LASO: LIFT & Blended Learning Grants to Support Math Improvements

November 20, 2025

Learning Acceleration Support Opportunities (LASO)

Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, allotments, and in-kind supports,** bundled around a few key strategies to accelerate academic gains. LASO Cycle 4 will offer 15 opportunities focused on curriculum & instruction, educator training, more time, and innovative school models.

$500M
in estimated services and supports

15
TEA initiatives to support learning acceleration and innovation

1
application to access funding

LASO 4 Roadmap

September | October | November | December | January | February | March

LASO Application Open Through 12/3*

General Webinar

9/16 or 9/17 | Overview of LASO 4 portfolio of grants and allotments

Initiative-Specific Webinars

10/6 – 10/25 | Learn more details about each grant and allotment opportunity in LASO

Office- Hours

10/27 – 11/7 | 1-1 application support

We are here

Scoring Window

Dec – Jan | TEA conducts scoring and interviews

Award Announcement

Early Feb | Post the list of awardees on the website and send award section notification

NOGA Window

Mar – May | Notice of Grant Agreements processed on first come, first served basis

Superintendent calls throughout the fall will provide updates on LASO 4 and include deep dives into included supports such as **LIFT**, the **PREP Allotment**, **ADSY Planning and Execution Program**, and the **Blended Learning Grant Program**

Visit the LASO 4 webpage for access to application resources, webinar links, and 1-1 supports.

*Deadline extended from 12/1

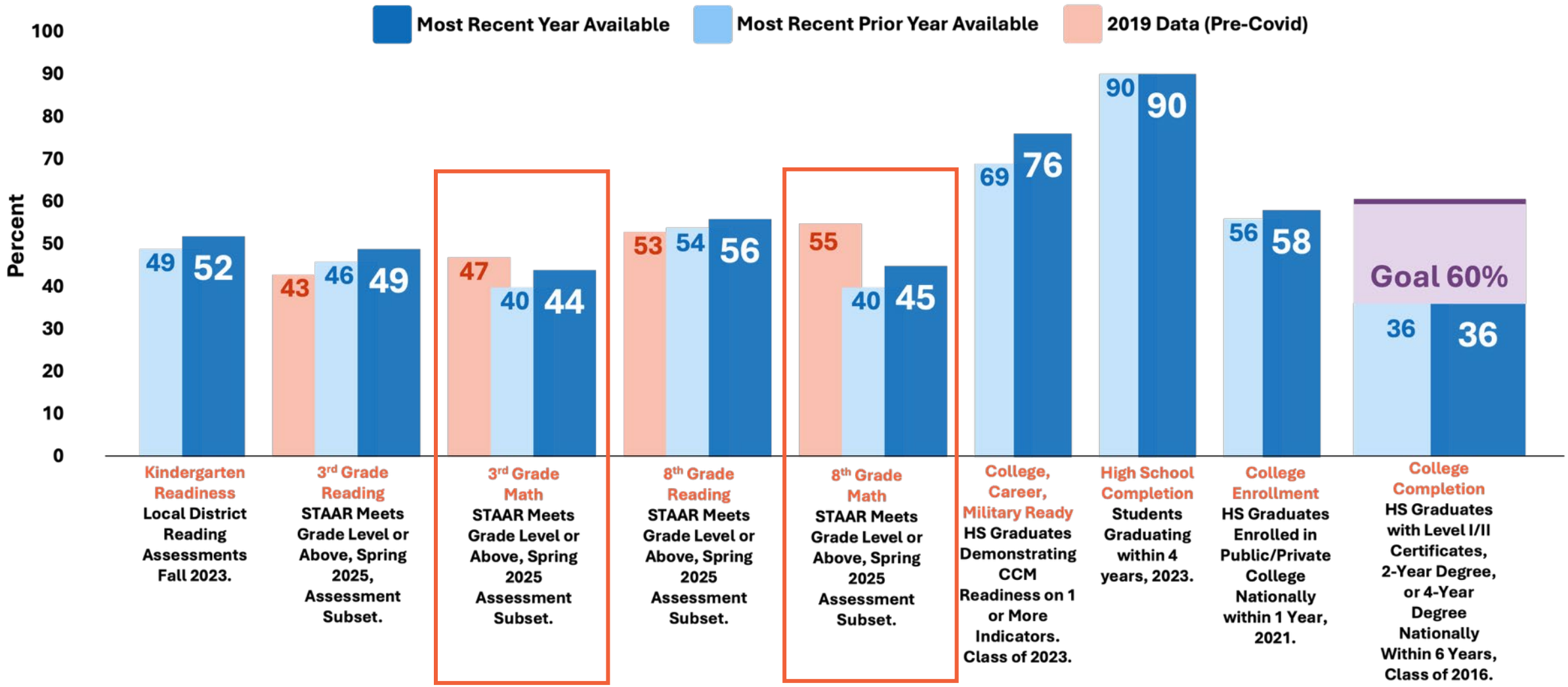
LASO 4 Portfolio

Initiative	District or Campus Level	Estimated Total Allocation Available	Initiative Duration In Years	Estimated Total Value of Award*	Estimated Number of Awards
Curriculum and Instruction					
Leadership & Instructional Foundations for Texas (LIFT) LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS	District	$200M	3	$855K–$4.5M	350-475
LIFT Add-On: School Improvement PLC Support (LIFT SI PLC) *(available only for Title I Comprehensive, Targeted, and Addtl Targeted)*	Campus	$45M	1	$60K-120K	150-300
School Improvement Curriculum and Instruction Support Grant (SI CISG) *(available only for Title I Comprehensive, Targeted, and Addtl Targeted)*	Campus	$10M	1	Up to $200K	Up to 50
Blended Learning Grant (BLG) Two Cohorts: Academic – Math or RLA cohort and Strategic Operations Cohort	District	$6M	3	Academic- Up to $405K Strat Ops- Up to $720K	15-20
AP Computer Science Principles (APCSP)	District	$1.292M	1	$10K- 100K	Up to 50
Education and Training					
PREP Program Allotment 1. PREP Residency Preservice Program 2. PREP Grow Your Own (GYO) Program 3. PREP Mentorship Program	District	$146M	1	Residency Program: $24K-1.6M Grow Your Own: $8K-480K Mentor Program: $3K-120K	All eligible districts may receive the allotment
Texas Strategic Staffing for Residencies (TSS) Grant	District	$2.9M	2	Up to $58.4K	Up to 50
More Time					
Additional Days School Year Planning & Execution Program (ADSY PEP) Two Cohorts: Full Year Redesign and Summer Learning	District	$7.7M	2-3	Summer- Up to $200K Full Year- Up to $600K	30-36
Innovative School Models - Launch Grants					
School Action Fund (SAF)	Campus	$30M	2-3	Create new Up to $1.3M Reassign: Up to $750k Restart: Up to $1.1M	27-30
Navigating Excellence through Targeted Supports (NEXT)	Campus	$1.75M	3	Up to $500K	Up to 5
Early College High School (ECHS)	Campus	$800K	2	Up to $100K	Up to 8
Pathways in Technology Early College High School (P-TECH)	Campus	$1M	2	Up to $100K	Up to 10
Virtual and Hybrid Program Accelerator (VHPA)	Campus	$5M	2	Up to $230K	10-14

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

Preparing all students requires on-grade level, Tier 1 instruction combined with accelerated instruction to fill prior learning gaps.

Statewide Student Outcomes



Students must learn grade level content, but will need prior grade level pre-requisites to do so

A.5(A)(B) solve linear equations/inequalities in one variable, including using the distributive property, with variables on both sides

8.8(C) model and solve one-variable equations with variables on both sides of the equal sign…rational number coeff. and const

7.11(A)(B) model and solve one-variable, two-step equations and inequalities

6.10(A) model and solve one-variable, one-step equations/inequalities that represent problems, including geometric concepts

5.4(B) represent/solve multi-step problems involving the four operations with whole numbers/equations, a letter standing for the unknown

4.5(A) represent multi-step problems involving the four operations with whole numbers/strip diagrams, a letter standing for the unknown

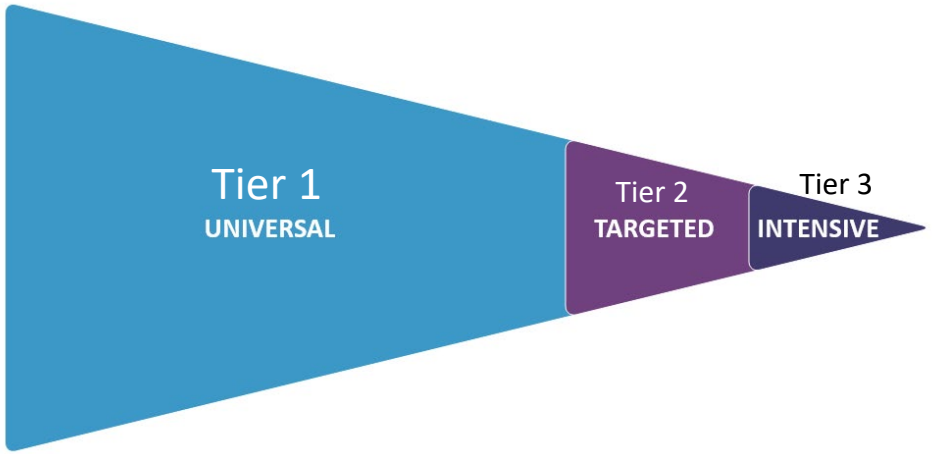
3.5(A)(B)(D) represent one- and two-step problems (addition/subtraction); solve one- and two-step problems (multiplication/division); determine unknown whole number in multiplication/division equations

