



Learning Acceleration Support Opportunities (LASO) Blended Learning

September 19, 2024

Considering the success of the past cycles, TEA will continue to offer LASO supports this winter.

The Learning Acceleration Support Opportunities (LASO) Cycle 3 is the next iteration of a consolidated grant application that strategically batches funding opportunities that support learning acceleration and innovation opportunities.

~\$160M

in services and supports

11

TEA initiatives to support learning acceleration and innovation

1

LEA program application to access funding



LASO 3 will provide 11 grant opportunities embedded in three learning acceleration strategies



*Curriculum & Instruction

Strong Foundations Planning

Ready to plan in SY25-26

**Planning supports for development of instructional frameworks in math or literacy*

Instructional Leadership

Ready to Implement in SY25-26

Trainings and support by helping campus and district administrators grow concrete instructional leadership skills

Technology Lending Grant

Ready to Implement in SY25-26

**Tablets, hardware, and internet hotspots for digital instructional materials*

Advanced Placement Computer Science Principles

Ready to Implement in SY25-26

**Curriculum, technology and teacher support to develop an APCSP course*

Strong Foundations Implementation

Ready to Implement in SY25-26

**Implementation supports for Texas OER K-5 RLA, K-5 Math, 6-8 Math, and Algebra I*

SFI School Improvement PLC Supports

Ready to Implement in SY25-26

**PLC supports for School Improvement campuses in Strong Foundations Implementation*

Blended Learning Grant

Ready to Implement in SY25-26

**Technical assistance and supplemental curriculum support to design and implement a high-fidelity blended learning model*



More Time

ADSY Summer Planning and Execution Program

Planning Year | SY25-26

Implementation | Summer 2026

**PreK-5 planning and implementation support to design a research-based summer learning program.*



Innovative School Models

School Action Fund

Ready to plan in SY25-26

**with ADSY Planning & Execution Program: Full Year as one of the options*

Early College High School

Planning Year | SY25-26

Implementation Year | SY 26-27

**Offers opportunities for a student to earn a high school diploma and associate degree while in high school*




Pathways in Technology Early College High School

Planning Year | SY25-26

Implementation Year | SY 26-27

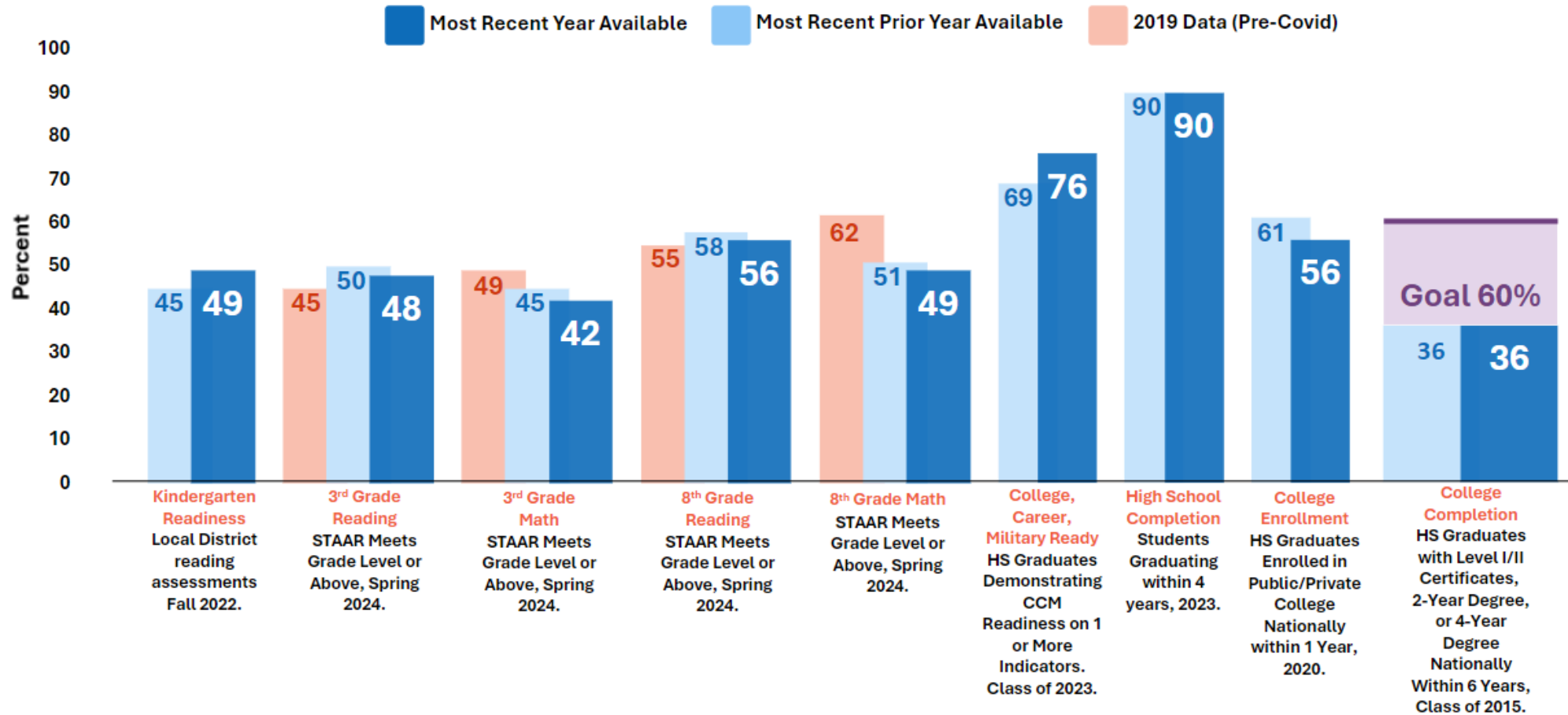
**Offers opportunities for a student to earn a high school diploma while earning industry certifications, and/or an associate degree*

LASO 2024 Estimated Funding and Award Ranges

Learning Acceleration Strategy	Grant	Estimated Funding	Source of Funds	Tentative Award Range	Tentative # of Awards
Curriculum & Instruction 	Strong Foundations Planning	\$24M	Rider 76 (SF) Rider 94 (HB 1605)	\$120K to \$300K	100 – 200 LEAs
	Strong Foundations Implementation	\$58M	Rider 76 (SF) Rider 94 (HB 1605)	\$200K to \$1,61M	100 - 200 LEAs
	Strong Foundations Implementation School Improvement PLC Supports Grant	\$41M	Title 1	\$50K-\$215K per campus	Up to 200 LEAs
	Instructional Leadership	\$14M	Title 1	\$75K-\$150K per campus	100-180 LEAs
	Technology Lending	\$5M	Rider 8	Up to \$225K	50-100 LEAs
	Blended Learning	\$6M	Rider 68	up to \$500K	10-12 LEAs
	AP Computer Science Principles	\$1.292M	Rider 74	Up to \$100K	Up to 100 LEAs
More Time 	Additional Days School Year PEP Summer Learning	\$750K	Rider 39	Up to \$125K	6-10 LEAs
Innovative School Models 	School Action Fund (with Additional Days School Year Full Year Redesign)	\$8M	Title I	\$185K-\$500K (per campus)	Up to 36 campuses
	Early College High School	\$800K	Rider 58	Up to \$100K	8 LEAs
	Pathways in Technology Early College High School	\$1M	Rider 58	Up to \$100K	10 LEAs

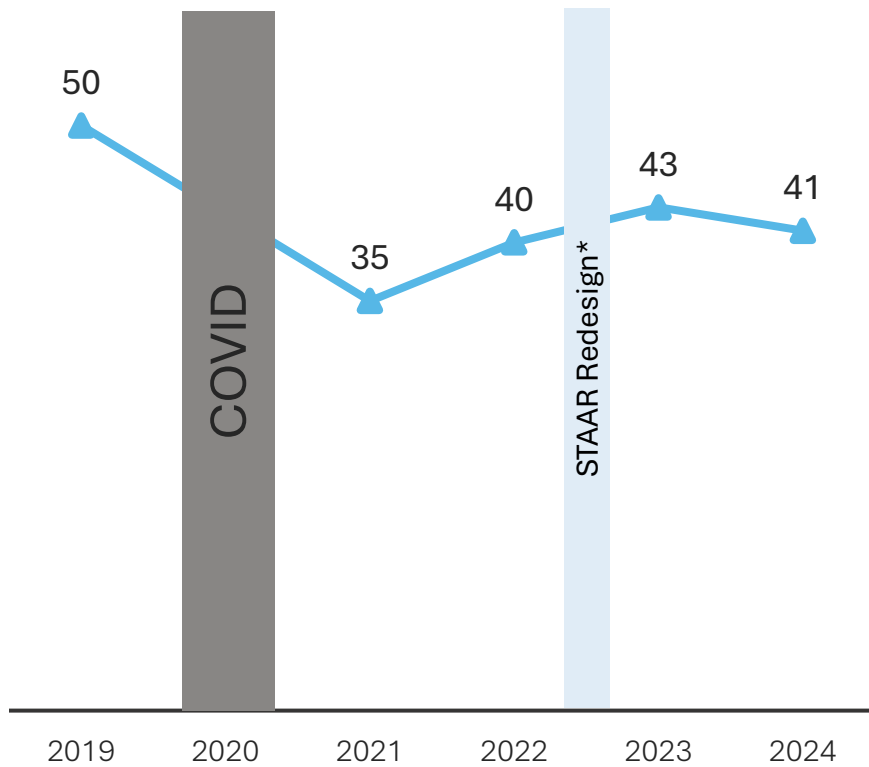
While we have made progress since COVID, we still have a long way to go, especially in math

