Blended Learning Grant Program

Key TEA Personnel

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TEA Staff

Andrew Hodge
Director, Math Innovation Zones

### Kristen Dobson
Associate Commissioner, Instructional Strategy

Agenda

Presentation Agenda

- ➢ What is Blended Learning? `XX:XX`

- ➢ Blended Learning Grant Program `XX:XX`

  - ➢ Origin and Overview

  - ➢ Implementation `XX:XX`

- ➢ Next Steps

Meeting The Needs of All Students Is a Challenge

Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.

2 + 2 = 4

Bored | Familiar | Engaged! | Lost

Advanced | Proficient | On The Fence | Struggling
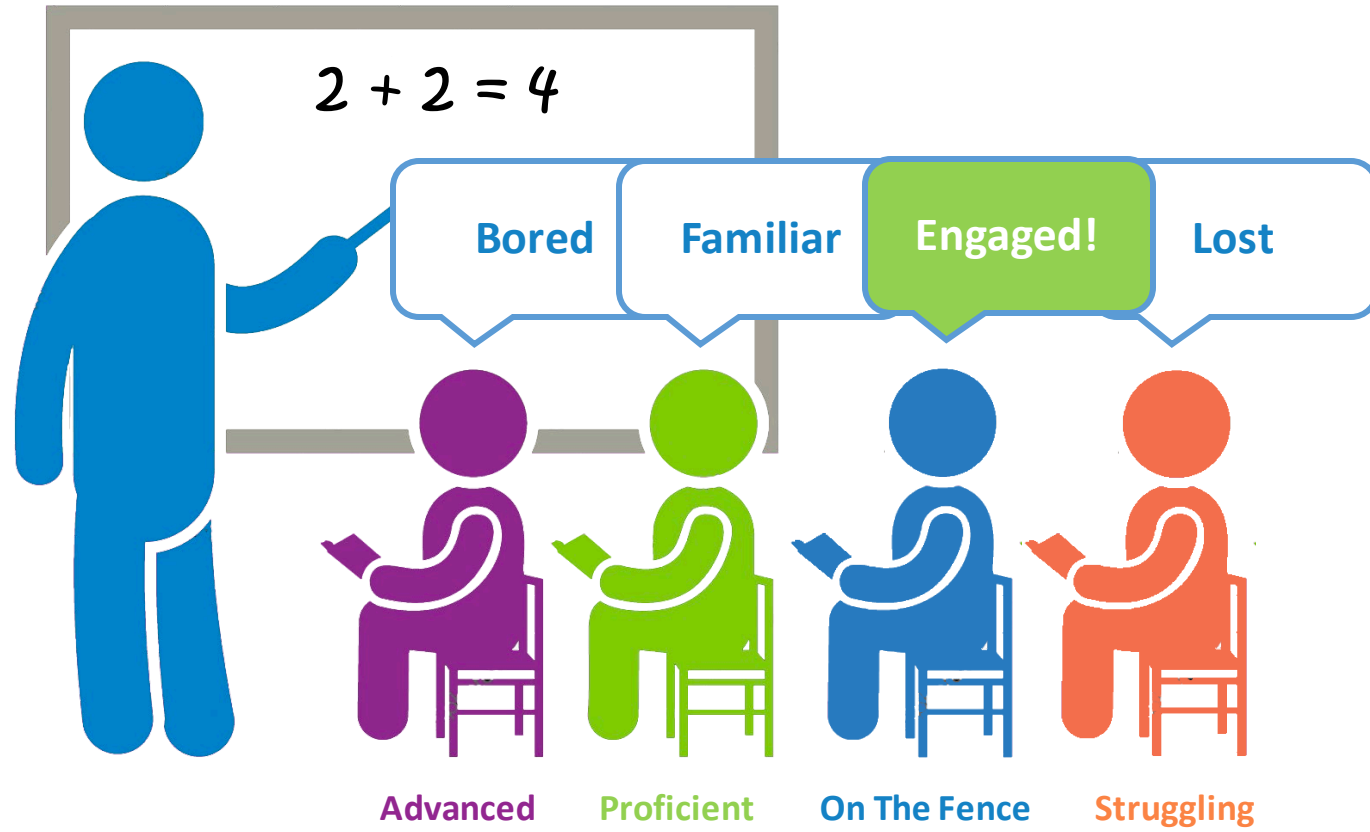
Diagnosing Student Academic Knowledge is Tough

In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.

$(2 + 2) \times (2 + 2) = 16$

Engaged! ??? ??? ???

Advanced **Proficient** **On The Fence** **Struggling**
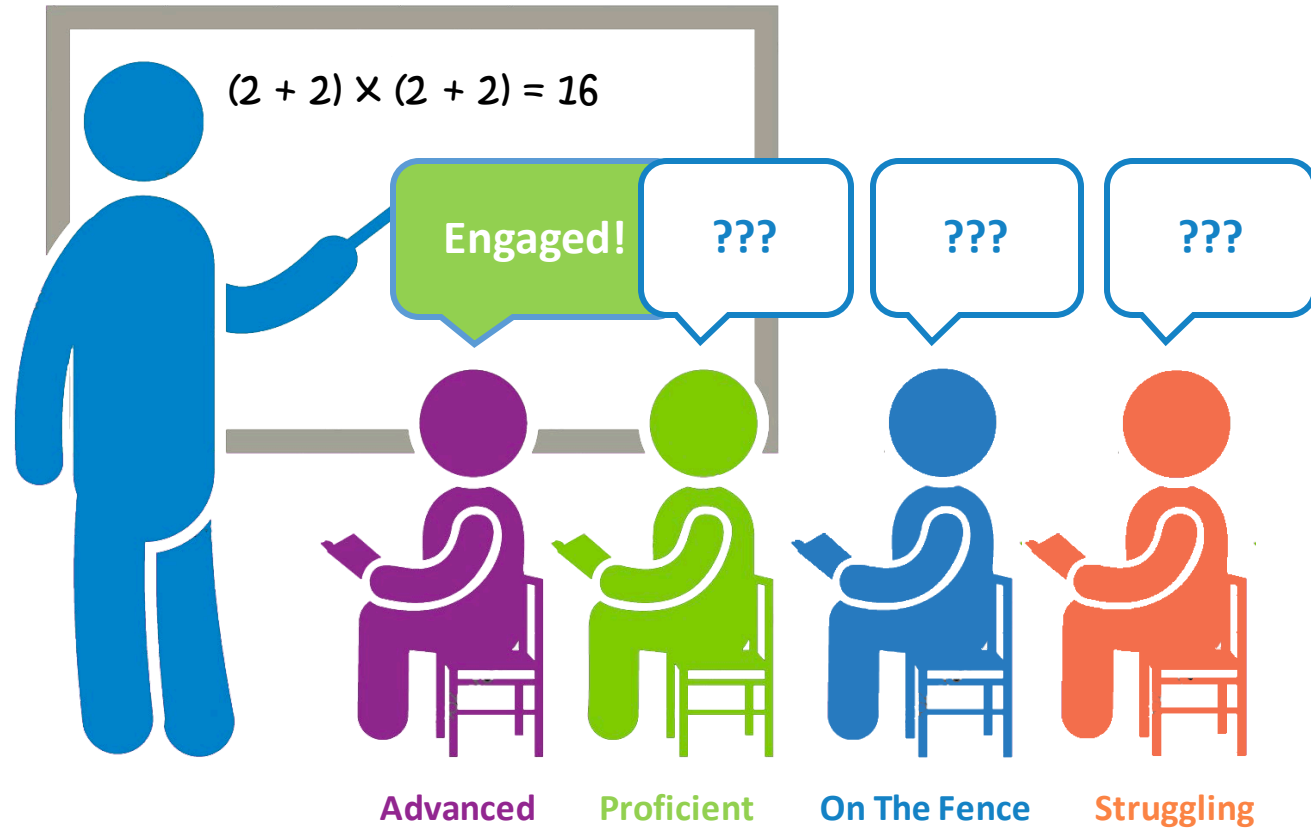
Differentiating Lesson Plans Takes Time and Energy

Ensuring every classroom has effective differentiated instruction is almost impossible to sustain, especially if there is any staff turnover.