2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem

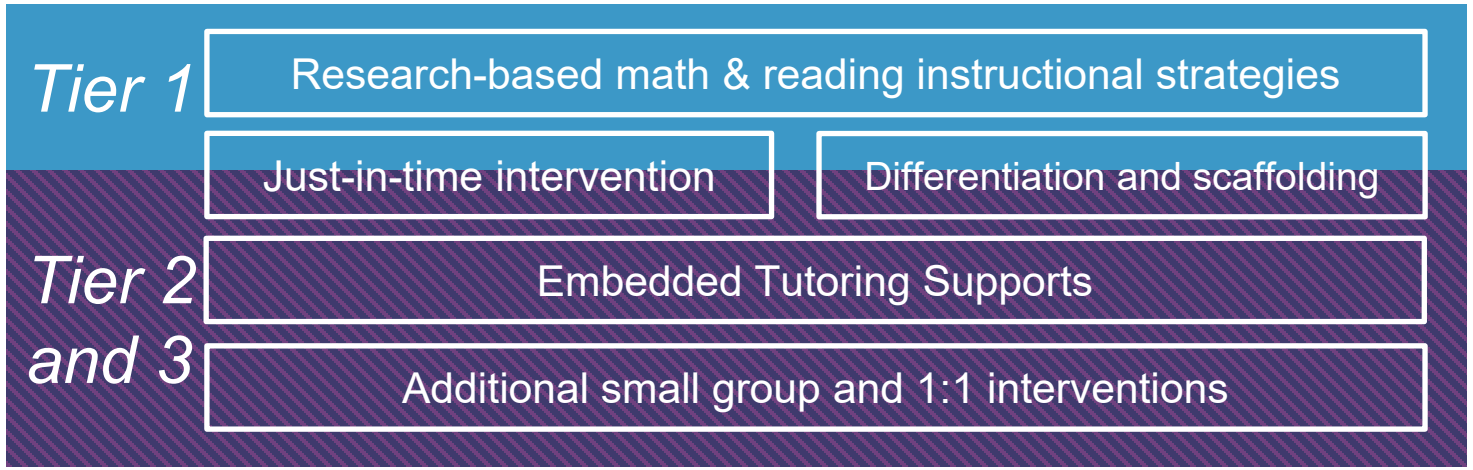
1.5(F) determine the unknown whole number in addition or subtraction equation when the unknown may be any one of the three or four terms in the equation

Illustrative only, not a complete list of prerequisite student expectations.

Tier 1, on-grade level instruction is combined with additional tiered supports to accelerate instruction



Learning acceleration requires key tiered <u>instructional strategies</u> to be in place…



There are many viable Tier 2/3 strategies to select from for implementation

LASO 4: Curriculum and Instruction Supports

LIFT
Leadership & Instructional Foundations for Texas

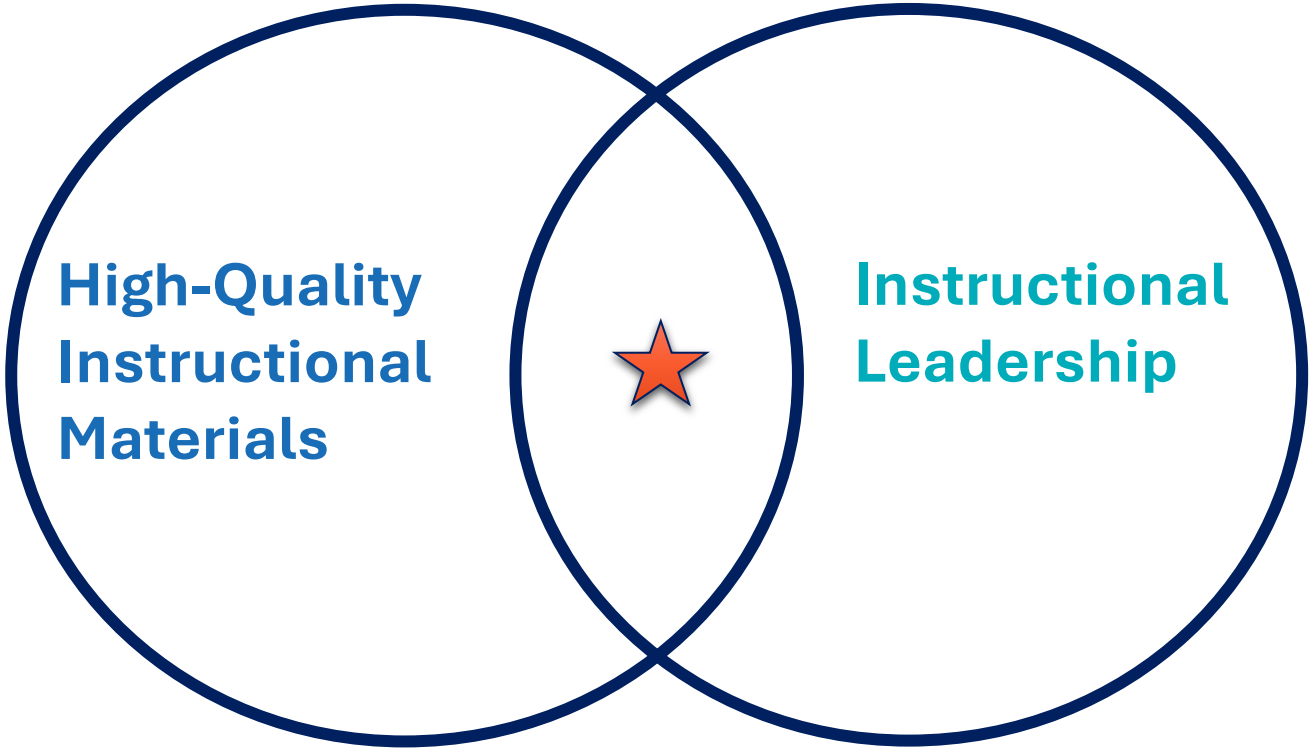
Best Fit: LEAs planning to implement an SBOE-approved Tier 1 product in 27-28 or a Bluebonnet Learning product in 26-27

Blended Learning Grant Program

Best Fit: LEAs who have received Tier 1 Supports seeking to accelerate instruction through a blended learning model

What's Necessary for All Children to Learn?

High-quality instructional materials and **instructional leadership.**



Roles and Actions that Support Instructional Delivery: HQIM

Teachers

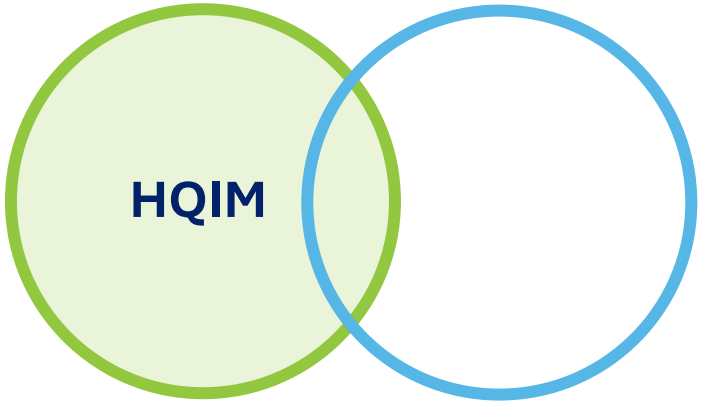
- **Learn** about research-based instructional strategies
- **Align** to the instructional vision
- **Engage** in initial HQIM training support

Instructional Leaders + Principals+ Coaches

- **Learn** about research-based instructional strategies
- **Support** building an instructional vision
- **Communicate** the instructional vision to teachers
- **Support** selection of HQIM
- **Ensure** school-wide instructional and operational alignment to HQIM implementation

Superintendent, Chief Academic Officers, Principal Managers

- **Learn** about research-based instructional strategies
- **Define** an instructional vision alongside key stakeholders
- **Lead** planning and change management strategy
- **Select and adopt** HQIM with board support
- **Ensure** district-wide instructional and operational alignment to HQIM implementation



* These activities were formerly completed through Strong Foundations

Roles and Actions that Support Instructional Delivery: Instructional Leadership

Teachers

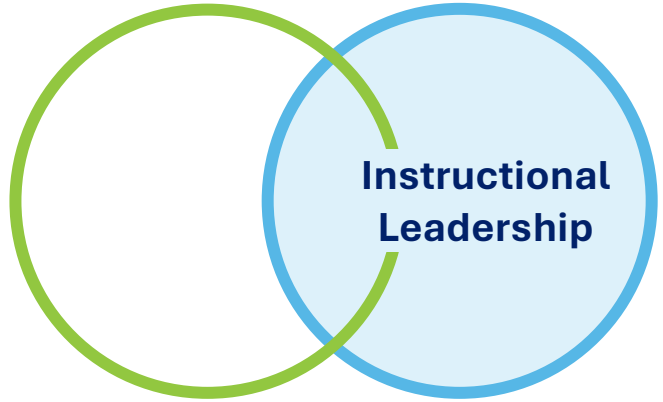
- **Internalize** and prepare for HQIM delivery
- **Deliver** HQIM as designed, differentiating effectively
- **Analyze student work** to address gaps
- **Execute** coaching action steps

Instructional Leaders + Principals+ Coaches

- **Internalize** HQIM and **facilitate teacher PLCs** to support preparation
- **Observe and coach** supported teachers frequently; spend **majority** of time on instructional leadership support activities
- **Follow up** with action steps, modeling, and customized ongoing support
- **Evaluate** teachers in alignment with strong HQIM delivery

Superintendent, Chief Academic Officers, Principal Managers

- **Observe, coach, calibrate** alongside instructional leaders to grow leaders' capacity for coaching
- **Performance manage** against observation and assessment data
- **Change manage, align systems** to support managed instruction
- **Ensure district-wide systems are structured** to facilitate success with instructional leadership



