



# Blended Learning Grant Program



**Key TEA  
Personnel**

## TEA Staff

**Andrew Hodge**

Director, Math Innovation Zones

**Kristen Dobson**

Associate Commissioner, Instructional Strategy



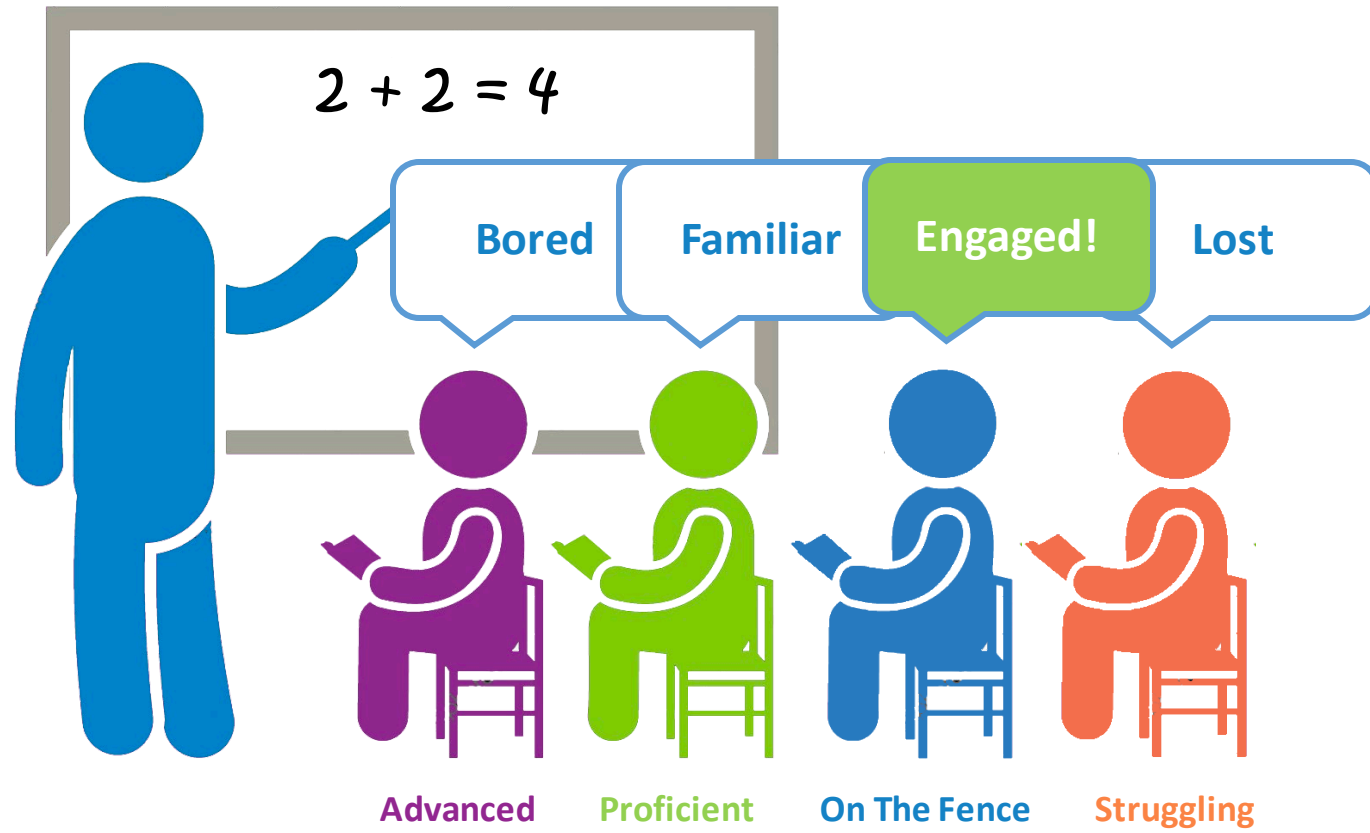
## Presentation Agenda

- What is Blended Learning? XX:XX
- Blended Learning Grant Program XX:XX
  - Origin and Overview XX:XX
  - Implementation XX:XX
- Next Steps

# Meeting The Needs of All Students Is a Challenge



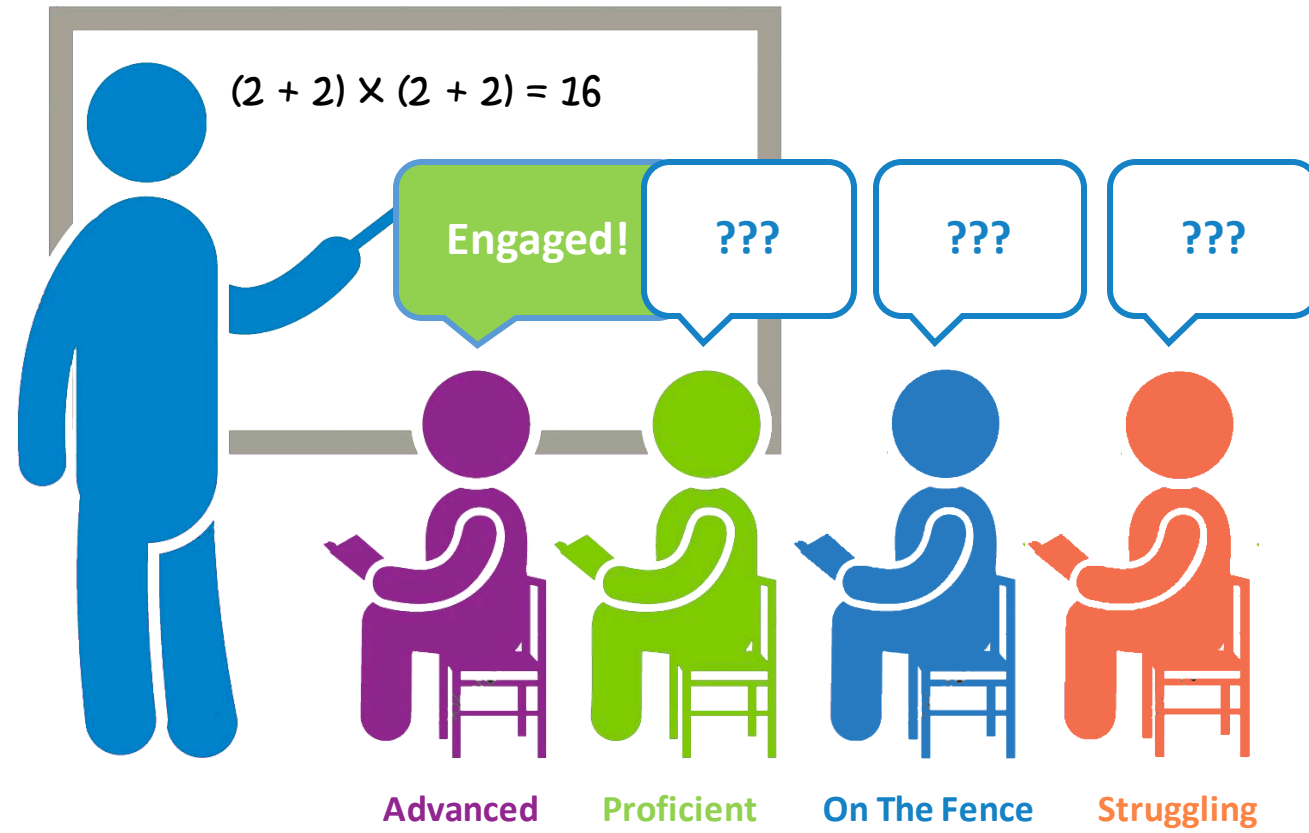
Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



