



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

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

Pre-award costs permitted from

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

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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 Requirements

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:
- Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program
 - Weekly Teacher Software Usage: One teacher log-in per week is required
 - 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
 - Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA
 - 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*)

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

Advantage Academy has a diverse population, and we celebrate that diversity. Our campuses vary in their demographics and strategies are targeted according to the population and community. Our demographic needs as based on the District Improvement Plan, a high percentage of disadvantaged students (77.9%) coupled with English Language learners (21.6%), required a targeted approach to addressing the needs of the whole child.

Since 2016, student achievement has plateaued in reading. Reading achievement at the approaches levels for all students range from 58% - 61% each year for the past 4 years. Students are coming to school with a vast range of prior academic knowledge. Over 50% come to Advantage Academy with minimal readiness skills for reading. While personalized learning has always been part of the mission of Advantage Academy, teachers struggle to diagnose what each student needs and then provide the research-based instruction, feedback, and practice that is needed for that individual. The loss of campus-based instruction in the 4th nine weeks of 2019-2020 due to COVID 19 will increase these learning gaps. Additional data from grades 3-8 verifies the need for reading interventions at those grade levels as well.

Blended learning allows the combination of face to face instruction, synchronous learning, and asynchronous learning before and after face to face instruction to happen daily for student personalized adaptive learning. Because of blended learning, this year every student has a preventive intervention to achieve his or her maximum success using NWEA MAP growth in reading and math as well as Pathblazer to provide a personalized academic plan. In addition, students take the MiniDessa assessment

Statutory/Program Requirements

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

help address social-emotional learning (SEL) needs as well. Year One of the grant will include all students in grades 3 - 5 for reading. This group is the pilot. Pathblazer, an online learning platform, will also be used in math, science, and social studies. For grant purposes, reading data will be reported. Year Two, grades 6-8 will be added to the blended learning program for all core subjects, reading, math, science, and social studies. The same learning platform from Edgenuity will be used, except it is called MyPath. For 2022- 2023, year 3, high school will be added to the program using Edgenuity Courseware. The district is committed to a blended learning program for both short and long term goals. It is anticipated that at a minimum 15% increase in students moving from approaches to meets in year one and thereafter. Student Reading RIT scores will increase +3 points for year one and +4 points thereafter.

Because of COVID-19, there have been a few changes to address student learning needs. So far, the master schedule has been updated to provide synchronous learning for both at-home learners and face to face, common planning time for teachers, and accommodations for grade-level meetings, student and parent conferences. Every student has a digital device and a hot spot required. Family engaged meetings have gone virtual. Every grade level has a Zoom account in addition to Google Meets, Let's Talk website tool, and Remind App to communicate more effectively and efficiently with families.

This summer, to strategically support this new model, 20 teachers, and administrators, participated in 30 hours of staff development in blended learning with UT Professional Development. All participants completed a foundational level of training and plan on using techniques in their own classroom. The district participated in a blended learning survey and UT provided a detailed plan of recommendations. The district has a three-year implementation plan for blended learning with UTeach. For fall, each campus will have a designated blended learning facilitator who will work closely with the project manager as well as teachers to further support the model. Stipends for the blended learning facilitators, including specialized training were board approved and part of this program.

Another new change for this year is that each campus this year is the blended learning facilitator. Each campus has a facilitator. They serve as a liaison between campus and central office on blending learning initiatives, professional development, and just in time support. This role assists in the development and implementation of curriculum and blended learning projects. The facilitator collaborates with the project manager to help, manage, optimize the use of instructional software, and district resources to support quality teaching and learning. Blended learning facilitators are teachers who receive additional compensation and specialized training. They facilitate at least 4 PLCs during the school year to support teacher implementation of blended learning activities. The project manager will lead and manage campus blended learning facilitators.

In addition to the campus facilitator, another new position has been added to support instructional technology and blended learning. Fifty percentage of this new role will be overseeing the blended learning grant program. This is a central office position (see Advantage Academy organization chart.) The major responsibilities of the project manager will be working with teachers, the blended learning facilitators, and campus leadership on staff development and student success. The project manager will provide leadership and technical expertise to principals and teachers in the planning, implementation, and evaluation of blended learning throughout the school. The project manager meets weekly with teachers on student progress.

Each year the project manager will be responsible for completing a board report on the progress of the grant. The project manager will ensure the Strategic Design is on track to meet the district vision and goals. The project manager will serve on the District Improvement Committee to support the development of goals and objectives.

This summer, to strategically support this new model, 20 teachers, and administrators, participated in 30 hours of staff development in blended learning with UT Professional Development. All participants completed a foundational level of training and plan on using techniques in their own classroom. The district participated in a blended learning survey and UT provided a detailed plan of recommendations. The district has a three-year implementation plan for blended learning with UTeach. For fall, each campus will have a designated blended learning facilitator who will work closely with the project manager as well as teachers to further support the model. Stipends for the blended learning facilitators, including specialized training were board approved and part of this program.

Priority/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.

A new position was established this year, the instructional technology coordinator. The purpose of this new role is to provide leadership in developing, achieving, and maintaining high-quality technology integration into teaching and learning through all educational settings to support teachers in enhancing instruction, improve student performance, and assist students in becoming technologically savvy. With this grant, 50% of the designated time will be spent on blended learning for grades 3-5 ELAR teacher's support and fidelity of the grant. This role will assist in the development of short- and long-range plans for the integration of technology into the blended learning program including teacher retention and sustainability. Teacher training and staff development are included. The qualifications and experience are listed on Instructional Technology Coordinator Job Description attached.

Statutory/Program Requirements

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

The project manager will lead and manage two major teams to support the fidelity of implementation and decision making. The district team will be key individuals who support the teachers and campus leaders. The responsibilities of this team include providing job-embedded professional learning experiences to deepen teacher content and depth of the standards using blended learning, equip teachers with a diagnostic tool supporting the teachers and staff with the implementation of blended learning. The team includes directors, the Chief Academic Officer, and the assistant superintendent. This team meets at a minimum every three weeks to review the progress and fidelity of systems.

The other team includes the Director of Curriculum, Campus principals, Blended Learning facilitator from each campus, and at least one teacher. The responsibilities of this team include providing feedback on the implementation based on data analysis reports and making recommendations for improvement. At a minimum, this team meets at least 4 times a year, quarterly to provide feedback on current progress and action items to improve the fidelity of implementation. Data is at minimum reviewed every six weeks by this team.

Each year the project manager will be responsible for completing a board report on the progress of the grant. The project manager will ensure the Strategic Design is on track to meet the district vision and goals. The project manager will serve on the District Improvement Committee to support the development of goals and objectives.

Note: Attachments Included: Instructional Technology Coordinator Job Description (Project Manager), Blended Learning Facilitator Application (One Per Campus), and Organizational Chart

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.

Three times a year, students will take the NWEA MAP reading growth assessment. Each student will have a goal monitored by the teacher to ensure students stay on track for the end of the year goals. District NWEA Reading Cut Scores are used to determine the best intervention approach. Parents and students participate in goal setting meetings with the teacher using the NWEA student profile and goal setting template. Based on the John Hopkins University study (2020), it is anticipated that after 50 lessons are completed, students obtain a one-point gain increase on their RIT score. In addition, for every hour of Pathblaze used is associated with a half-point increase in MAP Growth RIT score.

NWEA MAP reading and the STAAR reading test have been linked to student college and career readiness. For the past 5 years, Advantage Academy has used the NWEA MAP to help with the projection of STAAR scores. Over the past three years, Advantage Academy students have fallen short in reading, both in the Region and with the State. The table below illustrates Reading STAAR scores over time. Advantage Academy students in reading meet at grade level performed 30% for 2018 and 30% for 2019. Advantage Academy students are lower than their Region 10 peers with an 18% difference for 2018 and 21% difference for 2019. The goal of blended learning that is different from previous years to increase student time on personalized learning, increase progress monitoring at the student and teacher level, increase teacher support with a project manager and campus blended learning facilitator, and provide targeted student blended learning experiences, both synchronous and asynchronous (see Table One: Advantage Academy STAAR Scores Over Time).

Advantage Academy has targets for the next five years. Table 2 illustrates the next five years and end of year NWEA RIT scores for grades 3 - 5 students (see Table Two: Advantage Academy STAAR Scores Over Time).

In partnership with Region 10, Advantage Academy will use the Brambrok Santovo model for data analysis and coaching.

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

Teachers are provided a time to collaborate with each other, analyze student progress, create student learning experiences to improve growth and participate in research and inquiry. Office hours are provided to parents and students to meet with teachers for just in time support each week. Coaching from Region 10 staff, central office, and campus leadership is provided for teachers who need more assistance, especially with hard to learn TEKS and large learning gaps of students. Table Three provides an example protocol for results meeting (see Table Three: Results Meeting Protocol, Paul Bambrick-Santoyo, 2020)

Note: Attachments Included: Table One: Advantage Academy STAAR Scores Over Time, Table Two: Advantage Academy NWEA Reading RIT Scores Targets for 5 Years, and Table Three: Results Meeting Protocol (Paul Bambrick-Santoyo, 2020),

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.

According to the winter administration of NWEA Map, 53.52% of the students were not projected to meet the passing standard on the STAAR test. To obtain and exceed these needs, Advantage Academy provides students personalized learning pathways that are aligned to the TEKS utilizing online software, Edgenuity Courseware, MyPath, and Pathblazer that help all students learn at his/her learning rate in addition to classroom instruction by the teacher. These pathways are provided during the school day and beyond so that learning can be 24/7. Advantage Academy integrates the NWEA MAP assessment data three times a year in order to recommend and assign targeted instruction. Students participate in lessons and activities based on immediate learning needs, including acceleration. The classroom teacher monitors progress and provides feedback on student's individual learning goals. Google Classroom and Google Meets are used daily to engage students. Teachers will create and monitor assignments using the Google Classroom platform and other online tools when needed. Teachers will conduct class meetings, discussions, parent conferences, and other live communications, including teaching through Google Meets. Students in grades 3 - 12 are provided digital devices to use both at home and at school, including a Wifi hotspot if needed.

For Elementary Grades 3 - 5, Pathblazer identifies where students are struggling and provides the targeted reading and math instruction they need to close early learning gaps. To help students monitor their weekly reading goals, students create a portfolio and keep track of the following data points:

Recent Work tab | Number of activities completed: Count the number of activities with solid blue sheets of paper for the total number of activities completed in the past week.

Assignments tab | Progress by assignment/folder: Number of activities completed and the number of activities remaining per assignment/folder. To calculate the percent progress, divide the number of completed activities by the sum of the number of completed and remaining activities.

Reports tab | Duration report: Time on Task shows the time the student spent completing that activity.

Based on the John Hopkins University study (2020) and Edgenuity recommendations, students complete four to six activities reading each week. To demonstrate progress, students complete at least 75% of the activities in a folder before moving on to the next. Students are required to at minimum 60 minutes per week, up to 90 minutes per week. Each activity takes 10 - 15 minutes for students to complete. Teachers conduct small groups and/or one on one conferences at least once per week with every student.

For teachers, the Class Progress report is used weekly to track progress and content mastery. Teachers can create small group

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
<input type="text" value="Summary of Program"/>	
<input type="text" value="Summary of Program"/>	
<input type="text" value="Summary of Program"/>	
<input type="text" value="Summary of Program"/>	
<input type="text" value="Summary of Program"/>	

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

[For further guidance, refer to the Budgeting Costs Guidance Handbook.](#)

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID:		057806	Amendment # (for amendments only):		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director			\$ -	\$ -
5	Project Coordinator		1	\$ 50,000	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions					
21	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ 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 (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ -	\$ -
30	Grand Total:			\$ 50,000	\$ -
31	Total Program Costs*:			\$ 50,000	
32	Total Direct Admin Costs*:			\$ -	
<p>*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.</p>					

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: 057806		Amendment #: 0	
Professional and Contracted Services (6200)			
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Program Implementation Vendor Specify purpose: To assist with design and implementaion of BLGP	\$ 50,000	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 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.			

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County District Number or Vendor ID: 057806		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 25,000	\$ 25,000
2	Grand Total:	\$ 25,000	\$ 25,000
3	Total Program Costs*:	\$ 25,000	
4	Total Direct Admin Costs*:	\$ -	

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

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County District Number or Vendor ID: 057806		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
13	Total Direct Admin Costs*:	\$ -	
<p>*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.</p>			

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

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:

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

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: 057806		Amendment # 0	
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23	Fund Code:	429

Budget Summary

Description and Purpose	Class/ Object Code	Program Cost	Source of Funds		
			Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 50,000	\$ -	\$ 50,000	\$ -
2 Professional and Contracted Services	6200	\$ 50,000	\$ -	\$ 50,000	\$ -
3 Supplies and Materials	6300	\$ 25,000	\$ -	\$ 25,000	\$ 25,000
4 Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
6 Total Direct Costs:		\$ 125,000	\$ -	\$ 125,000	\$ 25,000
7 * Indirect Costs:				\$ -	\$ -
8 Total of All Budgeted Costs :		\$ 125,000	\$ -	\$ 125,000	\$ 25,000

Direct Administrative Cost Calculation

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

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

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

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

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or vendor ID:	Amendment #
--------------------------------------	-------------

SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

FOR TEA USE ONLY

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date
2. Appendix I of the 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 the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes
 - b. Ensure all applicant information is current and correct.
 - c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.
2. Complete Appendix 1: Negotiation and Amendments
 - a. Choose the section you wish to amend from the drop down menu
 - b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments
3. If you are requesting a budget change, complete the Request for Amendment budget page
 - a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
 - b. In column B, enter the amount being deleted from each class/object code.
 - c. In column C, enter the amount being added to each class/object code.
 - d. Column D and the total direct cost line will automatically calculate your changes
4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter
5. Do not resubmit any attachments required in the original application.

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

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Advantage Academy
District or Charter School Network ID Number	57806
Personnel	Applicant Response
Superintendent Name	Angela McDonald
LOI Author Name	Katherine Stover
LOI Author Title	Academic Support
LOI Author Phone	2142765800
LOI Author E-mail Address	Katherine.stover@advantageacademy.org
District BLGP Project Manager Name	TBD - Instructional Technology Coordinator
District BLGP Project Manager Title	Instructional Technology Coordinator
District BLGP Project Manager Email Address	@advantageacademy.org
District BLGP Project Manager Phone Number	2142765800
District Details	Applicant Response
District Overall Performance - Numeric Grade Only	74
Total Students in District	1689
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	285
District Classification (Rural, Urban, Suburban)	suburban
Education Service Center Region	10
Name of school in district with most previous experience in blended learning	Advantage Academy
Number of years the school (in previous answer) has used blended learning	0
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA MAP
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, District-made system, etc...)	TxEIS
Are you proposing to implement any of the following programs in your district? (Check all that apply)	Program, UTeach Blended Learning Professional
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies?	K - 12 Reading, Math, Science, and Social Studies
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	11/30/2020
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	Applicant Response
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Reading 3 - 5
Which online curriculum program is the district and schools applying to use?	Edgenuity Pathblazer
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Intervention Weekly Reports based on standard
Is the proposed online curriculum a supplement or core curriculum?	Supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	ndle/1774.2/62390/Pathblazer%20Final%20Re
Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Grand Prairie West
School 1A Campus Total Students	323
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	PK
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	7
Personnel	Applicant Response
School 1A Campus Principal Name	Jimmy Wright

School 1A Campus Principal Email Address	Jimmy.Wright@advantageacademy.org
School 1A Campus Principal Phone Number	2142765800
School 1A Campus BLGP Project Manager	Denise Clevenger
School 1A Campus BLGP Project Manager Title	Director of Curriculum
School 1A Campus BLGP Project Manager Email Address	Denise.Clevenger@advantageacademy.org
School 1A Campus BLGP Project Manager Phone Number	2142765800
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	74
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	77%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	61%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	61%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	59%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	59%
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)	31%
Feeder Pattern	
Advantage Academy Grand Prairie East (High School)	48%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
School 1B Details (if applicable)	Applicant Response
School 1B Campus Name	North Duncanville
School 1B Total Students	444
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	PK
Highest Grade at School 1B (i.e. "5" for 5th grade)	8
Personnel	
School 1B Principal Name	Sharla Williams
School 1B Principal Email Address	Sharla.Williams@advantageacademy.org
School 1B Principal Phone Number	2142765800
School 1B BLGP Project Manager	Denise Clevenger
School 1B BLGP Project Manager Title	Director of Curriculum
School 1B BLGP Project Manager Email Address	Denise.Clevenger@advantageacademy.org
School 1B BLGP Project Manager Phone Number	2142765800
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	74
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	77%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	61%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	61%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	59%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	59%
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)	31%
School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	Waxahachie
School 1C Total Students	172
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	PK
Highest Grade at School 1C (i.e. "5" for 5th grade)	8
Personnel	
School 1C Principal Name	Danna Martin
School 1C Principal Email Address	Danna.Martin@advantageacademy.org
School 1C Principal Phone Number	2142765800
School 1C BLGP Project Manager	Denise Clevenger
School 1C BLGP Project Manager Title	Director of Curriculum

School 1C BLGP Project Manager Email Address	Denise.Clevenger@advantageacademy.org
School 1C BLGP Project Manager Phone Number	2142765800
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	74
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	77%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	61%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	61%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	59%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	59%
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)	31%
School 1D Details (if applicable)	Applicant Response
School 1D Campus Name	Enter Text Response
School 1D Total Students	Enter Numeric Response
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1D Principal Name	Enter Text Response
School 1D Principal Email Address	Enter Email Address
School 1D Principal Phone Number	Enter Phone Number
School 1D BLGP Project Manager	Enter Text Response
School 1D BLGP Project Manager Title	Enter Text Response
School 1D BLGP Project Manager Email Address	Enter Email Address
School 1D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 1E Details (if applicable)	Applicant Response
School 1E Campus Name	Enter Text Response
School 1E Total Students	Enter Numeric Response
Lowest Grade at School 1E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1E (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1E Principal Name	Enter Text Response
School 1E Principal Email Address	Enter Email Address
School 1E Principal Phone Number	Enter Phone Number
School 1E BLGP Project Manager	Enter Text Response
School 1E BLGP Project Manager Title	Enter Text Response
School 1E BLGP Project Manager Email Address	Enter Email Address
School 1E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent

Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 1F Details (if applicable)	Applicant Response
School 1F Campus Name	Enter Text Response
School 1F Total Students	Enter Numeric Response
Lowest Grade at School 1F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1F (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1F Principal Name	Enter Text Response
School 1F Principal Email Address	Enter Email Address
School 1F Principal Phone Number	Enter Phone Number
School 1F BLGP Project Manager	Enter Text Response
School 1F BLGP Project Manager Title	Enter Text Response
School 1F BLGP Project Manager Email Address	Enter Email Address
School 1F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.</i>	
<p>Advantage Academy is considered one campus for TEA classification. Therefore, all 3 campuses feed into the high school, Grand Prairie East. This is the only feeder pattern. In addition, each campus will have a blended learning facilitator who will work the instructional technology coordinator (project manager). Applications are currently being accepted and selection will occur the first week of October 2020. Currently, the Director of Curriculum, Denise Clevenger, is overseeing online learning platforms for the teachers.</p>	

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District BLGP Project Manager Name	Enter Text Response
District BLGP Project Manager Title	Enter Text Response
District BLGP Project Manager Email Address	Enter Phone Number
District BLGP Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most previous experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, District-made system, etc...)	Enter Text Response
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days	Enter Text Response
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district	Enter Date (mm/dd/yy)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12 th 2020?	Choose "Yes" or "No"
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Enter Text Response
Which online curriculum program is the district and schools applying to use?	Enter Text Response
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate	Enter Text Response
Is the proposed online curriculum a supplemental or core curriculum?	Choose Response
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	Insert Link
Feeder Pattern 1	No Response needed in this cell.
School 2A Details	Applicant Response
School 2A Campus Name	Enter Text Response
School 2A Campus Total Students	Enter Numeric Response

Lowest Grade at School 2A Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at School 2A Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Personnel	
School 2A Campus Principal Name	Enter Text Response
School 2A Campus Principal Email Address	Enter Email Address
School 2A Campus Principal Phone Number	Enter Phone Number
School 2A Campus BLGP Project Manager	Enter Text Response
School 2A Campus BLGP Project Manager Title	Enter Text Response
School 2A Campus BLGP Project Manager Email Address	Enter Email Address
School 2A Campus BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2A Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at School 2A Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
School 2B Details (if applicable)	Applicant Response
School 2B Campus Name	Enter Text Response
School 2B Total Students	Enter Numeric Response
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2B (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2B Principal Name	Enter Text Response
School 2B Principal Email Address	Enter Email Address
School 2B Principal Phone Number	Enter Phone Number
School 2B BLGP Project Manager	Enter Text Response
School 2B BLGP Project Manager Title	Enter Text Response
School 2B BLGP Project Manager Email Address	Enter Email Address
School 2B BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2C Details (if applicable)	Applicant Response
School 2C Campus Name	Enter Text Response

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

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



618 W. Wheatland Rd. ★ Duncanville, TX 75116 ★ Phone: 214.276.5800 ★ www.advantageacademy.org

September 17, 2020

RE: Blended Learning Grant Program

To Whom It May Concern:

I am in full support of our district leaders to apply for this grant and I am hopeful that we are selected to participate. Over the past year, we have worked with teachers and campus leaders to encourage high levels of student engagement with the focus of blended learning. Last spring and prior COVID-19, we encouraged teachers to participate in the Blended Learning Professional Development program through the University of Texas. We had 20 teachers begin this 30 hour program, of which 17 have already completed the program and we are celebrating these teacher leaders even this week. We now consider these teachers our champion teachers for blended learning.

We were also granted the opportunity to participate in the Resilient Schools Program and having this additional funding source will give us other tools to implement suggestions for improvement and will allow us to boost the resources, as well as the morale for our teachers and administrators. Due most recently to the COVID-19 crisis, the need for these programs to improve our instructional approaches are even more evident and critical than ever before.

Additionally, this grant will allow us to have other resources for improving student outcomes for our 3rd through 5th grade. These grades are of specific concern and we desire to see growth in these grade levels that we have not seen in past years. The assistance from this grant will allow us to focus more of our efforts on this area of needed improvement.

With new blended learning techniques, our goal is to overcome the challenges that many of our novice teachers have, which is to activate a higher level of engagement, as well as to personalize learning for students. Again, with currently over 50% of our students learning from home this year and over 80% of our students economically disadvantaged, it is our goal to create a solution that is immediate for this year, but that will also have lasting and positive effects for our students in the years to come. Our goal is to develop teachers who understand how to use technology resources to the advantage of all students.

Thank you for your time and consideration of our request to be allowed to participate in the Blended Learning Grant Program.

Sincerely,

Angela McDonald, Ed.D
Superintendent



MEMO

To: Dr. Angela McDonald, Superintendent

From: Jimmy Wright, Grand Prairie West Principal

Date: September 17, 2020

Re: Blended Learning Grant Program

Dr. McDonald,

As a participant of the Blending Learning Cohort for Advantage Academy and a campus leader, I highly recommend blended learning for our students for the long term at Grand Prairie West, not just during COVID.

My insights and previous knowledge of blended learning have evolved. This year, GPW campus is focused on the student learning experience, student control over time, place, path, and pace. Students are learning beyond the traditional class schedule and are more involved in the learning process. They are receiving powerful and intentional instruction both synchronous and asynchronous. To ensure academic success, both teachers and students monitor individual progress with our online learning platform.

Teachers are highly engaged in blended learning and committed to success. The master schedule has been adjusted to foster more teacher collaboration across campuses to improve instruction, create designated time for the student and parent conferencing virtually, and time to review online learning data and NWEA reports. Every day affords new learnings, and we continue to grow as a staff.

I fully understand the impact of blended learning and strongly support the blended learning grant program for Advantage Academy. We are committed to our students and anticipate great results with our plan.

Sincerely,

Jimmy Wright, Principal
Grand Prairie West



Job Description

Job Title: Instructional Technology Specialist

Reports to: Chief Academic Officer

Exemption Status: Exempt

Department: Curriculum and Instruction

Date Revised: 09/16/2020

Primary Purpose:

Provide leadership in developing, achieving, and maintaining high quality technology integration into teaching and learning throughout all educational settings to support teachers in enhancing instruction, improve student performance, and assist students in becoming technologically savvy. Facilitate the effective use of computers and other technology in instructional programs district wide. Assist in the development of short- and long-range plans for the integration of technology into the instructional program. Implement and coordinate the technology staff development and training program.

Qualifications and Experience:

Education/Certification:

Valid Texas teaching certificate

Bachelor's Degree in Education, Master's Degree Preferred

Minimum of four years of classroom teaching experience

Demonstrate instructional technology integration in classroom setting

Leadership experience

Special Knowledge/Skills:

Knowledge of computer hardware and software applications

Knowledge of technologies available for use in instructional setting

Knowledge of curriculum design and implementation

Ability to develop and deliver technology training to adult learners

Strong organizational, communication, and interpersonal skills

Major Responsibilities and Duties:

Staff Development

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

Coordinate the development and implementation of a comprehensive staff development plan for the use of instructional technology.



Provide staff development to teachers and administrators in methods of involving technology in the delivery of curriculum.

Curriculum Development

Assist in integrating technology in the existing instructional curriculum.

Develop and implement a continuing evaluation of the instructional technology program and implement changes based on the findings.

Coordinate the development, implementation, monitoring and evaluating of all instructional activities related to Career and Technology Education, electronic course programs and Texas Virtual School Network

Assist with District and Campus testing initiatives and procedures

Assist with implementing programs to guide students to success in their interest and future.

Assist with coordination of college and career days.

Provides training to teachers in the use of current technology to meet curriculum goals.

Provides training to teachers in computer competencies.

Provides training to teachers to ensure integration of student computer competencies as outlined by The state.

Participates in the development of activities that help integrate technology into various curriculum areas at the local and state level.

Maintains current knowledge of technology and instructional practices that relate to the use of technology.

Provides resource information relating to new techniques and practices that relate to the use of technology and that enable students to use technology as a learning tool.



Technical Support

Assist with the bidding process, purchase, distribution, maintenance, and installation of instructional software, and other technological equipment and materials within instructional programs.

Assist with technology needs related to academic implementations, including all instructional software, benchmark software, etc.

Serve as the liaison between the technology department and the academic department

Assist academic department with all duties within the department, especially in relation to instructional software.

Assist with monitoring student use.

Budget and Inventory

Administer the CTE budget and ensure that program is cost-effective and funds are managed prudently.

Compile budget and cost estimates.

Coordinate the selection of technology equipment and software; maintain a database of all instructional software in the district.

Policy, Reports, and Law

Assist in the development of policies and procedures regarding technology issues.

Compile, maintain, and file all physical and computerized reports, records, and other documents required.

Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the area of instructional technology.

Personnel Management

Assist in the recruitment and selection of personnel and make sound recommendations relative to placement, assignment, discipline, and dismissal.

Assist in the evaluation of technology instructors to ensure effectiveness.

Assist in the development of training options and improvement plans for technology personnel to ensure best operation of programs.



Supervisory Responsibilities:

None

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Frequent district wide travel.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Employee Signature _____ Date _____

Stipend – Description of Duties

This form must be completed and submitted by the hiring Division, Department or Unit with each “Stipend Initial request” Please provide supporting information/data

Name of Recipient: _____ Job Title: _____

Program Supervisor: _____ Campus: _____

Type of Stipend: _____ Amount of Stipend: _____

Purpose of Stipend: This stipend promotes the use of technologies and instructional design to support student achievement in PreK-12. Campus facilitators serve as a liaison between campus and central office on blending learning initiatives, professional development, and just in time support. This role assists in the development and implementation of curriculum and blended learning projects. The facilitator collaborates with appropriate instructional and technical support to help, manage, optimize the use of instructional software, and district resources to support quality teaching and learning.

Special Skills and Knowledge:

- Considerable knowledge of federal, state, and local policies and procedures regarding instructional technology, blended learning, and virtual learning.
- Considerable knowledge of of the Texas Essential Knowledge and Skills (TEKS) and district curriculum
- Considerable knowledge of instructional design and delivery with appropriate uses of technology for instruction.
- Considerable knowledge of strategies to personalize instruction to meet the needs of individual students
- Considerable knowledge of blended learning principles and management of classroom design to foster digital citizenship

Qualifications:

- Completion of UTeach Foundation Blended Learning Professional Development or equivalent learning experience
- Classroom Teacher or Bachelor’s Degree in Education or Advanced education in instructional design

Responsibilities and Duties

- Collaborate across other teams in Academics Department to facilitate program implementation to increase student control over time, place, path, or pace of their learning - Minimum quarterly meetings, minutes, and course of actions
- Providing troubleshooting support for technology usage of teachers on instructional and classroom management tools - Evidence of just in time support
- Mentor one teacher in blended learning model to use weekly with classroom instruction (assigned teacher) - Evidence of artifacts, schedule, student work samples, instructional tools usage
- Create and deliver professional development to teachers as necessary in all subject areas - Creation of blended learning training materials includes PLC sessions
- Facilitate Blended Learning PLCs - Minimum quarterly meetings, minutes, and course of actions
- Participate in Advanced Blended Learning Academy (Summer 2021)
- Design blended learning experiences for students at minimum once a week - it is expected to manage a Google Classroom for Assigned Courses) - Evidence Google Classroom and student feedback

Additional Comments:

Completed By: _____

Title: _____ Division/Department/Unit: _____

Date Completed: _____



MEMO

To: Competitive Grants Committee

From: Katherine Stover, EdD

Date: September 25, 2020

Re: BLGP Project Manager Letter of Support

Advantage Academy is currently hiring a new position, Instructional Technology Coordinator, which is the BLGP project manager. Fifty percent of this role will oversee the blended learning program. I serve on the interview committee for this new role. Commitment to this project is communicated during the interview questions and at the end of the interview. This process ensures Advantage Academy has support from the beginning.

I have been overseeing the blended learning program in partnership with Chief Academic Officer Kim Gilson and Denise Clevenger, Director of Curriculum and Instruction for Advantage Academy. I am highly committed to the success of the program.

Since 2016, Advantage Academy has tried to launch a blended learning program. Teachers who have been part of the pilot programs continue to use blended learning in their classrooms, so we know it is highly beneficial. Because of COVID, Advantage Academy has implemented more resources and support for teachers and students, which has propelled the system to create a program and sustain it. Here are a few examples of those game-changers :

- Every student has a digital device, including hot spots, if needed.
- Teachers participating in the UTeach Blended Learning Professional Development and district staff training
- Each campus has a blended learning facilitator and soon an instructional technology coordinator for additional support.
- Meetings have gone virtual, which increases both teachers, students, and parent participation.
- Funds are designated to support blended learning.



- Teacher recognition for milestones and accomplishments in blended learning
- Teacher collaboration and synchronous instruction across the district to support asynchronous learning

I have been a part of the Advantage Academy system since 2013, and am excited about the blending learning program and its success. I would love to be the project manager, and however, for long term success and sustainability, this position requires a full-time on-site leader. I am part-time. Therefore, I do not qualify to be the project manager.

In the meantime, in collaboration with the Director of Curriculum and Instruction and Chief Academic Officer, I have been overseeing the blended learning program. Supporting teachers and campus leaders and working closely with district team members, including the Executive, Academics, Finance, Technology, Public Relations, and Human Resource Departments on this program.

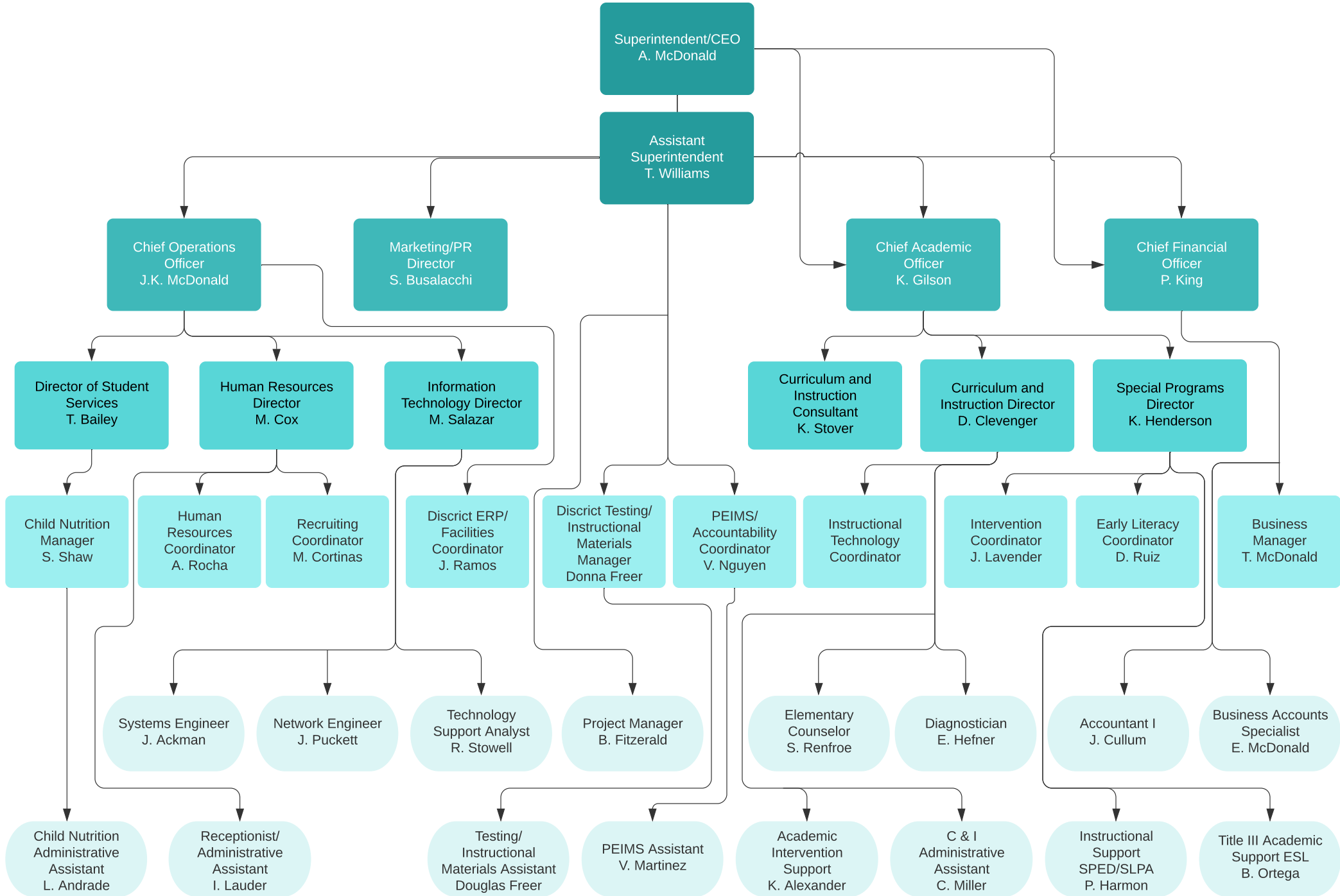
I am committed and fully support the blended learning program at Advantage Academy. Please feel free to contact me with any questions or concerns.

Thanks!

A handwritten signature in cursive script that reads "Katherine Stover".

Katherine Stover, EdD
Curriculum and Instruction Consultant

Central Office Organizational Chain of Command



Randomized Controlled Trial of Edgenuity's Pathblazer in Floyd County Schools

Betsy Wolf, PhD
Michael A. Cook, PhD
Jane Eisinger, MS
Steven Ross, PhD

June 2020



Contents

EXECUTIVE SUMMARY2

Randomized Controlled Trial of Edgenuity's Pathblazer in Floyd County Schools7

Methods8

 Research Design.....8

 Sample8

 Data and Measures10

 Analytical Approach11

Quantitative Findings12

 Usage of Pathblazer12

 Impacts on Student Reading Achievement14

Teacher Survey Findings19

 Program Support and Training.....19

 Changes in Teaching Strategies.....20

 Perceived Program Impacts on Students24

Site Visit Findings.....24

 Program Implementation25

 Perceived Program Impacts.....28

 Program Reception and Recommendations for Improvement.....30

Conclusion.....33

Appendix A: Descriptive Statistics for MAP Growth Reading RIT Scores35

Appendix B: Descriptive Statistics for Pathblazer Usage39

Appendix C: Tables to Meet ESSA Tier 1 Standards40

Appendix D: Correlations Among Student Variables.....42

Appendix E: Regression Results for Subgroup Analyses43

Appendix F: Teacher Survey Instrument.....45

EXECUTIVE SUMMARY

Randomized Controlled Trial of Edgenuity's Pathblazer in Floyd County Schools

Program Description

[Pathblazer](#) is a supplemental, online intervention program that helps struggling learners in grades K–8 achieve grade-level proficiency in mathematics and reading. Pathblazer offers students individualized learning progression paths with fun, motivating content that addresses skill and concept gaps. Using existing student data or results from a screener, Pathblazer immediately identifies where students are struggling and provides the targeted instruction they need to close early learning gaps. The instruction in math and reading is designed to help engage students, accelerate them to grade-level mastery, and increase student self-efficacy in learning. All lessons are built around a gradual release instructional model of explicit instruction, supported practice, independent practice, and assessments. The data Pathblazer collects as students complete their work also help teachers monitor student progress and adapt their instruction. Intervention reports in Pathblazer track student progress toward standards mastery, inform small-group instruction, and help teachers plan for one-on-one time with students.

