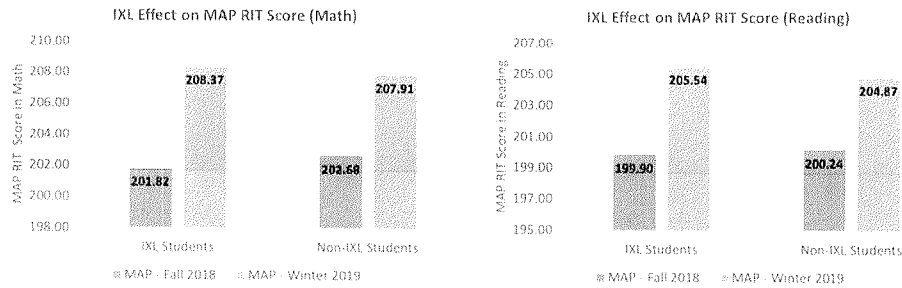


Figure 2. The IXL Effect on the MAP RIT Scores

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).

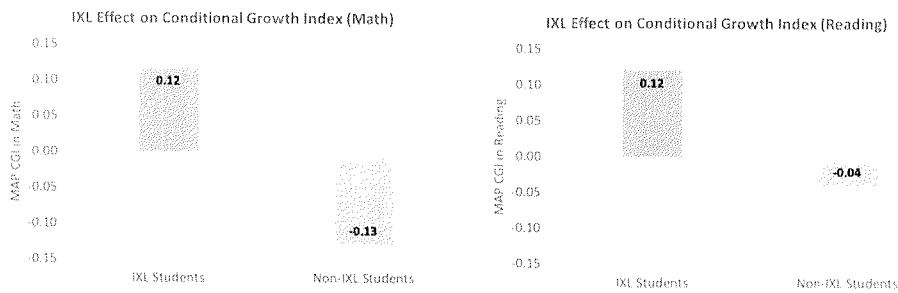


Figure 3. The IXL Effect on the MAP Conditional Growth Index

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.

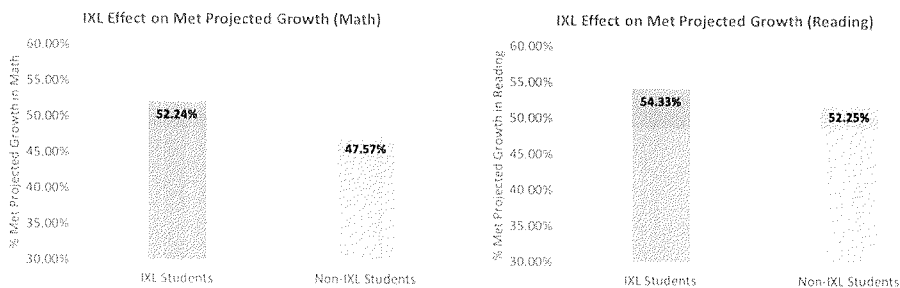


Figure 4. The IXL Effect on Percentage of Met Projected Growth on MAP

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).

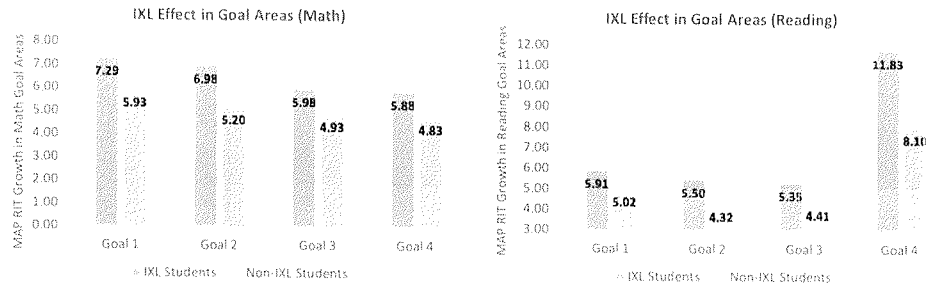


Figure 5. The IXL Effect on MAP RIT in Different Goal Areas

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).

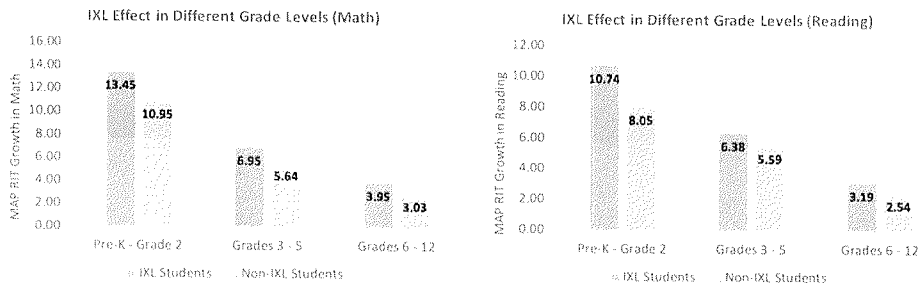


Figure 6. The IXL Effect in Different Grade Levels

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).