YEAR-OVER-YEAR STUDENT OUTCOMES

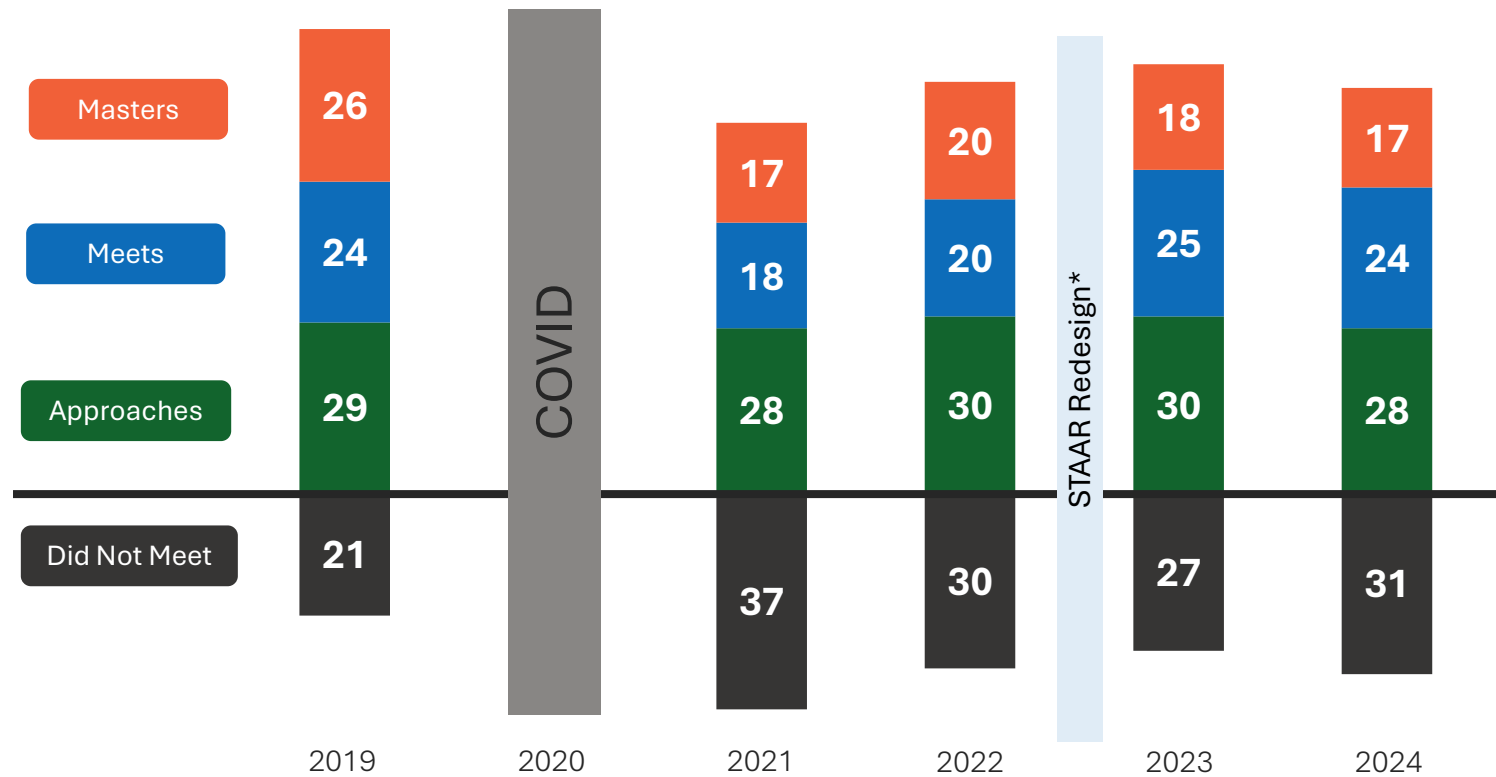


Overall Math - Grades 3-8 and Algebra I

Percent of Students that Met Grade Level or Above in Math
(Grades 3-8 & Algebra I)



Percent of Students by Performance Level – Math
(Grades 3-8 & Algebra I)

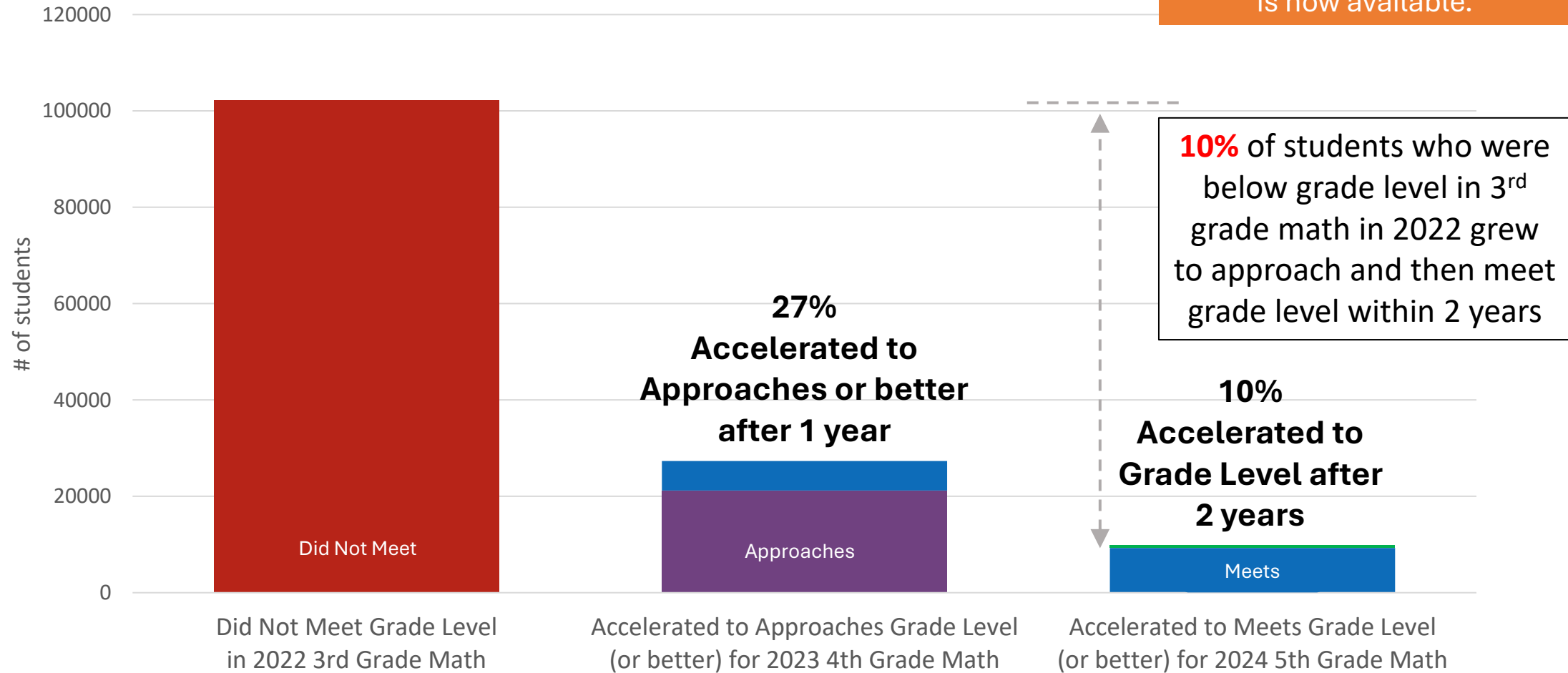


*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

We Have Had Limited Success Accelerating Students From Below Grade Level to Meets Grade Level

A TPRS report on 1-year and 2-year learning acceleration is now available.