Research Design

[Edgenuity](#) contracted with the [Center for Research and Reform in Education \(CRRE\)](#) at Johns Hopkins University to estimate the impact of Pathblazer on student reading achievement by conducting a cluster randomized controlled trial of Pathblazer during the 2019–2020 school year in Floyd County, Georgia. The study was designed to meet the Every Student Succeeds Act (ESSA)'s ["strong" or Tier 1](#) evidence. For six public elementary schools, approximately half of each 3rd to 5th grade teacher's classes were randomly assigned to participate in the reading component of Pathblazer, and the remaining half were assigned to the control group. Therefore, the analysis determined whether students in Pathblazer classrooms improved their reading more than those in control classrooms, controlling for teacher effects, student prior achievement, and other student covariates. The study did not examine the impact of the mathematics component of Pathblazer.

The study also examined how teachers implemented Pathblazer, and how educators and students perceived the effectiveness and usefulness of the program. To do so, qualitative data were collected during in-person visits to two elementary schools. Site visits included classroom observations, teacher focus groups, student focus groups, and principal interviews. Teacher surveys were also administered to all Pathblazer teachers.

Study Sample

The study sample for the analysis of the impact of Pathblazer on student reading achievement included 1,524 students in the 3rd to 5th grade classrooms of 31 teachers across six elementary schools. The majority of students were White, and just over 60 percent qualified for free and reduced meals. Interview and focus group data were collected from 3 principals or assistant principals, 9 teachers, and 17 students. Survey data were also collected from 22 teachers who participated in the program.

Program Impact on Student Reading Achievement

Pathblazer had a positive and statistically significant impact on student reading achievement in winter, controlling for fall achievement, other student characteristics, and classroom and teacher effects. More specifically, students who participated in Pathblazer outperformed similar control peers by around one point (0.977) on the winter 2020 NWEA Measures of Academic Progress (MAP) Growth in reading. The effect size was +0.07, which indicates a small and positive effect. This finding satisfies ESSA's ["strong" or Tier 1](#) evidence.

As shown in Figure 1, reading achievement improved for Pathblazer students relative to control students overall, and for particular student subgroups. Pathblazer appeared to be particularly beneficial for students with low prior achievement (+2.88 points) and special education students (+2.68 points) relative to similar control peers. Pathblazer students in grade 4 also outperformed their control peers.¹

¹ Pathblazer students in grade 4 were initially higher achieving than control peers (>0.25 standard deviations), but attrition standards were met according to WWC (2020).

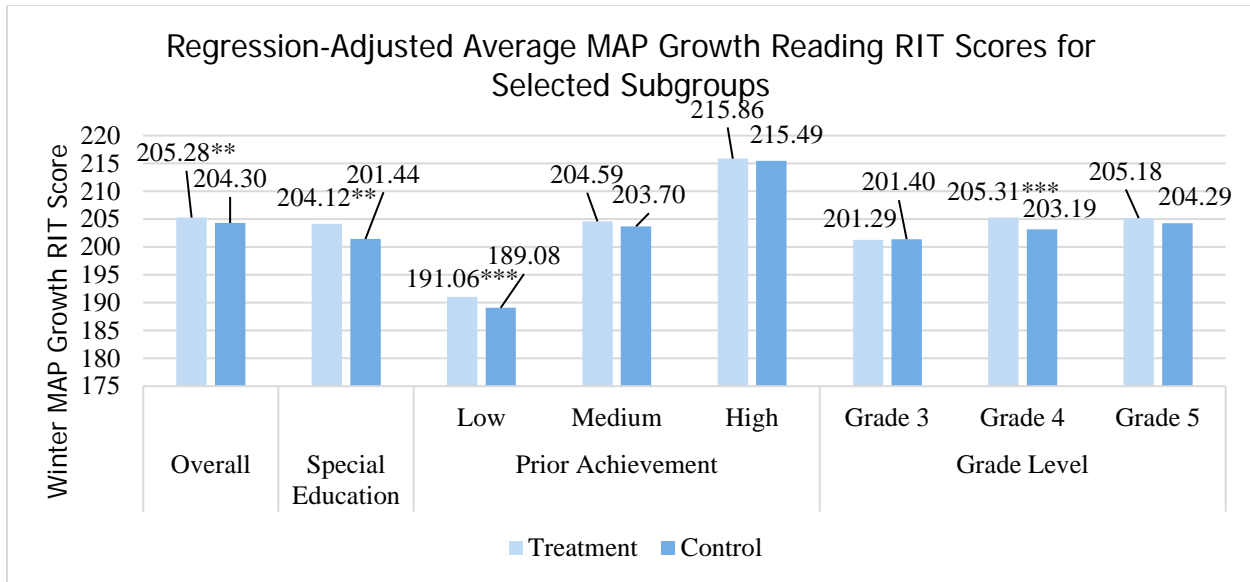


Figure 1. Average MAP Growth regression-adjusted reading RIT scores by subgroup
 Notes: 1. * p<.05, **p<.01, ***p<.001. 2. The statistical significance refers to the difference between the Pathblazer and control groups for each group, controlling for other variables.

Pathblazer Usage

Teachers were asked to assign Pathblazer to students for at least 60 minutes a week over approximately 20 weeks. For the most part, teachers indicated that this threshold had largely been met, with students often using Pathblazer in 15- to 20-minute intervals. The average time students spent using Pathblazer ranged from 9 to 23 hours, and varied by school and grade, as shown in Figures 2 and 3.

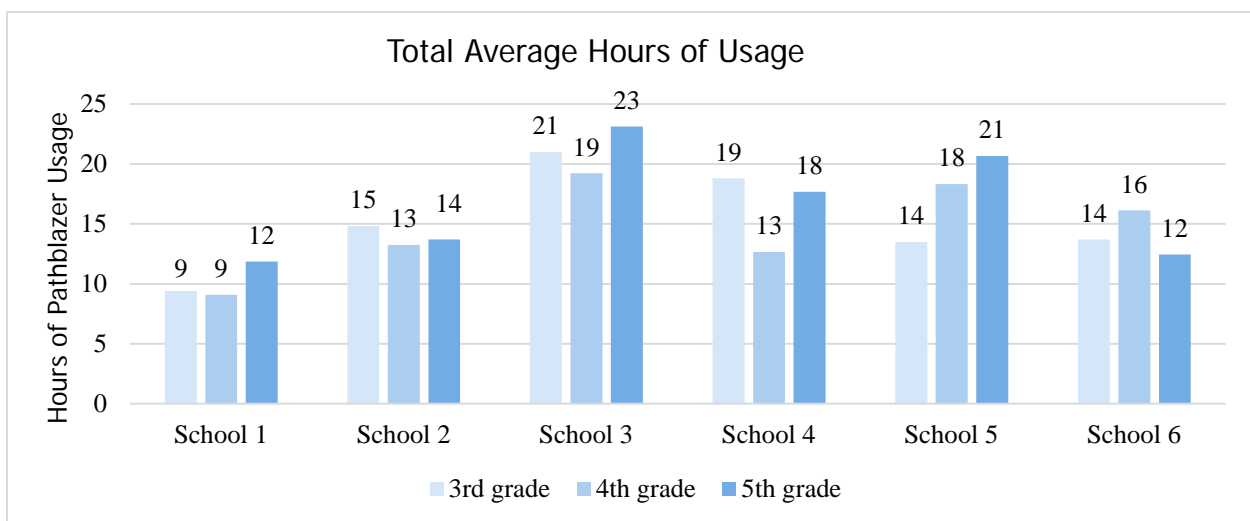


Figure 2. Average hours of Pathblazer usage by school and grade

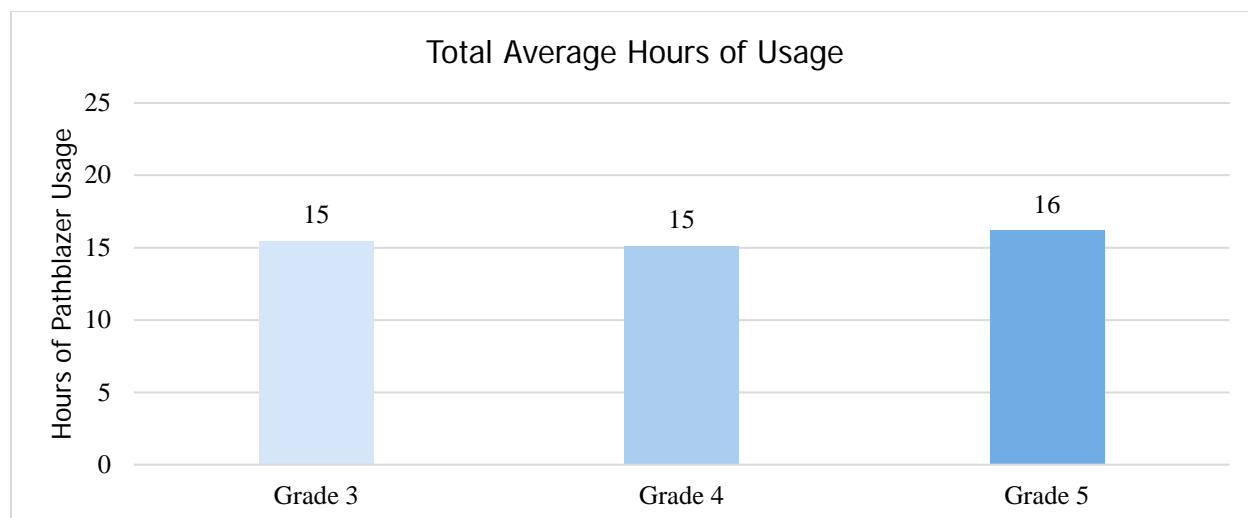


Figure 3. Average hours of Pathblazer usage by grade

Increased use of Pathblazer was associated with improved reading performance. Each Pathblazer activity completed was associated with an increase of 0.020 points in winter MAP Growth reading RIT scores. Put another way, approximately 50 completed activities was associated with a one-point MAP Growth RIT score increase. Total hours of Pathblazer usage was also significantly associated with winter MAP Growth reading RIT scores, as each hour of Pathblazer use was associated with a nearly half-point increase in scores. These findings show improved reading performance for students who used Pathblazer.

Student and Educator Perceptions

Principals, teachers, and students would recommend the Pathblazer program to others. Teachers liked that the program addressed gaps in students' knowledge and skills. Teachers believed Pathblazer improved student progress in reading, particularly for low- and high-achieving students.

Students generally indicated that they liked Pathblazer and felt it helped them with their reading. For example, students reported that using Pathblazer made reading easier. However, students recommended that the program be augmented with more incentives and rewards, such as games, badges, and contests, to potentially increase student motivation to use the program. Teachers agreed that students found Pathblazer engaging but indicated that Pathblazer had not changed student engagement one way or another. Classroom observations corroborated the current level of student engagement, as students were generally seen to be on task while working with Pathblazer.

Teachers reported that incorporating Pathblazer did not require them to change their instructional practices, and they were grateful for the time Pathblazer saved them by being integrated with students' MAP Growth RIT scores. Teachers reported some

changes to specific instructional strategies, such as adjustments to how they grouped students on skill levels and a greater focus on student independent work, goal-setting, and self-reflection. Most teachers also reported using Pathblazer data to enhance instruction and identify gaps in student skills.

Teachers would like to continue using Pathblazer but outlined a few technical issues that could be improved within the program. Teachers also reported that the initial training was very useful but requested short and on-demand refresher videos, because a lot of material was covered in the initial training. Teachers felt that there was benefit to them in learning how to better navigate the teacher dashboard.

Conclusion

This study provides ESSA “strong” or Tier 1 evidence of the efficacy of Pathblazer in improving student achievement in reading for students in grades 3–5. Students who participated in Pathblazer scored about one point higher on the winter 2020 administration of MAP Growth in reading than did similar control peers. Participation in Pathblazer was also particularly effective for low-achieving and special education students; each subgroup scored about two points higher on the winter 2020 MAP Growth reading assessment than did similar control peers.

Findings from qualitative data supported these findings, and educators believed that Pathblazer was most beneficial for low- and high-achieving students. For low-achieving students, Pathblazer helped fill in gaps in students’ knowledge and skills. For high-achieving students, teachers believed Pathblazer provided access to more advanced content than gifted students would not otherwise have had.

Principals, teachers, and students had suggestions for program improvement, but all were eager to continue using the program in the future. Teachers particularly appreciated the time savings due to the Pathblazer feature that automatically integrates with students’ MAP Growth RIT scores. Educators would recommend the program to other teachers, but feel that more training would be needed to take advantage of all of Pathblazer’s features.

Randomized Controlled Trial of Edgenuity's Pathblazer in Floyd County Schools

Pathblazer is a supplemental, online intervention program that helps struggling learners in grades K–8 achieve grade-level proficiency in mathematics and reading. Pathblazer offers students individualized learning progression paths with fun, motivating content that addresses skill and concept gaps. Using existing student data or results from a screener, Pathblazer immediately identifies where students are struggling and provides the targeted instruction they need to close early learning gaps. The instruction in math and reading is designed to help engage students, accelerate them to grade-level mastery, and increase student self-efficacy in learning. All lessons are built around a gradual release instructional model of explicit instruction, supported practice, independent practice, and assessments. The data Pathblazer collect as students complete their work also help teachers monitor student progress and adapt their instruction. Intervention reports in Pathblazer track student progress toward standards mastery, inform small-group instruction, and help teachers plan for one-on-one time with students.

[Edgenuity](#) contracted with the [Center for Research and Reform in Education \(CRRE\)](#) at Johns Hopkins University to conduct a cluster randomized controlled trial of Pathblazer during the 2019–2020 school year in Floyd County, Georgia. This study was designed to meet the Every Student Succeeds Act (ESSA)'s [“strong” or Tier 1](#) evidence. The study addressed the following research questions:

1. What is the impact of using Pathblazer on student reading achievement in grades 3–5, relative to the business-as-usual condition?
2. Do effects of Pathblazer vary by student subgroup (e.g., gender, race/ethnicity, socioeconomic status, English language classification, special education classification, and prior achievement)?
3. To what extent is the level of Pathblazer use associated with improvement in reading performance?
4. How do teachers implement Pathblazer? What factors help or hinder the implementation of Pathblazer?
5. What are student and teacher perceptions of Pathblazer, as well as recommendations for program improvement?

Methods

Research Design

The current study used a mixed-methods evaluation design, including a cluster randomized controlled trial (CRT), to examine the impact of Pathblazer on reading achievement for students in grades 3–5. For six public elementary schools in Floyd County, Georgia, approximately half of each 3rd to 5th grade teacher’s classes were randomly assigned to participate in Pathblazer, and the remaining half were assigned to the control group. Teachers in grades 3–5 in these schools were departmentalized, and therefore had more than one classroom.² The analysis determines whether students in Pathblazer classrooms outperformed those in control classrooms, controlling for teacher, student prior achievement, and other student covariates.

Qualitative data were also collected during in-person visits to two elementary schools, to better understand how Pathblazer was being implemented as well as how it was received by educators. Site visits included classroom observations, teacher focus groups, student focus groups, and principal interviews.

Sample

Quantitative sample. As discussed above, 71 classrooms of 31 teachers of grades 3–5 across six elementary schools were randomly assigned to either participate in Pathblazer or serve as the control group. Table 1 outlines the classroom and teacher samples by treatment condition and grade level.

Table 1
Classroom and teacher sample

	Pathblazer Classroom N	Control Classroom N
Grade 3	12	13
Grade 4	12	12
Grade 5	11	11
Total	35	36
	Pathblazer Student N	Control Student N
Grade 3	247	258
Grade 4	266	265
Grade 5	243	245
Total	756	768

The student sample included 756 Pathblazer students and 768 control students in grades 3–5 across six elementary schools (out of nine) in Floyd County Public Schools in Georgia. The district is relatively small, and mostly serves White students (82

² All but one teacher had more than one classroom, and this teacher was randomly assigned to the control condition.

percent), followed by smaller percentages of Hispanic (8 percent) and Black (7 percent) students. The district also serves a large percentage of low-income students (62 percent). The student sample was generally representative of the district as a whole. Table 2 shows student characteristics for the analytic sample.

Table 2
Student characteristics for analytic sample³

	Pathblazer	Control
% White	76.32	75.13
% Hispanic	11.90	12.76
% Black	7.14	8.33
% Other Race	4.63	3.78
% Female	48.28	47.27
% Free and reduced meals	62.17	62.50
% Students with IEPs	12.70	14.19
% English learners	7.54	7.94
N	756	768

Pathblazer and control students were very similar on nearly every demographic characteristic, and there were no significant differences between Pathblazer and control students on any demographic variable. Pathblazer and control students were also similar in terms of prior reading achievement, as shown in Appendix C.

Site visit sample. In-person site visits were conducted at two elementary schools in the district. One school served 515 students in grades 3–5. This was a Title 1 school and had a large proportion of students (68.74 percent) in families that were under the poverty line. The school served a majority of White students (79.61 percent), with small populations of Hispanic (9.23 percent) and Black (6.41 percent) students. The school also served special education students (16.89 percent) and a few English language learners (4.66 percent). At the time of data collection, the principal had been in her current position for four years and was a former elementary school teacher, as well as an assistant principal in a different elementary school in the district.