Subject 1

Period 1

Period 2

Period 3

Subject 2
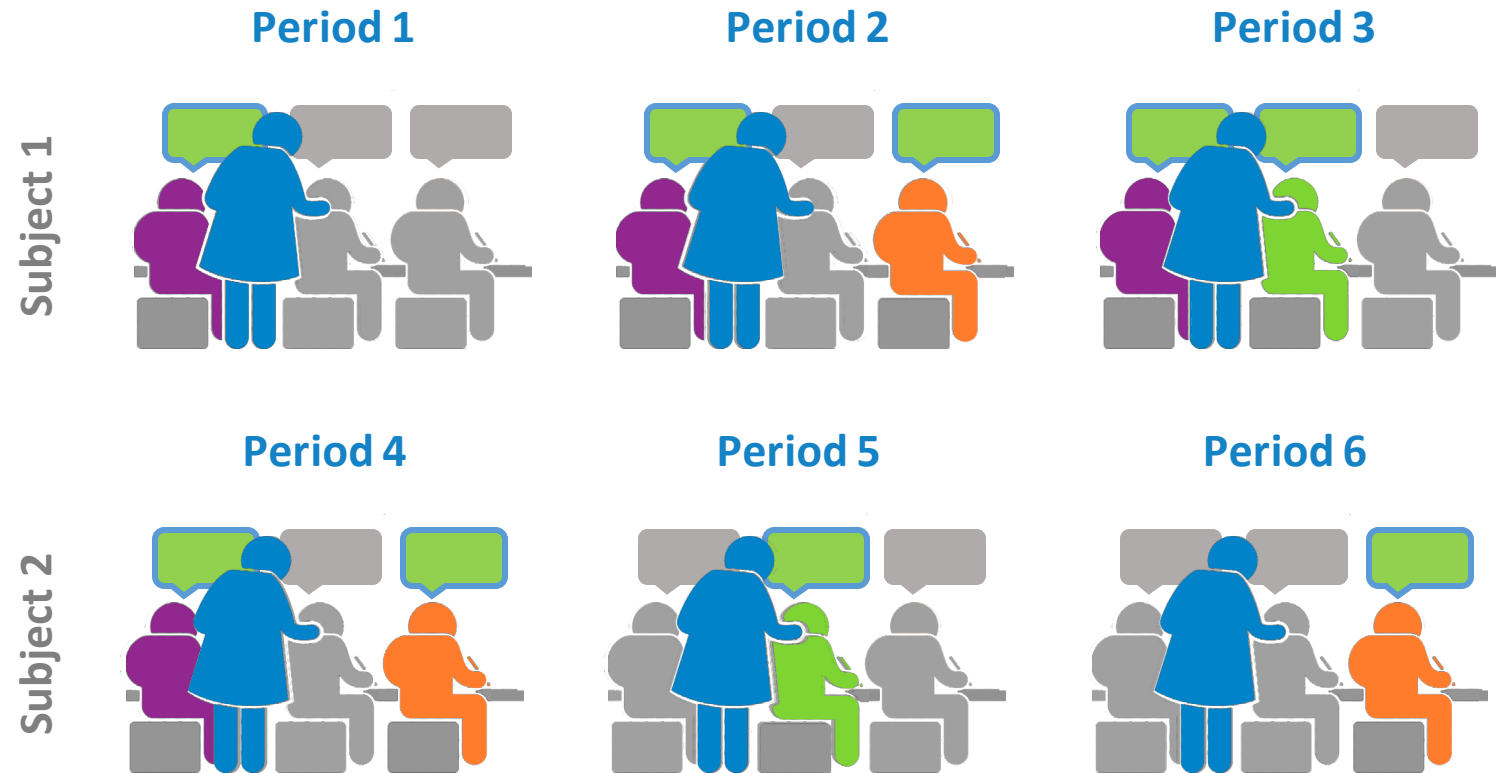
Period 4

Period 5

Period 6
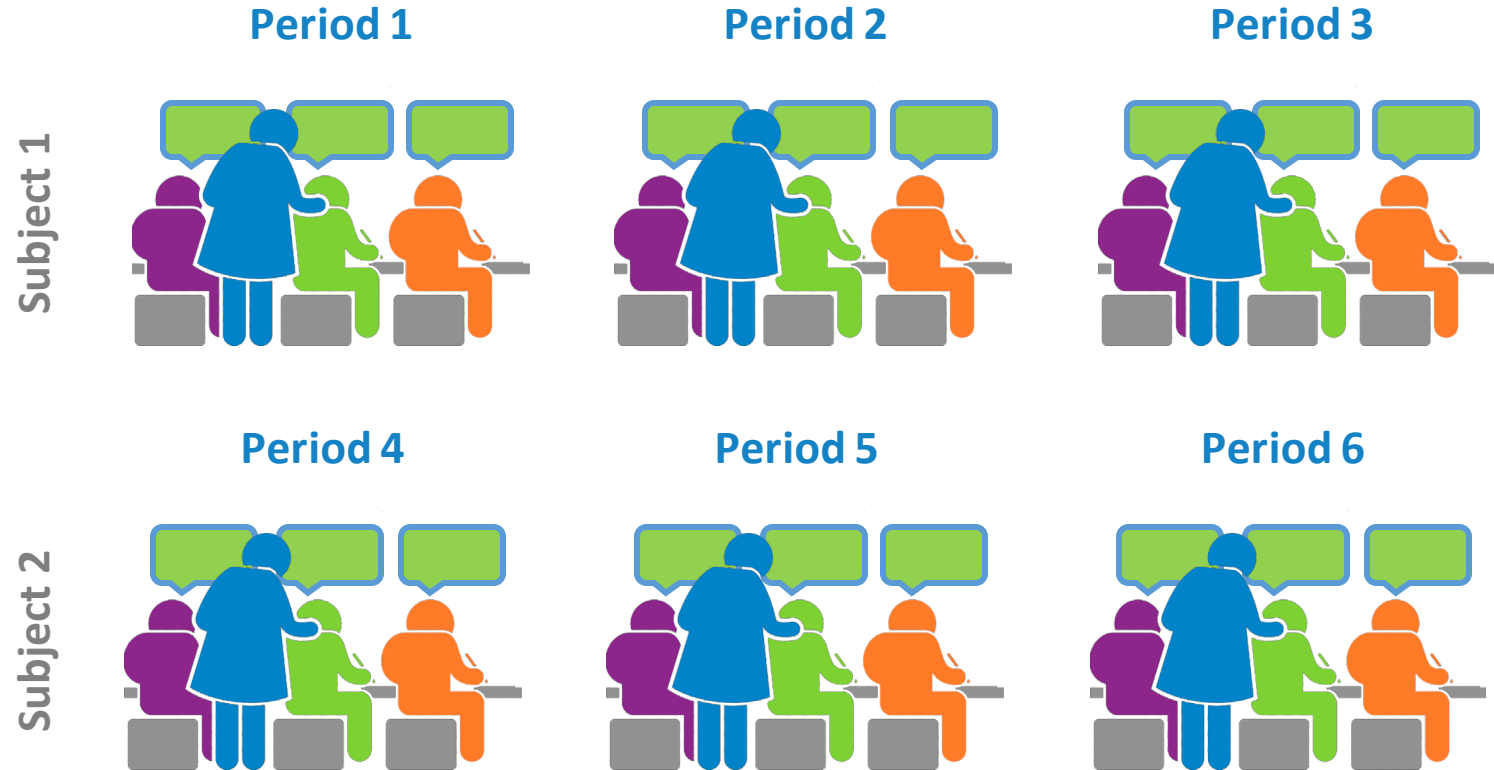
Executing & Adjusting in Real Time Is Unsustainable

= Strong Differentiated Instruction

Executing differentiated lessons while juggling classroom management AND trying to analyze and redirect student misconceptions is unsustainable...

Subject 1

Period 1

Period 2

Period 3

Subject 2

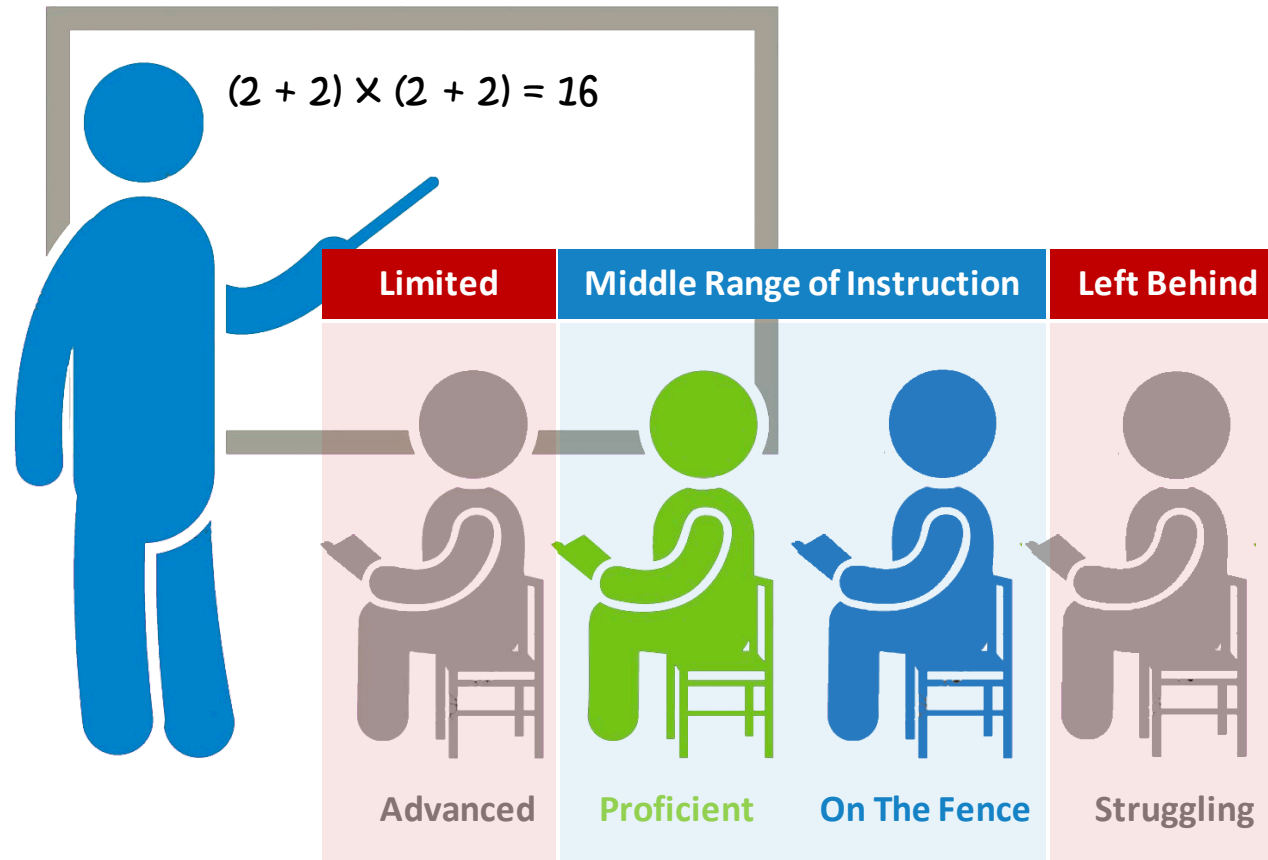**Period 4**

Period 5

Period 6

The Result: Teaching Towards The Middle

Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging for all teachers, and if it isn't done, some students aren't effectively challenged.