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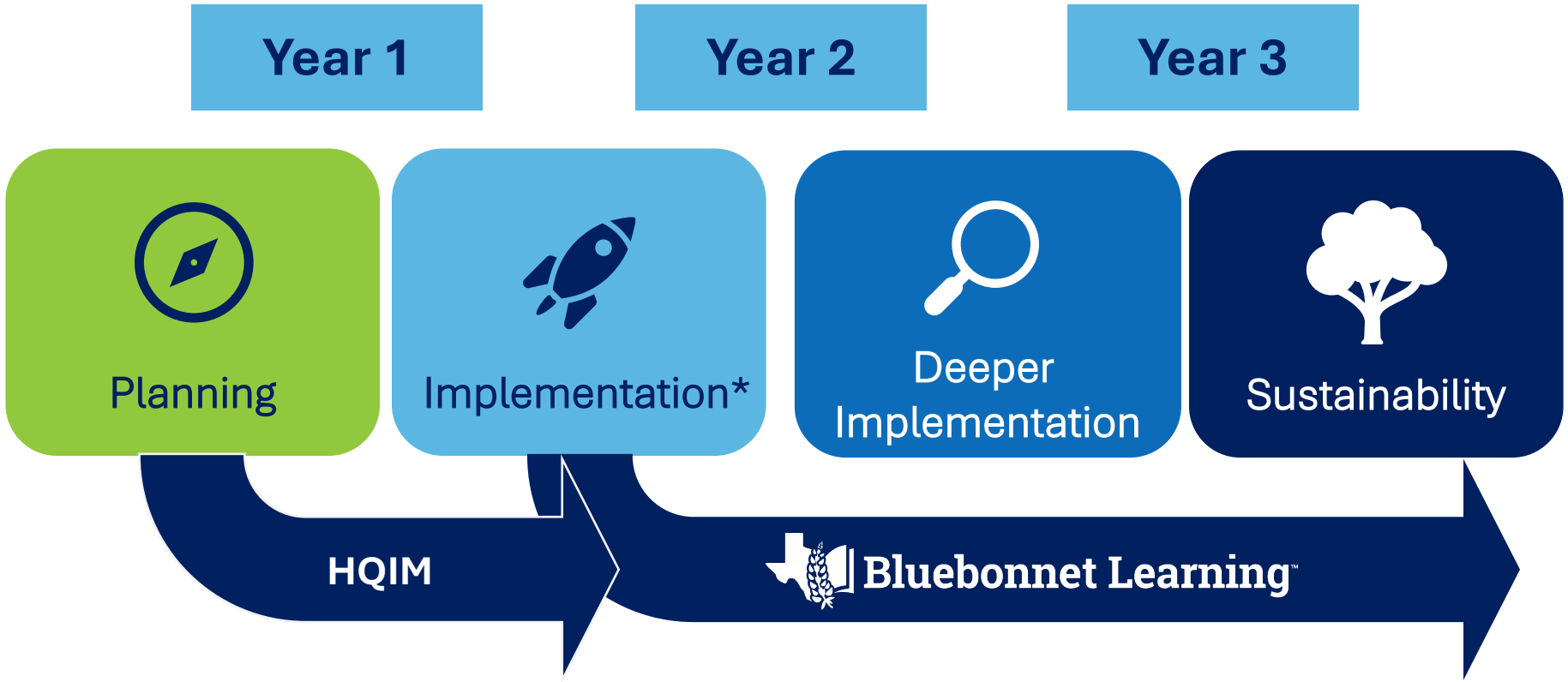
LIFT: Leadership and Instructional Foundations for Texas

Districts begin with a needs assessment to determine needed supports.



LIFT is a three-year program that supports districts in moving from vision to sustainable implementation of HQIM through aligned supports and strong systems. LIFT customizes programming across three years based on where a district begins, and the level of support needed.

*Districts who choose Bluebonnet Learning receive ongoing implementation support.

LIFT Comes With Multiple Benefits

Monthly Coaching Opportunities & Support

High-Quality Professional Learning

Customized Technical Assistance

Instructional Systems Support

District Size	Year 1	Year 2	Year 3	3-Year Avg
Very Small	$240k	$410k	$290k	$360k
Small	$290k	$490k	$340k	$430k
Small Medium	$350k	$560k	$390k	$500k
Medium Large	$610k	$910k	$640k	$820k
Large	$860k	$1.260M	$880k	$1.130M
Very Large	$1.210M	$1.720M	$1.200M	$1.550M

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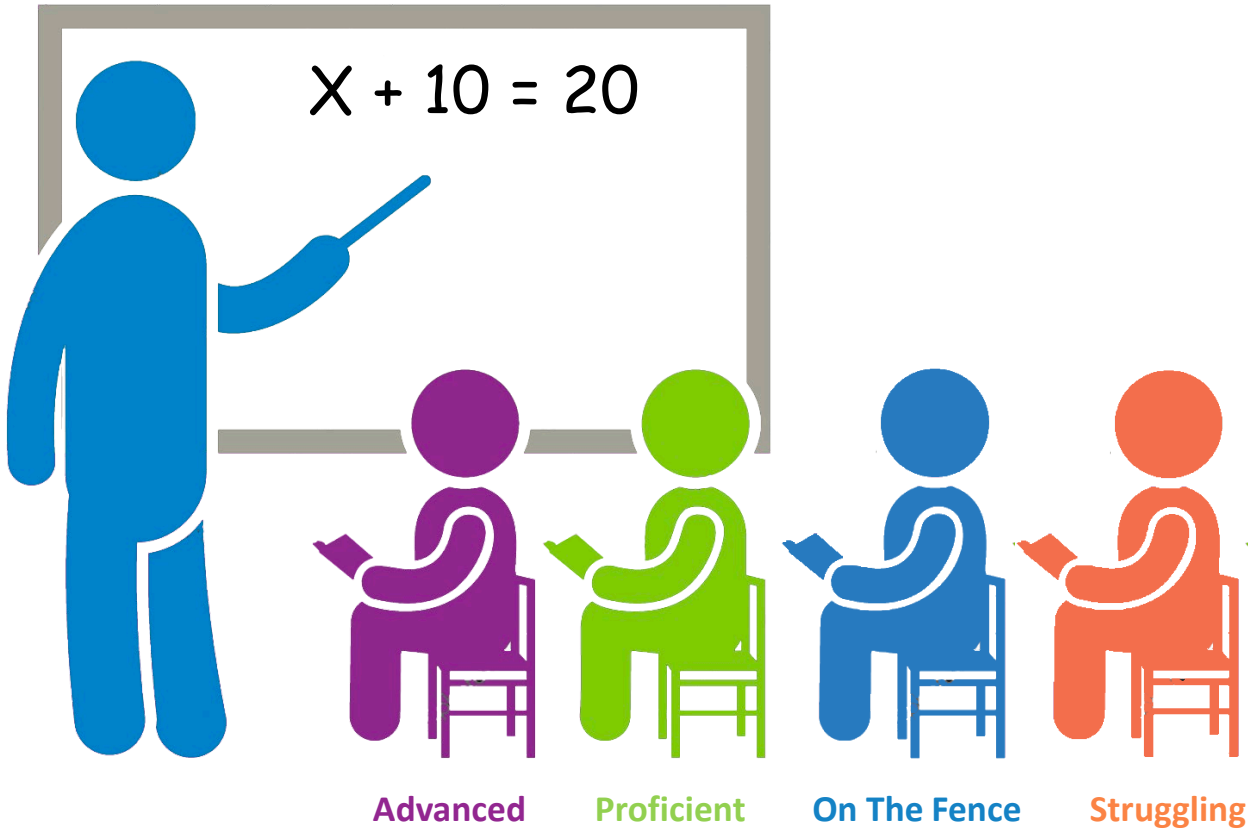
Meeting the needs of all students is a challenge

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



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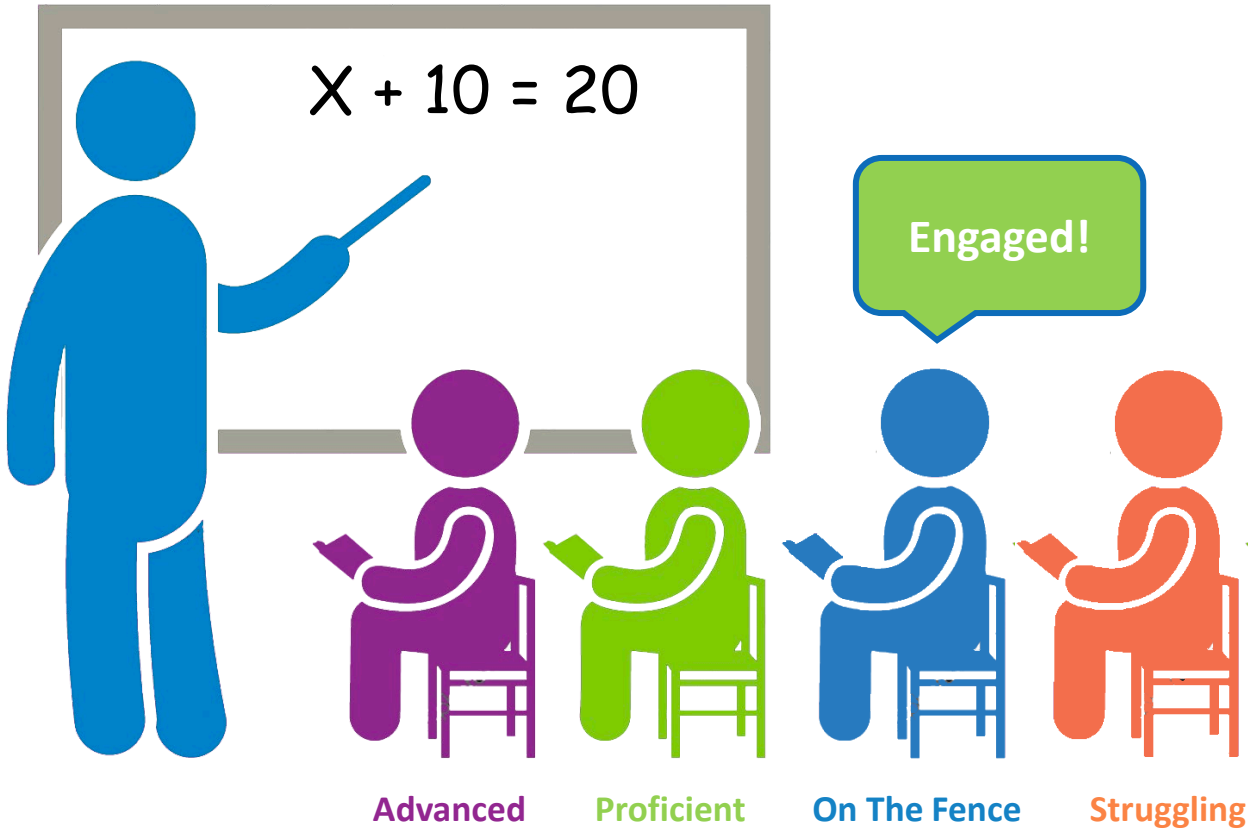