The second site visit school served 514 students in grades K–5. Similar to the first site visit school, this school served a majority low-income (57.59 percent) student population. The school had a majority of White students (90.47 percent), with small percentages of Black (4.86 percent) and Hispanic (3.70 percent) students. The school served 14.79 percent special education students and a few (3.11 percent) English language learners. At the time of data collection, the school principal had currently been in her position for five years. She had previously been an assistant principal at this elementary school, along with another elementary school.

³ Percentages may not add up to 100% due to rounding error.

Data and Measures

Quantitative and qualitative data were collected from the following sources.

Student achievement and demographic data. CRRE collected Overall MAP Growth reading RIT scores in fall 2019 and spring 2020.⁴ Fall 2019 reading scores were used to establish baseline equivalence, and winter 2020 scores were used to estimate Pathblazer program impact. Student demographic information was also collected from the school district.

Pathblazer usage data. Usage data were collected from Pathblazer for all students in classrooms implementing Pathblazer. To estimate the relationship between usage of Pathblazer and improved student performance in reading, we defined and used the following usage metrics: number of completed activities, proportion of completed activities out of assigned activities, average activity score, and total hours of usage.

Teacher surveys. Brief online surveys were administered by CRRE to all teachers in the spring of 2020 to gain a better understanding of the learning context and Pathblazer usage in the classrooms. Since classrooms were randomly assigned within teachers, all but one teacher implemented Pathblazer in at least one of his/her classrooms. The survey covered classroom learning environments, factors that helped or hindered Pathblazer implementation, educator perceptions of Pathblazer, instructional practices, and other topics. The survey contained both Likert-scale items as well as yes and no questions. The survey also asked teachers to allocate the percentages of time they spent on various instructional activities, which had to sum to 100 percent. Teacher survey responses were analyzed using descriptive statistics (e.g., percentages).

Teacher observations. During site visits to two elementary schools, the research team also conducted seven observations in classrooms across grades 3–5 to assess whether Pathblazer teachers were implementing the desired instructional strategies. The research team used an adapted version of the OASIS-21 (Observation of Active Student Learning in Schools in the 21st Century) instrument, which was developed by CRRE to conduct snapshot classroom observations and adapted by CRRE in collaboration with Edgenuity to focus on instructional strategies that are particularly relevant to Pathblazer implementation and use.

Interviews and focus groups. During the site visits to two elementary schools, three structured principal and assistant principal interviews, three student focus groups, and two teacher focus groups were conducted with Pathblazer users. The purpose of the interviews and focus groups was to obtain educator and student

⁴ Due to COVID-19, the spring 2020 administration did not happen.

reactions to Pathblazer, discuss benefits for students, examine strengths and weaknesses in Pathblazer implementation, and obtain recommendations for program improvement. Interview and focus group data were analyzed via standard qualitative techniques to identify emerging trends and themes across participant responses. Table 3 outlines the number of educators and students who participated in either interviews or focus groups.

Table 3
Site visit interview and focus group sample⁵

	N	% of Sample
Principals/Asst. Principals	3	10.3%
Students	17	58.6%
Teachers	9	31.0%
Total	29	100%

Analytical Approach

Hierarchical linear modeling with students nested within classrooms was used to examine differences in winter 2020 MAP Growth reading achievement between Pathblazer and control students, controlling for fall 2019 MAP Growth reading achievement and other covariates. We initially included all student demographic variables included in Table 2 as covariates; however, only grade level, gender, ethnicity, special education status, and low-income were significant predictors. Thus, all other demographic variables were dropped from subsequent regression models. Because classrooms were randomly assigned to a treatment condition within each teacher, we also added dummy variables for each teacher to the models to meet [What Works Clearinghouse \(WWC\)](#) (2020) standards. The implication is that student performance in reading was compared for Pathblazer and control students, controlling for teacher effects and quality.

To examine associations between the extent of Pathblazer use and improvement in student reading achievement, we also conducted similar analyses in which the Pathblazer indicator was replaced with one of the usage variables. This analysis allowed us to examine which usage variables were associated with improvement on Pathblazer students' reading achievement, in relation to the achievement of control students. Student achievement data were analyzed using quantitative analysis software (Stata).

⁵ Percentages may not add up to 100% due to rounding error.

Quantitative Findings

We begin by descriptively analyzing patterns of Pathblazer usage across grades and schools. We then discuss the overall impact of Pathblazer on students' MAP Growth reading achievement, as well as selected usage and subgroup analyses.

Usage of Pathblazer

This section describes descriptive Pathblazer usage patterns. We examined four metrics related to Pathblazer usage. Completed Pathblazer activities refers to the average number of Pathblazer activities completed by each student. Percent completed activities is the percentage of completed activities out of total assigned activities. Average score is the average percent score on all Pathblazer activities. Average minutes of usage is the average total amount of time, in hours, a student spent using Pathblazer.

Table 4 displays average Pathblazer usage, by grade. Grade 3 students completed the most activities and had the highest scores on Pathblazer activities, on average. Grade 5 students had the highest average total minutes of usage. Based on these numbers, it appears that activities for grade 5 students took longer to complete than did activities for grades 3 and 4 students.

Table 4
Average Pathblazer usage by grade

	Average Number of Completed Activities	Percent Completed Activities	Average Activity Score	Average Hours Usage
3rd grade	73.31	63.97	85.27	15.48
4th grade	65.24	62.26	82.11	15.12
5th grade	65.07	63.14	81.74	16.15

We next examined Pathblazer usage patterns by school. We found substantial variation in Pathblazer usage among the six elementary schools included in this study. Table 5 displays average Pathblazer usage, by school. School 1 had the lowest average minutes of usage and appeared to be a bit of an outlier due to its considerably lower levels of usage compared to the other schools. School 3 had the most usage in terms of minutes and completed activities. Other schools had medium levels of usage.

Table 5
Average Pathblazer usage by school

	Average Number of Completed Activities	Percent Completed Activities	Average Activity Score	Average Hours Usage
School 1	40.27	51.86	79.99	9.91
School 2	67.14	66.19	81.21	13.88
School 3	88.72	76.16	84.45	21.14
School 4	75.35	74.76	84.24	15.85
School 5	64.54	54.84	83.52	16.49
School 6	62.39	56.71	83.00	14.01

We also examined Pathblazer usage by grade within each school. This allows for a closer examination of usage patterns within each school. Selected usage metrics by school and grade are displayed in Figures 4 through 6, and full tables may be found in Appendix B. These figures and tables show interesting patterns of usage across grades and schools. For example, grades 3 and 4 students at School 1 were generally using Pathblazer at lower levels than were grade 5 students in the same school. School 2 students, meanwhile, showed fairly consistent levels of usage across all three grades. In general, most schools appear to have some grade(s) that had notably higher or lower levels of usage than did the other grades. However, when looking across all schools, usage was similar across grade levels, with only slightly higher average usage for students in grade 5 than for students in grades 3 and 4.

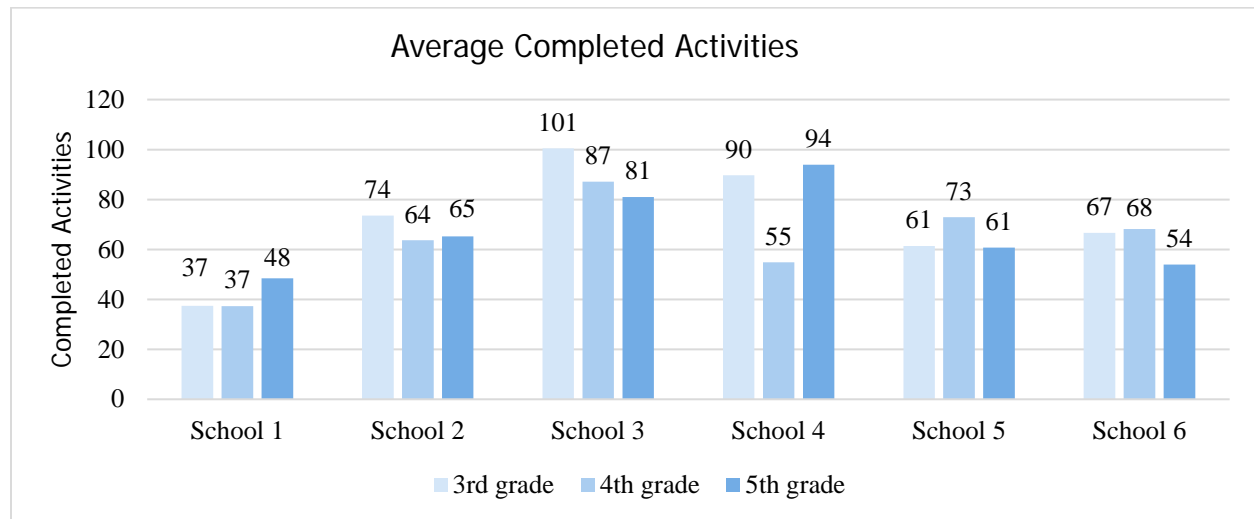


Figure 4. Average completed Pathblazer activities by school and grade

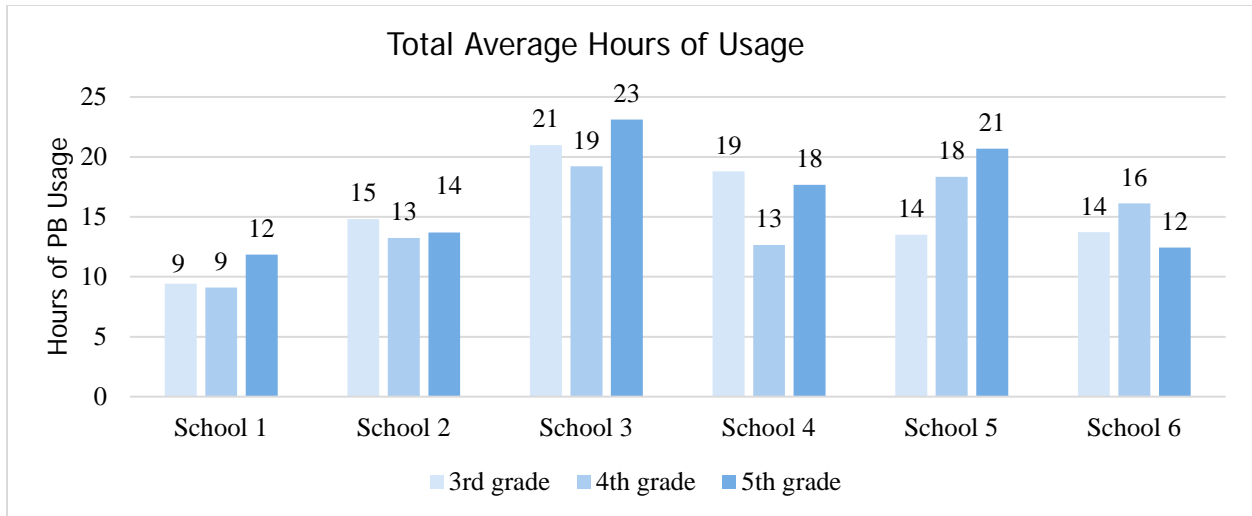


Figure 5. Average hours of Pathblazer usage by school and grade

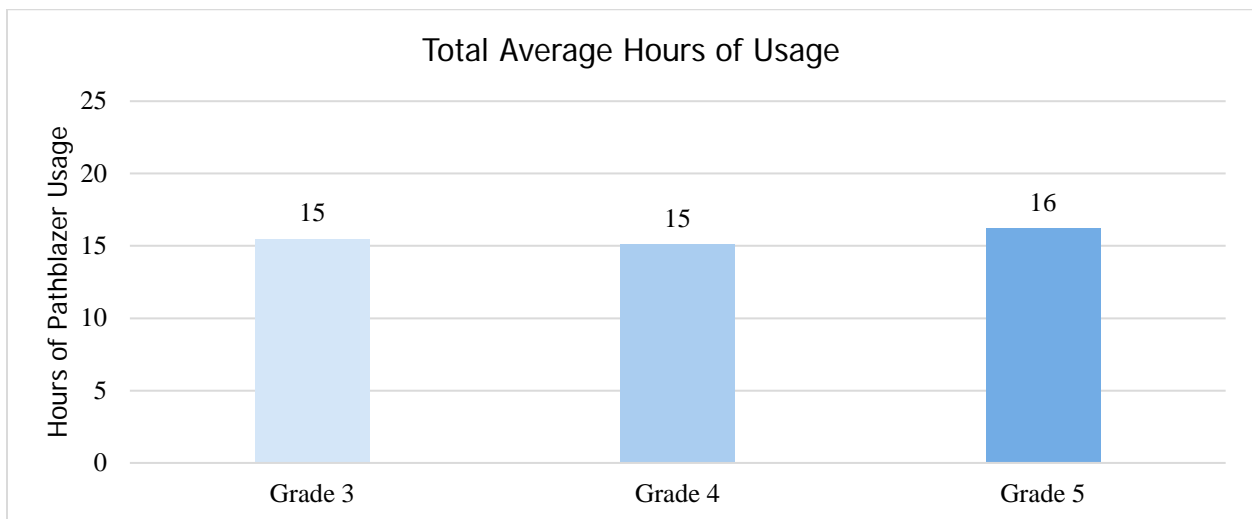


Figure 6. Average hours of Pathblazer usage by grade

Impacts on Student Reading Achievement

Overall, we found a positive and statistically significant impact of Pathblazer on students' reading achievement, controlling for prior achievement, other student characteristics, and classroom and teacher effects. This finding satisfies ESSA's ["strong" or Tier 1](#) evidence (see Appendix C). The next sections discuss the overall impact of Pathblazer on student reading achievement, as well as the associations between usage levels and improved performance in reading and effects of Pathblazer for various student subgroups. The overall and subgroup findings are summarized in Figure 7 below. Only subgroups with statistically significant differences between Pathblazer and the control group were included in the figure.

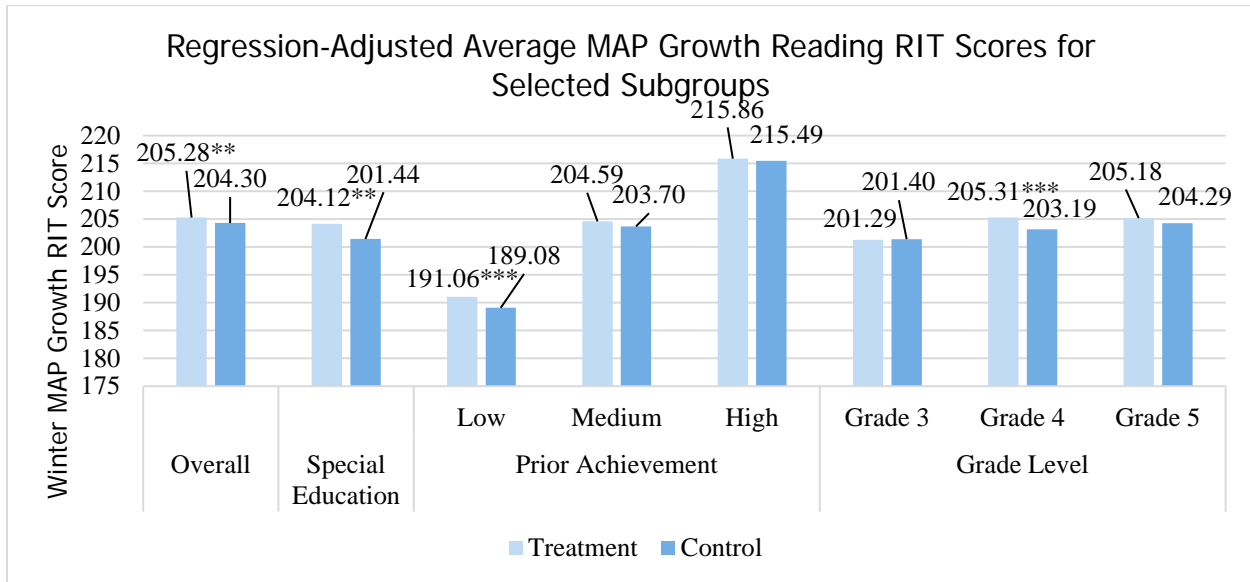


Figure 7. Average MAP Growth regression-adjusted reading RIT scores by subgroup
 Notes: 1. * p<.05, **p<.01, ***p<.001. 2. The statistical significance refers to the difference between the Pathblazer and control groups for each group, controlling for other variables.

Overall impact. Overall, impacts of Pathblazer showed a small but statistically significant and positive impact of Pathblazer on students’ reading performance (ES=+0.07, p = .008). Specifically, Pathblazer students scored an average of just under one point (0.977) higher on the winter 2020 MAP Growth reading assessment than did otherwise similar control students.

Table 6
 Overall impact of Pathblazer on winter 2020 MAP Growth reading RIT scores

Variable	Estimate	Standard Error	P-value	Effect Size
Pathblazer	0.977**	0.367	.008	0.068
Constant	204.299***	0.251	<.001	
Variance of constant	<.001			
Residual	45.533			
Student N	1524			
Class N	71			

Notes: 1. * p<.05, **p<.01, ***p<.001. 2. The model also controlled for gender, FARMS, and SPED status, as well as student grade and fixed teacher effects. 3. Variables were grand-mean centered to facilitate interpretation of the constant.

Differential impacts by student subgroup. We conducted a series of analyses to examine whether Pathblazer effects varied across different student subgroups. Descriptive tables of average MAP Growth reading RIT scores, by grade and for selected subgroups, are found in Appendix A, and complete regression tables related to subgroup analyses can be found in Appendix E.

We did not find differential impacts of Pathblazer for students of different gender, race, English learner (EL) status, or free and reduced meals (FARMS) status. We did find, however, a significant differential impact of Pathblazer for special education students. As shown in Table 7, special education students had gains of approximately two points greater ($p=.006$) from fall to winter on the MAP Growth tests, compared with special education control students, controlling for other demographic variables and teacher effects. It is important to note that special education students consistently scored considerably lower on the MAP Growth reading assessments at both time points than other students by a range 8 to 15 points across grades. This finding gives potential evidence of additional effectiveness of Pathblazer for special education students.

Table 7

Impact of Pathblazer on winter 2020 MAP Growth reading RIT scores for special education students

	Estimate	P-value
Special education	2.681**	.006

Notes: 1. ** $p<.01$. 2. The treatment effect for each subgroup was calculated by adding the overall treatment effect and the treatment interaction terms for the subgroup. The p-values reported in this table show whether Pathblazer had a positive effect for the subgroup relative to similar control students. 3. Full model information is available in Appendix E.