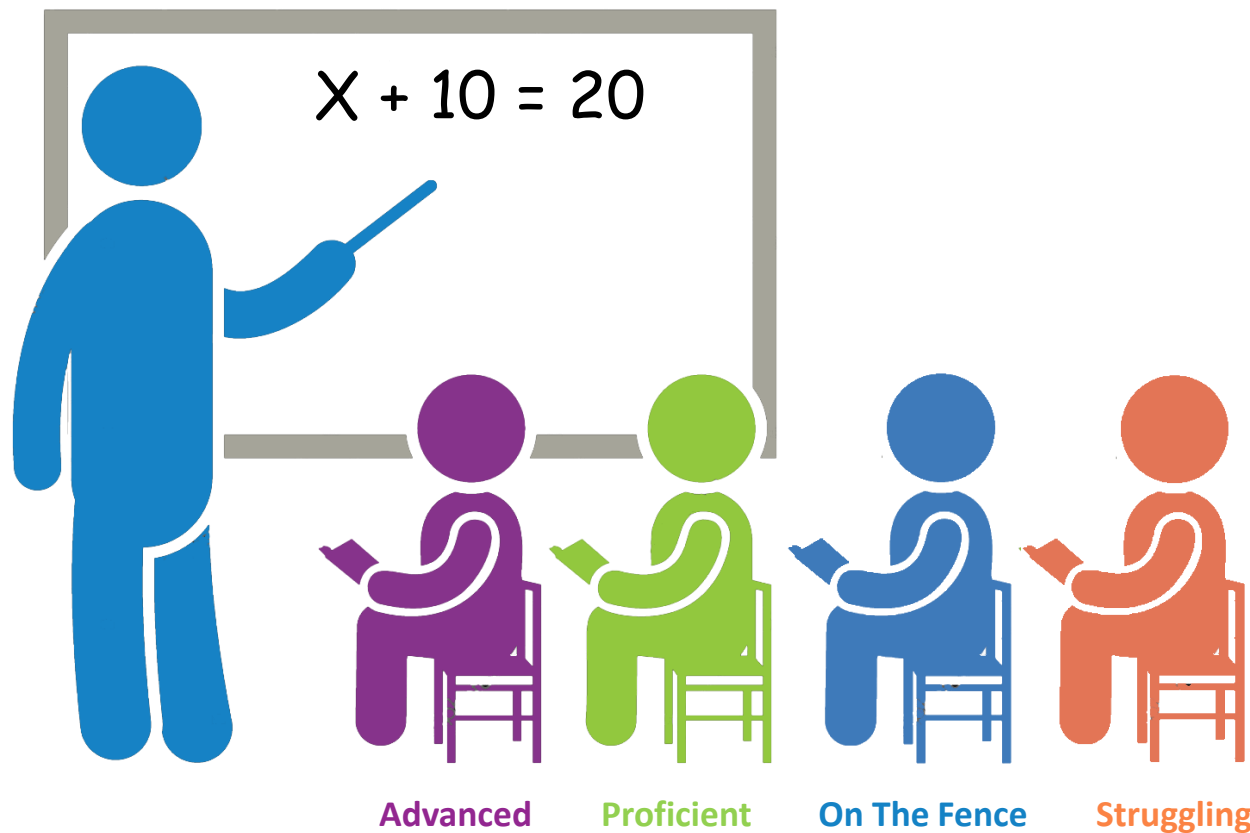
Elementary
Math



Meeting the needs of all students is a challenge



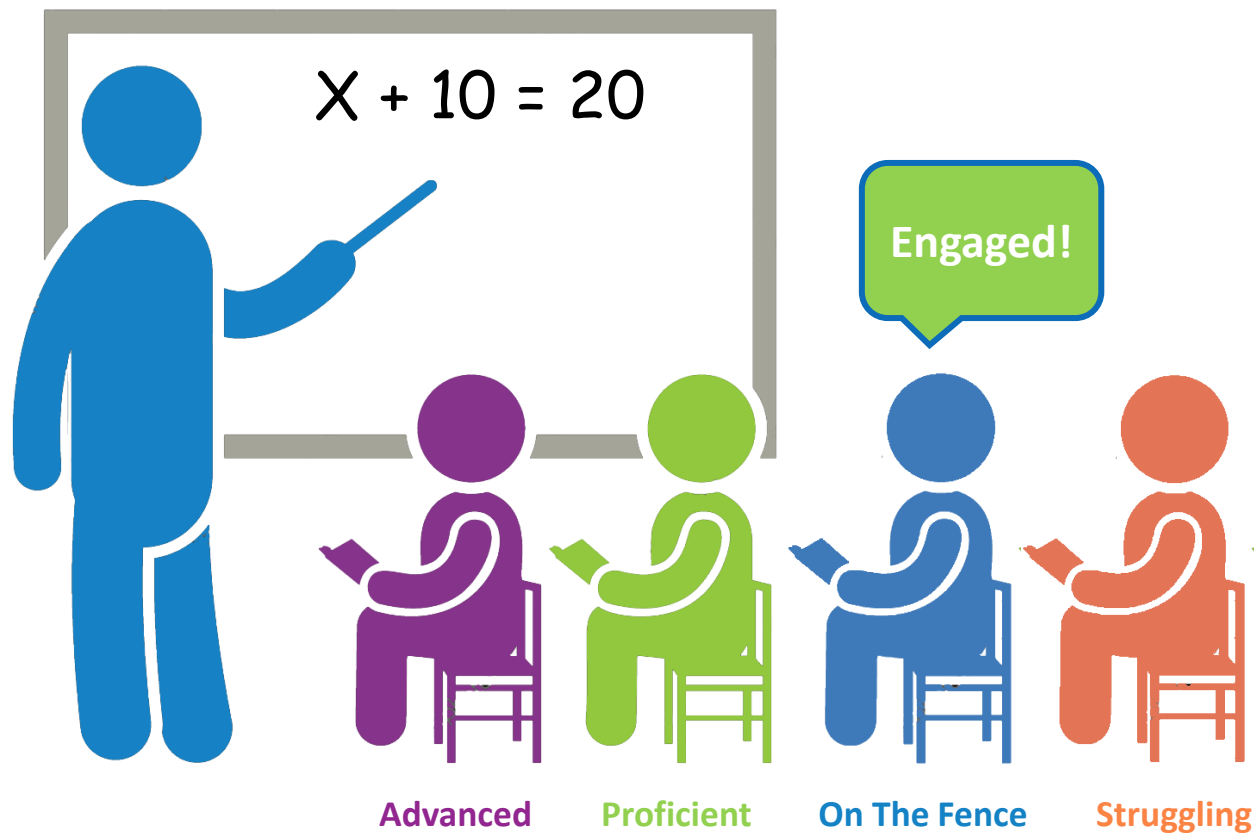
Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



Meeting the needs of all students is a challenge



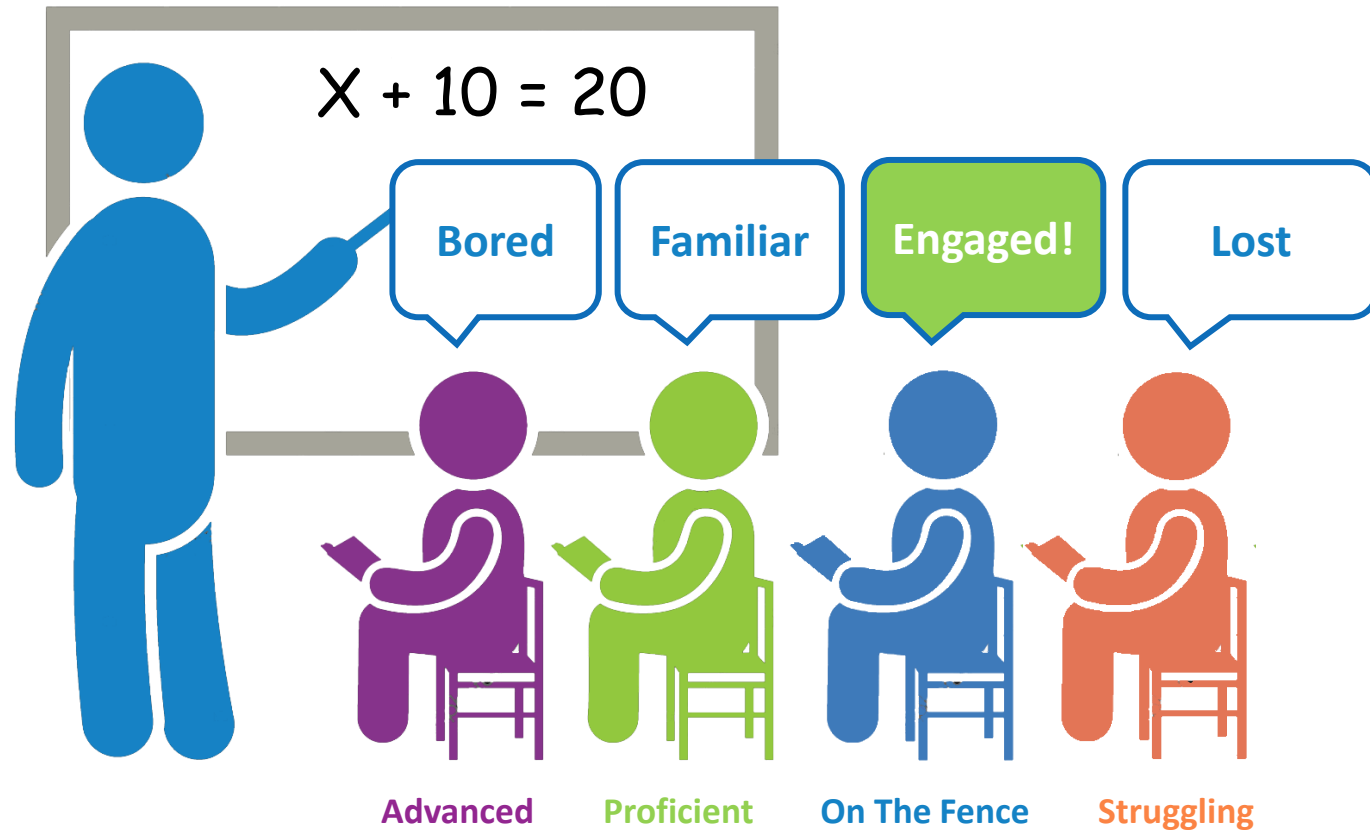
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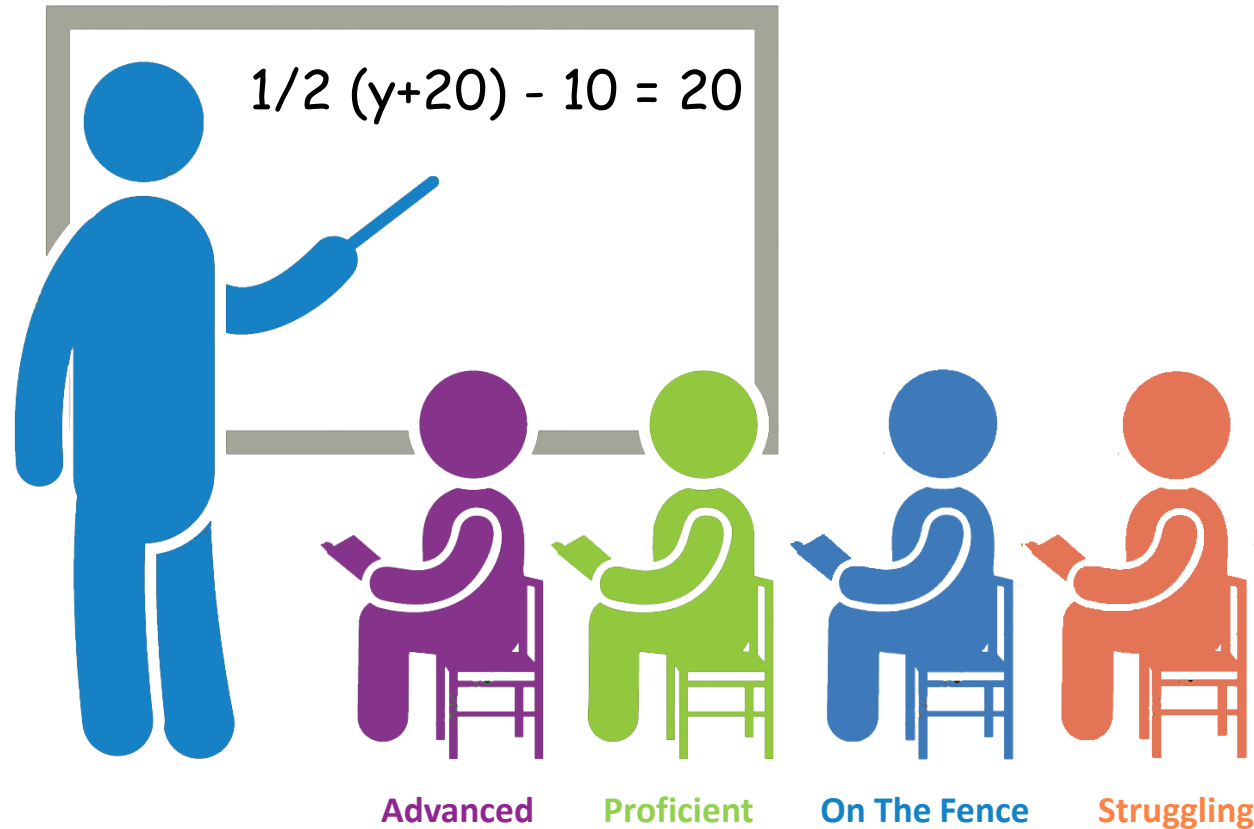
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Our inability to consistently diagnose prior knowledge & differentiate content prevents students from learning