# Diagnosing Student Academic Knowledge is Tough



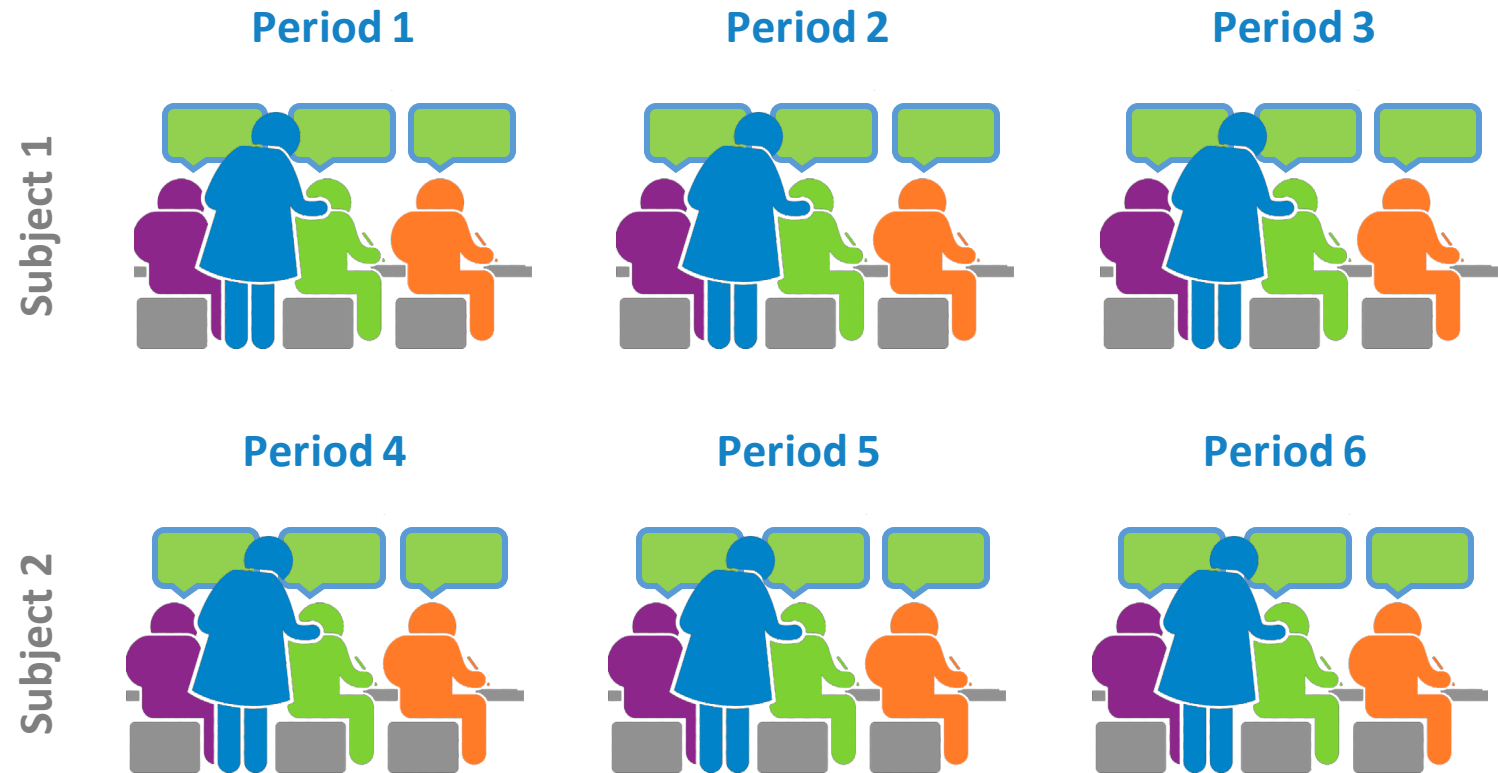
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



# Differentiating Lesson Plans Takes Time and Energy

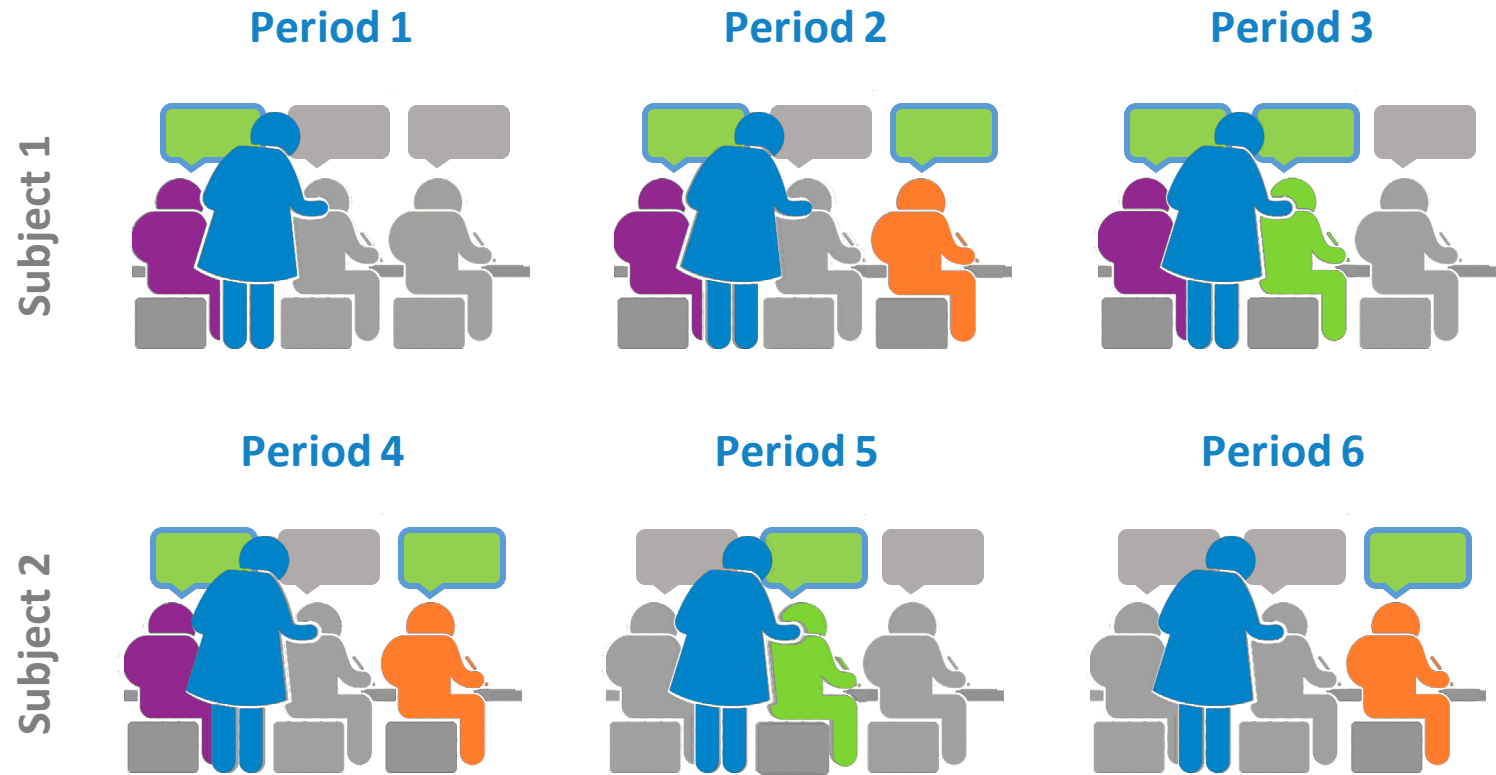


Ensuring every classroom has effective differentiated instruction is almost impossible to sustain, especially if there is any staff turnover.



# Executing & Adjusting in Real Time Is Unsustainable

 = Strong Differentiated Instruction



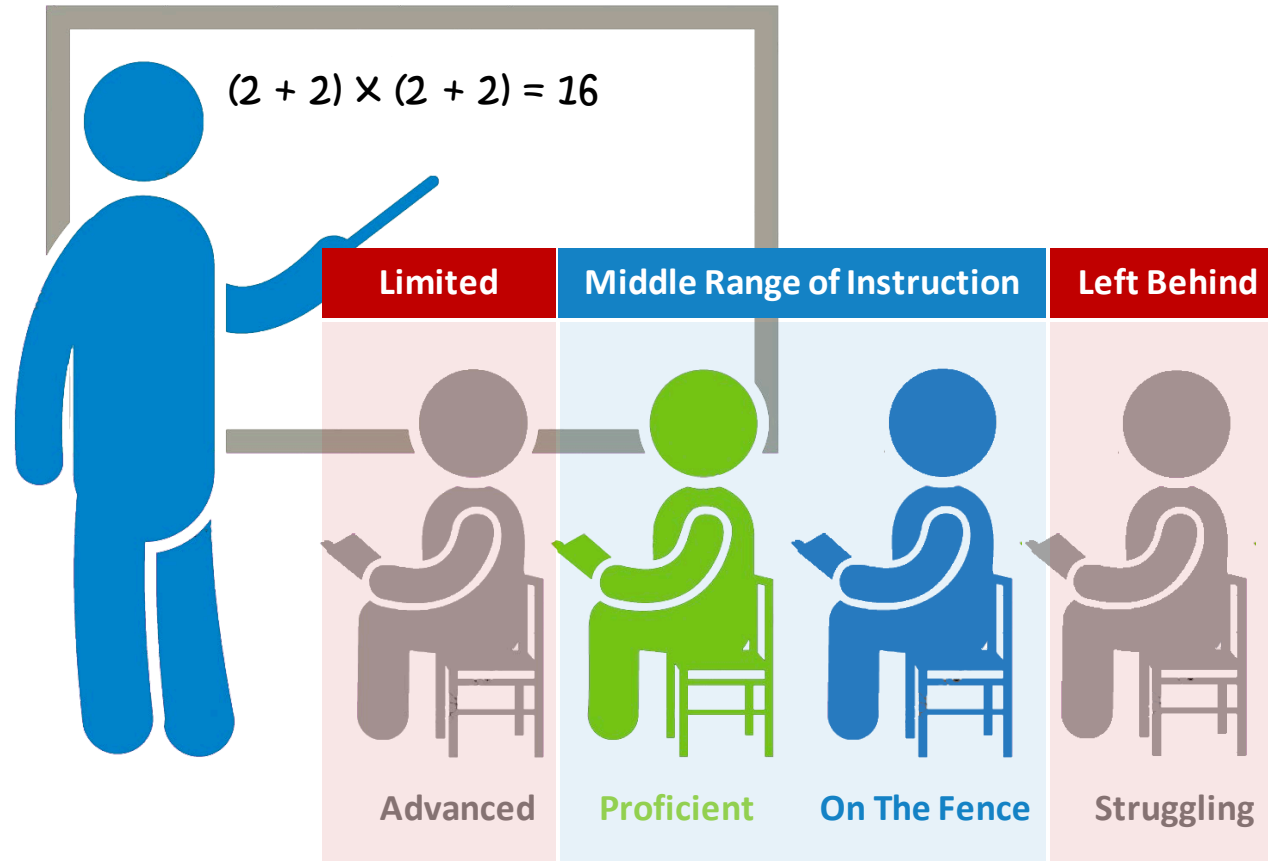
Executing differentiated lessons while juggling classroom management AND trying to analyze and redirect student misconceptions is unsustainable...



# 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.

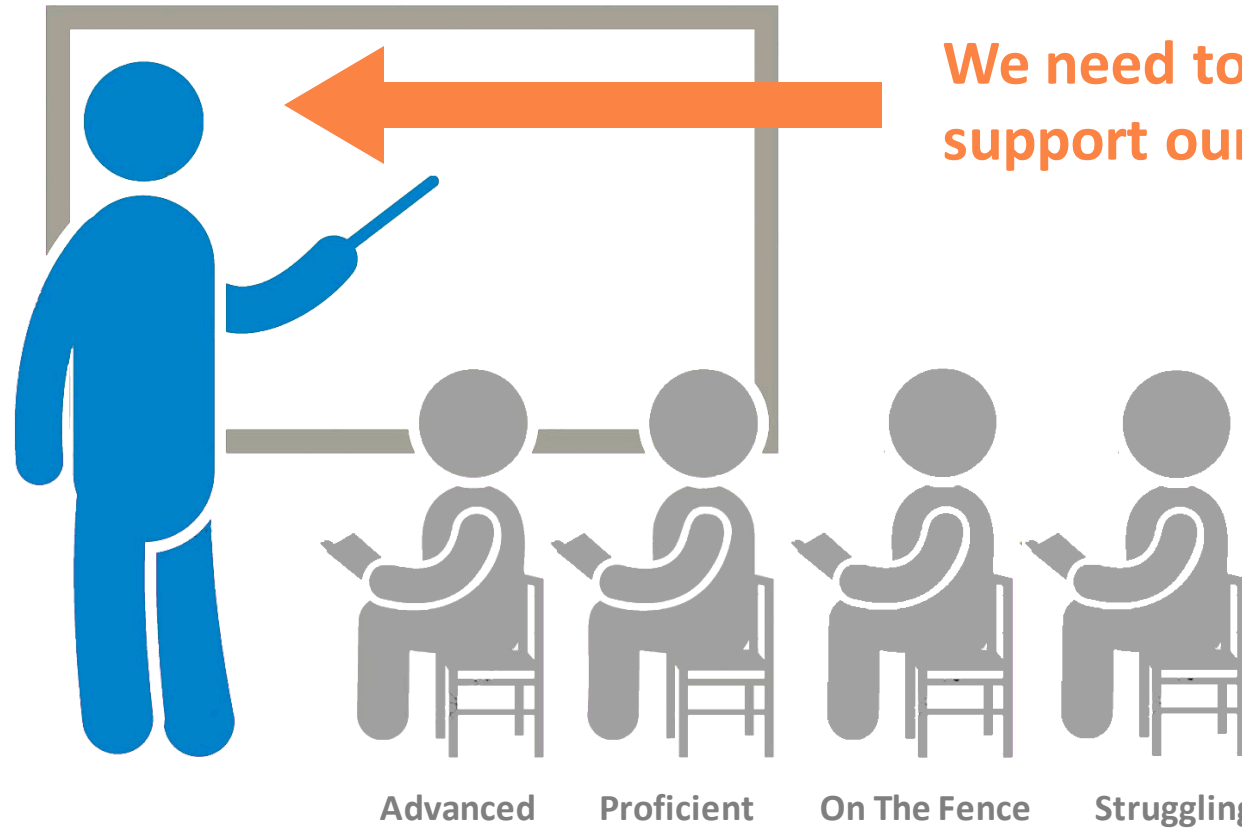




# We Must Support Our Teachers with Differentiation

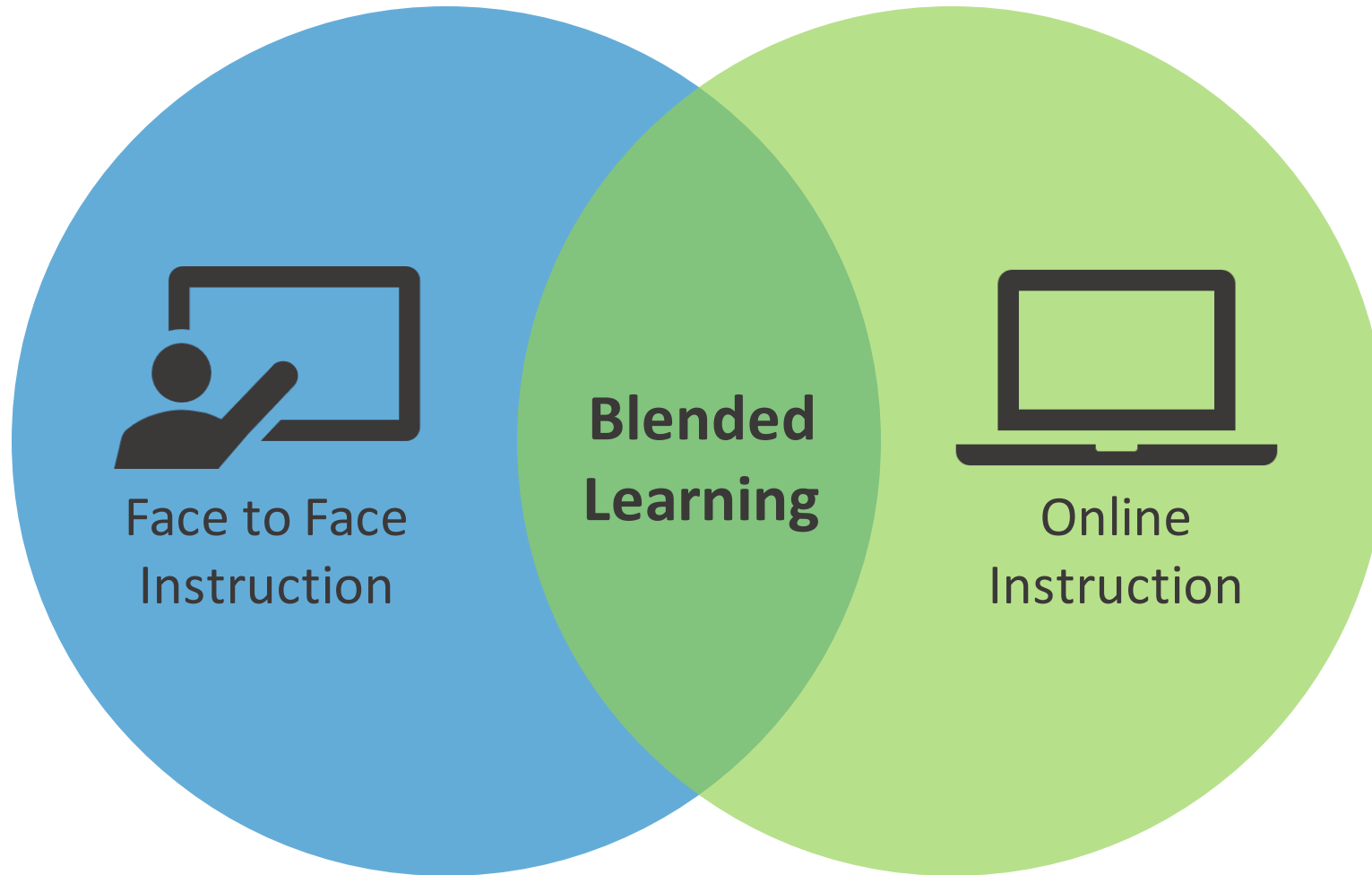


We need to better support our educators so they can effectively meet the needs of all students, leading towards academic outcomes in a sustainable way.



We need to better support our teachers.