We examined differential impacts of Pathblazer for students with different levels of prior ELA achievement. We classified students as low, medium, or high prior achievement in the following manner: Students with fall MAP Growth RIT scores at the 25th percentile or lower were classified as “low”; students with fall MAP Growth RIT scores between the 25th and 75th percentiles as “mid”; and students with fall MAP Growth RIT scores at the 75th percentile or higher as “high.” As Table 8 shows, Pathblazer students with low prior achievement had significantly higher winter MAP Growth RIT scores than did their control counterparts. Low-achieving Pathblazer students scored nearly three points higher than did low-achieving control students ($p < .001$). This result, along with the observed effects for special education students, gives evidence that Pathblazer was particularly effective for low-achieving students.

Table 8

Impact of Pathblazer on winter 2020 MAP Growth reading RIT scores by prior achievement

	Estimate	P-value
Achievement		
Low	2.882***	<.001
Mid	0.518	.235
High	0.495	.412

Notes: 1. *** $p < .001$. 2. The treatment effect for each subgroup was calculated by adding the overall treatment effect and the treatment interaction terms for the subgroup. The p-values reported in this table show whether Pathblazer had a positive effect for the subgroup relative to similar control students. 3. Full model information is available in Appendix E.

We also found statistically significant differences in Pathblazer impact by grade, as shown in Table 9. The most positive effects were found in grade 4, where Pathblazer students had fall to winter MAP Growth gains more than two points greater (2.120) than did control students, after controlling for other demographic variables and teacher effects ($p < .001$). By contrast, differences in MAP Growth achievement gains for Pathblazer and control students were much smaller in grades 3 and 5, and did not reach statistical significance. Baseline equivalence on fall 2019 MAP Growth was not met for students in grade 4, meaning that Pathblazer students had higher prior achievement than did similar control peers. However, attrition standards were met for the grade 4 sample, which indicates that the subgroup analyses met the research standards required for ESSA Tier 1 ([WWC, 2020](#)).

Table 9

Impact of Pathblazer on winter 2020 MAP Growth reading RIT scores by grade and school

	Estimate	P-value
Grade		
Grade 3	-0.106	.858
Grade 4	2.120***	<.001
Grade 5	0.894	.188
School		
School 1	-0.591	.572
School 2	-0.812	.596
School 3	1.249	.114
School 4	2.287*	.015
School 5	1.445	.141
School 6	0.890	.171

Notes: 1. * $p < .05$, *** $p < .001$. 2. The treatment effect for each subgroup was calculated by adding the overall treatment effect and the treatment interaction terms for the subgroup. The p-values reported in this table show whether Pathblazer had a positive effect for the subgroup relative to similar control students. 3. Full model information is available in Appendix E.

We also examined differences in program impact by school. One statistically significant difference was found in School 4 ($p = .015$), with Pathblazer students scoring more than two points higher on the winter MAP Growth assessment than their comparison counterparts. Therefore, this school may have benefitted from Pathblazer to a greater extent than other schools. However, this finding should be interpreted with caution, given that it represents only one data point.

Associations between Pathblazer usage and reading achievement. We now discuss analyses that examined the associations between Pathblazer usage variables and students' winter 2020 MAP Growth reading RIT scores, while controlling for prior achievement, other student covariates, and teacher effects. Pathblazer usage was generally related with improvement in students' reading achievement, and three of the four usage variables were found to statistically significantly predict students' winter MAP Growth reading RIT scores. Specifically, the number of activities a student completed, the proportion of assigned activities a student completed, and the average activity score were significant predictors, as shown in Table 10.

Table 10
Association between Pathblazer usage variables and winter 2020 MAP Growth reading RIT scores

Usage Variable	Estimate	Standard Error	P-value
Activities Completed	0.020***	0.005	<.001
Percent Activities	0.017**	0.005	.001
Hours of Usage	0.049*	0.021	.018
Average Score	0.014**	0.005	.002

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

Each activity completed was associated with an increase of 0.020 points in winter MAP Growth reading RIT scores ($p < .001$). Put another way, approximately 50 completed lessons was associated with a one-point MAP Growth RIT score increase. Each percent of completed activities was associated with a 0.017 point MAP Growth RIT gain ($p = .01$). This means 100 percent completion was associated with a 1.7 point MAP Growth RIT score increase. Similarly, an average score of 100 percent on all activities was associated with a 1.4 point MAP Growth RIT score increase ($p = .002$). Average activity scores were generally around 80 percent, which would be associated with a 1.12 point increase in MAP Growth RIT score. Total usage was also significantly associated with winter MAP Growth reading RIT scores, as each hour of Pathblazer usage was associated with a nearly half-point increase in MAP Growth reading RIT score ($p = .018$).

We also conducted regression analyses using quartiles of Pathblazer usage, in terms of minutes of total usage and their association with MAP Growth reading RIT scores. None of the usage quartiles was statistically significant relative to the control

group. However, findings indicated a generally positive trend between extent of Pathblazer usage and improved reading scores. Students with the second lowest quartile usage made the largest improvements in MAP Growth reading RIT scores, followed by students in the fourth, third, and then first quartiles of usage.

Teacher Survey Findings

Twenty-two teachers who implemented Pathblazer in at least one of their classrooms responded to the teacher survey. The survey covered topics including classroom learning environments, factors that helped or hindered Pathblazer implementation, educator perceptions of Pathblazer, and instructional practices. Appendix F is a copy of the survey instrument.

All but one teacher who responded to the survey was an experienced teacher (four or more years of teaching experience), and the vast majority (90.9 percent) had been working in their schools for more than one year. Teachers indicated that 24.5 percent of their students were below grade level, 45.5 percent were on grade level, and 30.0 percent were above grade level. Therefore, teachers had a mix of students with different achievement levels.

Teachers were generally comfortable integrating online learning programs such as Pathblazer in their classrooms, with 86 percent of teachers reporting they were “somewhat comfortable” or “very comfortable” in response to this Likert-type question. Thirty-eight percent of teachers reported using Pathblazer before the 2019–2020 school year, while 86 percent of teachers reported using other online programs with students. Sixty-eight percent of teachers reported previously using the online program Moby Max.

Program Support and Training

A set of Likert-scale survey items asked teachers to rate the usefulness of the initial Pathblazer training and ongoing support. The vast majority of teachers agreed that the initial training was of high quality (81.8 percent) and prepared them to implement Pathblazer in their classrooms (87.3 percent). The vast majority of teachers also indicated that the ongoing support from Pathblazer was helpful (72.8 percent). In addition, 77 percent of teachers reported that they would like to continue using Pathblazer and that they would recommend Pathblazer to other teachers. These findings are outlined in Figure 8.

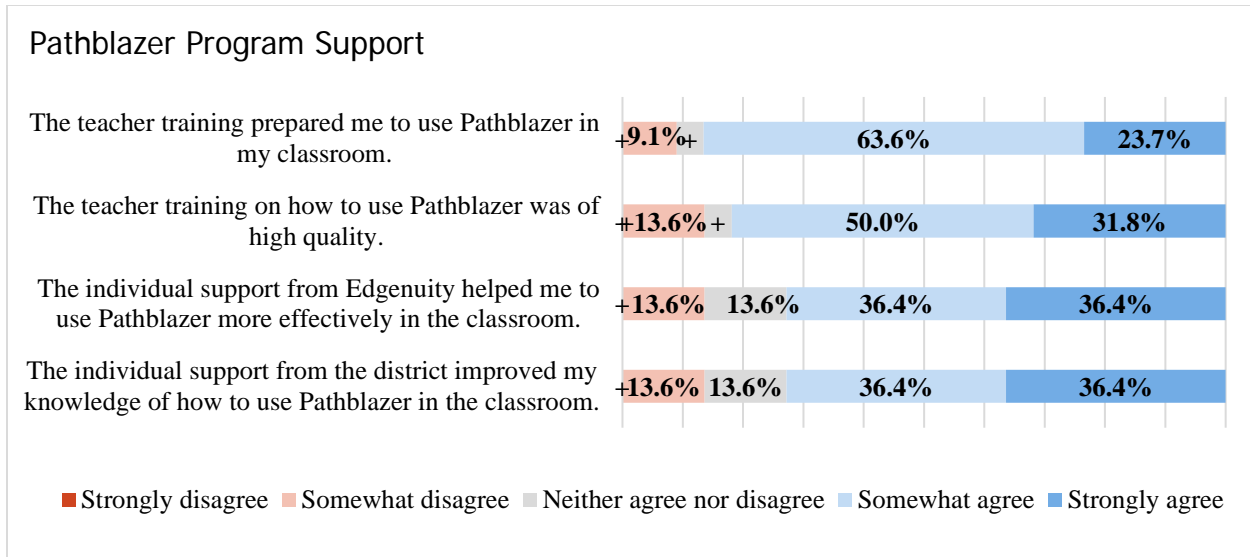


Figure 8. Teacher ratings of Pathblazer program support

Note: + < 5%

Changes in Teaching Strategies

Teachers were asked whether Pathblazer changed how they approached various teaching strategies. Figure 9 illustrates percentages of teachers who reported changes in specific teaching strategies as a result of Pathblazer use. In yes or no questions, the majority of teachers reported that Pathblazer changed how they grouped students on skill levels, assigned time for students to practice skills, and taught students skills such as goal-setting and self-reflection. About half of teachers reported that Pathblazer changed the way they taught reading comprehension, vocabulary, predictions while reading texts, and question generation. Lower percentages of teachers reported changes to time spent on independent student reading (40.9 percent) and analyzing errors during read-alouds (36.4 percent).

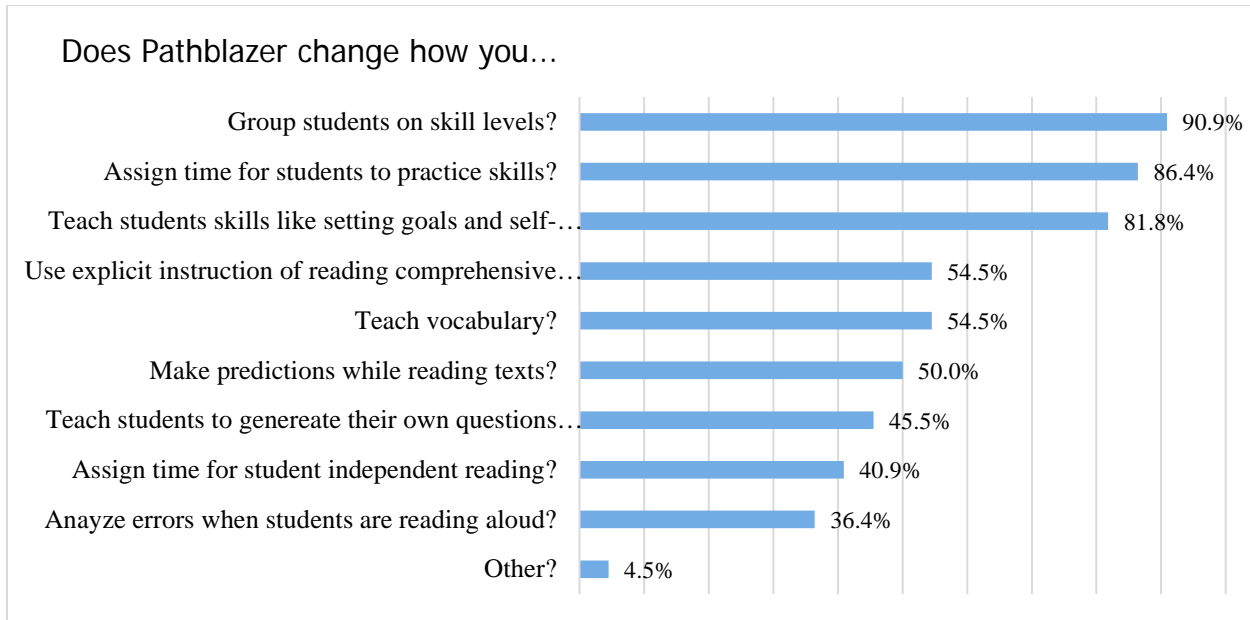


Figure 9. Changes in teacher-reported behaviors associated with Pathblazer use

Teachers also reported using Pathblazer data to enhance their instruction, as shown in Figure 10. Nearly all teachers (81.8 percent) reported using Pathblazer data in some capacity. Teachers used Pathblazer data to inform one-on-one student conferences (90.9 percent) and to group students according to their ability levels (81.8 percent). As a result of Pathblazer data, 81.9 percent of teachers indicated that they were better able to identify gaps in student skills.

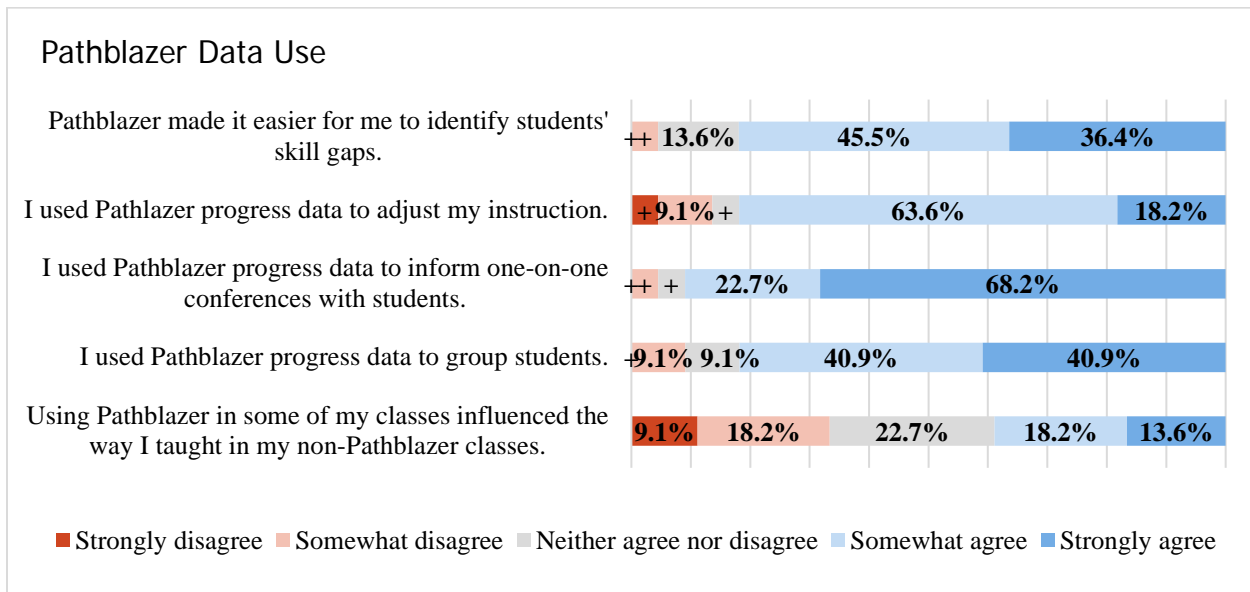


Figure 10. Teacher perceptions of Pathblazer data use

Note: + < 5%

In open-ended survey responses, teachers cited the student progress reports as the most popular data resource. One respondent noted that her favorite resource was, “the weekly reports that are emailed directly to me on the day and time of my choice. I choose to get them during the weekend. ... This helped me start the week off by addressing any issues as far as student progress that may have arisen the week before.” That said, reading, generating, and using reports other than the weekly self-generated student progress report were topics in which teachers said they needed more support. Teachers described creating reports, assigning lessons, and making changes themselves within the program as being “cumbersome” activities. Teachers would like the reports to be easier to read, and they want the skills to use the dashboard and information from the reports to better aid their students.

Many teachers also commented that they would like the dashboard to be more user-friendly. Teachers indicated that the dashboard was hard to use, both due to its complexity and the time it took to perform various tasks. One teacher suggested, “Lessen the amount of steps for the teacher portal. It's all too much and too many buttons to click. It needs to be narrowed down.” Another teacher requested an “updated” dashboard that “didn't feel like it was designed for a computer programmer.”

In terms of instructional time spent on various activities, there were some small differences between Pathblazer and non-Pathblazer classrooms. As shown in Figure 11, teachers reported a slightly higher percentage of instructional time spent on one-on-one student conferencing (by 3.4 percentage points) and student independent work (by 4.6 percentage points) in their Pathblazer classrooms than in their non-Pathblazer classrooms. Teachers also reported a slightly lower percentage of instructional time spent on whole-group instruction (by 4.0 percentage points) in their Pathblazer classrooms than in their non-Pathblazer classrooms.

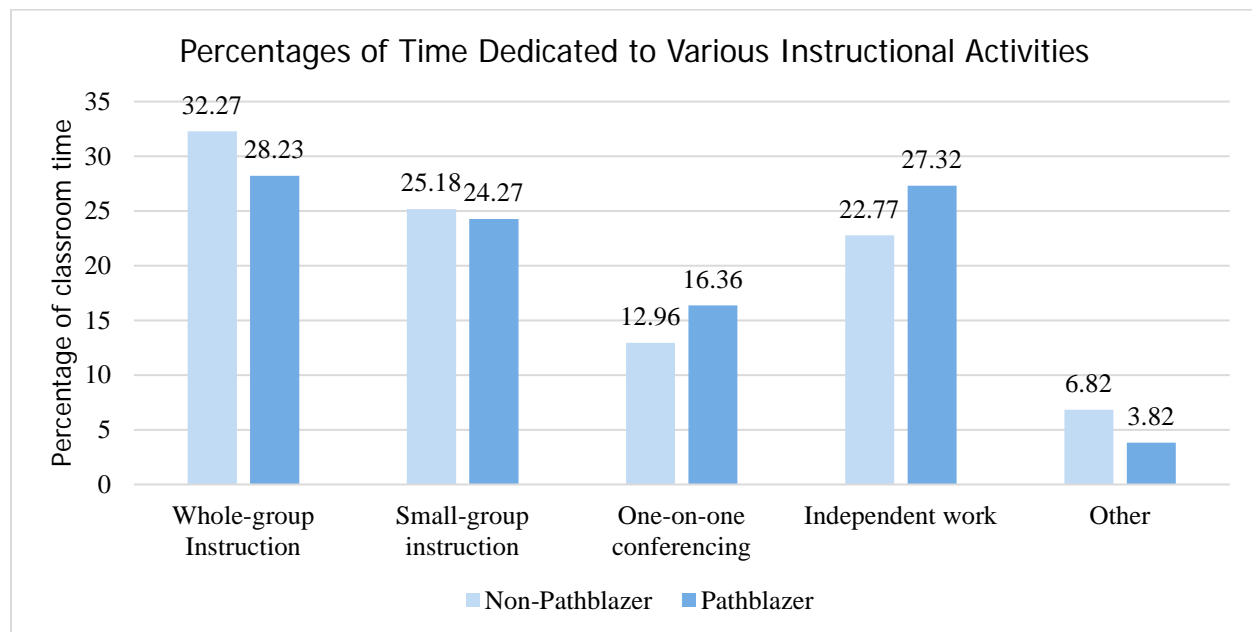


Figure 11. Teacher-reported percentages of time dedicated to various instructional activities

Teachers also reported initial challenges with finding enough time to implement Pathblazer, and this was cited as the greatest challenge teachers faced in using the program. Open-ended survey responses showed that teachers struggled to meet the required 60 minutes per week of program usage, although for some teachers this improved over the course of the school year. One teacher wrote, "At first, I struggled with when to give students time to get on daily, but after a few weeks I found a time that worked for me."