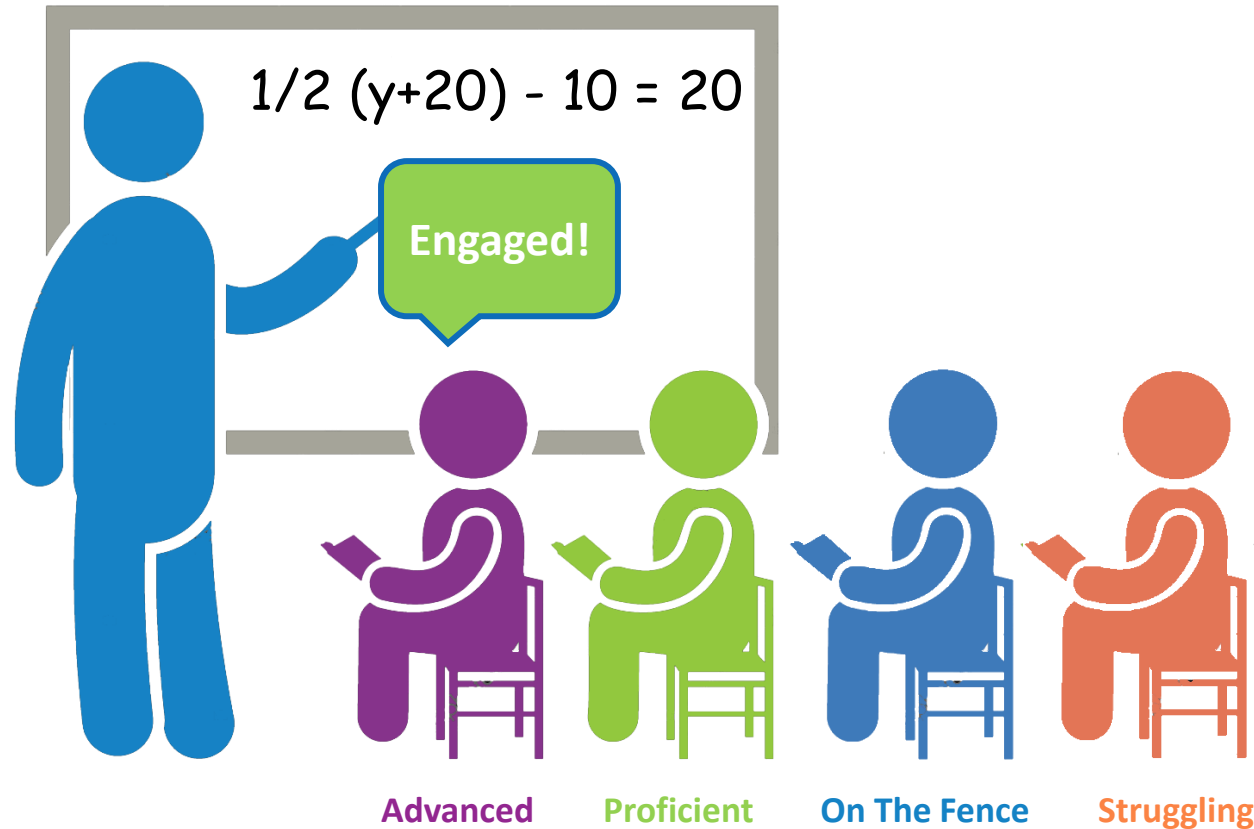
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



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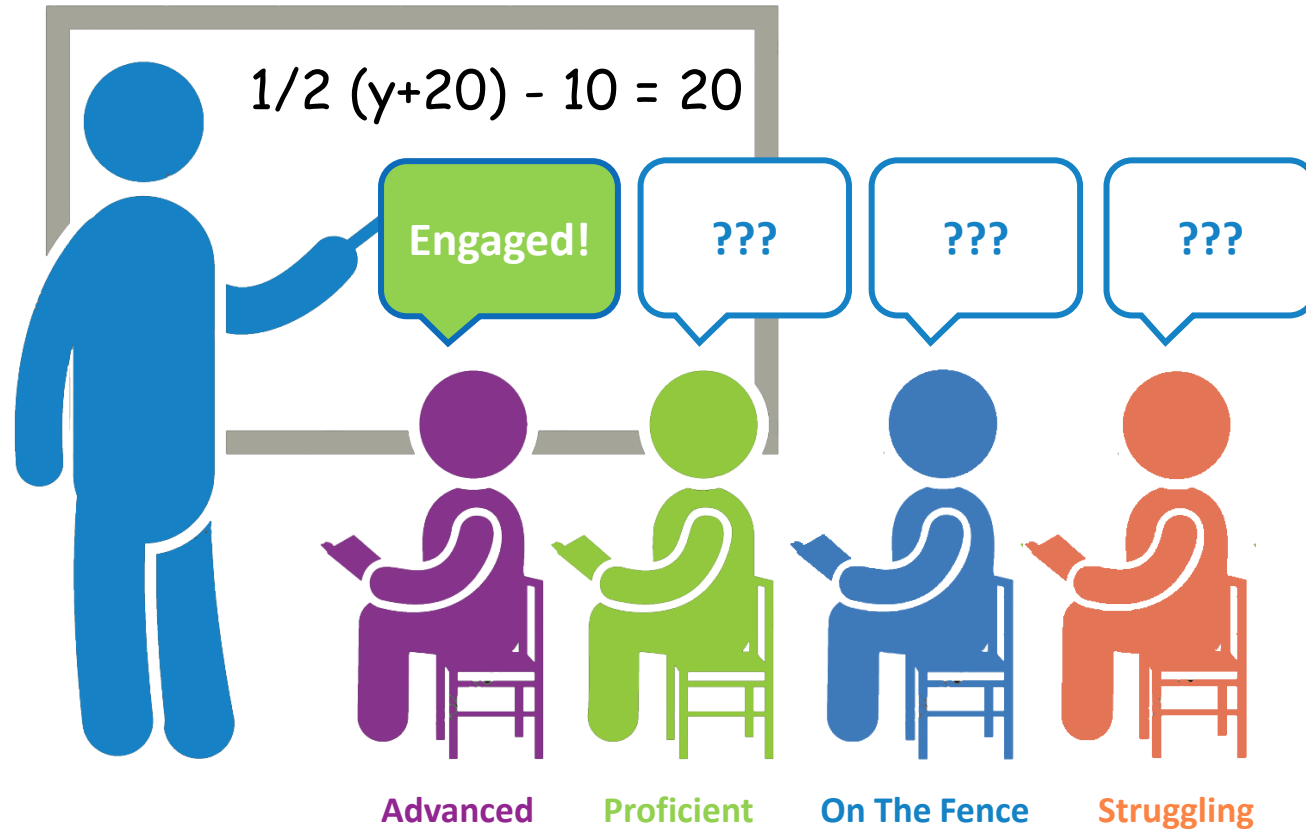
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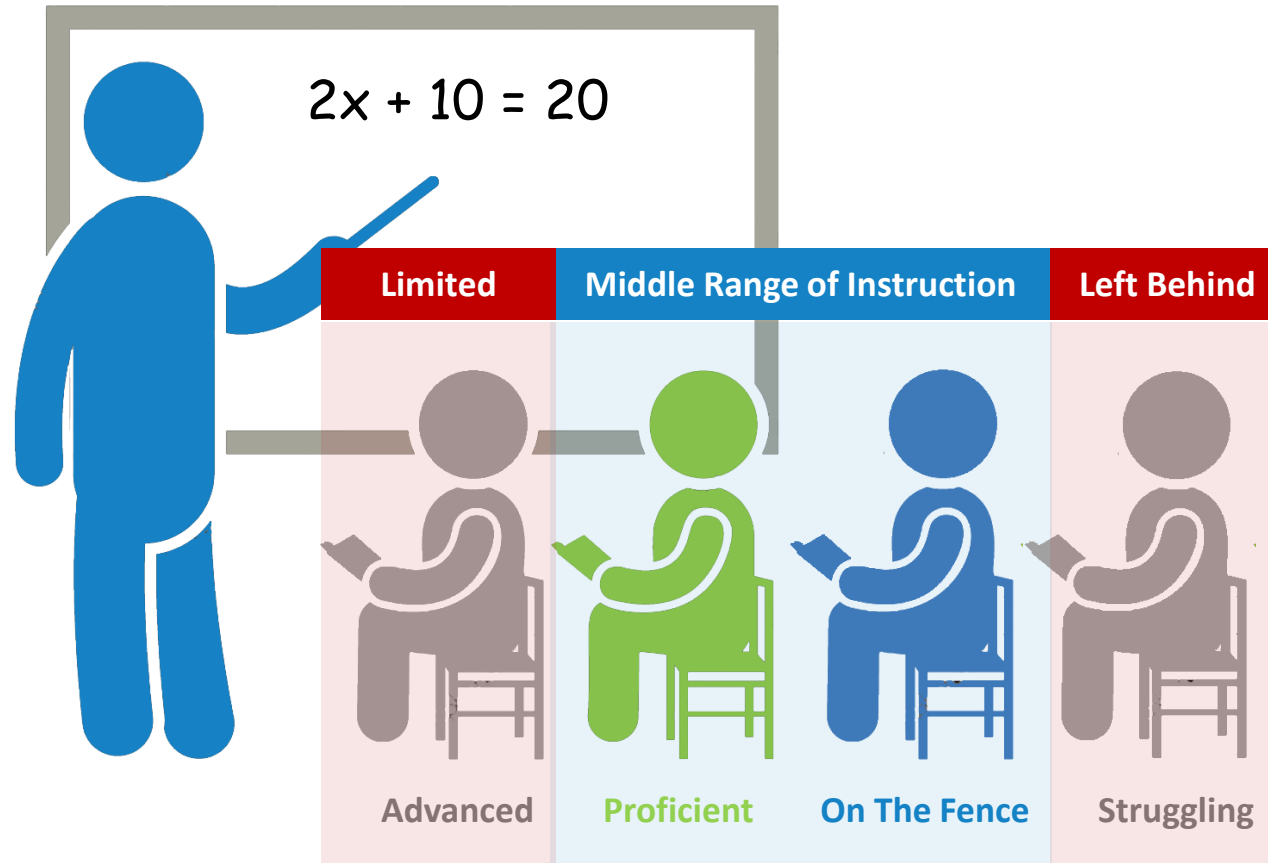
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If systems aren't designed to support differentiation, the result is teaching towards the middle and low math achievement