$(2 + 2) \times (2 + 2) = 16$

| Limited	Middle Range of Instruction		Left Behind
Advanced	Proficient	On The Fence	Struggling

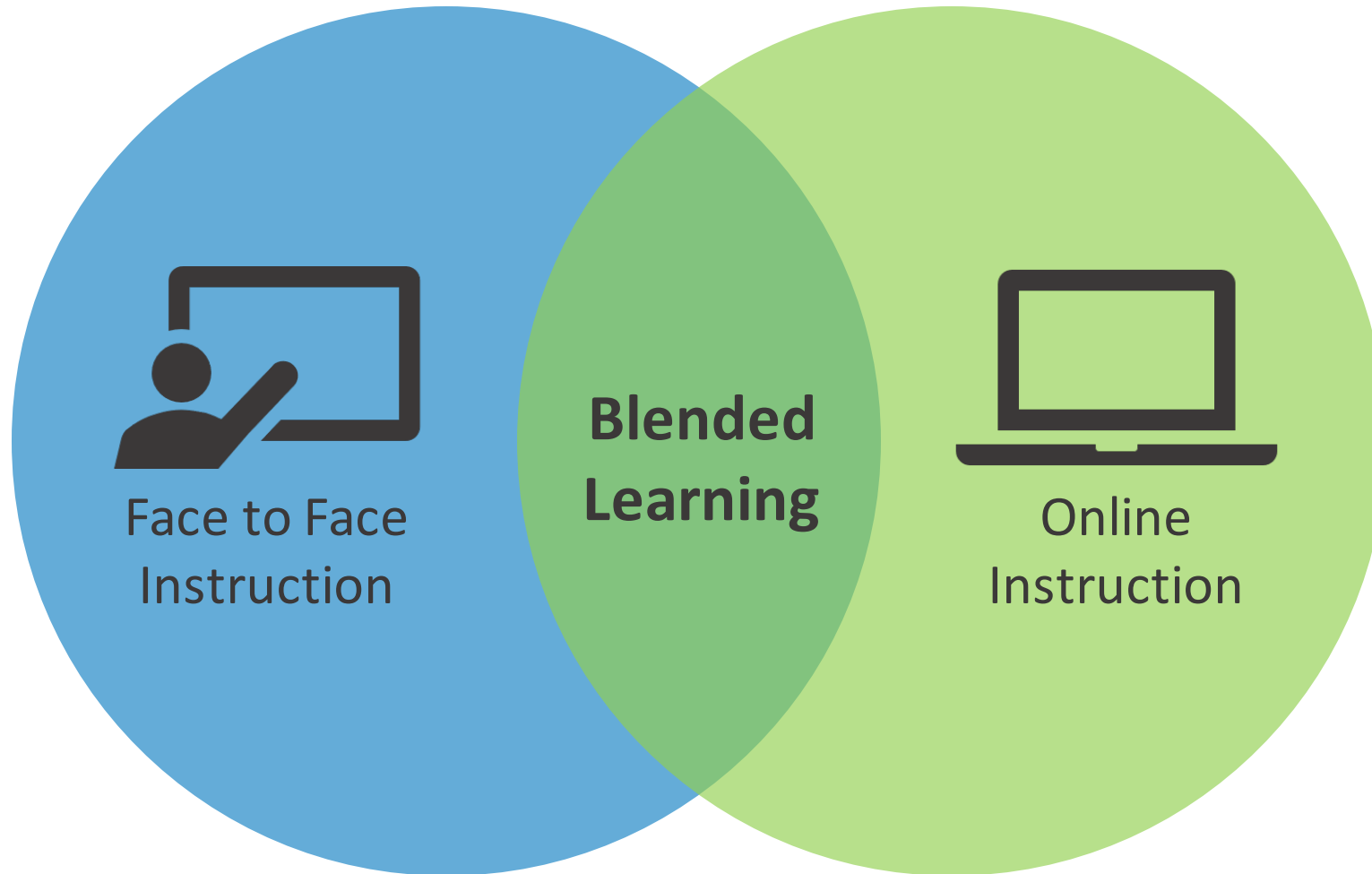# We Must Support Our Teachers with Differentiation

We need to better support our educators so they can effectively meet the needs of all students, leading towards academic outcomes in a sustainable way.

We need to better support our teachers.

Advanced   Proficient   On The Fence   Struggling
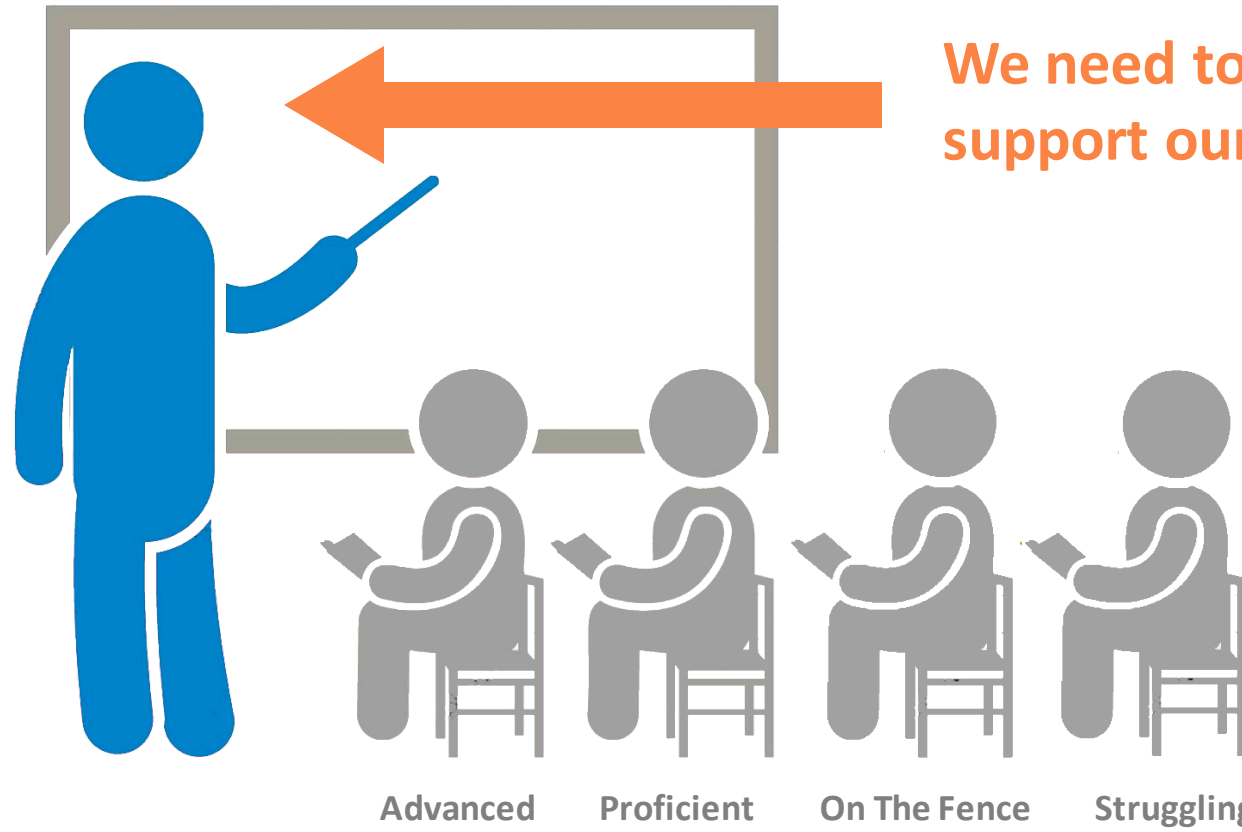
Blended Learning: A Solution to Reach All Students

Blended Learning: A Solution to Reach All Students

What online instruction can bring to face to face teacher instruction:

✓ Quick diagnosis of prior understanding of all students

✓ Simple differentiation in lesson planning for all students

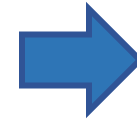✓ Instant adjustments in lesson execution based on real-time information from all students