Teachers were also asked how frequently they met with students one-on-one to discuss their progress in Pathblazer. Nearly three quarters (73 percent) of teachers reported conducting one-on-one student conferences "often" or "very often" on a Likert scale, indicating that some teachers in Pathblazer classrooms were generally conducting one-on-one student conferences regularly. In open-ended responses, teachers reported initial challenges with finding the time to conduct the one-on-one student conferences, but they were better able to integrate them into the schedule over time. As one teacher stated, it took time to learn "to balance one-on-one conferencing in the beginning."

Overall, these findings indicate that as a result of Pathblazer, most teachers adjusted the way they grouped students on skill levels and focused more on student independent work, goal-setting, and self-reflection than they had in the past. Most teachers also reported using Pathblazer data to enhance instruction and identify gaps in student skills.

Perceived Program Impacts on Students

Teachers reported positive program effects on student engagement and learning. About three-quarters (77.3 percent) of teachers agreed that their students were engaged in Pathblazer. Over 90 percent of teachers agreed that Pathblazer helped their students learn, with over 80 percent agreeing that Pathblazer had resulted in increased student learning above and beyond regular practices. The vast majority (86.4 percent) of teachers believed that Pathblazer was the right difficulty level for their students. Finally, the majority of teachers reported that Pathblazer had positive effects on student perseverance in learning new material and self-confidence (86.3 percent and 68.2 percent, respectively). These results are outlined in Figure 12 below.

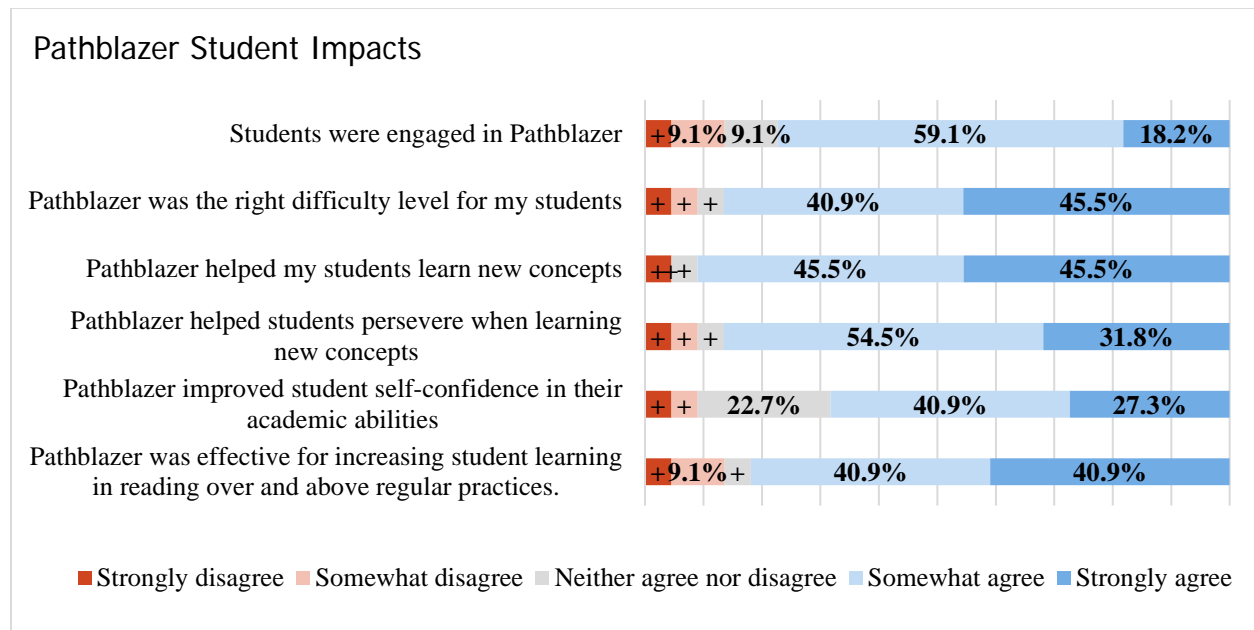


Figure 12. Teacher perceptions of effects of Pathblazer on students
 Note: + < 5%

In open-ended survey responses, teachers most appreciated the individualized lesson plans that Pathblazer generated for students based on their MAP Growth RIT scores. One respondent noted that they liked that Pathblazer allowed students “to work on their individualized learning pathway.” Another teacher wrote that Pathblazer “is adaptive, individualized, and challenging. The graphics are modern and engaging too.”

Site Visit Findings

As previously described, the research team conducted in-person visits to two elementary schools in the district to better understand Pathblazer implementation and participant reactions to the program. Educators and students were asked a number of questions about the following topics:

- Implementation of Pathblazer
- Perceived impact on teacher practice
- Perceived impact on student achievement and engagement
- Suggestions for program improvement

The next sections outline the key findings obtained from analyzing the interview, focus group, and observational data.

Program Implementation

Program adoption. The first site visit school was one of two district elementary schools that served as pilot schools for Pathblazer beginning in October 2019. Both site visit schools began full implementation of the program at the start of the 2019–2020 school year. One principal said that Pathblazer had been selected for use by the district superintendent largely because of its capacity to directly integrate individual students' MAP Growth RIT scores with online instruction, which would save teachers time in lesson planning. The other principal added that recommendations from teachers at the two pilot schools were the main reason Pathblazer was implemented district-wide in 2019–2020. Teachers at the second site visit school echoed this sentiment by stating that they had heard many good things about Pathblazer from colleagues at the first school.

Both principals noted that prior to Pathblazer implementation, several different online intervention programs had been used, to the point where too many programs might have been in use for teachers to successfully implement them all. Pathblazer has become one of the programs used most frequently in both schools, but other online programs are still in use in both schools.

Training and preparation. While teachers generally felt positive about preparedness to implement Pathblazer, there was also a consistent sentiment that more training was needed. Teachers received one day of in-person training from Edgenuity at the beginning of the school year, as well as a half day of training off-site at the county school district office during an in-service day at the beginning of October. During this half day, teachers were trained on how to use the various features of Pathblazer. Teachers were generally happy with the training, but three of the six teachers in one focus group specifically stated that they thought too much content was covered in the half-day training. Teachers would have preferred training sessions with smaller groups of people and smaller amounts of content. Teachers also indicated that additional support was needed, stating that they knew there were probably more features available than they were currently using in Pathblazer, but they didn't know what they were or how to access them.

Time spent implementing the program. In general, the 60-minute-per-week program usage requirement was met in classrooms at both schools, but there was

variation in how teachers reported it was met. At one school, teachers reported using Pathblazer for 10 to 20 minutes each day. A teacher at the school acknowledged that she did not use Pathblazer every day, although she was reaching the 60 minutes per week guideline. Another teacher stated that longer time periods for Pathblazer were not necessarily helpful, as students would just take a longer amount of time to log on when they knew they had more time to complete Pathblazer activities during class. Teachers at this school agreed that 60 minutes of Pathblazer usage each week was too much. At the other school, teachers indicated that they used Pathblazer for 20 minutes every day, usually during What I Need (WIN) time at the beginning of class, “to get it done quickly and efficiently.”

The research team observed seven English language arts (ELA) blocks in six different classrooms in the two schools. In all observed classrooms, the Pathblazer program was used for approximately 20 minutes of the standard ELA block. In two of the seven classrooms, Pathblazer was used for approximately 12 to 20 minutes during one out of five to six rotation stations. The rotation schedule was posted on the white board for one of the two classrooms.

Students were also asked to reflect on the amount of time they spent using Pathblazer on a typical day. The majority of students (58 percent) thought they used the program for just the right amount of time, while smaller percentages of students believed they used the program either too much (24 percent) or too little/not enough (18 percent). One student said, “We do it for 20 minutes, and I think it’s just about right.”

Classroom environment and routines. All observed classrooms provided a classroom environment that was conducive to learning while using Pathblazer. A one-to-one ratio of Chromebooks to students was seen in both schools. Class sizes ranged from 14 to 22 students, with students seated at tables of six or fewer or at individual desks that were clustered or in rows. During time allocated to Pathblazer use, workspaces were largely clear and neat save for student devices and occasionally a notebook or notepaper.

Information on individual student progress in Pathblazer was observed in only one classroom, where it was depicted in “Portfolio Progress” signage on which student success was indicated by stickers. None of the observed classrooms had program-specific information posted on academic goals, lessons completed, or scores and grades.

Students in all observed classrooms appeared to follow clear and well-understood routines. At the beginning of each classroom observation, students entered the room and quickly logged into and operated Pathblazer independently and with ease. Students appeared to be very familiar with program features and use. This familiarity with procedure was clearly demonstrated in two rooms where the teachers, having

watched their students take their seats and take out their Chromebooks, simply needed to say, "You know what to do." Students were typically observed working quietly and without instruction. The majority wore headphones during program use; a teacher commented that some students preferred to read lesson material to themselves rather than listen to it.

Students remained on-task and did not converse with one another or turn their attention to other students' computers during Pathblazer time. Teachers in all seven classrooms alerted students to the time they had to spend on Pathblazer and provided a method for tracking time, either by posting a countdown clock on the whiteboard or by providing verbal updates throughout the period.

One recommendation of Pathblazer is for students to take notes while using the program. In one school, this was evidenced by composition books that all students were instructed to have out while they were working on Pathblazer. By contrast, neither the principal nor teachers seemed to focus on note-taking during instruction. Little evidence of note-taking by students was obtained from either classroom observations or teacher focus groups at either school. Note-taking was observed only in one 3rd grade classroom where the teacher was overheard saying "Do you have your Pathblazer notebooks? Make sure you take those notes." Teachers at this school acknowledged that students were given notebooks and encouraged to take notes while using Pathblazer, but one commented that she was not sure whether students knew how to take notes, and instead might only be "going through the motions." Teachers at the other school voiced similar opinions, stating that students at this age did not really know how to take effective notes and would either write everything down or just doodle. They also indicated that they thought taking notes in addition to completing Pathblazer activities was simply too much to ask of students.

Pathblazer time concluded in the same manner across all classes, with teachers stating that time was up and reminding students to close out of the program and put away their devices. Some teachers provided their students with additional instruction, such as, "Check your portfolio. Look at today and then the week. Look and see if there are any skills to finish," and, "'Exit out correctly, save your information!"

Data and reports. Teachers provided mixed feedback on their use of the data and reports provided by Pathblazer. All teachers in both schools reported using the automatically generated reports regularly, and much more often than any reports they needed to manually pull themselves. One teacher commented, "I like the reports that they send, so I can go to a certain student and see what they are struggling with, and reassign, if needed." Another teacher noted that she used information from the reports to identify material that multiple students were struggling to learn. She would then create mini-lessons on those topics to reinforce learning and help her students toward mastery. However, the majority of teachers in both schools also reported that they generally used MAP Growth RIT scores instead of Pathblazer assessment scores to track

student progress. This may have been due to difficulties they encountered while using the dashboard and the time required to pull even basic reports from Pathblazer. In comparison, teachers were able to pull reports on students' MAP Growth RIT scores in about 20 minutes.

Perceived Program Impacts

Teacher practice. Since both schools were already using online interventions, teacher practices generally did not dramatically change. In a principal's words, the program required teachers to act more as "facilitators." Teachers described their role as one of being a "monitor" during Pathblazer time. The overwhelming majority felt that they needed to monitor students using Pathblazer to ensure they remained on task. One teacher stated that she was on the lookout for students who were jumping around within the program and not sticking with one skill or folder until they could pass a quiz, and another noted, "I have to constantly walk the room to check." During observations, the majority (five of seven) of teachers used the time to walk the room, seemingly to ensure students were on task and to answer any questions that arose.

Educators noted that students were aware they had growth goals to hit, and that Pathblazer was connected to their growth goals. This knowledge had allowed for more conferencing between students and teachers. The assistant principal remarked, "We've never in the past had a tool for students to know 'I'm doing this because of ...'" Later, he added regarding interactions between students and teachers, "I think the level of meaningful (and intentional) interaction has increased the rigor a great deal."

One-on-one conferences between teachers and students happened with varying frequency across classrooms. The teacher survey results indicate that more teachers used conferencing, although not necessarily every day. Teachers at one school generally reported conferencing one-on-one with students weekly, and typically with those needing the most support. Some teachers from the other school stated they very rarely had one-on-one student conferences. Several reasons were provided for why this was the case. One reason was that teachers had "too much stuff to do," such as monitoring their classrooms to ensure that students were engaged. Another reason was that individual teachers held conferences only for very specific purposes, such as if a student had all red codes or if a student was unable to pass a quiz.

During the classroom observations, teacher-student conferencing was observed in one out of the six classrooms. The teacher used the first part of the Pathblazer time to call six students individually to her desk to conduct brief one-on-one conferences about their Pathblazer reports. A small number of these students received rewards for their progress. This was also the only time a teacher was observed celebrating student success in Pathblazer. Other teachers mentioned that they used things like candy and stickers to reward students who had obtained good scores on quizzes or those who had made good progress.

Student achievement and engagement. Students were asked to describe their initial impressions of using Pathblazer for reading. In general, students stated that they liked the program and thought it helped them with their reading. Comments included, "It helps me with my reading. ... I work on the things that I score low on and I can get better at those subjects," "It helps you grow in a skill, it helped me a lot," and, "I think it's cool." Another student stated, "I love Pathblazer reading, it's the best thing ever." When asked if they thought using Pathblazer made reading easier, a strong majority of 14 out of 17 students (82.3 percent) replied yes, while three students (17.6 percent) said they were undecided. Students stated that the program helped them to learn new words, showed them new ways to do things, and took them "step by step through the process" so that they could understand their lessons. One student noted, "It helps you with your own individual work—the teacher can't do that."

Students were somewhat less enthusiastic when asked if using Pathblazer made reading more fun. Out of the 17 participants, 12 (70.6 percent) said yes and five (29.4 percent) were undecided. "It's widened my vision of different things I can read," remarked one student, while another added, "It makes it easier so that makes it more fun." Students indicated that parts in the program could sometimes be too long and sometimes "a little boring." Some students acknowledged that they had enjoyed using the program more at the beginning of implementation, while others indicated that it had gotten better with time. One student summed up the group's opinion in saying, "It's not my favorite but it helps me."

There were also differences in student responses across low- and high-achieving groups. When students were asked if they thought Pathblazer made reading more fun, lower achieving students were less likely to say the program was fun (33.3 percent vs. 83.3 percent for higher achieving students). Student responses across low- and high-achieving groups were otherwise similar.

Teacher focus group participants stated that Pathblazer had no effect on student engagement, either positively or negatively. One teacher believed students stayed engaged because of the potential reward of candy, while another teacher said about half of her students were engaged, while the other half had a sort of "Ugh, I have to do this again" attitude toward Pathblazer. Principals stated that students generally liked using Pathblazer, although they acknowledged there were variations in motivation by achievement level and grade—specifically, that Pathblazer had helped higher achievers the most, but had also helped lower achievers to a certain degree and that younger students tended to be more motivated than older students; 5th graders in particular tended to be less motivated while using Pathblazer.

Some teachers found that allowing students some flexibility in the order in which they completed activities, as opposed to forcing students to complete folders before moving on, tended to increase student motivation. Teachers related that Pathblazer

lesson content was appropriate for individual students at both ends of the achievement spectrum, and allowed for greater flexibility from teachers in terms of assigning work to students. This did cause some initial “growing pains,” as one teacher put it, for some students, especially gifted students. Gifted students were not as used to encountering challenging material, so initially when Pathblazer pushed out content more challenging than they were used to, these students became frustrated. This abated over time, however, and one teacher commented that her gifted student was “very enthusiastic” in completing Pathblazer activities. Another teacher said, “I like that [Pathblazer] plugs in those holes that I can’t get to and that it pushes the upper achievers. Upper achievers didn’t make growth last year, but this year they did.”

Several teachers in both schools raised a point about the difficulty for high-achieving students to move through folders, relative to low-achieving learners. Specifically, as high-achieving students progressed through a folder, the content became more and more complex, to the point where content was at a level that was much too difficult to understand, even for high-achieving students. Teachers in one school elaborated on this, saying that Pathblazer was very useful for gifted students, but that the context and vocabulary used in the lessons was well beyond what a student in that grade, even a gifted student, could be expected to understand. Thus, it was more difficult for high-achieving students to show progress than it was for low-achieving students, which all of the teachers highlighted as an important concern.

A majority of focus group teachers (66.6 percent) agreed that Pathblazer had a positive effect on student reading progress. Some teachers also reported that low-achieving students made the greatest MAP Growth RIT gains after using Pathblazer. However, another teacher reported that some of her low-achieving students were at levels far below other students in the class, and that they became embarrassed when they saw where they were in comparison to other students. Teachers also felt that Pathblazer was not helping test grades as much as they would have hoped. This was, at least in part, attributed to the fact that the program had only been implemented for a relatively short period of time at both schools.

Program Reception and Recommendations for Improvement

Program reception. Principals, teachers, and students would recommend the program to others. Both principals reported that overall perceptions were typically more positive than negative. One principal highlighted the fact that she really appreciated how Pathblazer “meets students where they are.” The other principal reported that her teachers viewed Pathblazer “as a bit of a safety net” in the sense that it allowed them to teach content that they might not otherwise get to. This idea was repeated during focus groups, when a teacher repeatedly commented on how Pathblazer helped her to “fill the gaps in instruction” for her students that she could not otherwise do. According to the principal, other teachers at the same school “had nothing but good things to say about Pathblazer.”

All of the focus group teachers at one school reported that they would recommend Pathblazer to other teachers. One teacher stated that although she didn't see a noticeable difference in MAP Growth RIT scores for Pathblazer students from fall to winter, the fact that Pathblazer connects to MAP Growth and automatically assigns lessons saves her so much planning time that she would definitely recommend Pathblazer. The savings in planning time was the main motivation for teachers recommending Pathblazer implementation. Pathblazer also saves teachers time by automatically grouping students by ability, so teachers do not have to individually look up student test scores. Teacher comments included, "That's a bonus for me ... knowing that it's linked to MAP. I depend on and rely on that."

Students shared some of their favorite things about using the Pathblazer program. Several commented on how the program helped them with learning new things and with achieving higher scores and doing better on tests. Other students indicated that various features of the program were what they liked best. One student said they like "having someone in my ear, telling me how to do everything." Other students gave their approval for the animation, characters, and videos like The Old Time Word Show. One student said what they liked best was that the program helped them to understand what they got wrong.

Recommendations for improvement. Educators and students cited a number of issues that could be improved in Pathblazer.

Usability of interface. Usability of the Pathblazer interface was consistently cited by educators as one trouble spot with using the program. Both principals reported that teachers felt the Pathblazer teacher interface was not very user-friendly, especially in terms of functionality and efficiency. The assistant principal at one school went as far as calling the interface of Pathblazer "antiquated." Teachers at both schools also indicated that they were not familiar with how to access and utilize all of the reports available to them through the interface. Teacher comments included, "I'm still not real comfortable with all of the reports. I'm still not sure where to get the reports I need, because I don't do it enough," and, "I feel like there's a lot more that can be done than what I am doing." Teachers noted that if using the interface was easier or more intuitive, it would also take less time to use, which is a critical factor for many teachers. Teachers recommended that ongoing support consist of brief two-to-three-minute instructional videos developed by Edgenuity for teachers on focused topics. Ideally, these videos would be accessible and searchable through an online video library.

On the flip side, teachers were unanimous in stating that the student dashboard was user-friendly and that students had an easy time navigating within the program. This was supported during classroom observations, when members of the research team watched students log into the program and navigate within it independently and with ease.

Technical difficulties. Educators and students alike reported several technical problems associated with their use of Pathblazer. Students said the voice in quizzes and tests sometimes cut out before finishing a question. Teachers said they had experienced login difficulties, activity malfunctions, and quizzes that did not always save—the last of which was a problem for both student morale and loss of instructional time. These issues, combined with the difficulties faced in enrolling students without current MAP Growth RIT scores, while not particularly common, did create headaches for teachers, especially in terms of planning instruction. A principal noted that the computer lab instructor from her school would have liked to have had some sort of mechanism to report these types of issues to Pathblazer directly.

Students also said they had experienced times when they selected the right answer to a question but were scored “wrong.” Some added that the program could be slow to load and that they did not like it when lessons expired and they had to spend time logging back in, sometimes losing completed work.

Student engagement. Principals, teachers, and students all recommended that Pathblazer provide some means to enhance engagement among students. Teachers were unanimous in stating that program use required regular monitoring to prevent distraction and maintain student progress so students could achieve maximum benefit. While the majority of students remained attentive to program content, a small number of “dawdlers” were observed in all classrooms. These students were slow to log into the program, slow to begin work, and slow to progress through their lessons. The classroom assistant in one room commented to a member of the research team, “The motivated students, as with everything, move through [Pathblazer] better and enjoy it more.” She added that she and the lead teacher made a specific point of walking the room both to answer questions and to motivate. During teacher focus groups, the majority of teachers agreed that if the program was made to be a little more engaging for students, with badges, rewards, and games, teachers might not need to supervise its use as closely.

Students from all three focus groups, and particularly older students, agreed that the program videos were either too long or too childish, a concern that was echoed by teachers. One student commented, “I don’t like the long videos; I don’t feel like I’m progressing.” Several students also indicated that they found the lesson material repetitive. Finally, students stated that the program offered little incentive other than the satisfaction of finishing, or getting a higher MAP Growth RIT score.

Students provided several suggestions for making Pathblazer better. Many focused on making the program more fun or game-like. They would like to have a reward system and some opportunity to compete with one another or themselves within the program. They would also like the program lessons to be more varied and less repetitive. Finally, students from one school remarked that Pathblazer has taken over all

of their computer lab time, but they would like to have some time for other things, since they already use Pathblazer in class.

Conclusion

This study provides ESSA “strong” or Tier 1 evidence of the efficacy of Pathblazer in improving student achievement in reading for students in grades 3–5. Students who participated in Pathblazer scored about one point higher on the winter 2020 administration of MAP Growth in reading than did similar, control peers. Pathblazer appeared to be particularly beneficial for students with low prior achievement (+2.88 points) and special education students (+2.68 points) relative to similar control peers.

Teachers were asked to assign Pathblazer to students for at least 60 minutes a week over the course of approximately 20 weeks. For the most part, teachers indicated that this threshold had largely been met, although students often used Pathblazer in 15- to 20-minute chunks of time. The average time students spent using Pathblazer during the study period ranged from 9 to 23 hours, and varied by school and grade.

Increased use of Pathblazer was also associated with improved reading performance. Each Pathblazer activity completed was associated with an increase of 0.020 points in winter MAP Growth reading RIT scores. Put another way, approximately 50 completed lessons was associated with a one-point MAP Growth RIT score increase. Total hours of Pathblazer usage was also significantly associated with winter MAP Growth reading RIT scores, as each hour of Pathblazer use was associated with a nearly half-point increase in MAP Growth reading RIT score. These findings indicate improved reading performance for students who used Pathblazer to a greater extent.

Findings from qualitative data supported these findings, and educators believed that Pathblazer was most beneficial for low- and high-achieving students. For low-achieving students, Pathblazer helped fill in gaps in students’ knowledge and skills. For high-achieving students, teachers believed that Pathblazer provided access to more advanced content that gifted students would not otherwise have had.

Students generally indicated that they liked Pathblazer and felt it helped them with their reading. For example, students reported that using Pathblazer made reading easier. However, students recommended that the program be augmented with more incentives and rewards, such as games, badges, and contests, to potentially increase student motivation to use the program. Teachers agreed that students found Pathblazer engaging but indicated that Pathblazer had not changed student engagement one way or another. Classroom observations corroborated the current level of student engagement, as students were generally seen to be on task while working with Pathblazer.

Teachers reported that incorporating Pathblazer did not require them to change their instructional practices, and they were grateful for the time Pathblazer saved them by being integrated with students' MAP Growth RIT scores. Teachers reported some changes to specific instructional strategies, such as adjustments to how they grouped students on skill levels and a greater focus on student independent work, goal-setting, and self-reflection. Most teachers also reported using Pathblazer data to enhance instruction and identify gaps in student skills.

Teachers would like to continue using Pathblazer but outlined a few technical issues that could be improved within the program. Teachers also reported that the initial training was very useful but requested short and on-demand refresher videos because a lot of material had been covered in the initial training. Teachers felt that there was benefit to them in learning how to better navigate the teacher dashboard.

Principals, teachers, and students would recommend the Pathblazer program to others. Both teachers and students had suggestions for program improvement, but both were eager to continue using the program in the future. Teachers particularly appreciated the time savings due to the Pathblazer feature that automatically integrates with students' MAP Growth RIT scores. Educators feel more training would be needed to take advantage of all of Pathblazer's features.

Appendix A: Descriptive Statistics for MAP Growth Reading RIT Scores

In this appendix, we present a series of descriptive analyses of student MAP Growth reading RIT scores. Descriptive statistics are broken down by grade and school. Specifically, we present tables related to the following descriptive analyses:

- MAP Growth reading Overall RIT scores by grade
- MAP Growth reading Overall RIT scores by school
- MAP Growth reading Overall RIT scores by grade and school
- MAP Growth reading Overall RIT scores by school for SPED and non-SPED students
- MAP Growth reading Overall RIT scores by school for FARMS and non-FARMS students

Table 11
Mean MAP Growth reading RIT scores by grade

	Fall 2019	Winter 2020	Mean Change
Grade 3			
Pathblazer (n = 247)	190.45	198.08	7.63
Comparison (n = 258)	187.93	196.24	8.31
Grade 4			
Pathblazer (n = 266)	202.18	208.16	5.98
Comparison (n = 265)	198.05	203.18	5.13
Grade 5			
Pathblazer (n = 243)	207.51	212.45	4.94
Comparison (n = 245)	206.19	211.02	4.83

We also examined MAP Growth reading achievement trends by school. Pathblazer students at Schools 1 and 2 started at a much higher level in terms of baseline reading achievement, as measured by fall 2019 MAP Growth reading RIT scores, than did control students. We include further breakdowns of MAP Growth reading RIT scores by grade and school in Tables 12–15.

Table 12
Mean MAP Growth reading RIT scores by school

	Fall 2019	Winter 2020	Mean Change
School 1			
Pathblazer (n = 83)	198.11	202.67	4.56
Control (n = 107)	192.86	199.84	6.98
School 2			
Pathblazer (n = 62)	202.85	206.94	4.09

Control (n = 36)	189.31	197.78	8.47
School 3			
Pathblazer (n = 154)	199.89	207.34	7.45
Control (n = 148)	196.09	203.50	7.41
School 4			
Pathblazer (n = 107)	204.15	210.27	6.12
Control (n = 131)	206.63	210.69	4.06
School 5			
Pathblazer (n = 93)	201.37	207.30	5.93
Control (n = 121)	199.85	205.27	5.42
School 6			
Pathblazer (n = 257)	197.94	204.52	6.58
Control (n = 225)	194.52	200.50	5.98

Table 13

Mean MAP Growth reading RIT scores by school and grade

	Fall 2019	Winter 2020	Mean Change
School 1			
Grade 3			
Pathblazer (n = 22)	187.64	191.86	4.22
Control (n = 46)	187.57	195.76	8.21
Grade 4			
Pathblazer (n = 39)	196.18	201.23	5.05
Control (n = 18)	192.61	197.00	4.39
Grade 5			
Pathblazer (n = 22)	212.00	216.05	4.05
Control (n = 43)	198.60	205.40	6.80
School 2			
Grade 3			
Pathblazer (n = 17)	187.59	194.65	7.06
Control (n = 17)	180.06	192.65	12.59
Grade 4			
Pathblazer (n = 19)	202.89	207.11	4.22
Control (n = 19)	197.58	202.37	4.79
Grade 5			
Pathblazer (n = 26)	212.81	214.85	2.04
Control (n = 0)	n/a	n/a	n/a
School 3			
Grade 3			
Pathblazer (n = 47)	188.79	199.51	10.72
Control (n = 57)	188.65	197.32	8.67
Grade 4			
Pathblazer (n = 52)	203.60	210.63	7.03
Control (n = 55)	195.82	203.16	7.34

Grade 5			
Pathblazer (n = 55)	205.87	210.91	5.04
Control (n = 36)	208.31	213.81	5.50
School 4			
Grade 3			
Pathblazer (n = 36)	194.11	201.64	7.53
Control (n = 38)	196.63	202.34	5.71
Grade 4			
Pathblazer (n = 47)	205.47	212.00	6.53
Control (n = 44)	206.59	210.59	4.00
Grade 5			
Pathblazer (n = 24)	216.63	219.83	3.20
Control (n = 49)	214.41	217.24	2.83
School 5			
Grade 3			
Pathblazer (n = 45)	195.80	202.02	6.22
Control (n = 24)	180.71	190.58	9.87
Grade 4			
Pathblazer (n = 27)	210.19	214.74	4.55
Control (n = 46)	198.00	201.48	3.48
Grade 5			
Pathblazer (n = 21)	202.00	209.05	7.05
Control (n = 51)	210.53	215.61	5.08
School 6			
Grade 3			
Pathblazer (n = 80)	188.16	195.85	8.69
Control (n = 76)	187.32	195.25	7.93
Grade 4			
Pathblazer (n = 82)	199.44	205.77	6.33
Control (n = 83)	196.33	201.72	5.39
Grade 5			
Pathblazer (n = 95)	204.88	210.75	5.87
Control (n = 66)	200.53	205.00	4.47

Table 14

Mean MAP Growth reading RIT scores by grade and special education status

	Fall 2019	Winter 2020	Mean Change
Grade 3 (SPED)			
Pathblazer (n = 30)	183.13	192.80	9.67
Control (n = 42)	177.93	184.67	6.74
Grade 3 (non-SPED)			
Pathblazer (n = 217)	191.47	198.81	7.34
Control (n = 216)	189.88	198.49	8.61
Grade 4 (SPED)			

Pathblazer (n = 37)	192.00	199.24	7.24
Control (n = 30)	182.93	190.43	7.50
Grade 4 (non-SPED)			
Pathblazer (n = 229)	203.82	209.60	5.78
Control (n = 235)	199.98	204.80	4.82
Grade 5 (SPED)			
Pathblazer (n = 29)	193.83	200.59	6.76
Control (n = 37)	194.57	200.62	6.05
Grade 5 (non-SPED)			
Pathblazer (n = 214)	209.36	214.06	4.70
Control (n = 208)	208.26	212.87	4.51

Table 15

Mean MAP Growth reading RIT scores by grade and FARMS status

	Fall 2019	Winter 2020	Mean Change
Grade 3 (FARMS)			
Pathblazer (n = 162)	187.69	195.09	7.40
Control (n = 167)	185.07	193.89	8.82
Grade 3 (non-FARMS)			
Pathblazer (n = 85)	195.73	203.78	8.05
Control (n = 91)	193.20	200.54	7.34
Grade 4 (FARMS)			
Pathblazer (n = 149)	198.23	203.95	5.72
Control (n = 165)	194.54	199.52	4.98
Grade 4 (non-FARMS)			
Pathblazer (n = 117)	207.20	213.52	6.32
Control (n = 100)	203.85	209.21	5.36
Grade 5 (FARMS)			
Pathblazer (n = 159)	205.03	209.92	4.89
Control (n = 148)	201.30	206.79	5.49
Grade 5 (non-FARMS)			
Pathblazer (n = 84)	212.21	217.24	5.03
Control (n = 97)	213.66	217.47	3.81

Appendix B: Descriptive Statistics for Pathblazer Usage

The following table contains a descriptive breakdown of Pathblazer usage statistics by grade for each elementary school in the study.

Table 16
Average Pathblazer usage by school and grade

	Number of Completed Activities	Percent Activities Completed	Average Score	Average Hours Usage
School 1				
3rd (n = 22)	37.41	53.78	79.49	9.41
4th (n = 39)	37.28	51.29	79.55	9.09
5th (n = 22)	48.45	50.88	81.77	11.85
School 2				
3rd (n = 17)	72.00	66.07	80.78	14.66
4th (n = 19)	63.63	59.05	77.92	13.25
5th (n = 26)	65.27	70.93	83.82	13.69
School 3				
3rd (n = 47)	100.51	73.80	87.71	20.99
4th (n = 52)	87.17	77.74	83.94	19.22
5th (n = 55)	80.22	76.61	82.02	23.11
School 4				
3rd (n = 36)	89.72	76.23	85.77	18.79
4th (n = 47)	54.87	65.52	82.08	12.65
5th (n = 24)	93.88	90.35	85.62	17.68
School 5				
3rd (n = 45)	60.78	52.70	85.73	13.46
4th (n = 27)	72.85	64.32	85.49	18.33
5th (n = 21)	60.76	47.80	76.36	20.68
School 6				
3rd (n = 80)	66.63	61.75	86.05	13.71
4th (n = 82)	68.22	55.52	82.04	16.13
5th (n = 95)	54.32	53.75	80.73	12.51

Appendix C: Tables to Meet ESSA Tier 1 Standards

In this appendix, we present tables related to cluster and student attrition, baseline equivalence, and program impacts. We also briefly discuss the implications of these tables, specifically as they relate to meeting standards for ESSA's [“strong” or Tier 1](#) evidence.

This study had acceptable levels of cluster (e.g., classroom) and student attrition, per the ([What Works Clearinghouse \(WWC\)](#) (2020) attrition guidelines. Cluster attrition is shown in Table 17, and student attrition is shown in Table 18.

Although baseline equivalence was not necessary because this study was a cluster randomized controlled trial with low attrition, Pathblazer and control students were similar in terms of prior reading achievement. Using Fall 2019 MAP Growth reading RIT scores as the baseline measure, baseline equivalence was met because the standardized mean difference between Pathblazer and control students was 0.204, which was less than 0.25 ([WWC](#), 2020). Baseline equivalence was also met when considering the 3rd and 5th grade subsamples separately (standardized mean differences of 0.182 and 0.092, respectively). Conversely, baseline equivalence was not met when considering the 4th grade subsample separately, with Pathblazer students showing higher baseline achievement in reading than control students in the 4th grade (standardized mean difference of 0.324). However, attrition standards were met for grade 4 sample, which indicates that the subgroup analyses met the research standards required for ESSA Tier 1 ([WWC](#), 2020).⁶

Table 19 shows the baseline equivalence for the entire sample, as well as by grade. Table 20 shows additional information regarding program impacts.

Table 17
Summary of cluster attrition

C Class N	T Class N	N Randomized to C	N Randomized to T	Attrited C Classes	Attrited T Classes	Overall Class Attrition Rate (%)	Differential Class Attrition Rate (%)
36	35	36	35	0	0	0.00	0.00

Table 18
Summary of student attrition

⁶ There was no teacher attrition, and the overall attrition rate for the 4th grade sample was 5.35% and the differential attrition rate was 1.37%.

C Student N	T Student N	N Randomized to C	N Randomized to T	Attrited C Students	Attrited T Students	Overall Student Attrition Rate (%)	Differential Student Attrition Rate (%)
756	768	797	833	41	65	6.50	2.66

Table 19
Baseline equivalence

	Overall Mean	Pathblazer Mean (SD)	Control Mean (SD)	Adjusted T v C Difference	Pooled Unadjusted SD	Stan. Mean Diff.
3rd grade	189.17	190.45 (14.01)	187.93 (14.62)	2.60	14.33	0.182
4th grade	200.12	202.18 (13.97)	198.05 (14.32)	4.58	14.14	0.324
5th grade	206.85	207.51 (13.80)	206.19 (14.35)	1.29	14.08	0.092
All students	198.64	200.06 (15.59)	197.25 (16.21)	3.24	15.90	0.204

NOTE: SD=standard deviation

Table 20
Program impacts

	Control Mean	Pathblazer Standard Deviation	Control Standard Deviation	Adjusted T v C Difference	Pooled Unadjusted SD	Stan. Mean Diff.
All students	198.64	13.72	14.99	0.98	14.37	0.0680

Appendix D: Correlations Among Student Variables

Table 21

Relationships among MAP Growth reading RIT scores and student demographic variables

	Winter MAP	Fall MAP	Female	Black	Latino	Other Race	SPED	EL	FARMS
Winter MAP	1								
Fall MAP	.88***	1							
Female	.06*	.05*	1						
Black	-.11***	-.07**	-.02	1					
Latino	-.09***	-.12***	.03	-.11***	1				
Other race	-.04	-.02	.04	-.06**	-.08**	1			
SPED	-.28***	-.29***	-.15***	.01	-.03	-.02	1		
EL	-.20***	-.22***	.03	-.08**	.68***	-.05*	.03	1	
FARMS	-.29***	-.28***	-.01	.07**	.20***	.07**	.10***	.18***	1

Note: * p < .05, ** p < .01, *** p < .001.

Appendix E: Regression Results for Subgroup Analyses

All regression models controlled for prior achievement, grade, gender, FARMS, and SPED status, as well as fixed classroom and teacher effects. In addition, all variables were grand-mean centered to facilitate interpretation of the intercept. Student and classroom sample sizes were identical to those outlined in previous regression tables.

Table 22

MAP Growth reading regression results with SPED interaction

	Estimate	Standard Error	P-value
Pathblazer	0.718	0.392	.067
Pathblazer*SPED	1.966	1.050	.061
SPED	-2.860***	0.743	<.001
Constant	204.303***	0.250	<.001

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 23

MAP Growth reading regression results with FARMS interaction

	Estimate	Standard Error	P-value
Pathblazer	1.740**	0.590	.003
Pathblazer*FARMS	-1.212	0.736	.099
FARMS	-0.997	0.546	.068
Constant	204.295***	0.251	<.001

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 24

MAP Growth reading regression results with grade level interactions

	Estimate	Standard Error	P-value
Pathblazer (Grade 5)	0.894	0.679	.188
Pathblazer*Grade 3	-1.000	0.913	.271
Pathblazer*Grade 4	1.226	0.898	.172
Grade 3	-2.894	1.800	.108
Grade 4	-1.097	1.416	.438
Grade 5	204.289***	.251	<.001

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 25

MAP Growth reading regression results with school interactions

	Estimate	Standard Error	P-value
Pathblazer (School 6)	0.890	0.650	.171
Pathblazer*School 1	-1.481	1.231	.229
Pathblazer*School 2	-1.702	1.670	.308

	Estimate	Standard Error	P-value
Pathblazer*School 3	0.359	1.028	.727
Pathblazer*School 4	1.397	1.143	.222
Pathblazer*School 5	0.555	1.176	.637
Constant	204.325***	0.252	<.001

Note: * p<.05, **p<.01, ***p<.001.

Table 26

MAP Growth reading regression results with prior achievement interactions

	Estimate	Standard Error	P-value
Pathblazer (Medium)	0.889	0.590	.132
Pathblazer*Low	1.979	1.129	.080
Pathblazer*High	0.366	1.020	.719
Low	-14.621***	0.780	<.001
High	11.786***	0.766	<.001
Constant (Medium)	203.698***	0.251	<.001

Notes: 1. * p<.05, **p<.01, ***p<.001. 2. This model did not include the pretest.

Appendix F: Teacher Survey Instrument

Background Information:

1. How many years have you worked as a lead teacher, not including student teaching? (1 year, 2-3 years, 4-5 years, 6-9 years, 10+ years, 20+ years)
2. How many years have you been working as a teacher at your current school? (1 year, 2-3 years, 4-5 years, 6-9 years, 10+ years, 20+ years)
3. About what percentage of students in your classrooms are ...? (Values must add up to 100%.)
 - Below-grade level learners
 - On-grade level learners
 - Above-grade level learners

Use of Online Learning:

4. Have you used Pathblazer before the 2019-2020 school year? (Yes/No)
5. Have you used other online programs with students before? (Yes/No, If yes, please list)
6. How comfortable are you at integrating online learning into your instruction? (Very uncomfortable, somewhat uncomfortable, somewhat comfortable, very comfortable)

Teacher Implementation:

7. How many of your classrooms used Pathblazer?
8. FOR YOUR PATHBLAZER CLASSROOMS, about what percent of instructional time in a given week do you allocate to the following activities? (Values must add up to 100%.)
 - Whole-group instruction
 - Small-group instruction
 - Teacher one-on-one/teacher conferencing
 - Student independent work
 - Other
9. FOR YOUR NON-PATHBLAZER CLASSROOMS, about what percent of instructional time in a given week do you allocate to the following activities? (Values must add up to 100%.)
 - Whole-group instruction

- Small-group instruction
- Teacher one-on-one/teacher conferencing
- Student independent work
- Other

10. Does using Pathblazer change how you ...? (Yes/No)

- Teach students to generate their own questions while reading texts
- Teach students to make predictions while reading texts
- Teach students skills like setting goals and self-reflection
- Use of explicit instruction of reading comprehensive skills
- Analyze errors when students are reading aloud
- Teach vocabulary
- Group students on skill levels
- Assign time for students to practice skills
- Assign time for student independent reading
- Other (open-ended)

11. How frequently do you meet one-on-one with students to discuss their learning goals/progress in Pathblazer? (Never, rarely, often, very often)

Student Impact:

12. Indicate the degree to which you agree or disagree with the following statements. (Strongly disagree, somewhat disagree, neither disagree nor agree, somewhat agree, strongly agree)

- Students were engaged in Pathblazer.
- Pathblazer was the right difficulty level for my students.
- Pathblazer helped my students learn new concepts.
- Pathblazer helped students persevere when learning new concepts.
- Pathblazer improved student self-confidence in their academic abilities.
- Pathblazer was effective for increasing student learning in reading over and above regular practices.

Teacher Impact:

13. Indicate the degree to which you agree or disagree with the following statements. (Strongly disagree, somewhat disagree, neither disagree nor agree, somewhat agree, strongly agree)

- Pathblazer make it easier for me to identify students' skill gaps.
- I used Pathblazer progress data to adjust my instruction.
- I used Pathblazer progress data to inform one-on-one conferences with students.
- I used Pathblazer progress data to group students.

- Using Pathblazer in some of my classes influenced the way I taught in my non-Pathblazer classes. If so, how? (Open-ended)

14. I would like to continue to use Pathblazer. (Yes, maybe, no)

15. I would recommend Pathblazer to other teachers. (Yes, maybe, no)

Program Support:

16. Indicate the degree to which you agree or disagree with the following statements. (Strongly disagree, somewhat disagree, neither disagree nor agree, somewhat agree, strongly agree)

- The teacher training prepared me to use Pathblazer in my classroom.
- The teacher training on how to use Pathblazer was of high quality.
- The individual support from Edgenuity helped me to use Pathblazer more effectively in the classroom.
- The individual support from the district improved my knowledge of how to use Pathblazer in the classroom.

Open-Ended:

17. What do you like best about Pathblazer?

18. What have been the most helpful resources?

19. What did you find challenging about implementing Pathblazer?

20. Where do you need more support?

21. Do you have recommendations for how to improve Pathblazer? If so, what are they?

Best Practices for Educators



Data-Driven Instruction in Pathblazer

Edgenuity Pathblazer metrics give educators access to real-time data about student progress and content mastery. This guide is designed to help educators identify the critical metrics that will provide actionable evidence about student performance. It will also provide a straightforward routine that empowers educators to quickly analyze data trends and take action to ensure student learning.

Metrics to Monitor

The time students spend actively working in Pathblazer, progress through the program, and scores on completed activities contribute to and predict student success.

CLASS PROGRESS OR STUDENT PROGRESS

Pathblazer users should monitor the following metrics on the **Class Progress** report weekly to track progress and content mastery. Teachers can create small groups based on student activity scores or the assignments/folders that have been completed.

- **Assignment:** Name of the assignment/folder.
- **Status:** A completed activity is indicated by a solid blue sheet of paper icon; an incomplete activity is indicated by a solid white sheet of paper icon.
- **Type:** Type of activity is indicated by an icon (activity quiz, chapter test, learning activity, lesson quiz, objective-based test, scored learning activity).
- **Score:** Grade earned on each activity, if scored.
- **Date Completed:** Date the activity is completed by each student.

Teachers using Pathblazer/Hybrid also have the option to run the **Student Progress Report** in lieu of monitoring Class Progress.

- **Activities:** A detailed list of all lessons and activities completed by the student.
- **Completed Date:** Date the activity was completed, reported in MM/DD/YYYY format.
- **Completed Time:** Time the activity was completed, reported in HH:MM AM/PM format.
- **Score/Status:** The grade on each activity. Activities passed are indicated in green, activities scored are indicated in blue, and activities failed are indicated in red.
- **Duration:** The time a student spent completing that activity, reported in HH:MM:SS format.

STUDENT PORTFOLIO

All teachers using Pathblazer should conduct weekly face-to-face conferencing sessions with students to monitor progress and engagement. During these one-on-one sessions, teachers should have students set the Student Portfolio to one week and track the following data points:

- **Recent Work tab | Number of activities completed:** A completed activity is indicated by a solid blue sheet of paper icon; an in-progress activity is indicated by a half-blue sheet of paper icon. Count the number of activities with solid blue sheets of paper for the total number of activities completed in the past week.
- **Assignments tab | Progress by assignment/folder:** Number of activities completed and number of activities remaining per assignment/folder. To calculate the percent progress, divide the number of completed activities by the sum of the number of completed and remaining activities.
- **Reports tab | Duration report:** Time on Task shows the time the student spent completing that activity, reported in HH:MM:SS format.

Implementation Fidelity Recommendations

To use Pathblazer with fidelity, Edgenuity recommends:

- **Progress:** Successfully complete four to six activities per week per subject.
- **Progress:** Complete at least 75 percent of activities in a folder before moving on to the next folder.
- **Time on Task:** 60 to 90 minutes per week per subject.
 - Each activity takes approximately:
 - ◆ K-2nd grade: 5 to 10 minutes to complete
 - ◆ 3rd-5th grade: 10 to 15 minutes to complete
 - ◆ 6th-8th grade: 15 to 20 minutes to complete
- **Seat/Session Time:** 90 to 120 minutes per week per subject, with a minimum of 20 minutes per session.
- **Conferencing:** Conduct one-on-one teacher/student conferences at least once a week.

Reporting Routine

The following is a reporting routine recommended for educators who monitor student progress and use data to inform small-group instruction and one-on-one teacher-student conferences.

IS MY CLASS PROGRESSING THROUGH ASSIGNMENTS?

Monitor progress for your class using the **Class Progress** page weekly, reviewing activities completed and content mastery.

IF THE DATA SHOW...	THEN YOU SHOULD...	YOU CAN ALSO FOLLOW UP BY...
Assignment, Status, and Date Completed: Are students completing activities?		
Activity completed when expected or earlier	Celebrate student success	<ul style="list-style-type: none"> Ensuring student is recording progress in a progress log, and rewarding the student with the incentive system in place
Activity completed a day after expected	Encourage completion of activities and use of progress logs for monitoring	<ul style="list-style-type: none"> Providing one-on-one teacher-student instruction on how to use the program Checking in regularly with students to ensure they are on task while working in the program Asking peers to mentor, model, and coach helpful strategies Modeling good note-taking skills, providing graphic organizers, and providing tutoring time Using incentives and competition to celebrate and improve student success
Activity completed more than a day after expected	Deliver or update a progress improvement plan	
Type and Score: Are students mastering content?		
Activity score is greater than 90%	Celebrate student success	<ul style="list-style-type: none"> Asking student to help peers with mentoring, modeling, and coaching helpful strategies
Activity score is between 70% and 90%	Encourage students to use supports in the system	<ul style="list-style-type: none"> Checking activity types to ensure students are comprehending material and are able to pass quizzes and tests Conferencing with students regularly to review the student score report and to discuss improvement strategies Helping students develop a metacognitive routine to approach work After a student fails a test, requiring him or her to go back into the program and look up the answers
Activity score is less than 70%	Provide small group or one-on-one remediation on topics with which a student is struggling	
Alternatively, teachers can monitor individual students weekly, and review the Student Progress Report to group students for rotations or small-group instruction. Create groups of students struggling in the same areas for reteaching by objective.		
Number of Activities Completed: Is the student successfully completing enough activities per week?		
4 or more activities completed per subject	Celebrate student success	<ul style="list-style-type: none"> Ensuring student is recording progress in a progress log, and rewarding the student with the incentive system in place
3 activities completed per subject	Encourage completion of activities and use of progress logs for monitoring	<ul style="list-style-type: none"> Providing one-on-one instruction on how to use the program Checking in regularly with students to ensure they are on task while working in the program Asking peers to mentor, model, and coach helpful strategies Modeling good note-taking skills, providing graphic organizers, and providing tutoring time Using incentives and competition to celebrate and improve student success
Fewer than 3 activities completed per subject	Deliver or update a progress improvement plan	
Activity Score/Status: Is the student mastering the content overall?		
Average activity score is greater than 90%	Celebrate student success	<ul style="list-style-type: none"> Asking student to help peers with mentoring, modeling, and coaching helpful strategies
Average activity score is between 70% and 90%	Encourage student to take notes	<ul style="list-style-type: none"> Conferencing with students regularly to review the student score report and to discuss improvement strategies Help students develop a metacognitive routine to approach work After a student fails a test, requiring him or her to go back into the program and look up the answers
Average activity score is less than 70%	Provide one-on-one remediation	

Weekly Conferencing

Teachers should review the **Student Portfolio** weekly to monitor the number of activities completed and content mastery. Set the time frame to the last seven days and review each student's activities completed, progress through folders, and time spent working on activities. During one-on-one teacher-student conferences, review student data and learning goals, model good online learning behaviors, and provide remediation, challenge, or support as needed.

IF THE DATA SHOW...	THEN YOU SHOULD...	YOU CAN ALSO FOLLOW UP BY...
Recent Work Tab Number of Activities Completed: Are students completing activities?		
≥4 activities completed per subject per week	Celebrate student success	<ul style="list-style-type: none"> Ensuring student is recording progress in a progress log, and rewarding the student with the incentive system in place
3 activities completed per subject per week	Encourage completion of activities and use of progress logs for monitoring	<ul style="list-style-type: none"> Providing one-on-one teacher-student instruction on how to use the program Checking in regularly with students to ensure they are on task while working in the program Asking peers to mentor, model, and coach helpful strategies Using incentives and competition to celebrate and improve student success
<3 activities completed per subject per week	Deliver or update a progress improvement plan	
Recent Work Tab Number of Activities Partially Completed: Are students focused or jumping around between activities?		
≤1 partially completed per subject per week	Celebrate student success	<ul style="list-style-type: none"> Ensuring student is recording progress in a progress log, and rewarding the student with the incentive system in place
2-3 partially completed per subject per week	Encourage completion of activities and use of progress logs for monitoring	<ul style="list-style-type: none"> Providing one-on-one teacher-student instruction on how to use the program Checking in regularly with students to ensure they are on task while working in the program Providing graphic organizers and tutoring time Using incentives and competition to celebrate and improve student success
>3 partially completed per subject per week	Deliver or update a progress improvement plan	
Assignments Tab Progress by Assignment/Folder: Are students focused and making progress toward folder completion?		
>75% of folder completed	Celebrate student success	<ul style="list-style-type: none"> Allowing student to move on to the next folder
50% to 75% of folder completed	Encourage student to continue working on activities in folder before moving on	<ul style="list-style-type: none"> Checking in with students regularly to ensure they are on task while working in the program Conferencing with students regularly to review the student score report and to discuss improvement strategies Setting up classroom management practices and using them effectively from the beginning, and following through with celebrations and consequences
<50% of folder completed	Encourage student to continue working, assess factors that may be preventing progress	
Reports Tab Duration Report—Time on Task: Are students spending enough time completing activities?		
K-2: 5 to 10 minutes 3-5: 10 to 15 minutes 6-8: 15 to 20 minutes	Celebrate student success	<ul style="list-style-type: none"> Tracking student session time and activity time in the Student Portfolio Rewarding student with the incentive system in place
K-2: 2 to 4 minutes 3-5: 5 to 9 minutes 6-8: 7 to 14 minutes	Encourage students spend enough time on activities	<ul style="list-style-type: none"> Closely monitoring time on task Ensuring student session time is long enough to complete a few activities in one session Reviewing current assignment for difficulty level and providing support for loss of interest if it's too hard or too easy Posting the classroom rotation schedule for all students to see during station rotations
K-2: Less than 2 minutes 3-5: Less than 5 minutes 6-8: Less than 7 minutes	Remind student of expectations	



MEMO

To: Dr. Angela McDonald, Superintendent

From: Lori Cook, Special Education Teacher

Date: September 18, 2020

Re: Blended Learning Grant Program

Dr. McDonald,

This summer I participated in the Advantage Academy Blended Learning Cohort with UTeach at the University of Texas. Without question, it is the most valuable training that I have received in my 30 years of teaching. Not only did I learn a great deal about myself as an educator, I had the opportunity to collaborate with teachers throughout the state on the ways blended learning can enhance the learning experience for students, especially in the midst of the pandemic. Blended learning will have a positive impact on students whose teachers implement the program with fidelity.

During these times of face to face/ virtual learning, I have witnessed the program being implemented throughout GPW and across the district. In any given classroom a visitor might see students engaged in collaborative group work. In small groups with teachers or on individual assignments. I have been able to share my blended learning knowledge and experiences with new teachers who are just beginning the process.

I am committed to the blended learning process, as it is my true belief that it will enrich the educational experience for all of the scholars at Advantage Academy.

Sincerely,

Lori Cook

Lori Cook, Special Education Teacher