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
- **Tier 2:** Curriculum must embed re-teach recommendations for students missing individual concepts
- **Independent Study:** Advanced students need access to self-study materials to push further

Master Schedule:

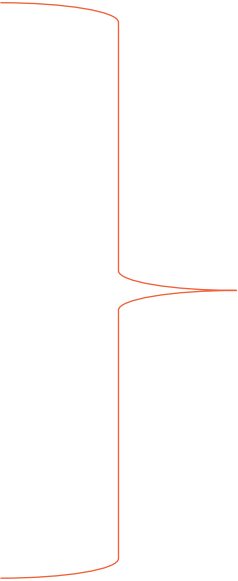
- Schedules must have time blocked both for Tier 1 instruction and for Tier 2 re-teach and independent study

Training & Coaching:

- Teachers must be trained on Tier 1 curriculum, Tier 2 re-teach materials, and the use of diagnostics

Staffing Pattern:

- Some staff could be designated for Tier 1 and other for Tier 2 to strategically maximize professional growth opportunities and eliminate the need for substitutes



Blended Learning can help with all four of these systems

Blended Learning: a curriculum enabler to reach all students



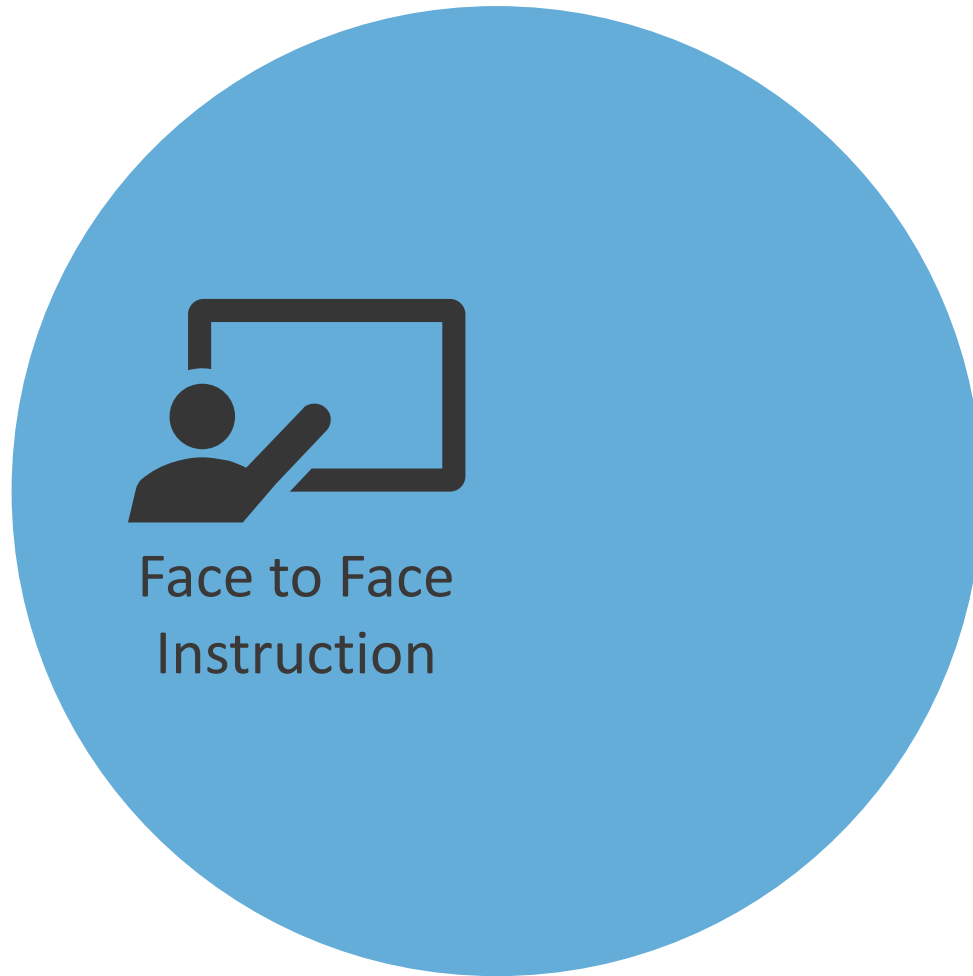
What online instruction can bring to face to face teacher instruction:

- ✓ 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



Online
Instruction

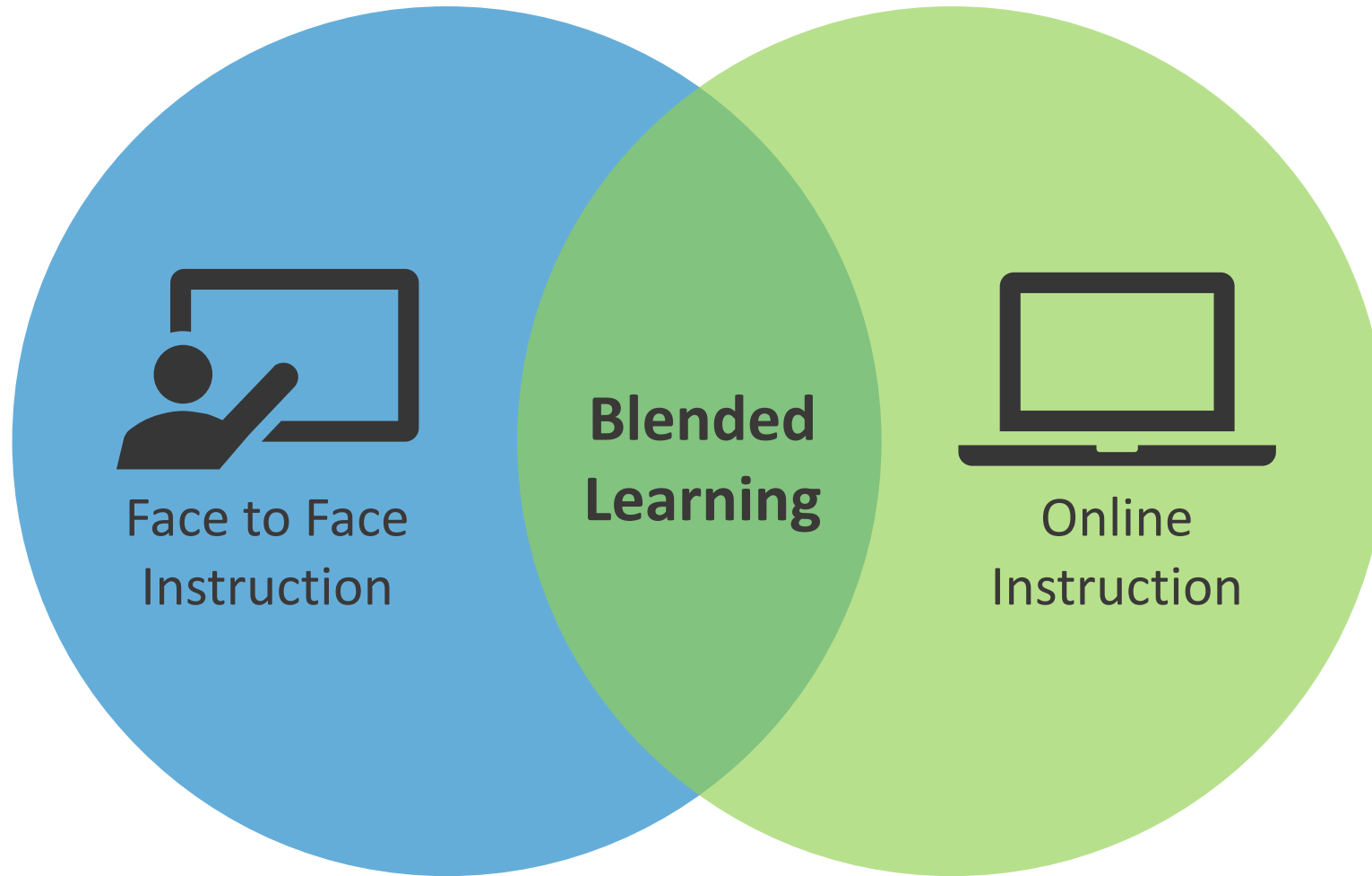
Blended Learning: a curriculum enabler to reach all students