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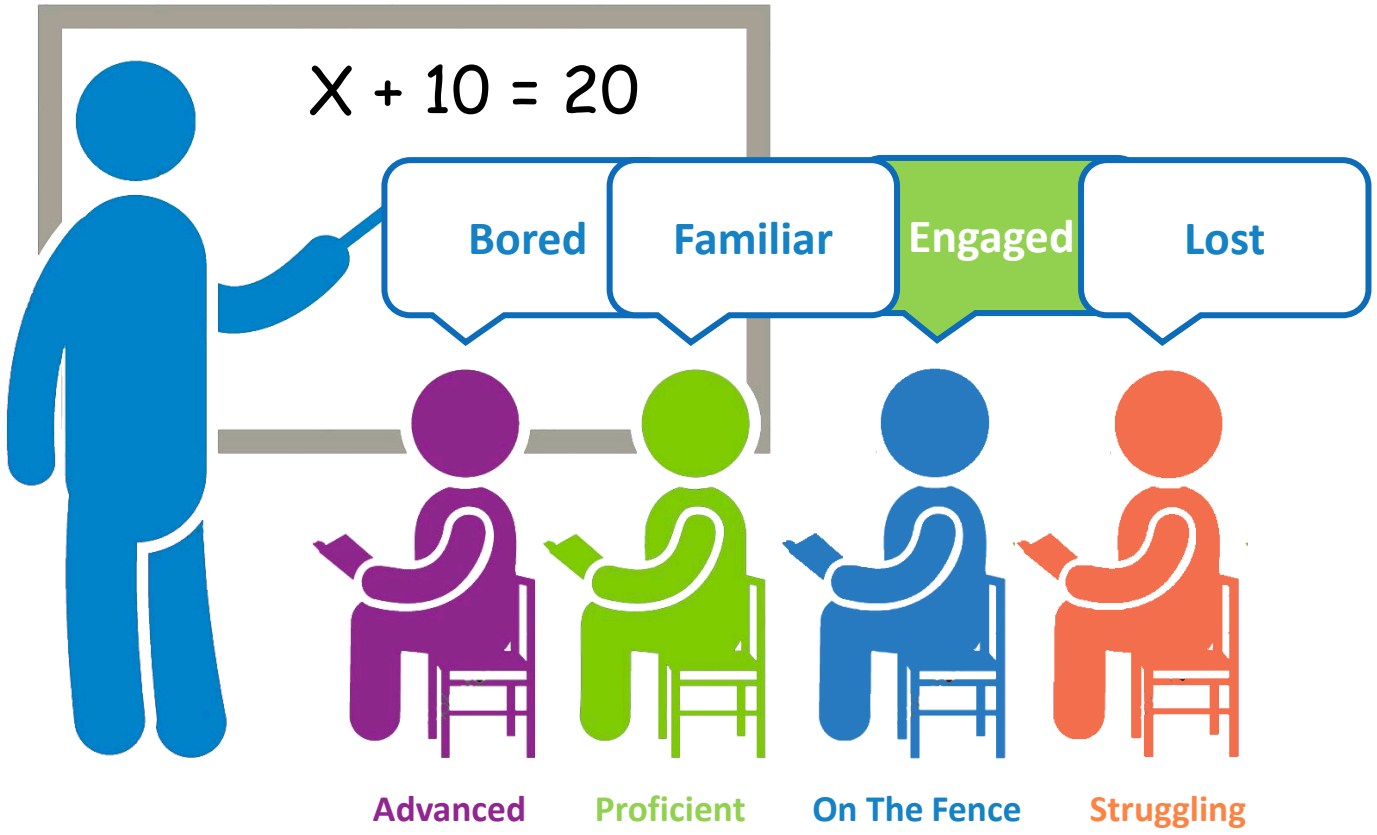
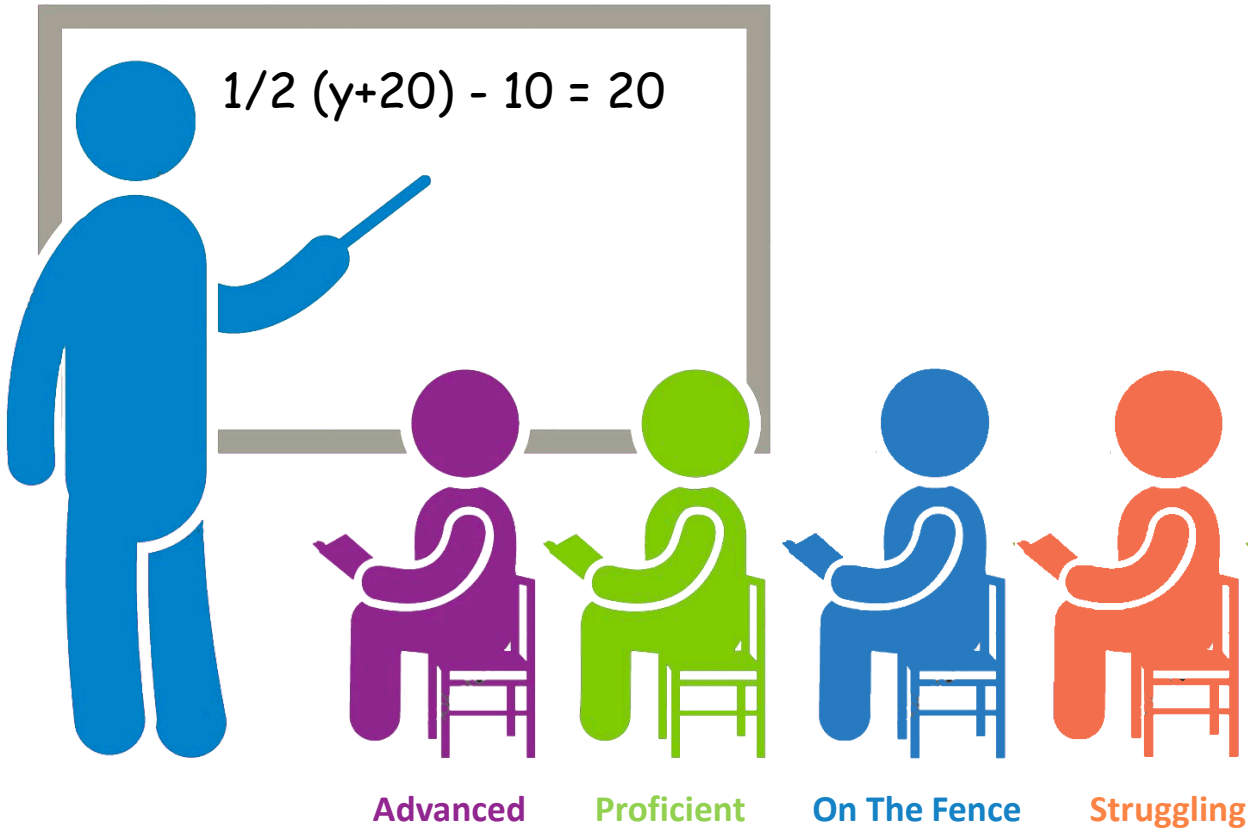


Difficulty diagnosing prior knowledge & differentiating content prevents students from learning

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.



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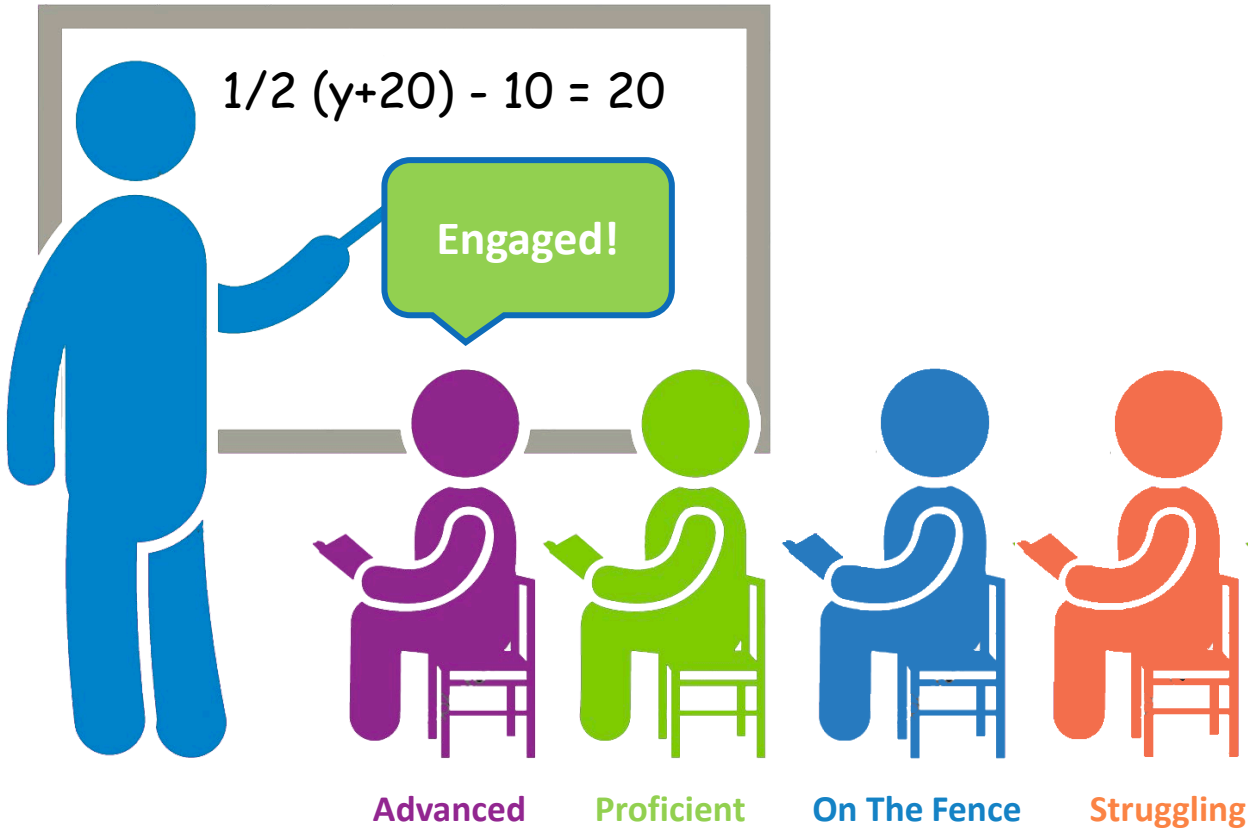