# 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

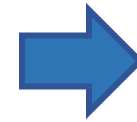


Online  
Instruction

# Blended Learning: A Solution to Reach All Students



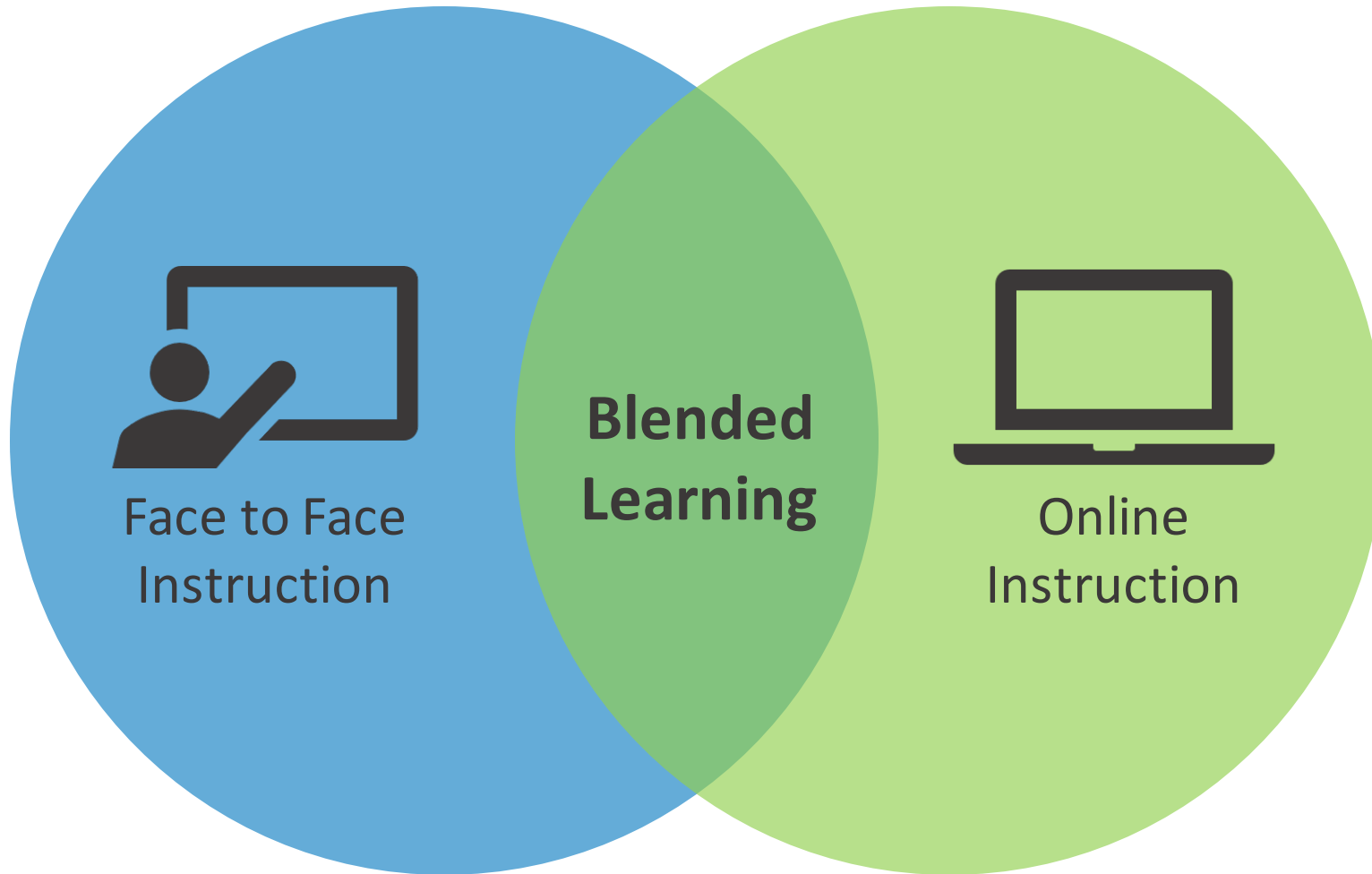
Face to Face  
Instruction



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

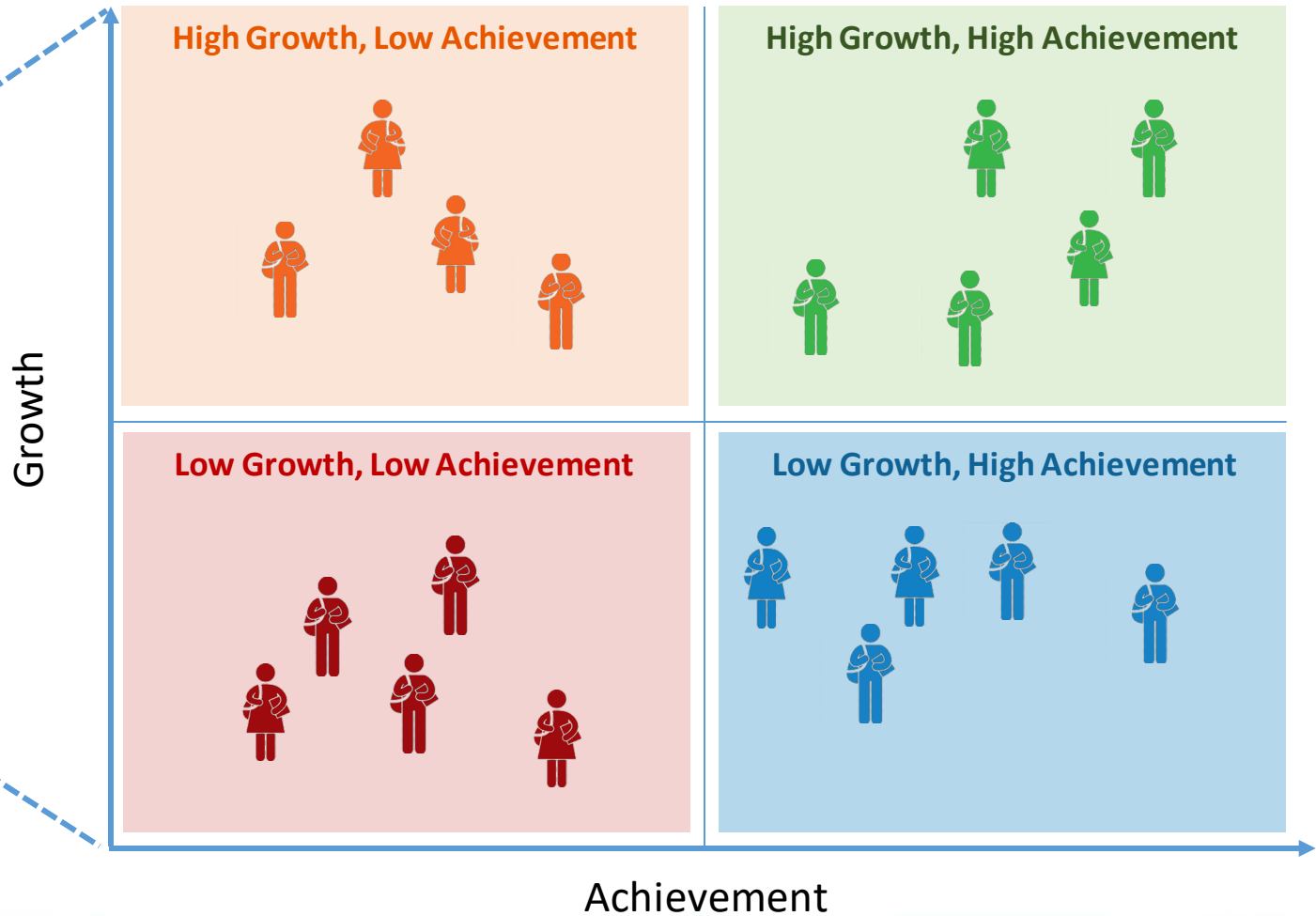


# Technology Helps to Diagnose Prior Understanding

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

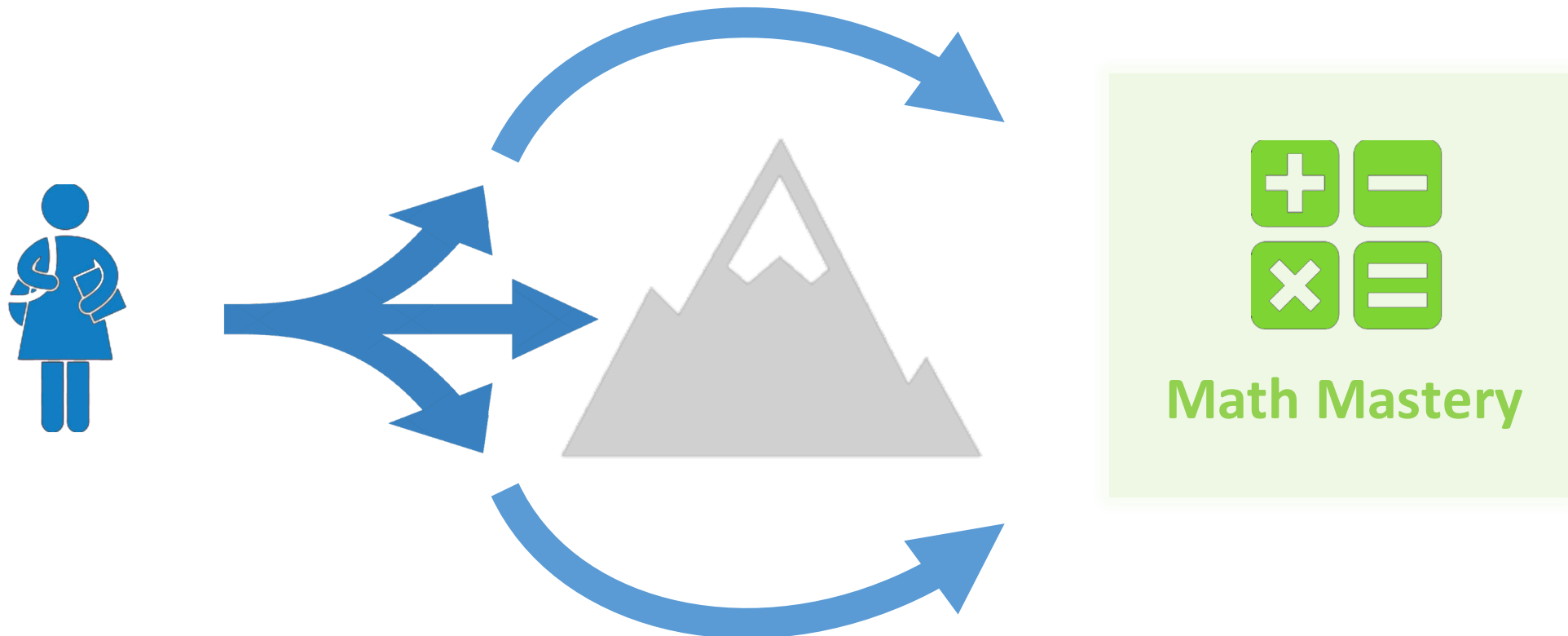


## Identify Current Level of Academic Achievement



# Software Can Offer Customized Student Plans

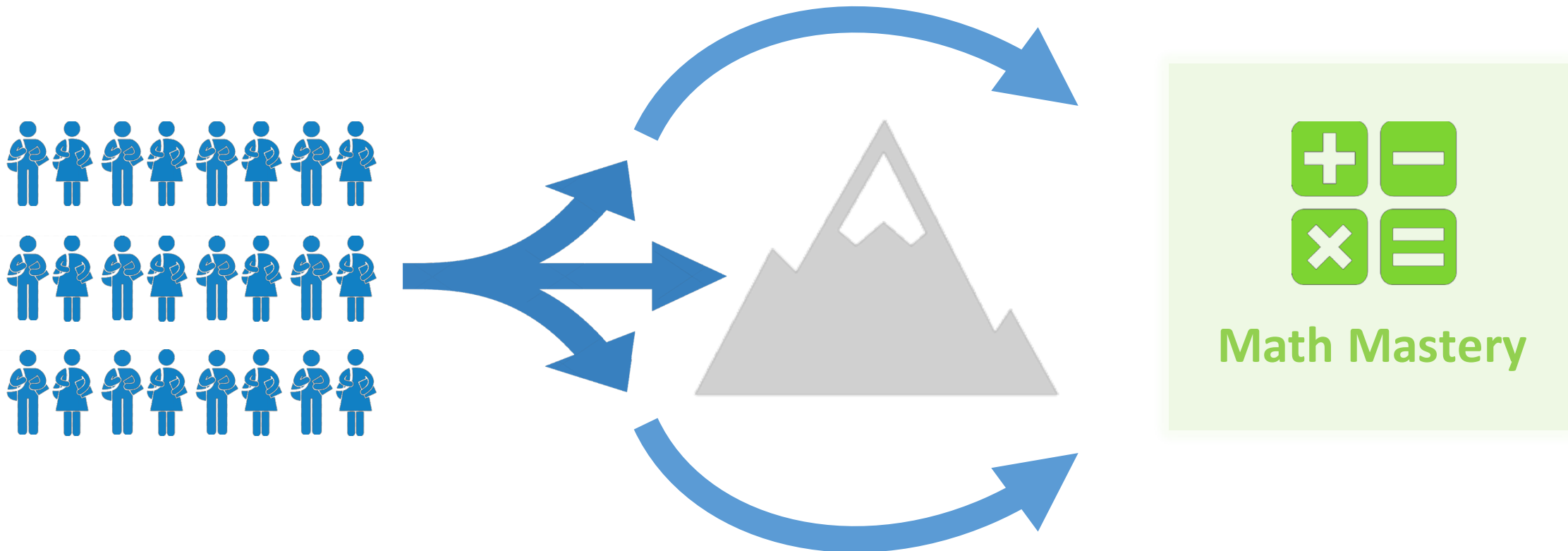
Based on initial and ongoing diagnostics, a customized path is created to meet the unique academic needs of every student.





# Software Can Offer Customized Student Plans

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



# Diagnosing Mastery and Differentiating Plans

**STAAR Readiness Report**

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
<b>Class total</b>		62%		67%	71%	70%	69%	55%	60%	57%	59%	60%	61%	60%	55%	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	PT	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%	-
Beverly		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%	-

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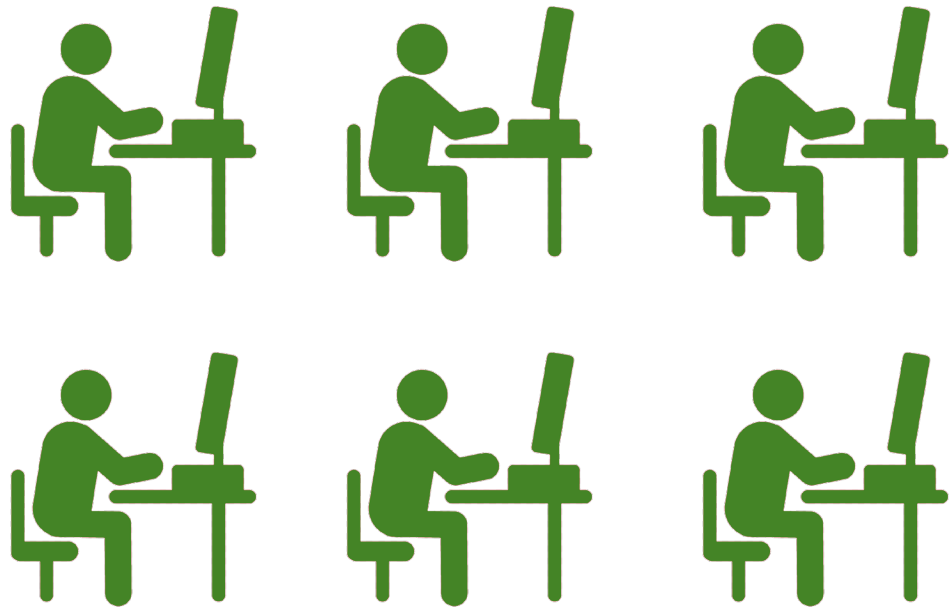
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Keys,		53%	1	73%	33%	0%	37%						36%	-	55%	-
Cannon,	M	47%	0	31%	67%	70%	64%					6%	42%	25%	37%	-
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Johnson,	W	61%	0	64%	75%	40%	67%					100%	59%	0%	50%	-
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65% 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

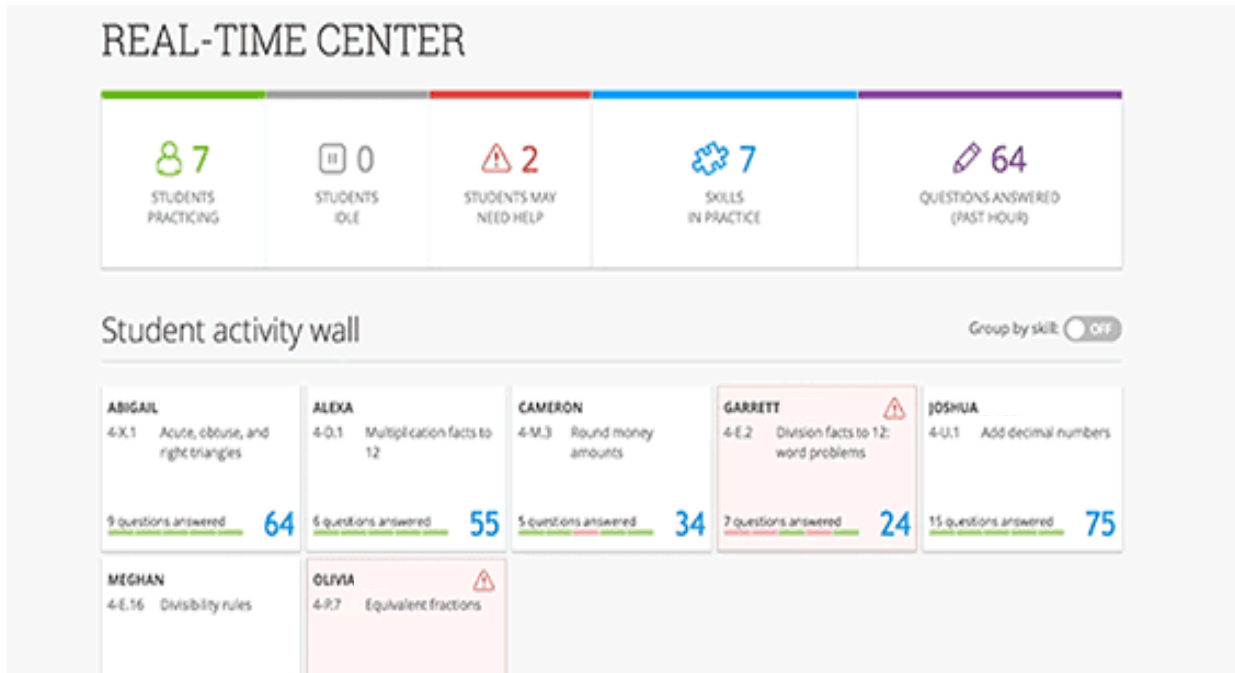


## Small Group Remedial Instruction





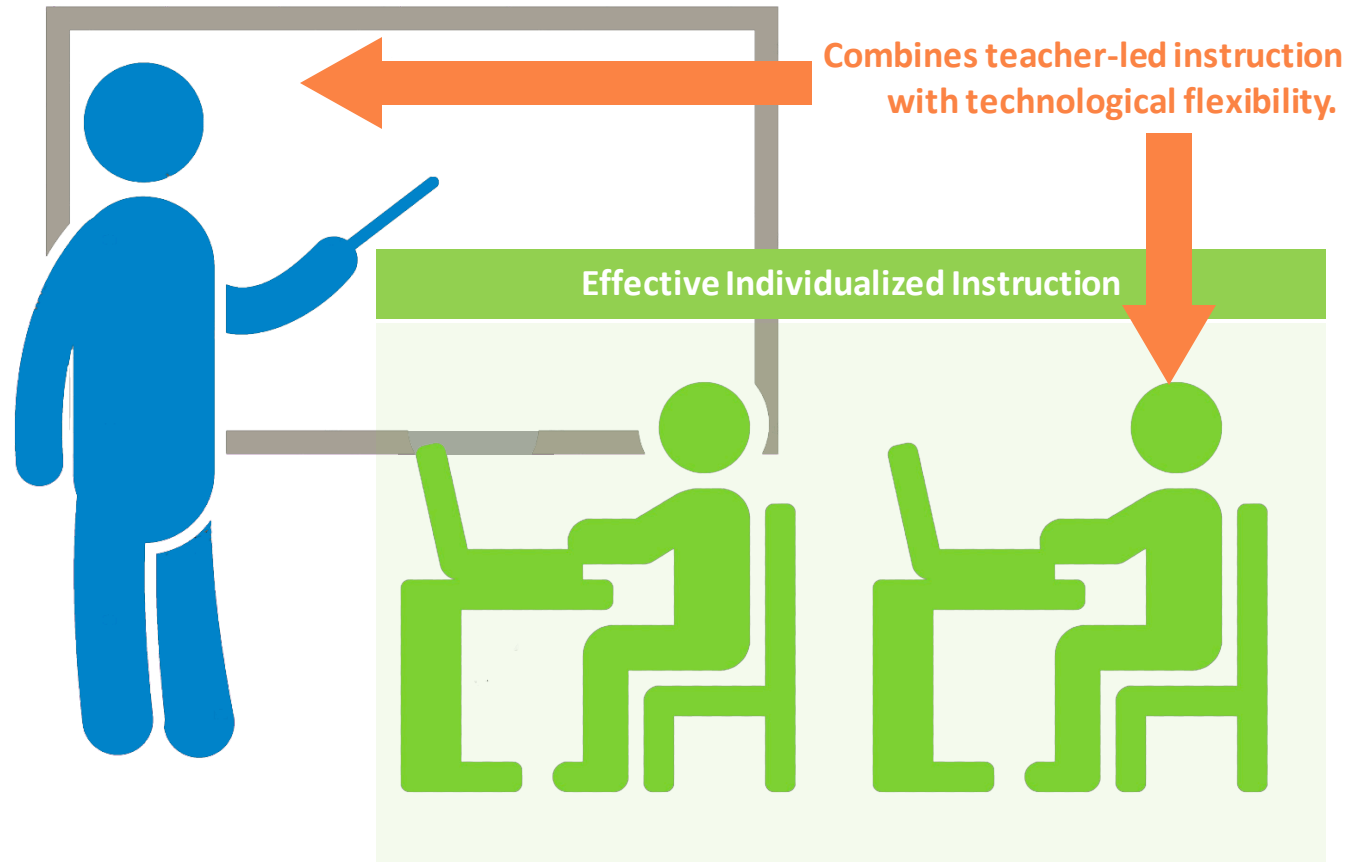
# Instant Adjustments in Execution for Teachers



# Reach all kids, all the time, in a sustainable way.



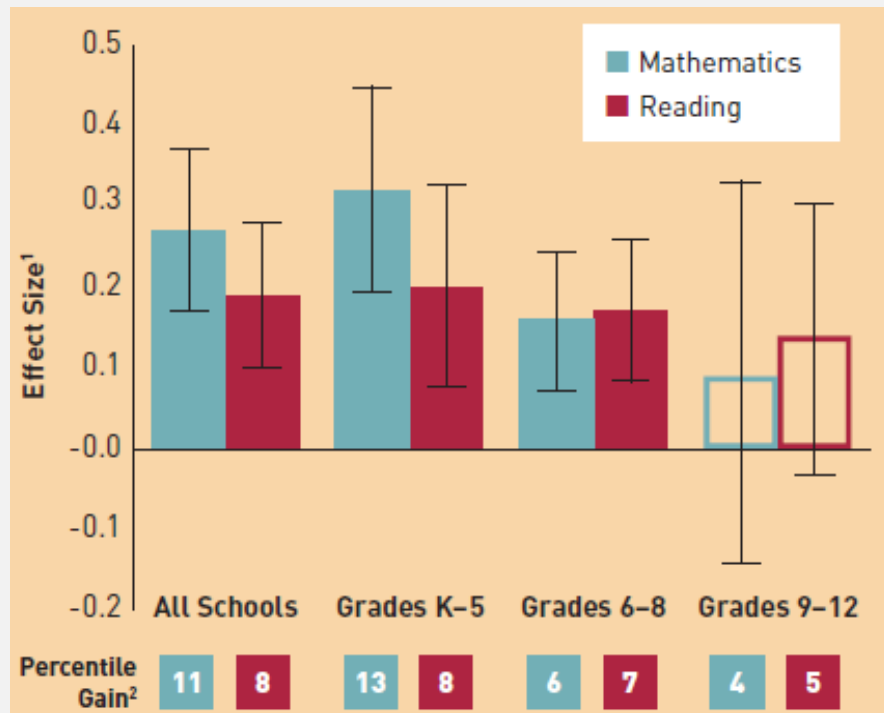
When implemented with fidelity, blended learning combines the power and heart of direct instruction with the real-time capabilities of software to meet the needs of all students in a sustainable and scalable way.



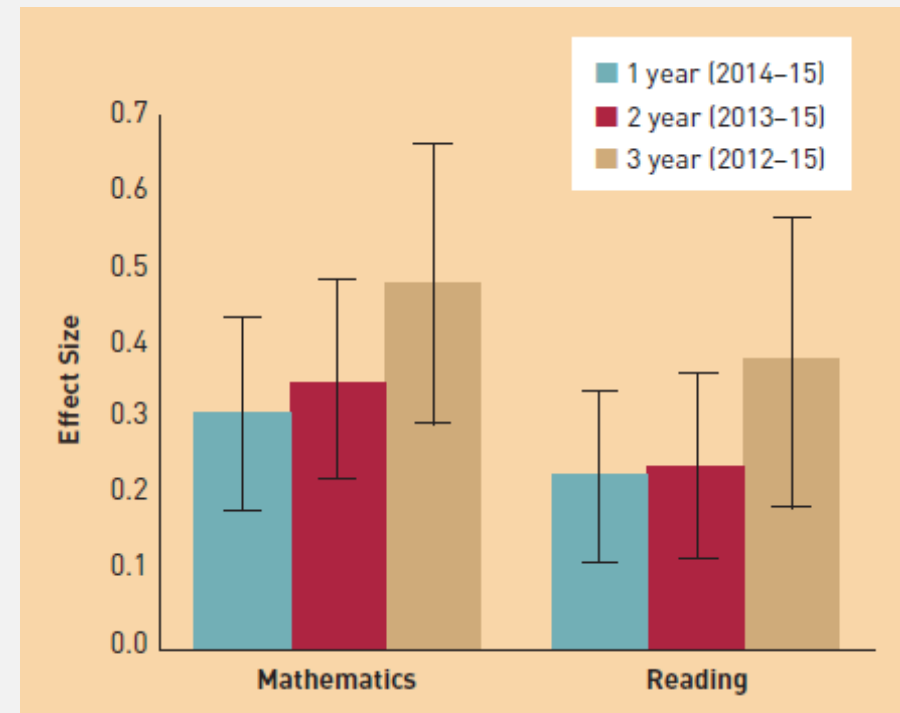
# Improving Student Outcomes, Backed by Research

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





# HB3: Blended Learning Grant Program Overview

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 8<sup>th</sup> grade, Algebra I readiness and participation

#### Non-Math Blended Learning Pilots



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

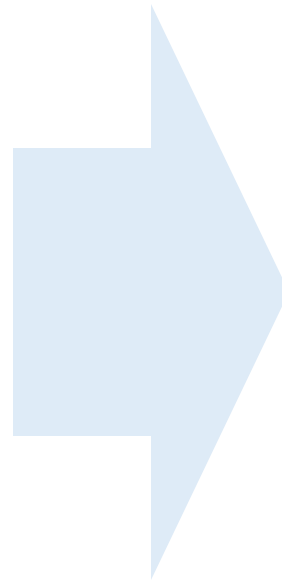
Fall 2019

**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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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

Application Open Now! Deadline: November 4, 2019

# 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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## Fit

- **Commitment from Leadership:** Senior district and school champions with commitment to blended learning and a willingness to allow innovation; Shows eagerness to adopt BLGP process and framework and openness to re-think district systems
- **Project Manager:** Strategic-thinking, results-oriented project manager given the ability to implement program in district

Application Open Now! Deadline: November 4, 2019

# Implementing the Blended Learning Grant Program



# HB3: Blended Learning Grant Program Deep Dive

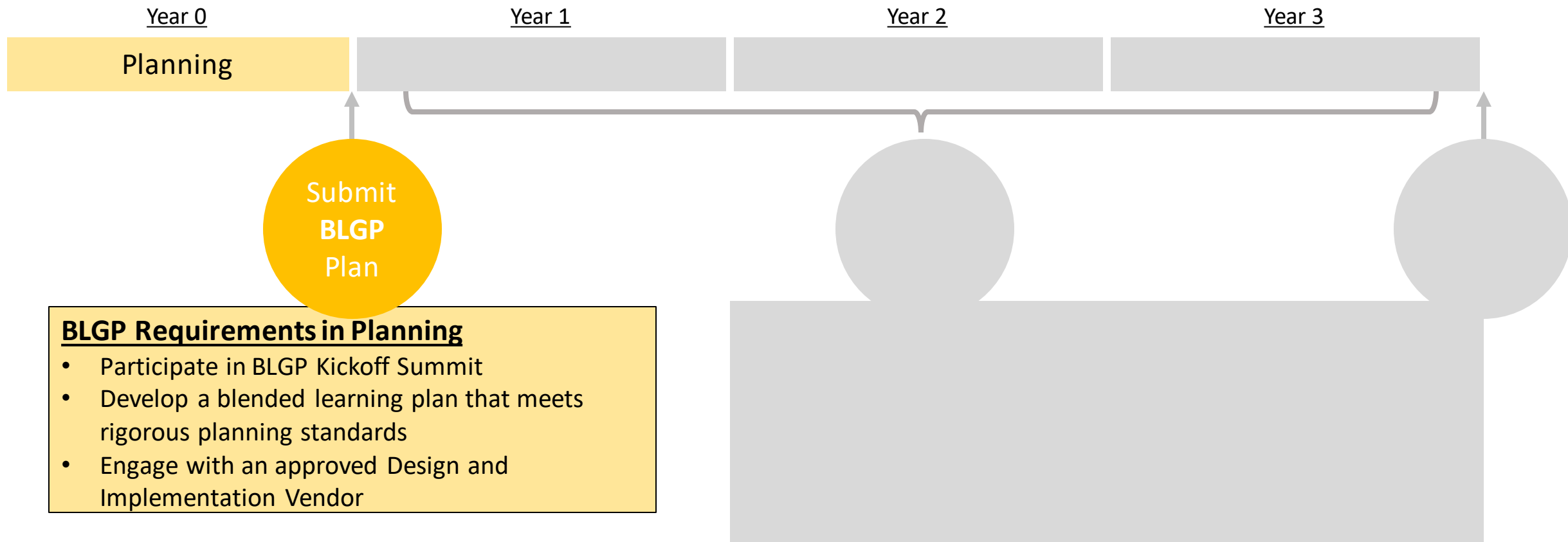
The Blended Learning Grant Program is a process to successfully design, launch, and sustainably implement a high-quality blended learning program in a feeder pattern within 4 years

	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	Planning	Pilot w/ 3 Grades	Add 3 Grades	Add 3 Grades
Sample BLGP Launch Plan		K	K – 1 <sup>st</sup>	K – 2 <sup>nd</sup>
		3 <sup>rd</sup>	3 <sup>rd</sup> – 4 <sup>th</sup>	3 <sup>rd</sup> – 5 <sup>th</sup>
		6 <sup>th</sup>	6 <sup>th</sup> – 7 <sup>th</sup>	6 <sup>th</sup> – 8 <sup>th</sup>

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

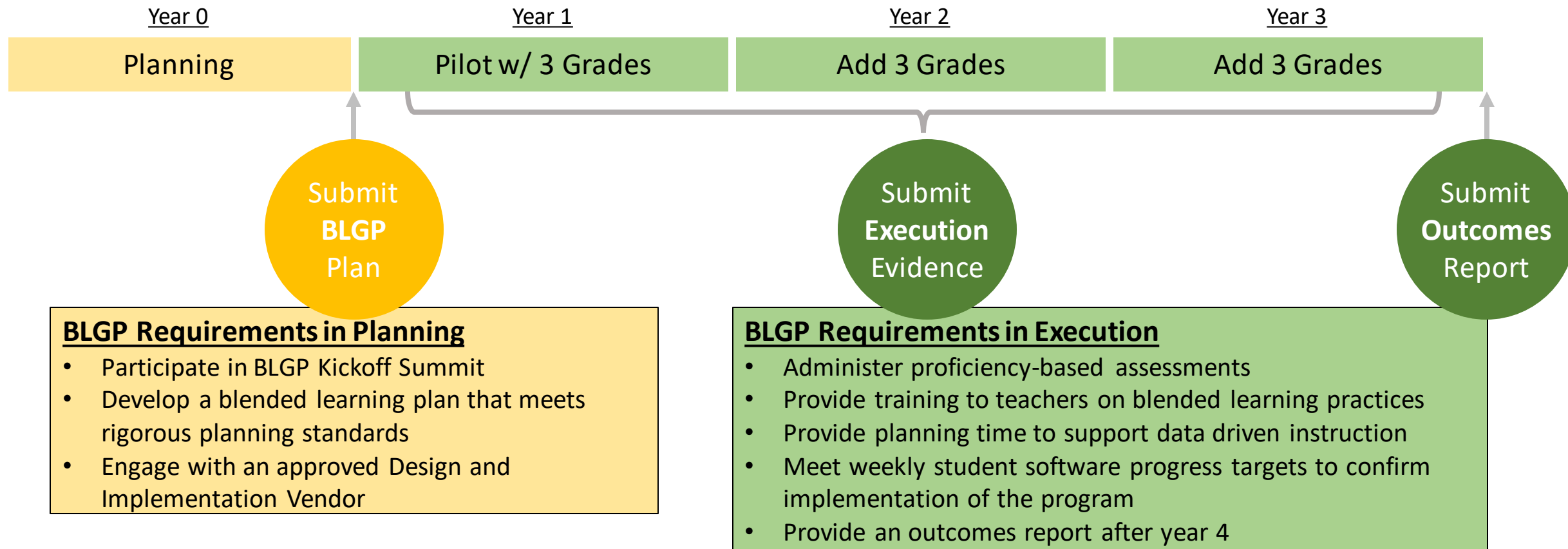
# HB3: Blended Learning Grant Program Deep Dive

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



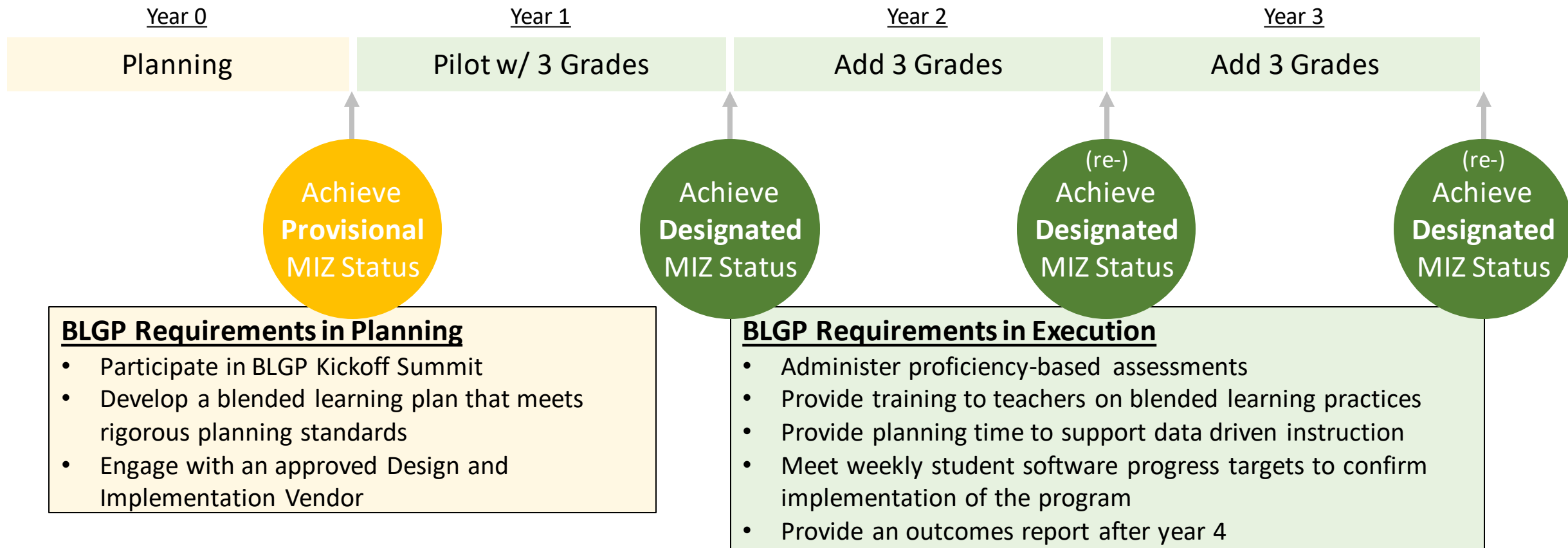
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The Blended Learning Grant Program provides support and guidance for school districts and charter schools in both strategic program planning and in an effective, data-driven execution of blended learning



# 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



# 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

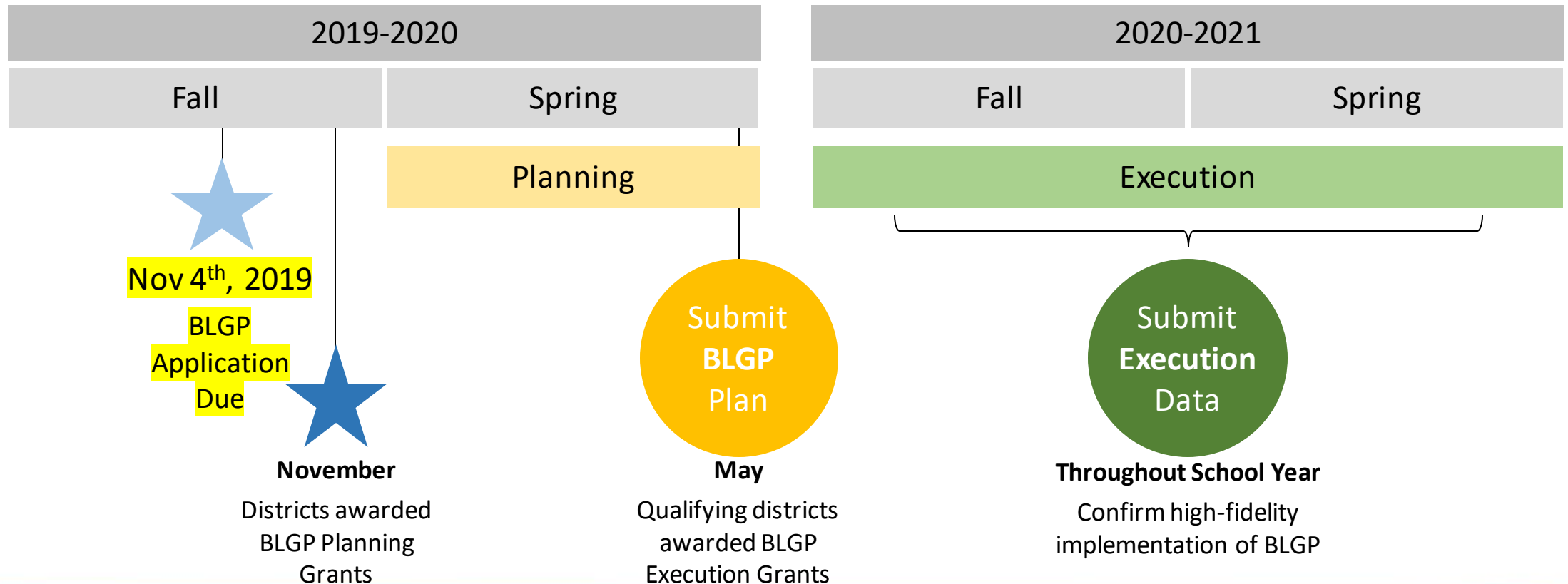
## High-Quality Curriculum Selection

- 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

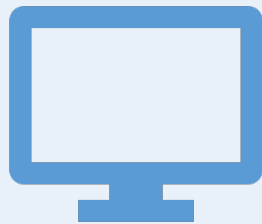
# HB3: BLGP Next Steps

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



# 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](http://tea.texas.gov/HB3)

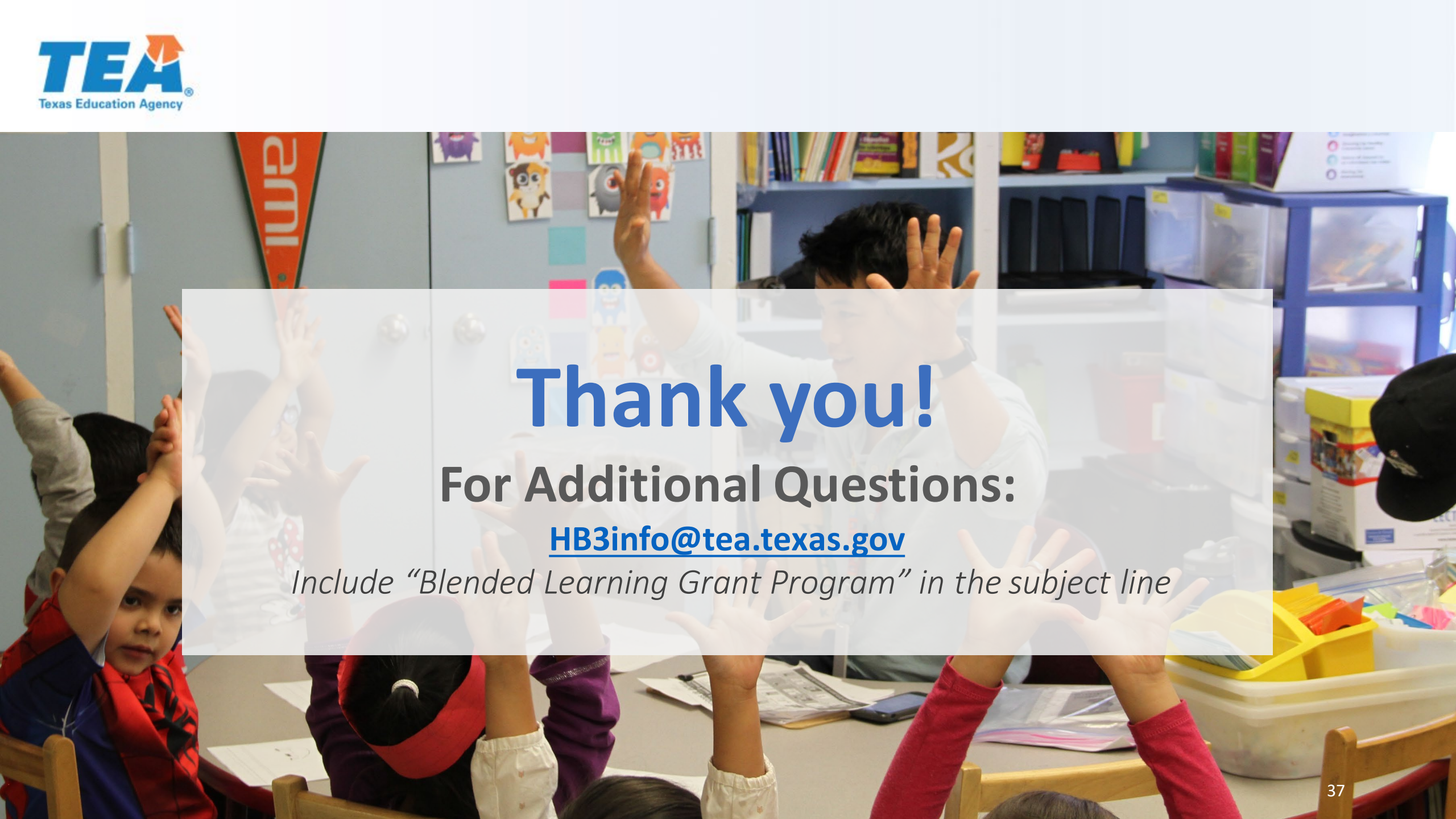
Visit [tea.texas.gov/HB3](http://tea.texas.gov/HB3) for the most up-to-date information



[HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov)

Email [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov) with any questions



A photograph of a classroom scene. A teacher in a white shirt is standing at the front, smiling, with both hands raised. Several young students are seated at a table, also with their hands raised. The background shows a typical classroom environment with bookshelves, a bulletin board with colorful drawings, and storage bins. A semi-transparent white box is overlaid on the center of the image, containing text.

**Thank you!**  
**For Additional Questions:**  
[HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov)

*Include “Blended Learning Grant Program” in the subject line*