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

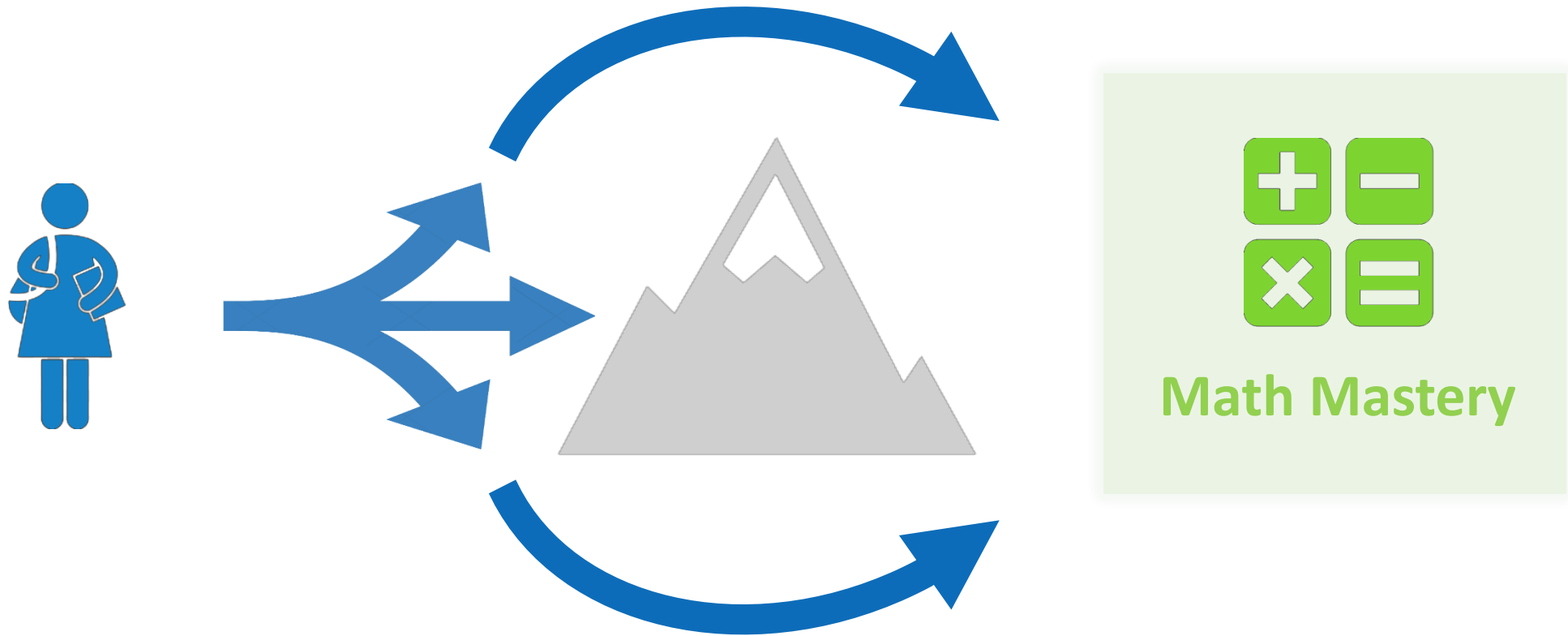
- ✓ Human flexibility with critical instructional decisions
- ✓ Love from a real teacher
- ✓ Face-to-face encouragement
- ✓ Emotional support and direction

Blended Learning: a curriculum enabler to reach all students



Software creates and customizes student plans

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



Assessments diagnose mastery and set up tier 2 differentiation

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
Class total		62%		67%	71%	70%	69%	55%	60%	57%	59%	60%	61%	60%	50%
<input type="checkbox"/> Hernandez, Kaylee		43%	0	35%	100%	50%	25%	67%	33%	50%	0%	50%	33%	60%	47%
<input type="checkbox"/> Keys, Amanda		53%	1	73%	33%	0%	37%	80%	67%	0%	100%	-	36%	-	55%
<input type="checkbox"/> Cannon, Kimberly	M	47%	0	31%	67%	70%	64%	47%	58%	47%	50%	67%	42%	25%	37%
<input type="checkbox"/> Cobb, Taylor	IX	58%	0	76%	67%	67%	69%	44%	43%	44%	57%	50%	46%	50%	55%
<input type="checkbox"/> Chapman, Billy		63%	0	73%	44%	33%	71%	40%	71%	55%	42%	60%	48%	29%	36%
<input type="checkbox"/> Kabboord, Hunter		76%	0	83%	100%	50%	63%	80%	80%	75%	100%	100%	50%	-	100%
<input type="checkbox"/> Johnson, Devan	IX	61%	0	64%	75%	40%	67%	100%	86%	63%	100%	100%	59%	0%	50%
<input type="checkbox"/> Segura, Joseph		83%	0	75%	100%	100%	100%	-	-	-	-	-	63%	50%	88%
<input type="checkbox"/> Girouard, Addy		56%	0	64%	50%	80%	67%	60%	50%	60%	0%	50%	64%	43%	52%
<input type="checkbox"/> Greene, Marty		59%	2	47%	67%	50%	79%	40%	36%	83%	86%	0%	71%	67%	65%
<input type="checkbox"/> Hall, Blaine	IX	64%	0	92%	67%	100%	90%	0%	67%	80%	50%	55%	74%	71%	71%
<input type="checkbox"/> Hyland, Alyssa	IX	68%	0	88%	100%	100%	88%	33%	33%	67%	20%	33%	75%	50%	63%
<input type="checkbox"/> Allen, Tyler		60%	0	44%	79%	77%	38%	100%	0%	33%	50%	50%	75%	100%	59%
<input type="checkbox"/> Ham, Elizabeth		61%	0	100%	100%	100%	92%	100%	29%	0%	100%	50%	75%	100%	52%
<input type="checkbox"/> Beverly Patrick		72%	0	77%	100%	100%	85%	56%	67%	100%	78%	100%	77%	64%	71%
<input type="checkbox"/> Paul, Cameron		80%	0	86%	50%	56%	100%	-	100%	100%	-	-	78%	-	83%
<input type="checkbox"/> Sherfield, Emma		80%	0	100%	100%	100%	100%	100%	100%	-	-	-	82%	100%	55%

Represent equivalent fractions

Assessments diagnose mastery and set up tier 2 differentiation

STAAR Readiness Report

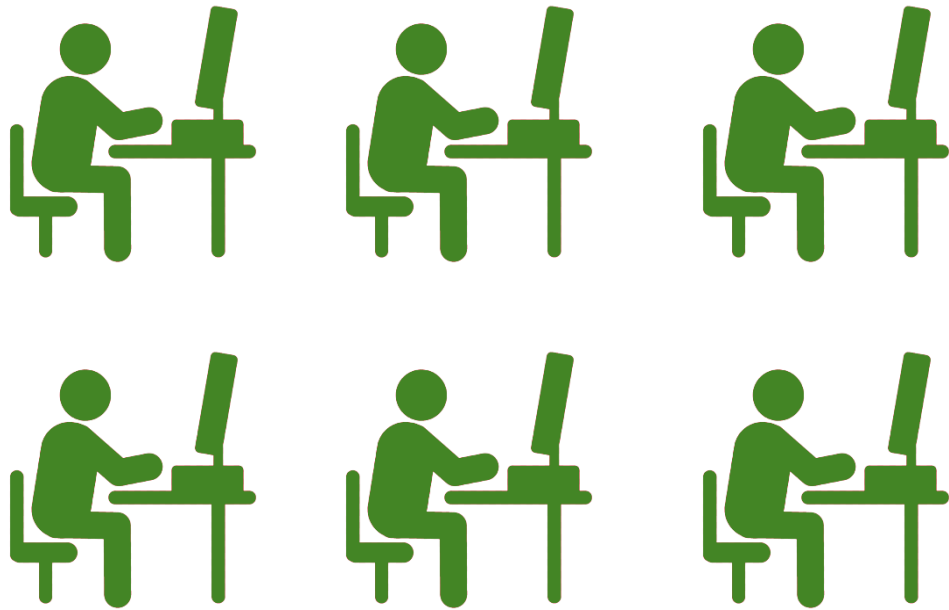
Did Not Meet Approaches Meets Masters Working Assigned Refresh Export