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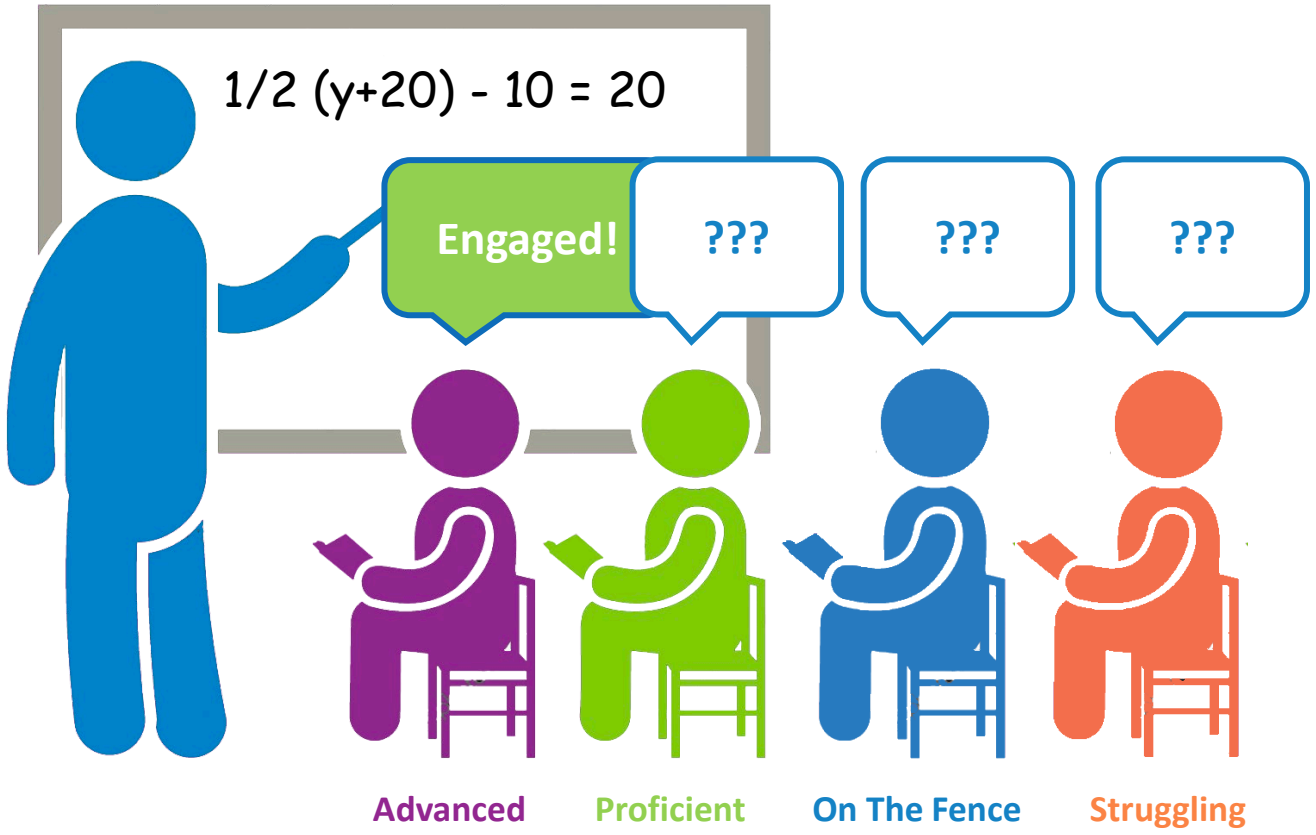
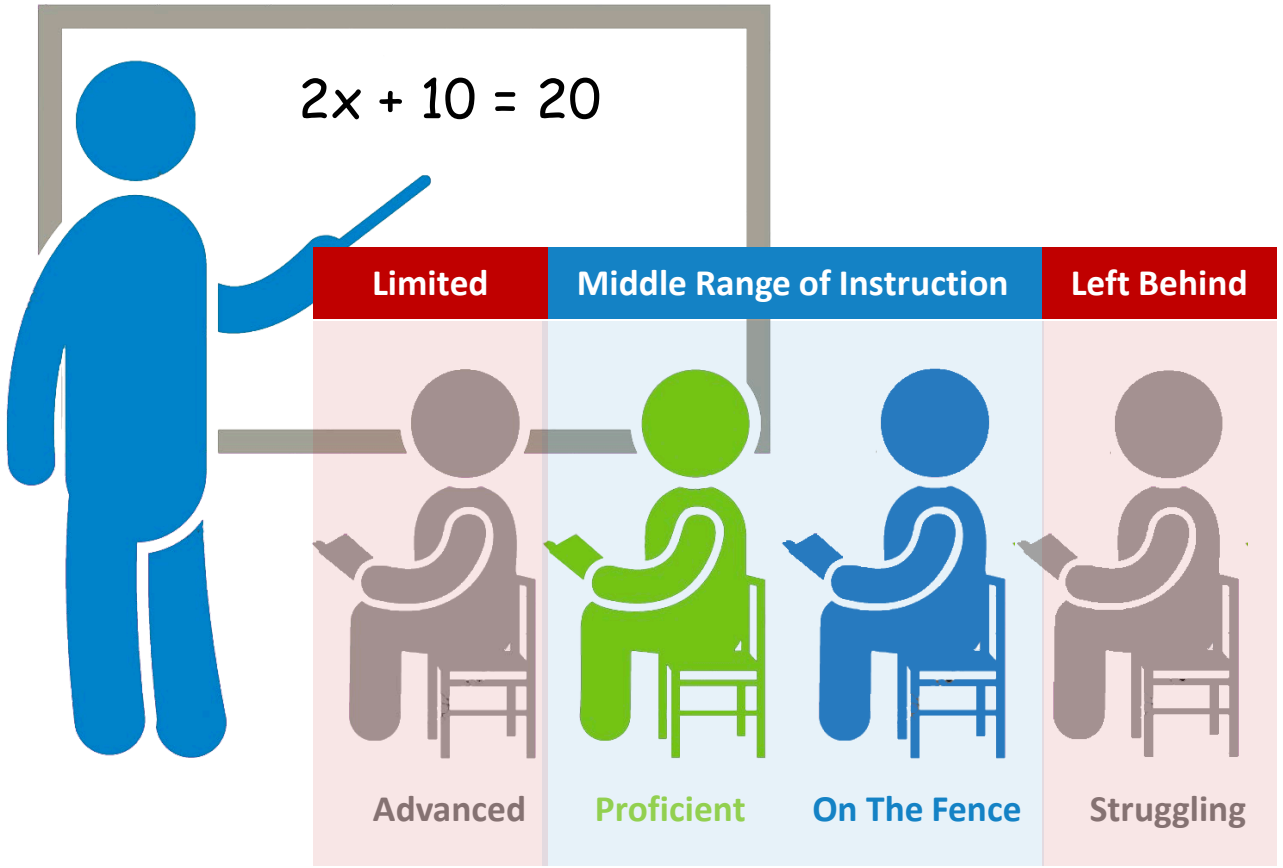


If systems aren’t designed to support differentiation, the result is teaching towards the middle

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



Systems must change to support teachers & students

Curriculum:

- **Tier 1:** Curriculum must be designed for rigorous Tier 1 instruction
- **Assessments:** Curriculum must feature embedded diagnostics to discern student mastery of individual concepts, before and after they are taught
- **Class wide Intervention / Tier 2 & 3:** Curriculum must include re-teach content for students missing individual concepts
- **Independent Study:** Advanced students need access to self-study materials to push further

Blended Learning can help with all four of these systems

Master Schedule:

- Schedules must have time blocked both for Tier 1 instruction and for Intervention / Tier 2&3 and independent study

Training & Coaching:

- Teachers must be trained on Tier 1 curriculum, Intervention materials, and the use of diagnostics

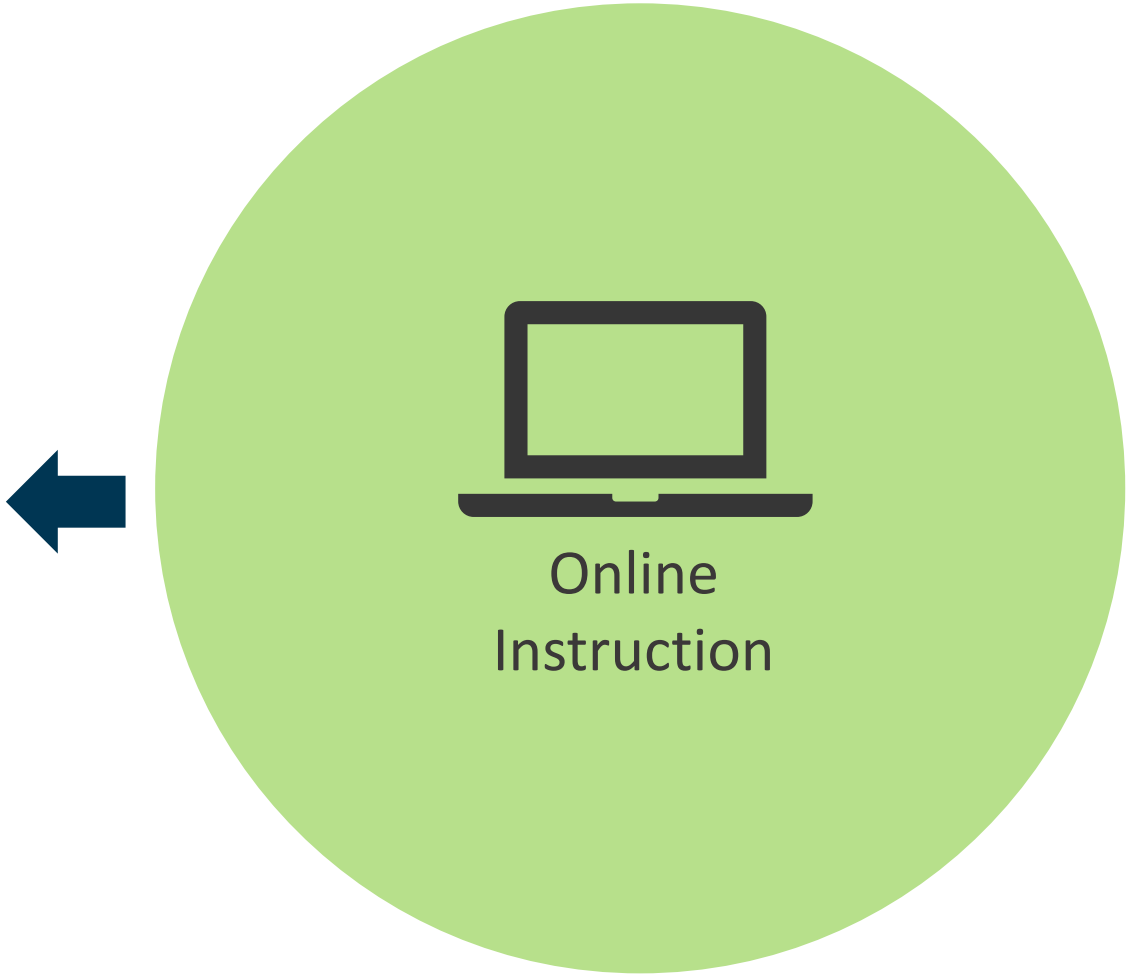
Staffing Pattern:

- Some staff could be designated for Tier 1 and other for Intervention to strategically maximize professional growth opportunities and eliminate the need for substitutes

Blended Learning: a curriculum enabler 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

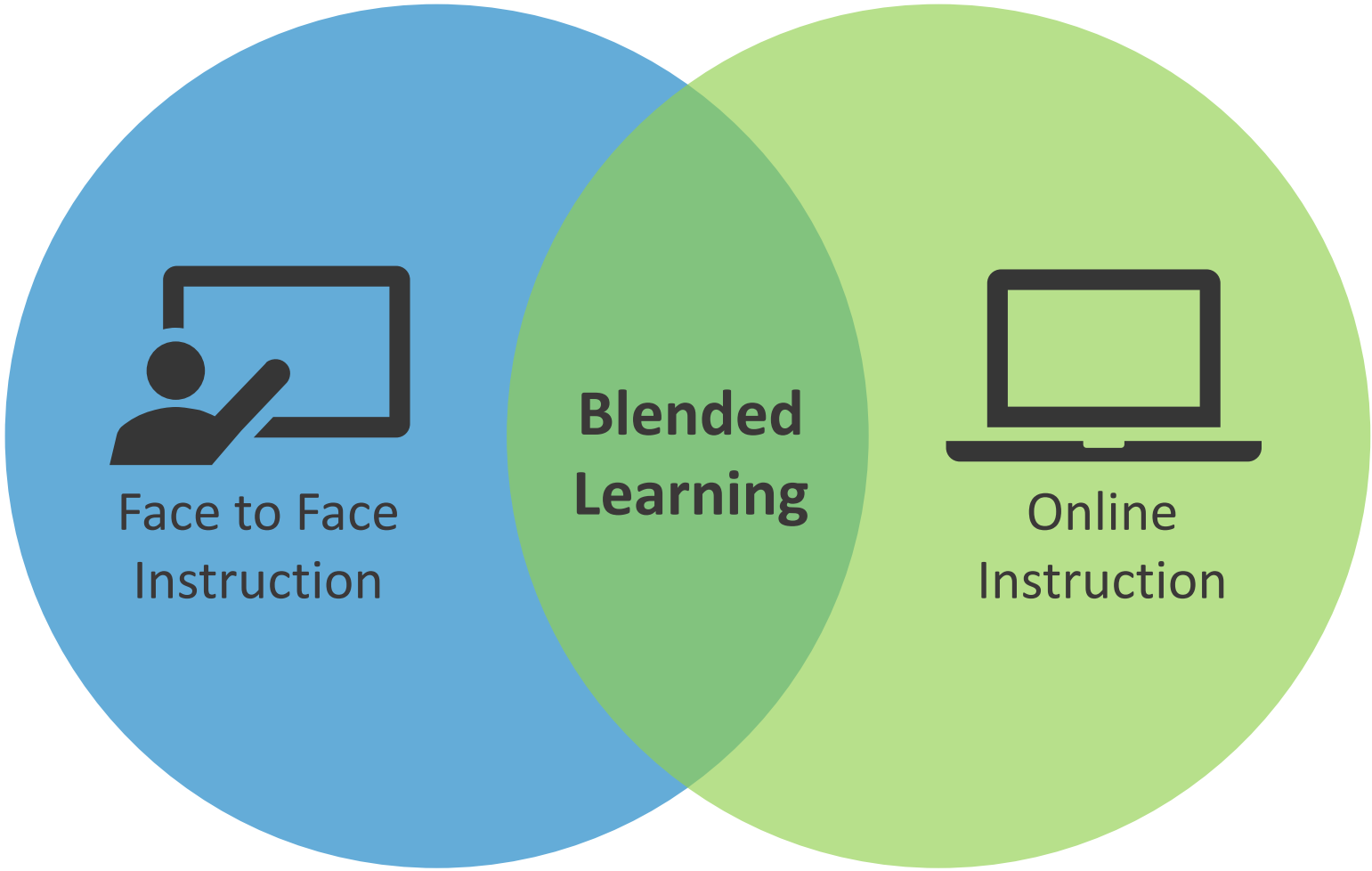


Blended Learning: a curriculum enabler to reach all students

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

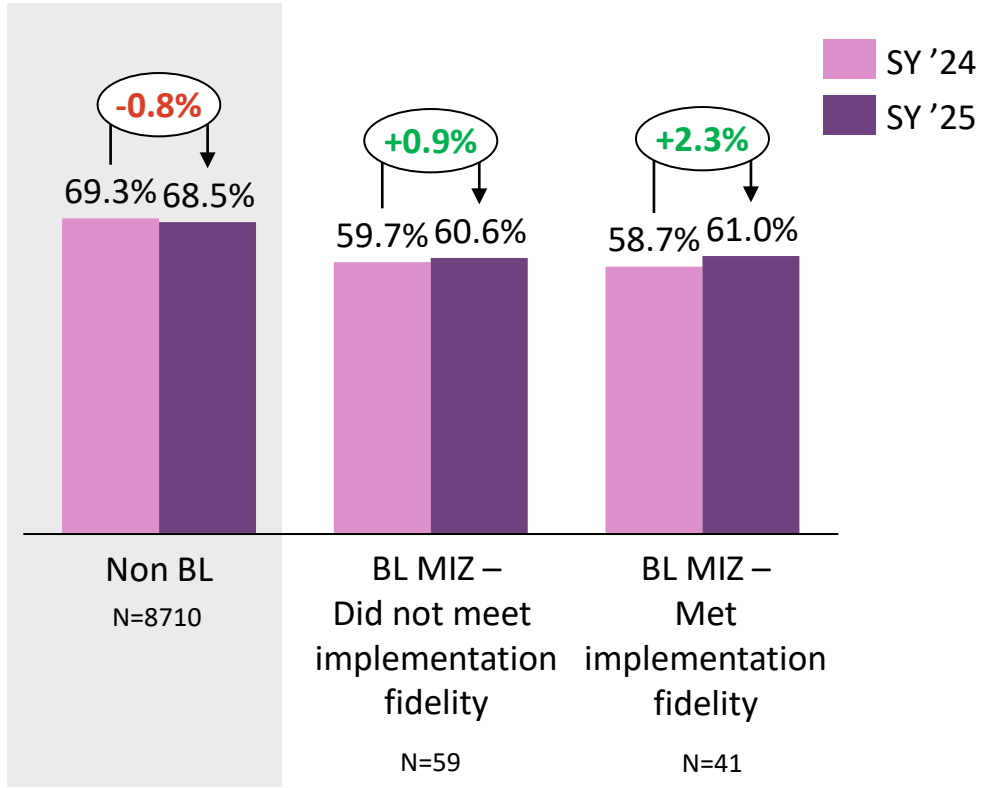
- ✓ Human flexibility with critical instructional decisions
- ✓ Love from a real teacher
- ✓ Face-to-face encouragement
- ✓ Encouragement and direction

Blended Learning: a curriculum enabler to reach all students



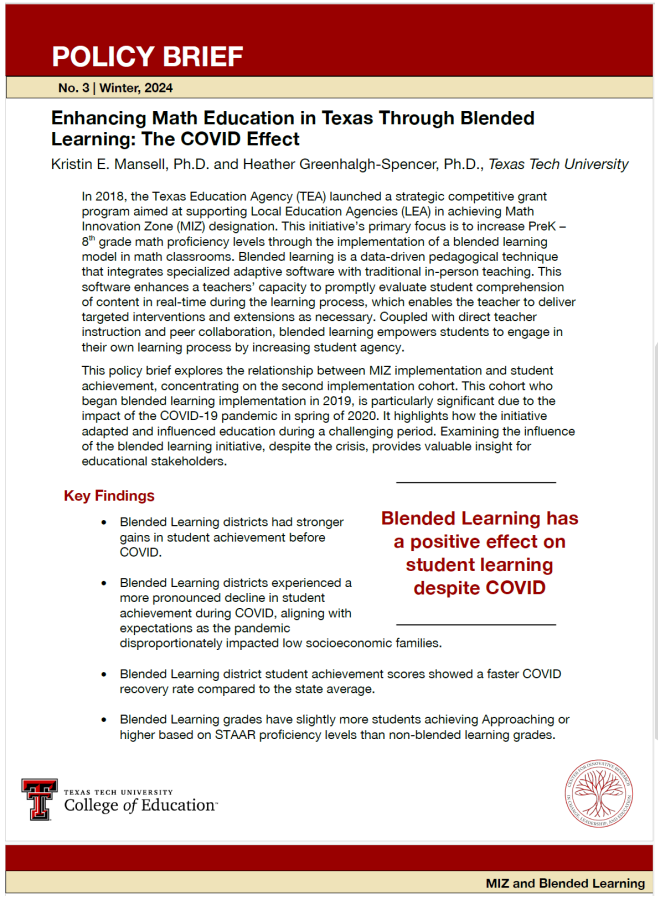
Blended Learning campuses saw greater increases in Math, particularly when meeting fidelity goals

Average Campus % Students Approaches Grade Level Math STAAR



Note: This data is at the campus-level and does not include classroom-level or grade-level intervention data.

BLGP districts showed a faster COVID recovery rate than the state average



POLICY BRIEF

No. 3 | Winter, 2024

Enhancing Math Education in Texas Through Blended Learning: The COVID Effect

Kristin E. Mansell, Ph.D. and Heather Greenhalgh-Spencer, Ph.D., *Texas Tech University*

In 2018, the Texas Education Agency (TEA) launched a strategic competitive grant program aimed at supporting Local Education Agencies (LEA) in achieving Math Innovation Zone (MIZ) designation. This initiative's primary focus is to increase PreK – 8th grade math proficiency levels through the implementation of a blended learning model in math classrooms. Blended learning is a data-driven pedagogical technique that integrates specialized adaptive software with traditional in-person teaching. This software enhances a teachers' capacity to promptly evaluate student comprehension of content in real-time during the learning process, which enables the teacher to deliver targeted interventions and extensions as necessary. Coupled with direct teacher instruction and peer collaboration, blended learning empowers students to engage in their own learning process by increasing student agency.

This policy brief explores the relationship between MIZ implementation and student achievement, concentrating on the second implementation cohort. This cohort who began blended learning implementation in 2019, is particularly significant due to the impact of the COVID-19 pandemic in spring of 2020. It highlights how the initiative adapted and influenced education during a challenging period. Examining the influence of the blended learning initiative, despite the crisis, provides valuable insight for educational stakeholders.

Key Findings

- Blended Learning districts had stronger gains in student achievement before COVID.
- Blended Learning districts experienced a more pronounced decline in student achievement during COVID, aligning with expectations as the pandemic disproportionately impacted low socioeconomic families.
- Blended Learning district student achievement scores showed a faster COVID recovery rate compared to the state average.
- Blended Learning grades have slightly more students achieving Approaching or higher based on STAAR proficiency levels than non-blended learning grades.

Blended Learning has a positive effect on student learning despite COVID

TEXAS TECH UNIVERSITY College of Education

MIZ and Blended Learning

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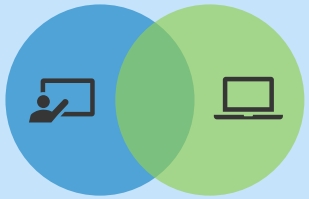
Blended Learning has a positive effect on student learning despite COVID

LASO 4: Blended Learning Grant Program Options

The Blended Learning Grant Program (BLGP) supports grantees through a research-based planning process and ongoing management of a blended learning model through the use of high quality online supplemental curriculum.

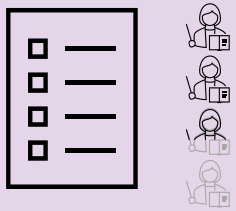


Phase 1: Academic Cohort; *K-8 Math and RLA; Requires Prior Strong Foundations/LIFT Completion*

Duration: Up to 3.5 years; **Award:** Up to $405K

Included Supports:

- EdTech-Audit to identify early cost savings
- Tier 1 HQIM + Classwide Intervention alignment support
- Digital Supplemental Curriculum training
- Master scheduling and staffing support
- Performance Management Framework and Action Planning



Phase 2: Strategic Operations Extension; *Requires previous BLGP: Academic Cohort Completion*

Duration: Up to 3.5 years; **Award:** Up to $720K

Included Supports:

- Technical assistance, resources, and a learning community to make a significant operational shift to staffing, scheduling, and/or budgeting practices with a blended learning model

Blended Learning Grant Program and Math Innovation Zones

Texas Education Agency

Pre-Blended Learning	Phase 1: Academic Cohort				Phase 2: Strategic Operations Extension			
	Planning	Pilot Year		Full Implementation Years	Pilot Year: Strategic Operations		Strat Ops Full Implementation Years	
	6 months	Semester 1	Semester 2	Semester 1	Semester 1	Semester 2	Semester 1	Semester 2+
High Fidelity Tier 1 Implementation (SFI / LIFT)	*EdTech Audit* ***Strategic Plan*** • *Curricular alignment* • *Operational Planning* • *Tech Enablement*	***Programming*** *Partial Implementation of Blended Learning*		*Full Implementation of Blended Learning* *Reflection & Revision*	***Strat Ops Expansion:*** • *Staffing Plan* • *Scheduling Optimization* • *Budgeting Adjustments*	*Partial Implementation of Operational Shift*	*Full Implementation of Operational Shift* *Reflection & Revision*	*Sustainability Planning*
		District-led Performance Management *Supplemental Product usage tracking (weekly/monthly/quarterly)* *Monthly Blended Learning observations and action tracker*				*Supplemental Product usage tracking (weekly/monthly/quarterly)* *Monthly monitoring of staffing, scheduling, and budgeting metrics*		

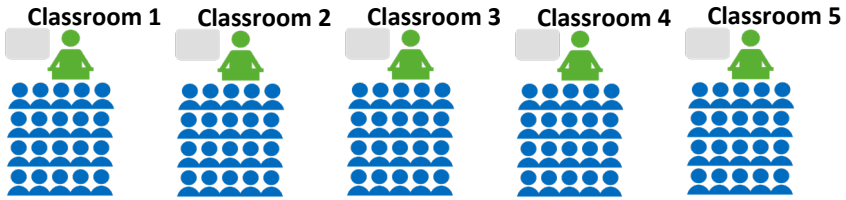
Available Supports

- *Digital supplemental product list aligned to Tier 1 strategy*
- *Planning processes designed to lead to successful implementation*
- *Funding for personnel and operations (e.g., licenses, devices)*
- *Expert technical assistance support*

Blended Learning Enables Strategic Operational Shifts

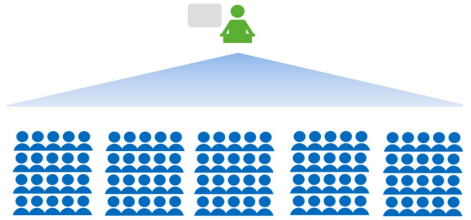
Status Quo

Teachers struggle to deliver **instruction *and* differentiation** within siloed classrooms, with **low scheduling flexibility** and potential for significant **disruptions due to staffing constraints**



Strategic Operations Model *(example)*

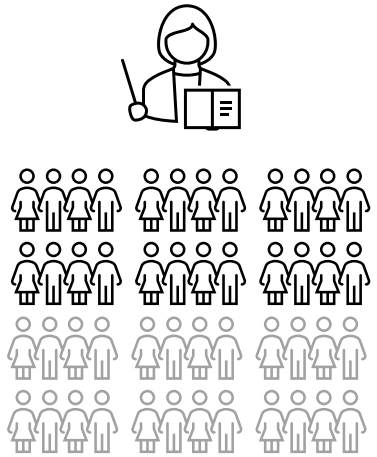
Part 1: **Expert teacher delivers instruction** to multiple groups at varying times



Part 2: **Associate teachers differentiate and utilize blended learning** in small groups

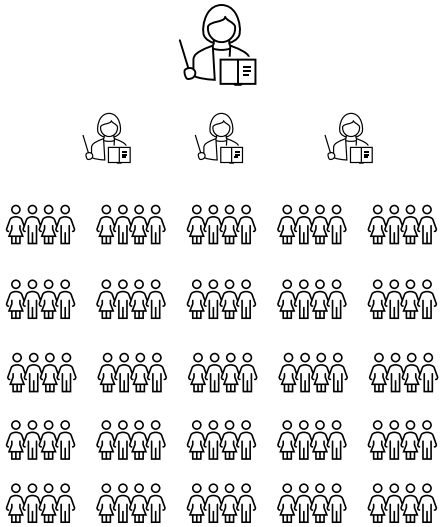
All teachers work together in **teacher teams** fluent in the same content, lesson plans, and student needs

Blended Learning Enables Strategic Operational Shifts



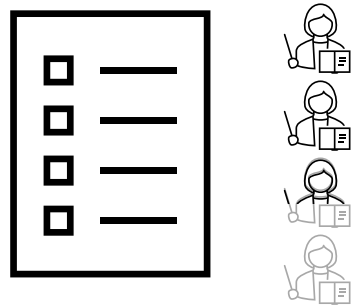
Reach More Students

More students than what's in a typical class receive targeted instruction from online curricula and facilitated by one Teacher Leader and one or more associate teacher(s)



Co-Teaching Mentorship

Teacher Leader + associate teacher(s) are paired to work alongside each other the entire school day and a provide instruction to a larger group of students than a typical classroom.