Online Instruction

Blended Learning: A Solution to Reach All Students
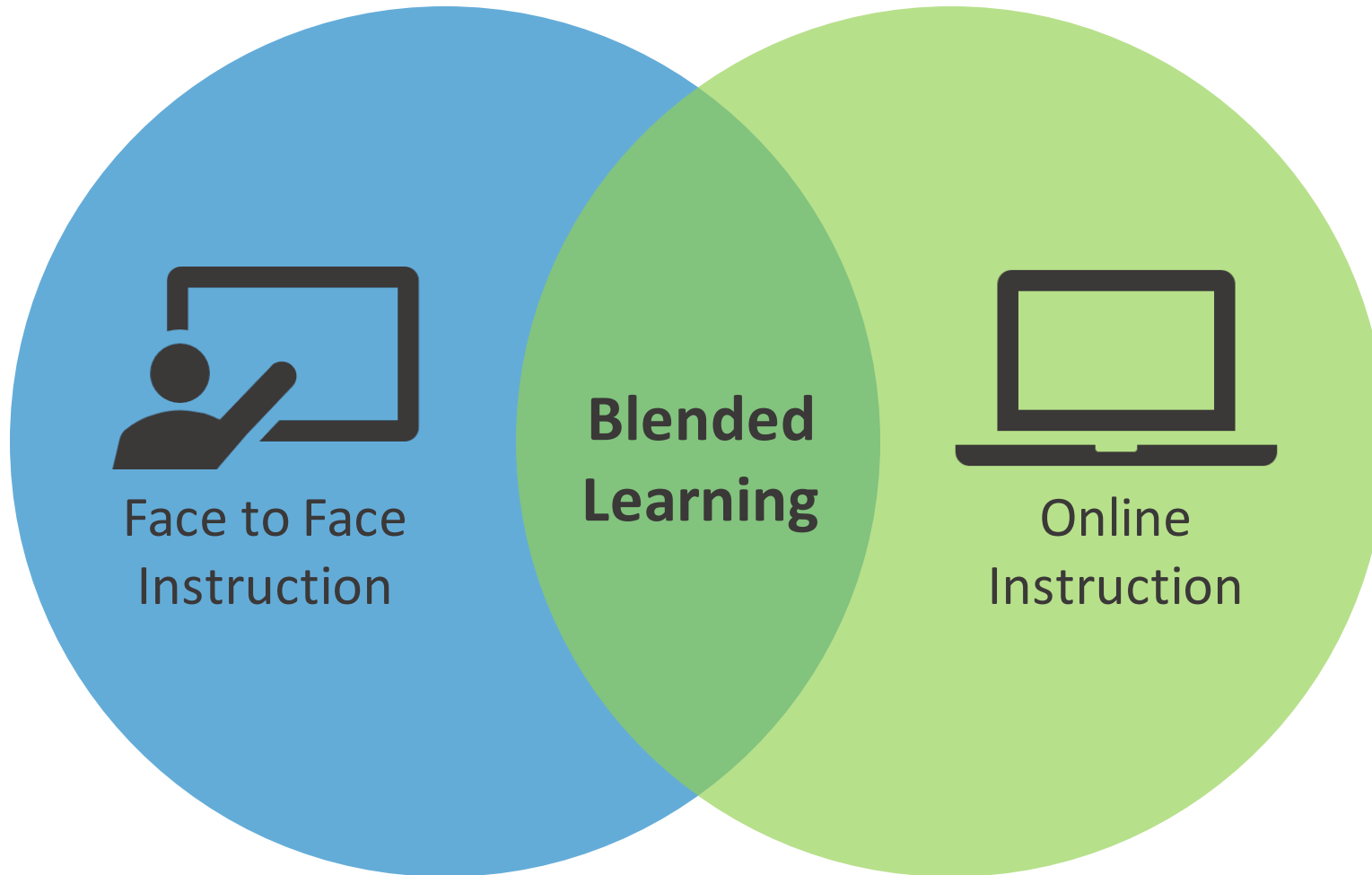
Face to Face Instruction

What face to face instruction offers but online-only lacks:

✓ Human flexibility with critical instructional decisions

✓ Love from a real teacher

✓ Face-to-face encouragement

✓ Emotional support and direction

Blended Learning: A Solution to Reach All Students

Face to Face Instruction

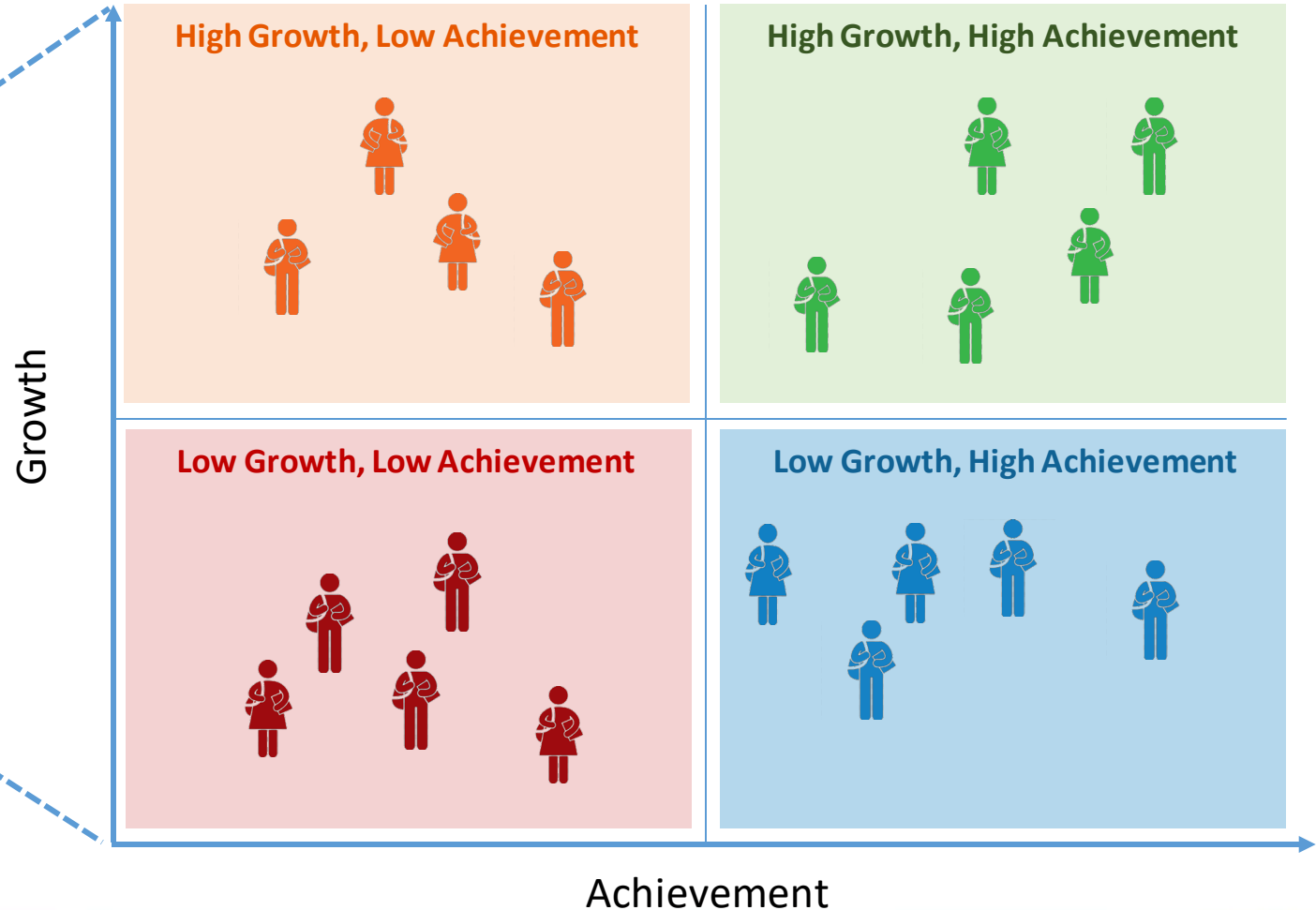**Blended Learning**

Online Instruction

Technology Helps to Diagnose Prior Understanding

Through an online diagnostic, teachers can plot out exactly where their students stand in terms of overall mathematics performance and growth.

Identify Current Level of Academic Achievement

High Growth, Low Achievement

High Growth, High Achievement

Low Growth, Low Achievement

Low Growth, High Achievement
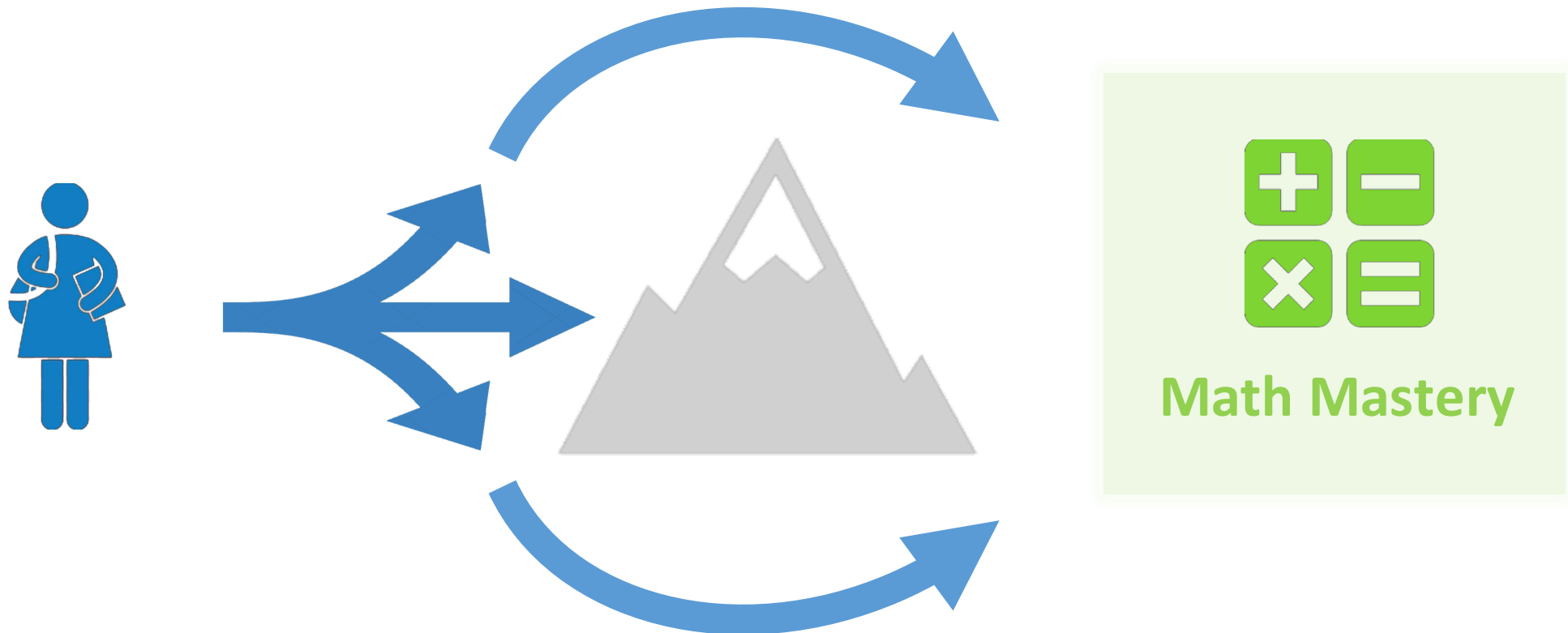
Growth

Achievement

Software Can Offer Customized Student Plans

Based on initial and ongoing diagnostics, a customized path
is created to meet the unique academic needs of every student.

Math Mastery

Software Can Offer Customized Student Plans

Technology helps teachers scale this intentional planning so that there is differentiated instruction for all students.

Math Mastery
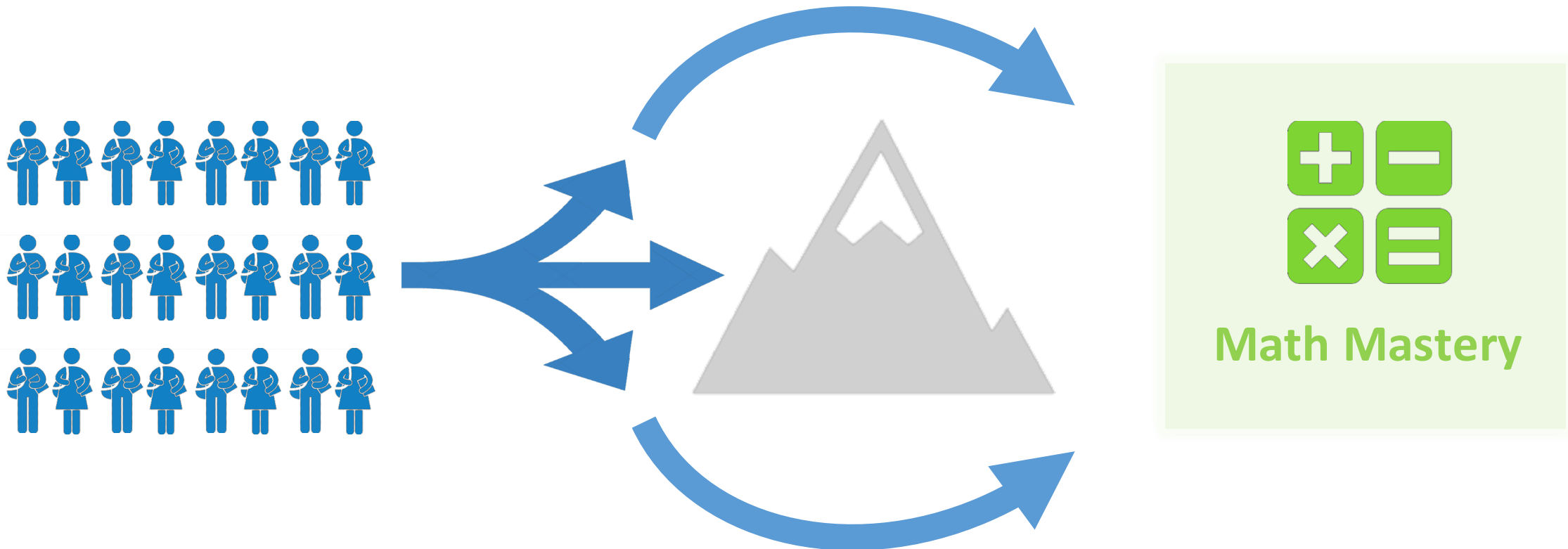
Diagnosing Mastery and Differentiating Plans

STAAR Readiness Report

Legend: ■ Did Not Meet □ Approaches ■ Meets ■ Masters ● Working ⊘ Assigned

[Refresh] [Export]

	Name	Assignments	Total	Certificates Earned	Numerical Representations and Relationships												
					RS 3.2A	SS 3.2B	SS 3.2C	RS 3.2D	SS 3.3A	SS 3.3B	SS 3.3C	SS 3.3D	SS 3.3E	RS 3.3F	SS 3.3G	RS 3.3H	SS 3.4I
	Class total		62%		67%	71%	70%	69%	55%	60%	57%	59%	60%	61%			50%
☐	Hernandez,		43%	0	36%	100%	50%	25%	67%	33%	50%	0%	50%	33%	60%	47%	–
☐	Keys,		53%	1	73%	33%	0%	37%	80%	67%	0%	100%	–	36%	–	55%	–
☐	Cannon,	M	47%	0	31%	67%	70%	64%	47%	58%	47%	50%	67%	42%	25%	37%	–
☐	Cobb,	PP	58%	0	76%	67%	67%	69%	44%	43%	44%	57%	50%	46%	50%	55%	–
☐	Chapman,		63%	0	73%	44%	33%	71%	40%	71%	55%	42%	60%	48%	29%	36%	–
☐	Kabboord,		76%	0	83%	100%	50%	63%	80%	80%	75%	100%	100%	50%	–	100%	–
☐	Johnson,	PT	61%	0	64%	75%	40%	67%	100%	86%	63%	100%	100%	59%	0%	50%	–
☐	Segura,		83%	0	75%	100%	100%	100%	–	–	–	–	–	63%	50%	88%	–
☐	Girouard,		56%	0	64%	50%	80%	67%	60%	50%	60%	0%	50%	64%	43%	52%	50%
☐	Greene,		59%	2	47%	67%	50%	79%	40%	36%	83%	86%	0%	71%	67%	65%	–
☐	Hall,	PT	64%	0	92%	67%	100%	90%	0%	67%	80%	50%	55%	74%	71%	71%	–
☐	Hyland,	PT	68%	0	88%	100%	100%	88%	33%	33%	67%	20%	33%	75%	50%	63%	–
☐	Allen,		60%	0	44%	79%	77%	38%	100%	0%	33%	50%	50%	75%	100%	59%	–
☐	Ham,		61%	0	100%	100%	100%	92%	100%	29%	0%	100%	50%	75%	100%	52%	–
☐	Beverely,		72%	0	77%	100%	100%	85%	56%	67%	100%	78%	100%	77%	64%	71%	–
☐	Paul,		80%	0	86%	50%	56%	100%	–	100%	100%	–	–	78%	–	83%	–
☐	Sherfield,		80%	0	100%	100%	100%	100%	100%	100%	–	–	–	82%	100%	55%	–

(tooltip: Represent equivalent fractions)

Diagnosing Mastery and Differentiating Plans

65% of class is in need of remediation

Diagnosing Mastery and Differentiating Plans

65% of the class were falling short on one student expectation (SE). With this information, the teacher can assign **45% of the class** to individual assignments while small group instruction takes place for the students in need of remediation.

Independent, Individualized Instruction
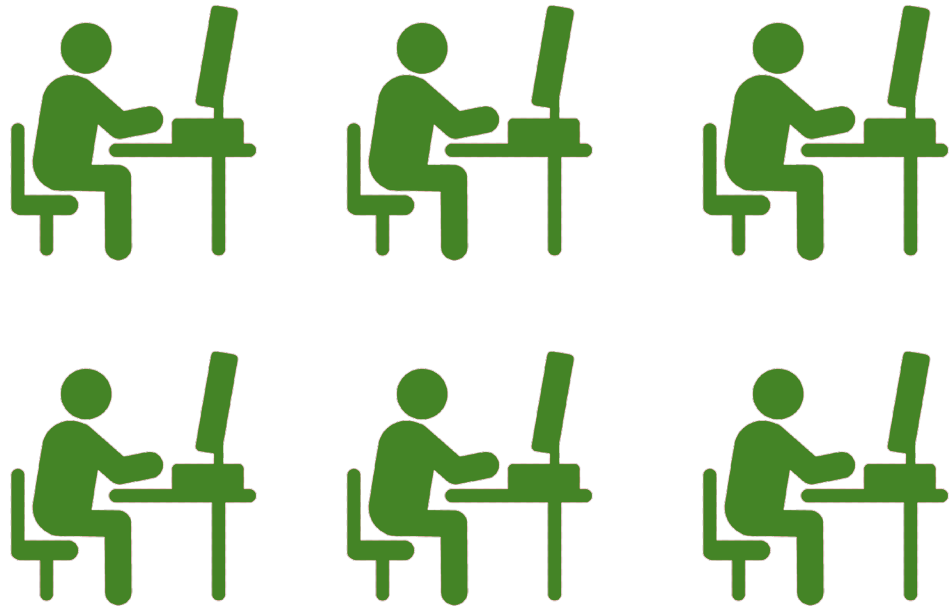
Small Group Remedial Instruction

Instant Adjustments in Execution for Teachers
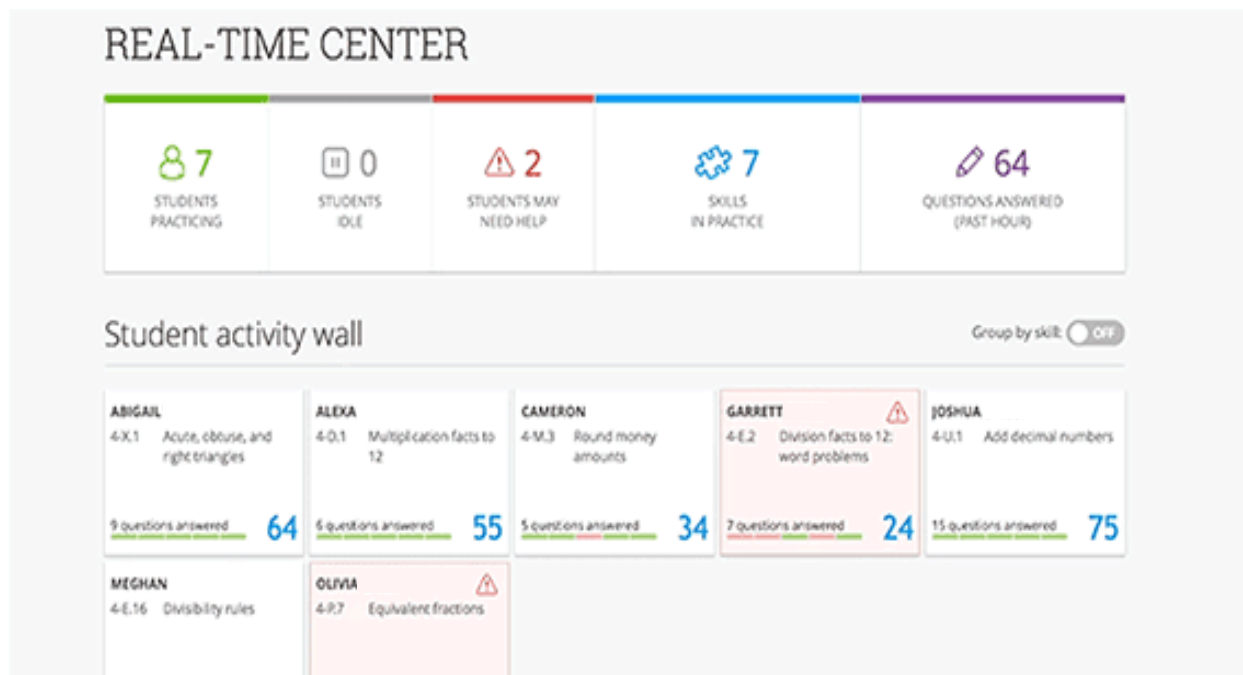
Reach all kids, all the time, in a sustainable way.

When implemented with fidelity, blended learning combines the power and heart of direct instruction with the real-time capabilities of software to meet the needs of all students in a sustainable and scalable way.

Combines teacher-led instruction with technological flexibility.

Effective Individualized Instruction
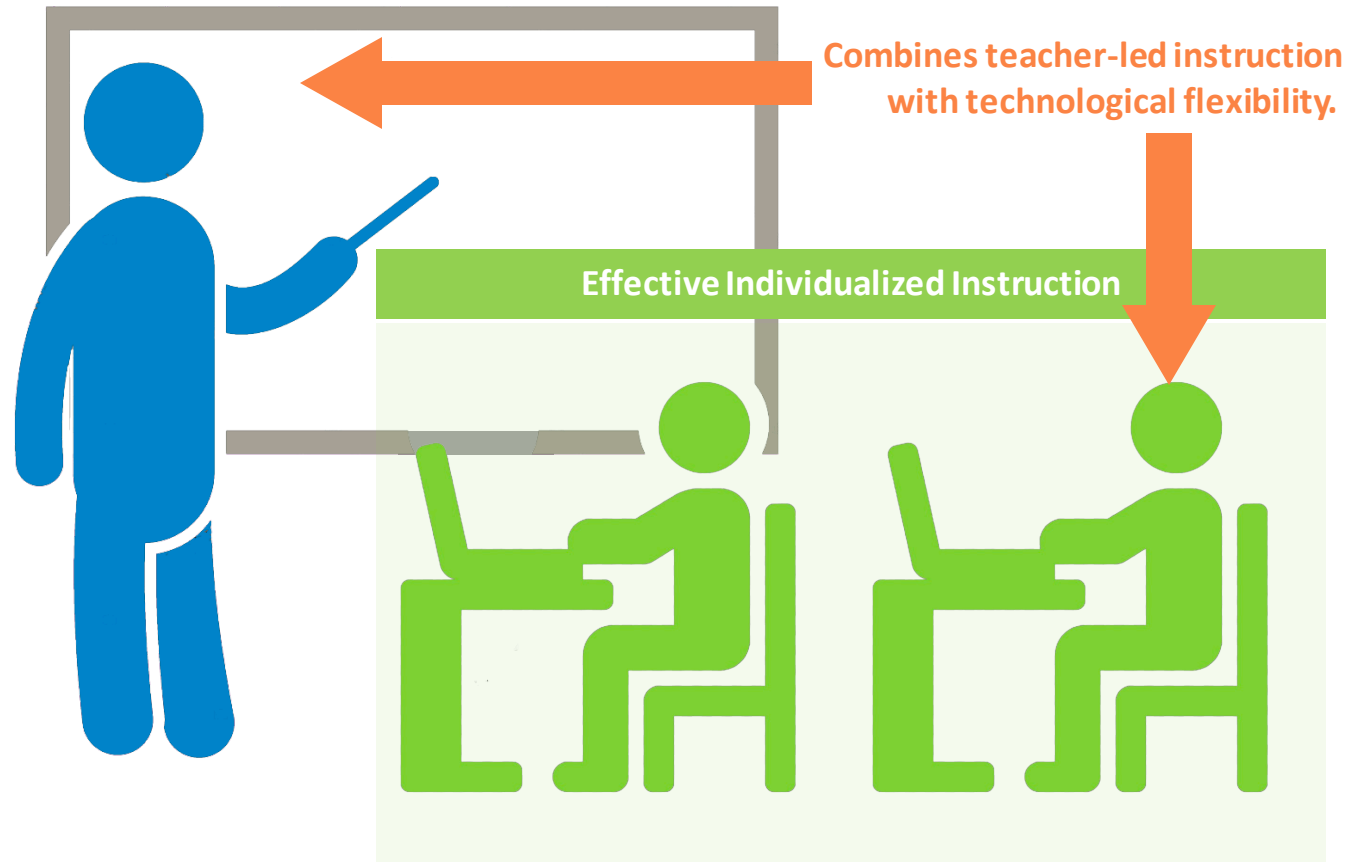
In a nationwide study on blended learning led by the RAND Corporation, schools implementing blended learning overwhelmingly had positive effects on math and reading performance

Students in a blended learning environment made significant academic gains
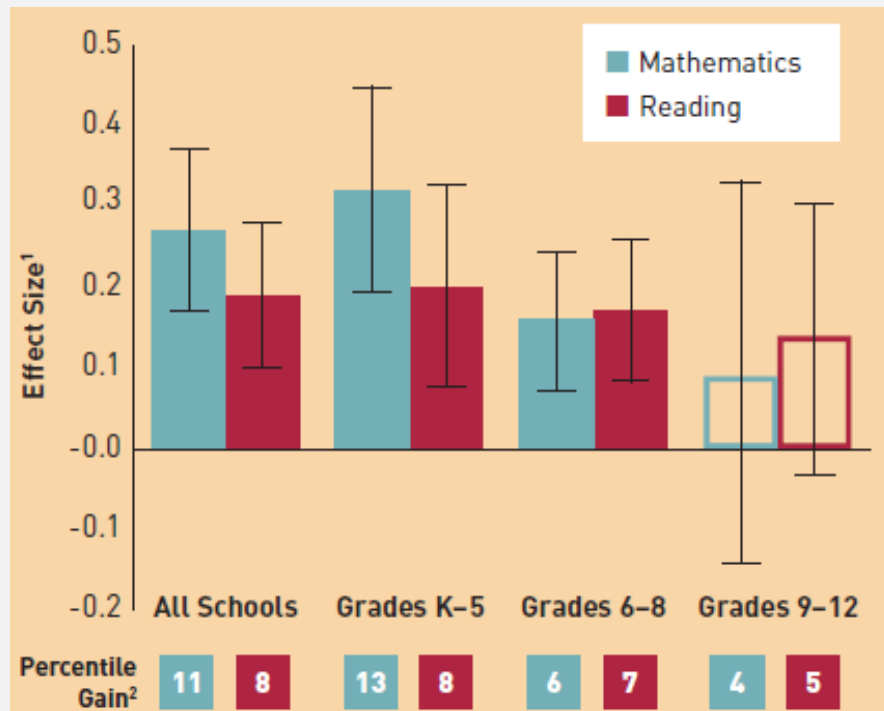
Students made more academic growth the longer they experienced blended learning

RAND Corporation. (2015). Continued Progress: Promising Evidence on Personalized Learning
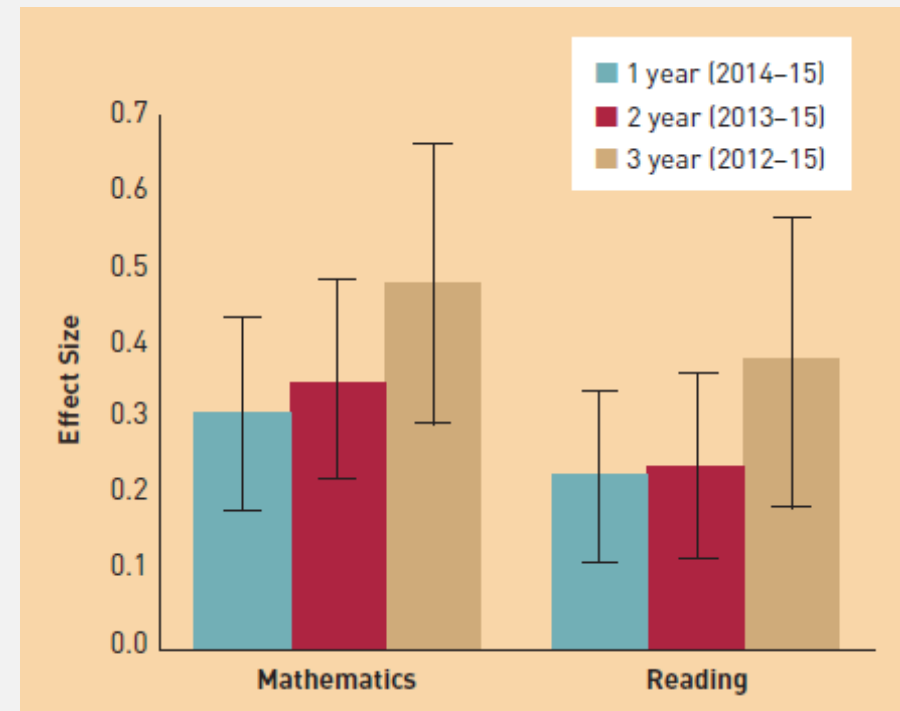
HB3: Blended Learning Grant Program Overview

Commission on School Finance Recommendations

Given the Commission on School Finance recommendation to scale high quality blended learning programs, HB3 included the Blended Learning Grant Program (BLGP) and set aside $6 million annually for grants

Blended Learning Grant Program

Two BLGP Options are Provided for Interested Districts

Math Innovation Zones (MIZ)

Focus on K-8 math improvement with goal of 8th grade, Algebra I readiness and participation

Non-Math Blended Learning Pilots

ELAR
Science
Social Studies
Other

Uses the Math Innovation Zones model to test what works in non-math subjects

HB3: Blended Learning Grant Program

Through the BLGP, TEA will award planning and execution grants to support the high-fidelity implementation of a blended learning instructional model to school districts and open-enrollment charter schools

Fall 2019	
Program Phase: Planning **Purpose:** Design and plan for the implementation of the blended learning model by leveraging program supports and network **District Opportunities:** • **Up to 25 Planning Grants of up to $125,000** awarded for MIZ and non-math blended learning pilots • **Up to 10 self-funded districts** accepted into MIZ and eligible for execution grants	

Application Open Now! Deadline: November 4, 2019

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Fall 2019	Spring 2020
Program Phase: Planning	**Program Phase:** Execution

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- **Up to 10 self-funded districts** accepted into MIZ and eligible for execution grants

All participants eligible for Execution Grants

Spring 2020

Program Phase: Execution
Purpose: Launch the blended learning program and manage implementation performance throughout academic year
District Opportunity:
- **Up to 35 Execution Grants of up to $100,000** awarded to MIZ and non-math districts based on an evaluation of district and school plans
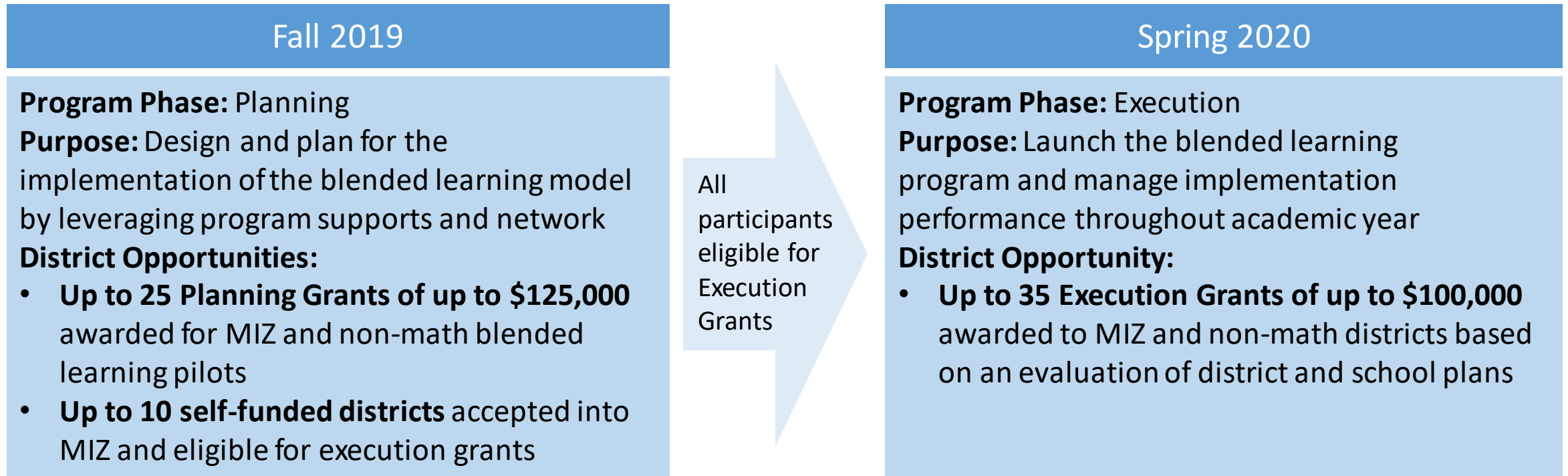
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HB3: Blended Learning Grant Program

All LEAs are eligible to apply to the BLGP and TEA will evaluate applications towards a set of program requirements and priorities and the attributes of school districts representing a strong fit with the BLGP

Requirements and Priorities	
Required: • **Personnel**: Dedicate BLGP Project Manager(PM) at district-level to allocate 50% time for life of project • Note: **ESCs** may apply as PMs for one or more districts • **Feeder Pattern Approach**: Pilot in subset of grades in year 1 and grow to full feeder pattern implementation in 3 years • **High-Quality Online Software Curriculum**: Research-backed results in increasing student achievement within district context **Prioritized:** • **Results:** Feeder patterns w/ schools w/ majority of students approaching grade level & at least 15% meeting grade level in proposed subject • **Economic Indicators:** Feeder patterns w/ schools w/ high percent of students from economically disadvantaged backgrounds	

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Application Open Now! Deadline: November 4, 2019

Implementing the Blended Learning Grant Program

The Blended Learning Grant Program is a process to successfully design, launch, and sustainably implement a high-quality blended learning program in a feeder pattern within 4 years

Year 0	Year 1	Year 2	Year 3
Planning	Pilot w/ 3 Grades	Add 3 Grades	Add 3 Grades

Sample BLGP Launch Plan

	K	K – 1st	K – 2nd
	3rd	3rd – 4th	3rd – 5th
	6th	6th - 7th	6th - 8th

Note: Districts may propose alternative launch plans to achieve full implementation within K-8th grade or beyond

HB3: Blended Learning Grant Program Deep Dive

The Blended Learning Grant Program provides support and guidance for school districts and charter schools in both strategic program planning and in an effective, data-driven execution of blended learning

<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Planning			

Submit BLGP Plan

BLGP Requirements in Planning
- Participate in BLGP Kickoff Summit
- Develop a blended learning plan that meets rigorous planning standards
- Engage with an approved Design and Implementation Vendor

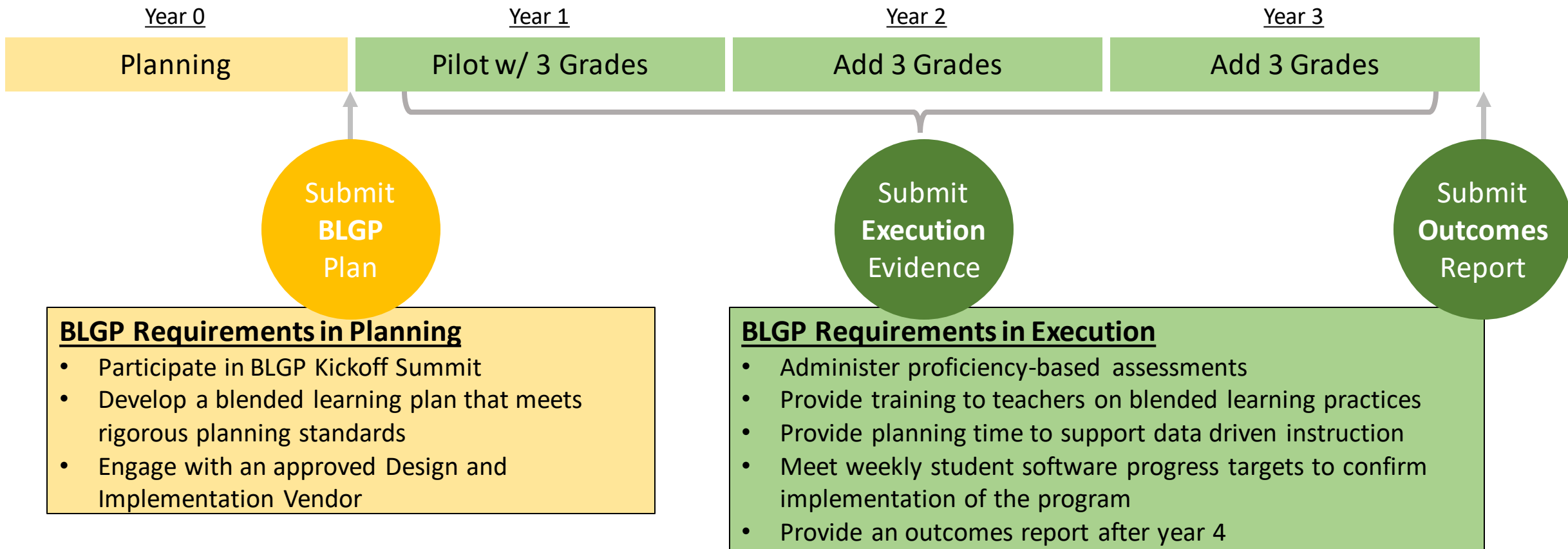# HB3: Blended Learning Grant Program Deep Dive

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Submit Execution Evidence

Submit Outcomes Report

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BLGP Requirements in Execution

- Administer proficiency-based assessments
- Provide training to teachers on blended learning practices
- Provide planning time to support data driven instruction
- Meet weekly student software progress targets to confirm implementation of the program
- Provide an outcomes report after year 4

HB3: BLGP and Math Innovation Zones

Math Innovation Zones takes the same approach as the Blended Learning Grant Program but goes a step further in defining a high-fidelity planning and execution phase and awarding MIZ Designation to campuses

Year 0	Year 1	Year 2	Year 3
Planning	Pilot w/ 3 Grades	Add 3 Grades	Add 3 Grades

Achieve **Provisional** MIZ Status

Achieve **Designated** MIZ Status

(re-) Achieve **Designated** MIZ Status

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HB3: Blended Learning Grant Program Supports

TEA has built a robust system of supports to enable districts and schools to be successful in the planning and execution phases of BLGP implementation

Design & Implementation

- Blended Learning Model Design & Development
- Targeted Professional Development
- Master Schedule Alignment

Operations

- Financial Sustainability & Cost Savings
- Performance Management System
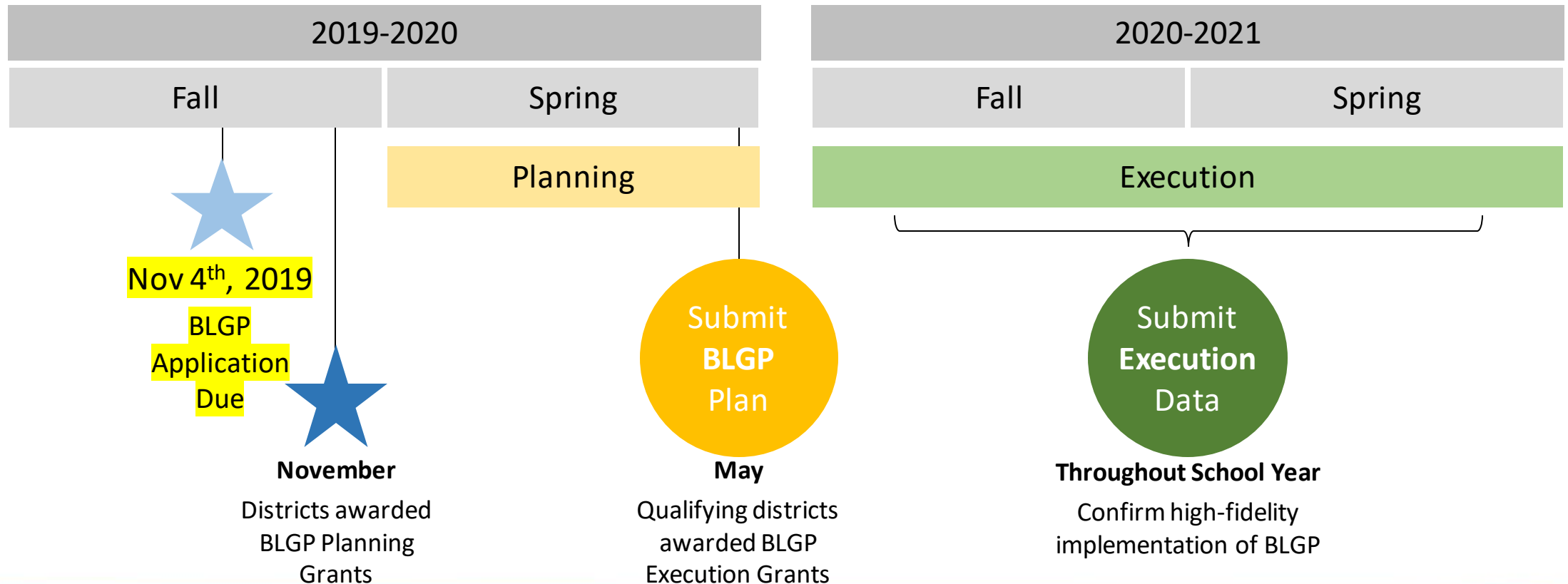- Single Sign On and Rostering
- Technology Infrastructure

High-Quality Curriculum Selection

- Software Vendor Approval
- Software Programs to Core Curriculum Alignment
- Review and Adoption Guidance
- Math Core Curriculum Review

■ Required for All BLGP   ■ Access as Needed to Meet Requirements

HB3: BLGP Next Steps

TEA will award districts with BLGP Planning Grants in the coming months, evaluate district strategic plans in the spring, and support a high-fidelity execution of a blended learning model in the academic year

2019-2020		2020-2021	
Fall	Spring	Fall	Spring
	Planning	Execution	

Nov 4th, 2019 BLGP Application Due

November
Districts awarded BLGP Planning Grants

Submit **BLGP** Plan

May
Qualifying districts awarded BLGP Execution Grants

Submit **Execution** Data

Throughout School Year
Confirm high-fidelity implementation of BLGP

House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3
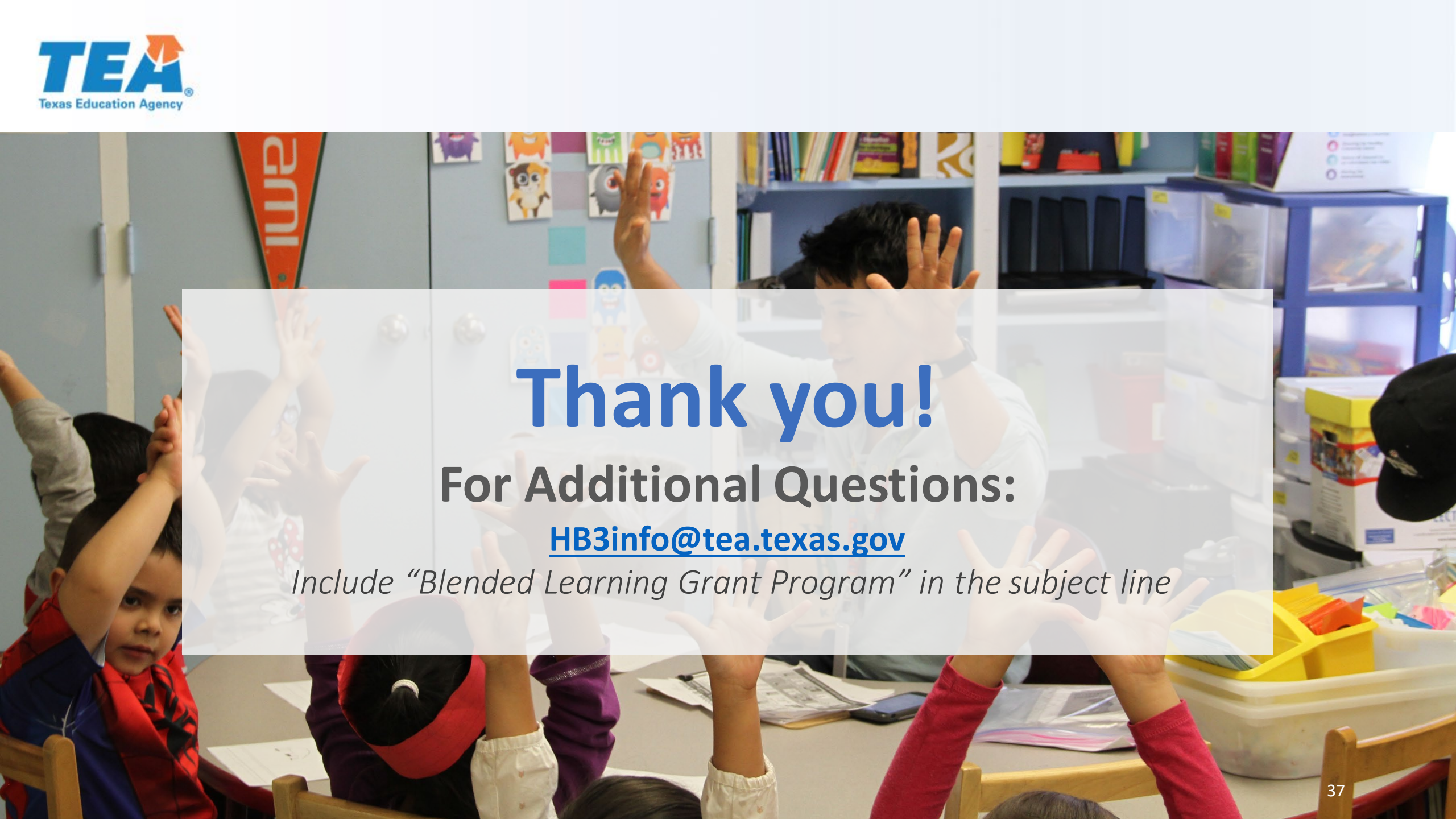
tea.texas.gov/HB3

Visit tea.texas.gov/HB3 for the most up-to-date information

HB3info@tea.texas.gov

Email HB3info@tea.texas.gov with any questions

Thank you!
For Additional Questions:
HB3info@tea.texas.gov
Include "Blended Learning Grant Program" in the subject line