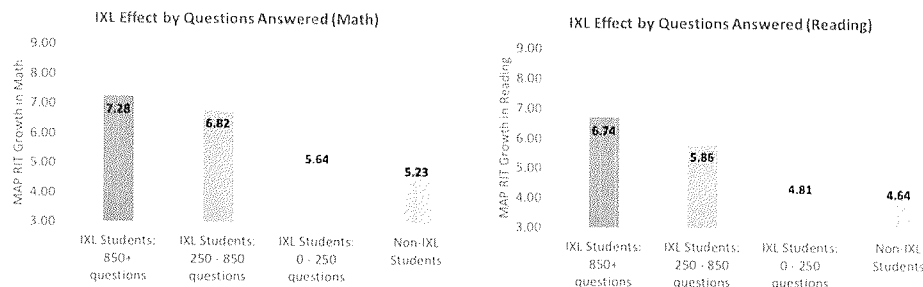


Figure 7. The IXL Effect by Questions Answered per Student

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).

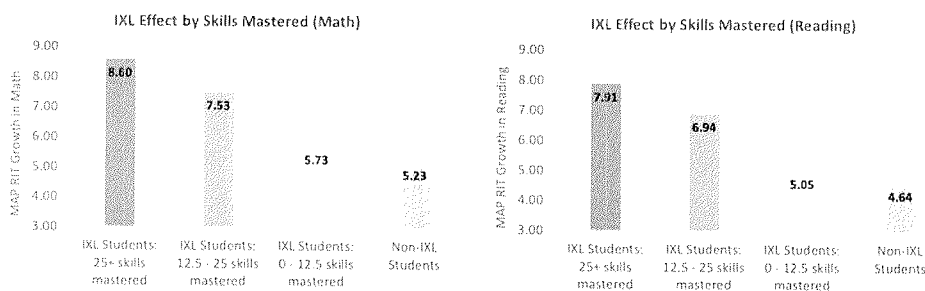


Figure 8. The IXL Effect by Skills Mastered per Student

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).

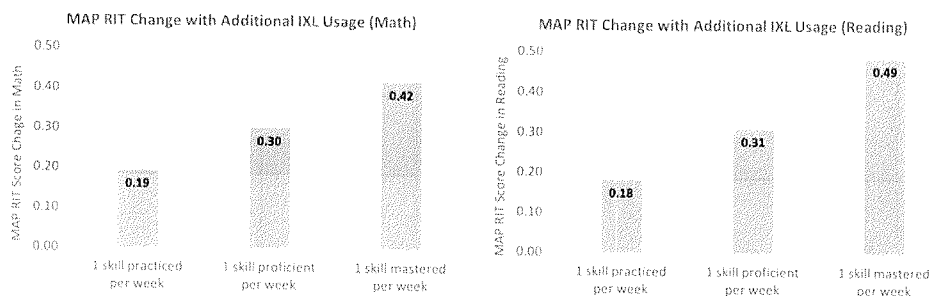


Figure 9. MAP RIT Score Improvement with Additional IXL Usage

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):

$$\text{Equation 1a. } Y_{ij} = \beta_{0j} + \beta_{1j}T_{ij} + \beta_{2j}X_{ij} + e_{ij},$$

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):

$$\text{Equation 1b. } \beta_{0j} = \gamma_{00} + \gamma_{01}C_j + u_{ij},$$

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):

$$\text{Equation 2a. } Y_{ij} = \beta_{0j} + \beta_{1j}Z_{ij} + \beta_{2j}X_{ij} + e_{ij},$$

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):

$$\text{Equation 2b. } \beta_{0j} = Y_{00} + Y_{01}\bar{Z}_j + Y_{02}C_j + u_{ij},$$

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: ^aThe 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	5.83	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 Foundations 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.

^aOne student in Grade 6 has RIT Goal 1 and Goal 2 score missing.

^bOne student in Grade 1 has RIT Goal 2 score missing.

^cGoal 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	
Effect size	0.08	0.06	0.02	N/A

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	
Effect size	0.07	0.05	0.01	N/A

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*	
Effect size	0.10	0.07	0.03	N/A

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	
Effect size	0.10	0.08	0.03	N/A

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.