Schedule & Staffing Optimization

Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time Teacher Leaders' have impacting students and/or coaching associates

Instructional quality maintains and improves through increased impact of Teacher Leaders' targeted use of high-quality supplemental products/blended learning

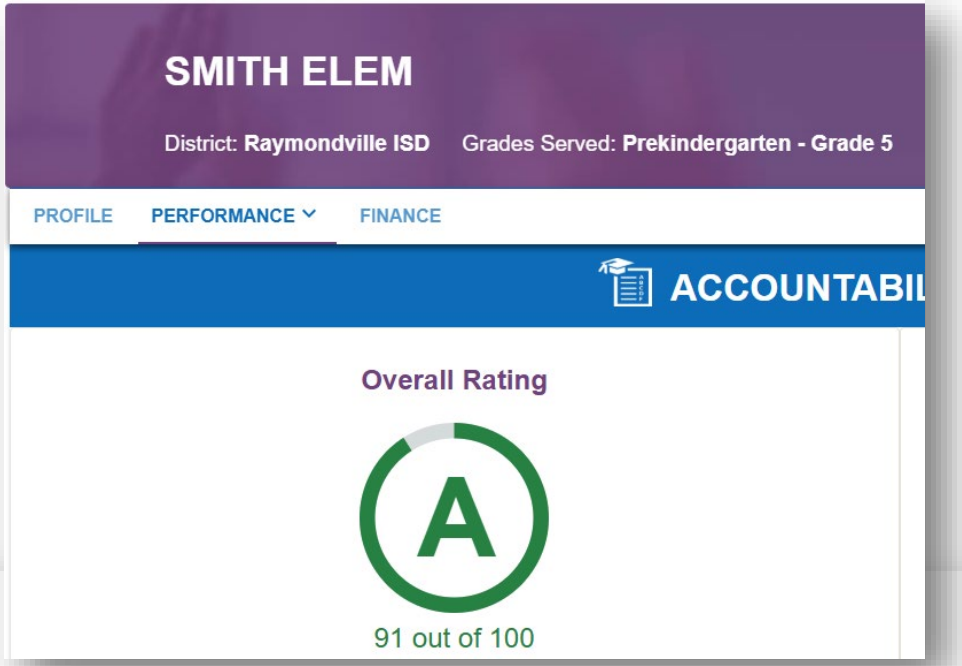
Raymondville ISD Blended Learning Journey

Raymondville ISD
It All Starts Here!

Jose Valdez
Deputy Superintendent

Frank Garcia
Special Projects Director

Raymondville Outcomes

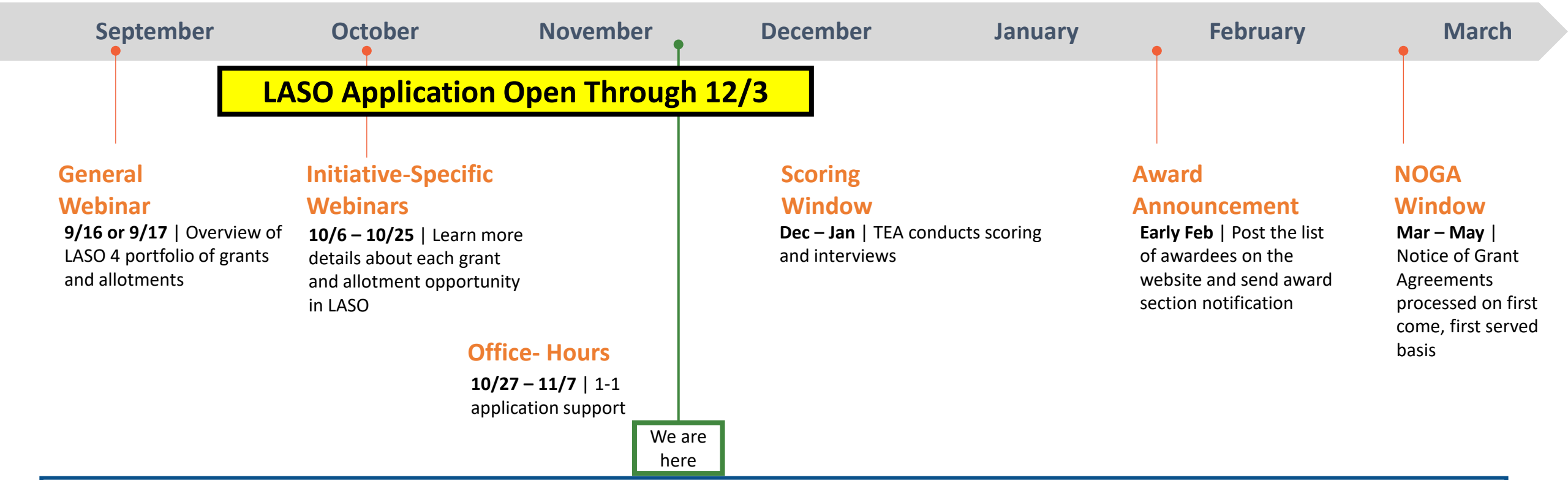


School Year	Rating/Score
2024-25	A / 91
2023-24	A / 90
2022-23	B / 81

Raymondville ISD

- 5 Campuses
- 2,000 students
- 86.7% economically disadvantaged
- Engaged in Blended Learning Grant Program as part of LASO 1 in 2022-2023 as well as Strong Foundations Implementation
- First year of Blended Learning implementation in 2023-2024
- Tier 1: Bluebonnet Learning Math Supplemental: Zearn
- 93% of BL students meeting fidelity usage

LASO 4 application for a comprehensive solution



Next Steps

Application closes soon– December 3, 5pm CT

School Systems that have not yet applied and intend to do so are encouraged to:

- **Explore the LASO 4 webpage to review the initiatives included and determine which may be the best fit based on needs.**
- **Submit the application using the LASO application link that was sent to the Superintendent (via email on October 3rd). School Systems needing a new link may request one through the LASO 4 Application Request Form.**

Targeted solutions can also support accelerated instruction

Under HB 1416, TEA establishes a list of Online Supplemental Curriculum to support relaxed accelerated instruction requirements

Subject	Product Name (Publisher)	Approved Grades for HB 1416 Ratio Waiver List
Math	IXL Math (IXL Learning)	4-11
Math	ST Math (MIND Education)	4-8
Math	Zearn Math (Zearn)	4-5
RLA	Amira Learning Distributed by Amira or HMH (Amira Learning, Inc.)	4-6
RLA	HMH Read 180 Flex (HMH)	4-11
RLA	IXL Language Arts (IXL Learning)	4-11

HB 1416 Ratio Waiver List Details Available at
https://tea.texas.gov/academics/learning-support-and-programs/hb-1416-ratio-waiver-list-products

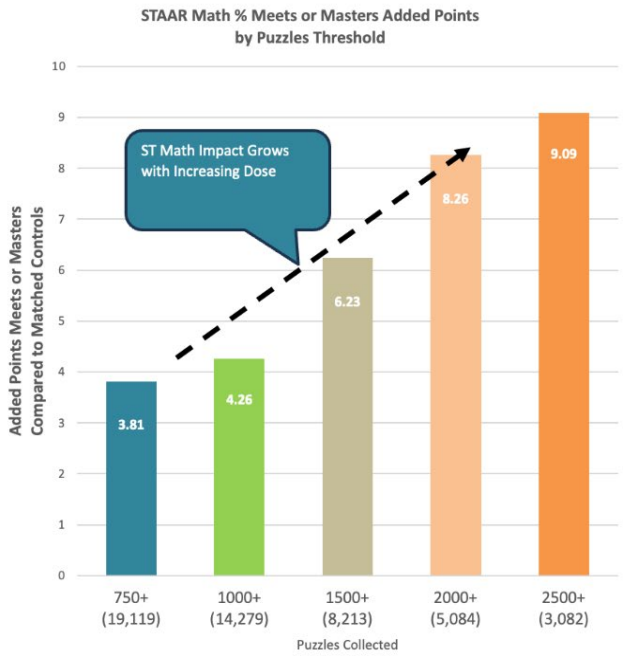
Note: Districts can use any curricular tools they prefer. But if one of the above tools are used consistent with program requirements for students who are academically behind, districts can relax certain accelerated instruction statutory requirements (including the 4:1 student:tutor ratio requirements).

Online Curriculum Impact When Used w/ Fidelity

High-quality online supplemental curriculum can have a significant impact on STAAR scores if the program is implemented with sufficient investment, training, and time in the master schedule and used to research-backed fidelity measures.

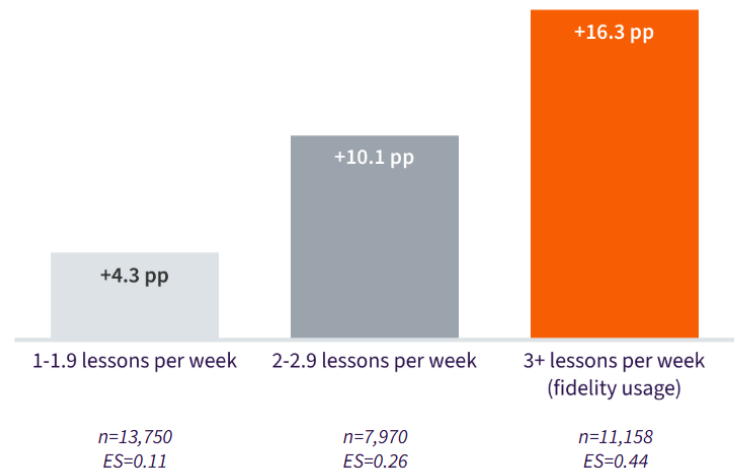
Usage Levels & Impact

- Quasi-experimental matched comparison studies were performed on 5 separate treatment groups by minimum level of ST Math Usage
- As the ST Math usage threshold increases, the differential growth advantage in % of students Meets or Masters increased



Zearn Math Impact

Fidelity Use Delivers a +16 pp Progress Gain on STAAR



 *All results are statistically significant. 1 ZEARN