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<input type="checkbox"/> Grouard, Addy		56%	0	64%	60%	60%	67%	6%	6%	6%	6%	6%	64%	43%	62%	60%
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<input type="checkbox"/> Sherfeld, Emma		80%	0	100%	100%	100%	100%	100%	100%	-	-	-	82%	100%	66%	-

65% of class is in need of remediation

Blended learning curriculum helps deliver differentiated tier 2 while also allowing advanced independent study

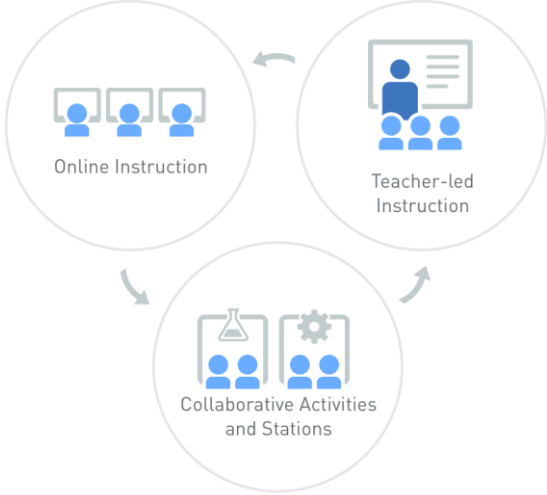
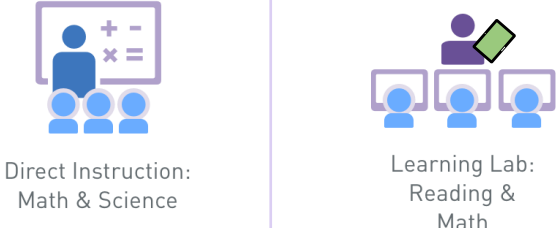
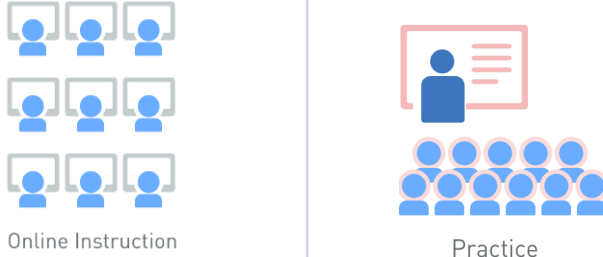
Independent, Individualized Instruction



Small Group Remedial Instruction

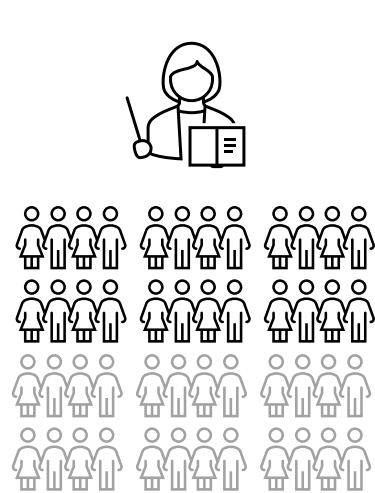


Maximize teacher effectiveness with Blended Learning through different operational models

Model	Rotation Model <i>Ideal for: Elementary</i>	Lab Rotation <i>Ideal for: Middle School, Small/Rural</i>	Student-Driven Flex Model <i>Ideal for: All Grades</i>
Description	 <p>Online Instruction</p> <p>Teacher-led Instruction</p> <p>Collaborative Activities and Stations</p>	 <p>Direct Instruction: Math & Science</p> <p>Learning Lab: Reading & Math</p>	 <p>Online Instruction</p> <p>Practice</p>
Impact on Teacher Effectiveness	<p>Allows small group direct instruction and individualized and adaptive practice</p>	<p>Adaptive independent practice for all students; Teacher oversight w/ dashboard</p>	<p>High-quality initial exposure to content for all, differentiated support for student practice</p>

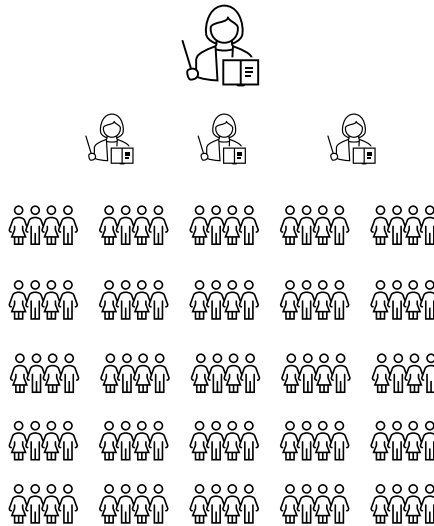
All models allow for a master teacher approach

Blended Learning can also be used to enable large scale operational shifts



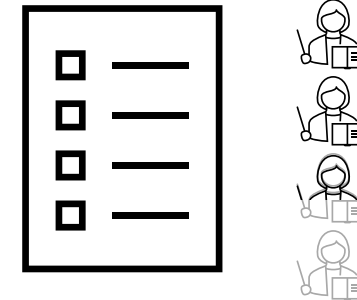
More Students

More students than what's in a typical class receive targeted instruction from online curricula and facilitated by one teacher or one para



Team Teaching Approach

Multiple teachers/staff at different levels of expertise in the same (or multiple) room(s) providing instruction to a larger group of students than a typical classroom



Staffing Optimization

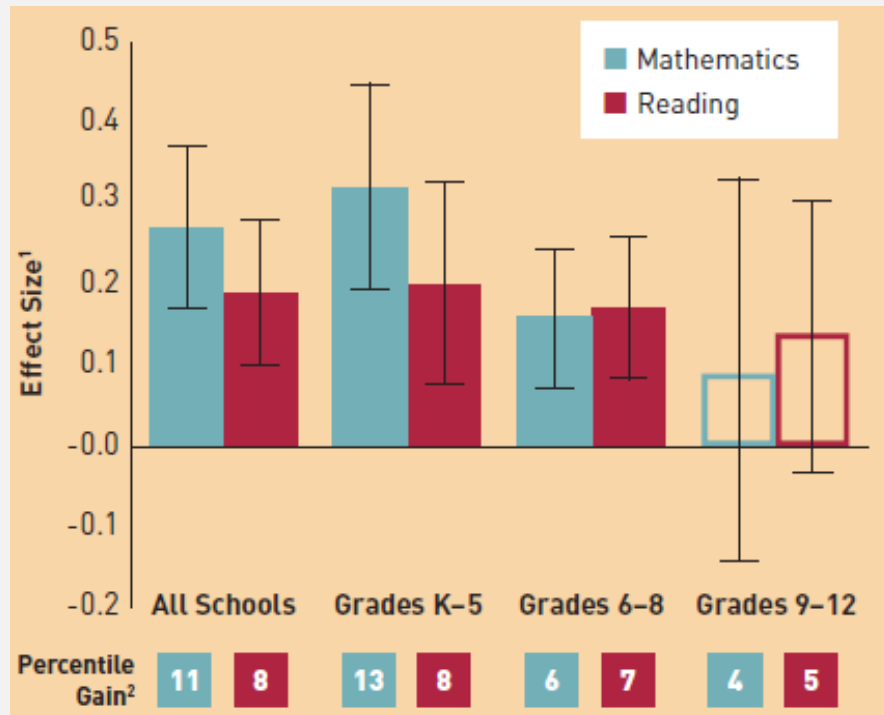
Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time master teachers have impacting students

Instructional quality maintains and improves through increased impact of master teachers and targeted use of high-quality supplemental products/blended learning

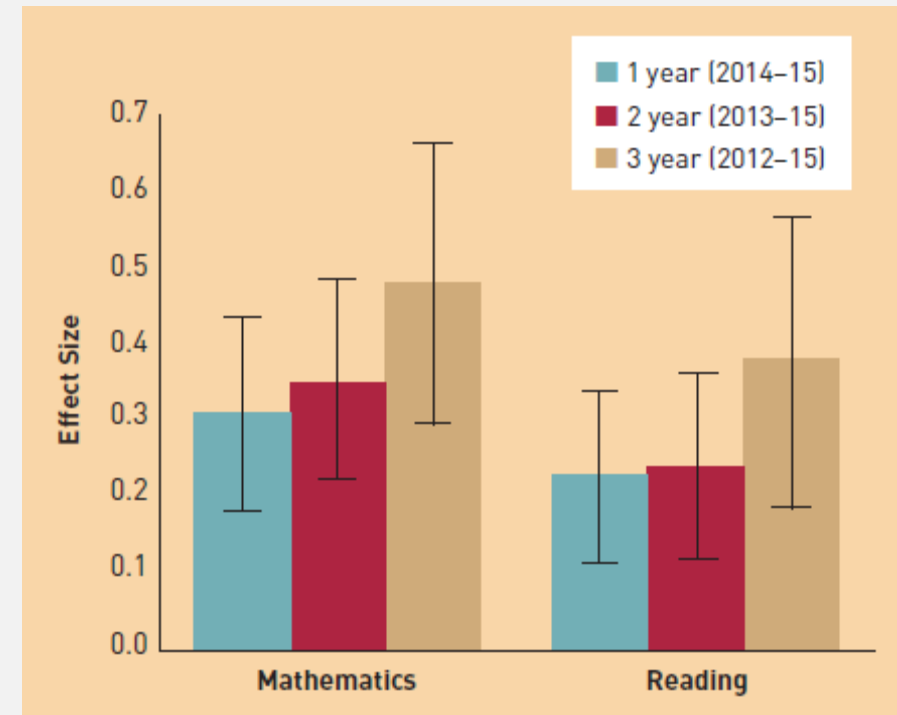
Blended learning supports significant and sustained student gains

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

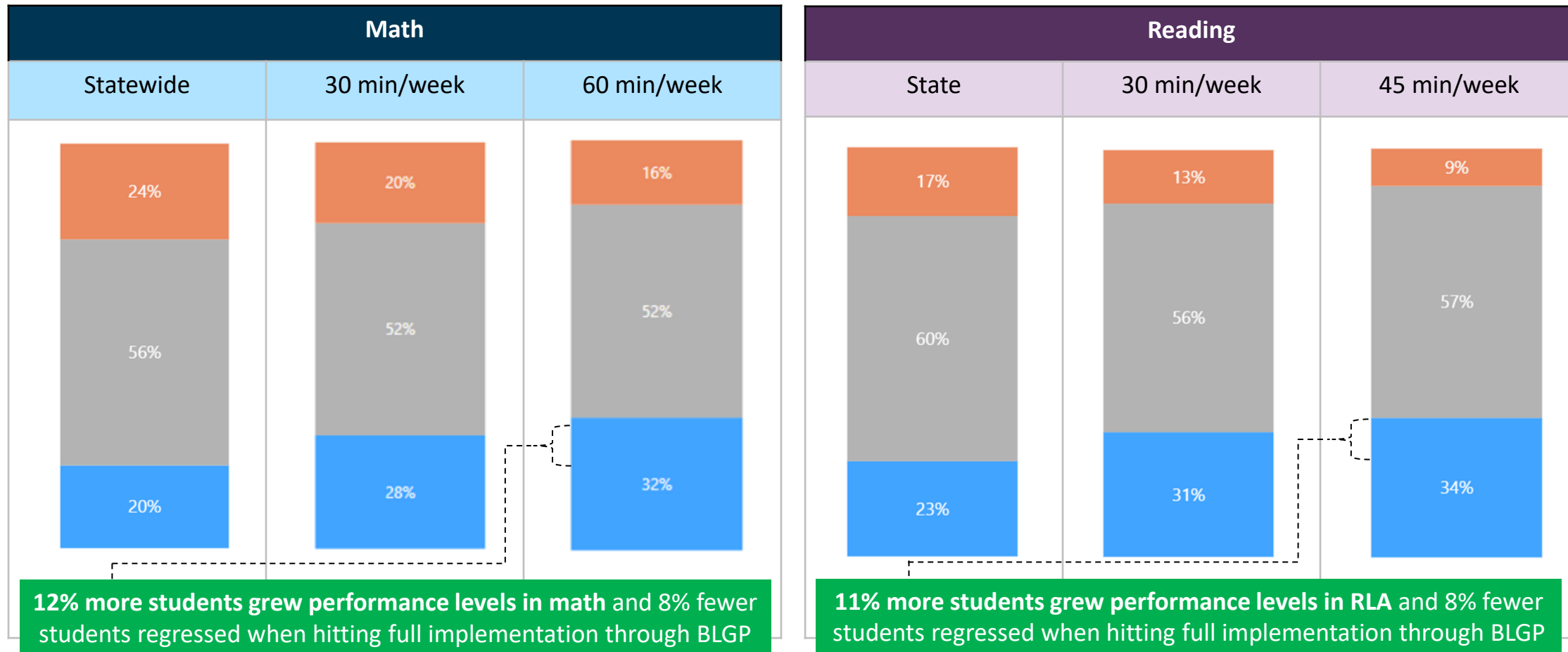


Students made more academic growth the longer they experienced blended learning



Students in the Blended Learning Grant Program that met usage targets saw even greater gains

Change in STAAR Performance Level from 2023 to 2024



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

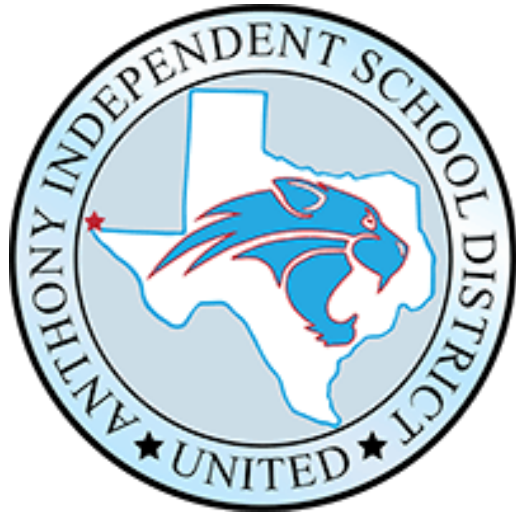


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Blended Learning has a positive effect on student learning despite COVID

Anthony ISD Blended Learning Journey



Dr. Oscar Troncoso
Superintendent



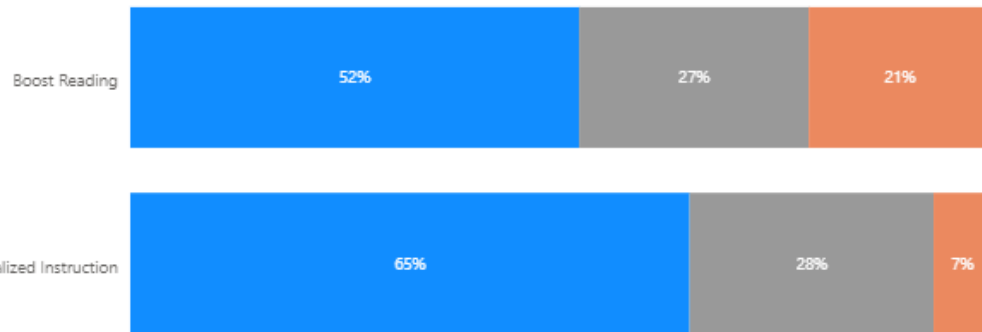
Sandy Honts
Executive Director of
State and Federal
Programs

Related Initiatives

- Blended Learning Grant Program
- Strong Foundations
- Teacher Incentive Allotment
- RBIS utilization
- DDI through PLCs

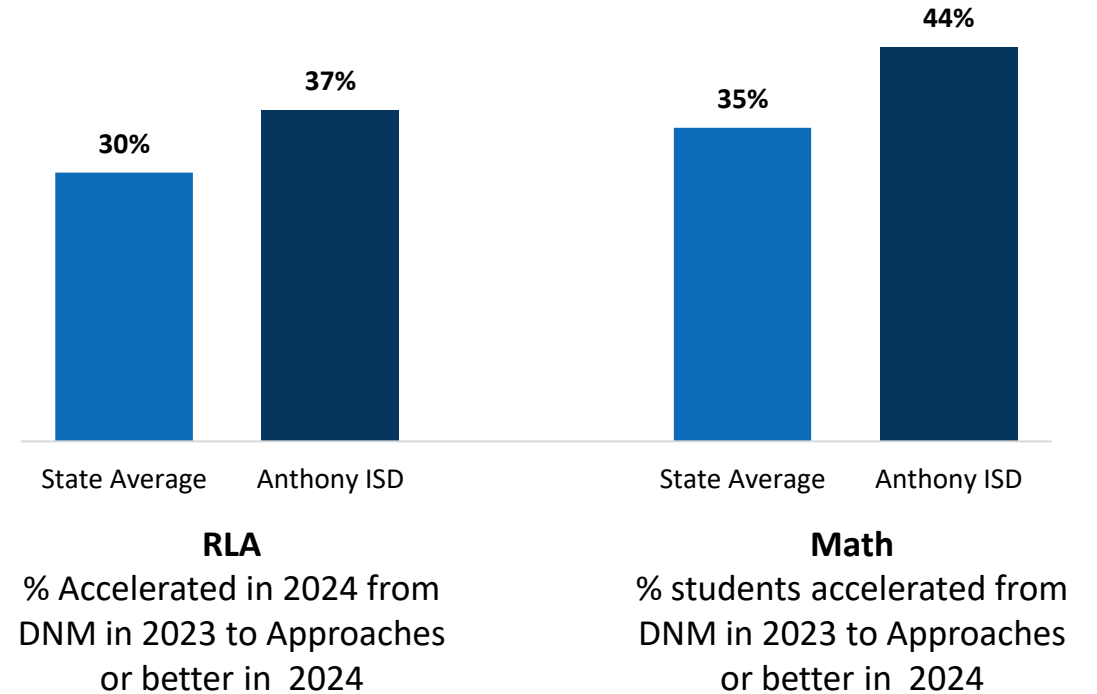
Anthony ISD Outcomes

High-fidelity Product Usage



- Percent of Blended Learning students meeting product fidelity
- Percent of Blended Learning students meeting 80-99% fidelity
- Percent of Blended Learning students meeting <80% fidelity

Higher District-Wide Rates of Acceleration



LASO application window opens on October 14, 2024 and closes on December 13, 2024 at 5:00 CT



Application Window

October 14- December 13



General Webinars

October 1, 3

Program Webinars

October 17- 25



Next Steps

Visit the LASO 3 website to familiarize with included grant offerings.

Communicate and share the information with LEA internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.



Resources Available

- [Best Fit Guidance](#) provides criteria to help determine if a grant fits LEAs needs
- [Grant One Pagers](#) provide preliminary grant eligibility and key commitments

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO