Texas

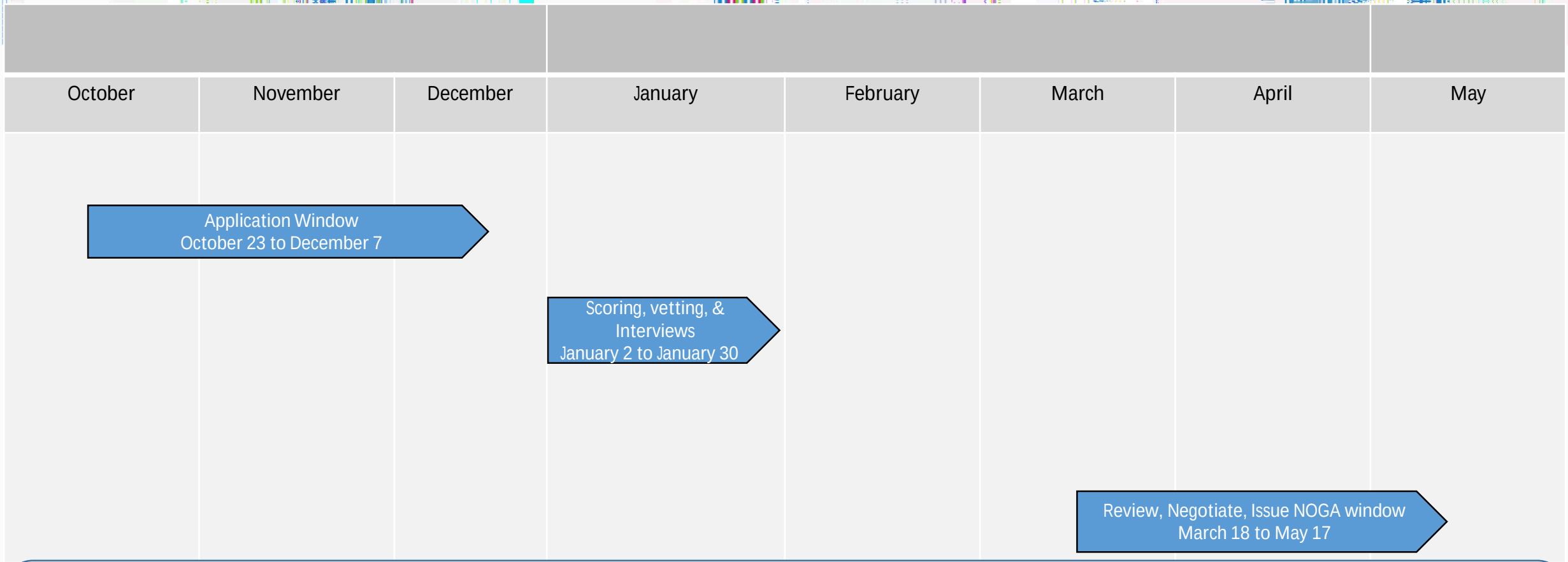
Learning Acceleration Support Opportunities | Fall 2023

Strategic Planning

to prioritize, launch, and continuously improve learning acceleration strategies

Innovative School Models

Innovative school models to incorporate all aspects of the learning acceleration framework



‡ | opens on October 23rd and closes on December 7th at 5:00 P.M. LEAs have 45 days to complete the consolidated application.

‡ | Runs from January 2nd to January 30th . This window T0iC8lo T0i3wto e 1513 (ap)-5 (p)-4 (lic)13 (a)9 (t)-4 (ion)-7sry and acd t to s vn dede, to fre2

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‡Based on LEA feedback, our application window has moved earlier to avoid semester testing & holiday breaks.

‡A to LEA superintendents on October 23rd.

‡If the LEA is unable to receive the application link in the superintendent email, LEAs can complete a _____ to acquire a new link.

‡A of the application was posted on the LASO website on October 23rd. However, formal submission of the application must be through Qualtrics. The survey

- TEA is still contracting w/ vendors and during this webinar
- TEA intends to contract with who will cover PK-12 math
- We will via any upcoming webinars, office hours, and emails to anybody registered for this webinar
- TEA will provide detailed infot0e detaID 17 rgc reW*..8 (t)9. (t)9. (t)9.((t)9.uthe4 (t)LAS Q/F

- fLASO Opens | October 23rd
- fMath Supplemental Curriculum Webinar 1 | November 2nd
- fMath Supplemental Curriculum Webinar 2 | November 3rd
- fOffice Hours Opportunity 1 | November 9th
- fOffice Hours Opportunity 2 | November 16th
- fLASO Closes | December 7th
- fMSC Vendor Fair | Early Spring 2024
- fLASO Award Notification | February 8th
- fMSC Awardee Product Selection Survey | Mid-February 2024

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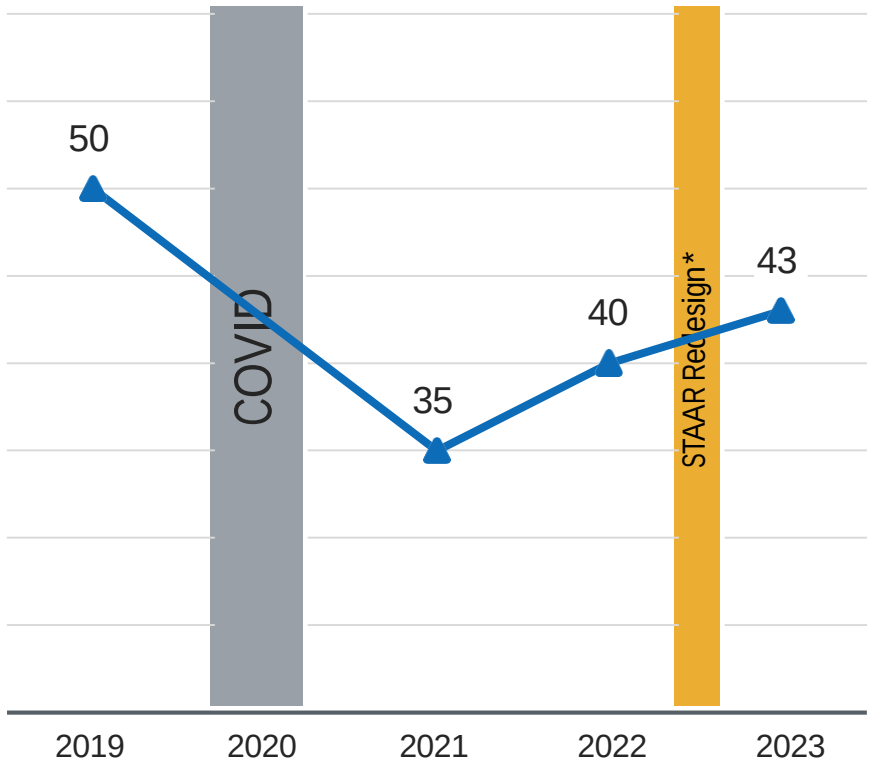
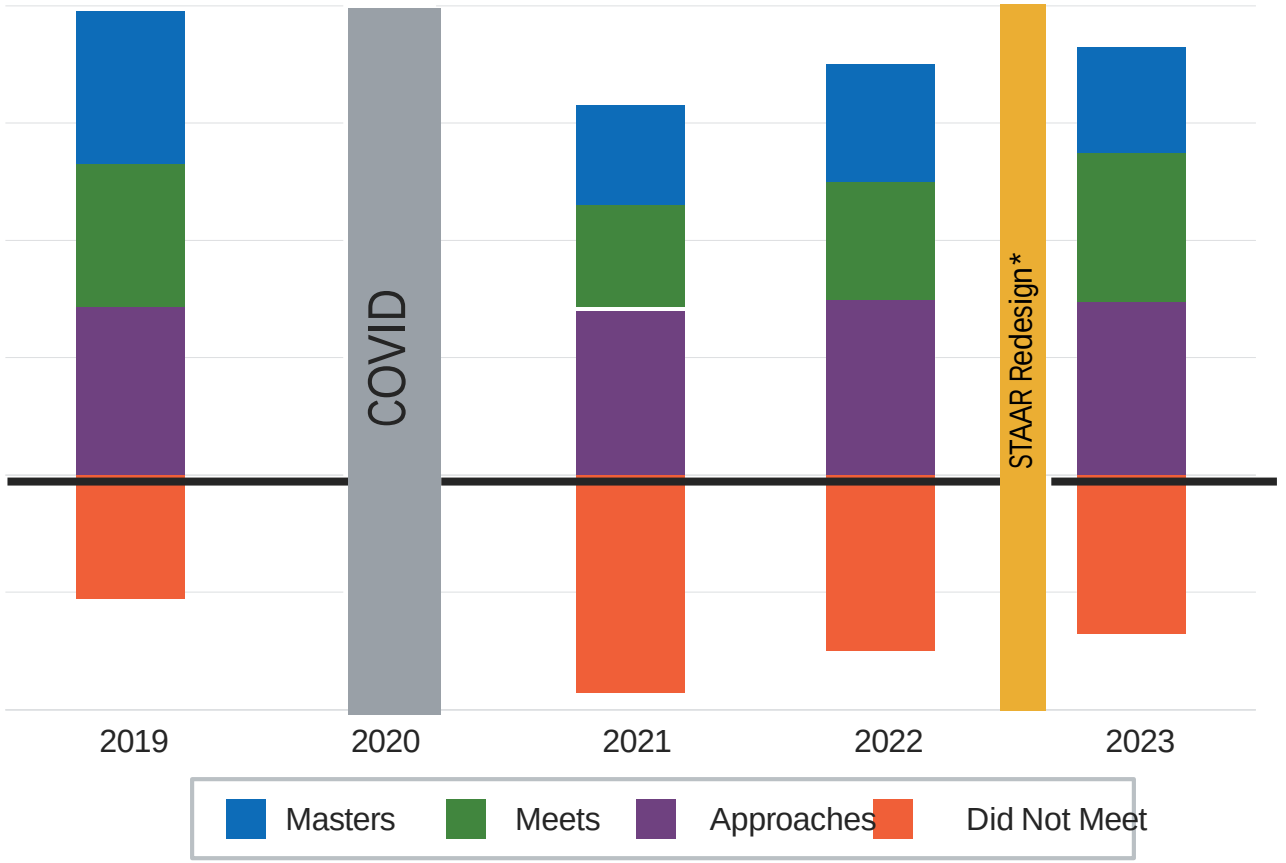
(Grades 3-8 & Algebra I)



(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.

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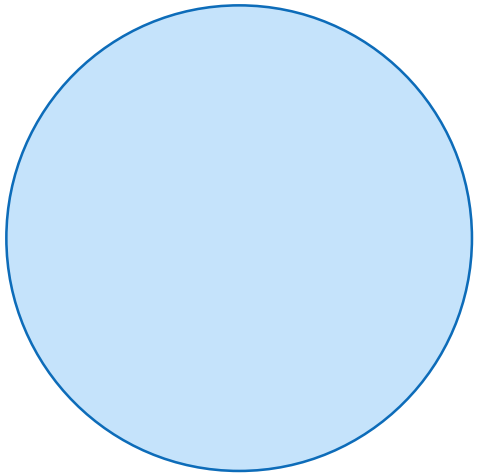
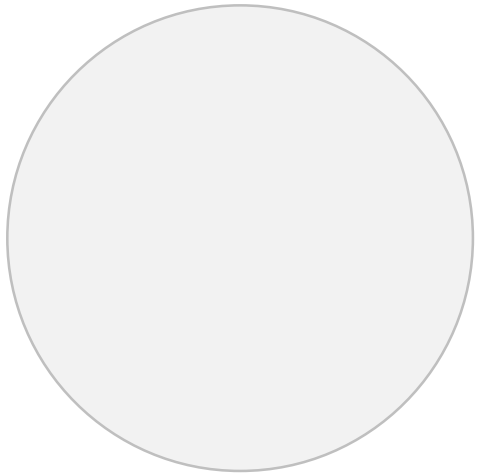
Recommended Use Cases for Math Supplemental Licenses





Texas

A national study examined student classroom work to see if it was on grade-level.[1]

only

of lessons were at grade level (or higher)

TEA reproduced the study methodology with K-5 reading teachers in 26 Texas school systems.

only

of lessons were at grade level (or higher)

. Students get As and Bs in class, but because

1. The Opportunity Myth, The New Teacher Project, 2018; 2. Texas-based diagnostic of instructional materials use, The New Teacher Project, 2022

88th Regular Session Update

- Establishes an expanded process for the JBE to review

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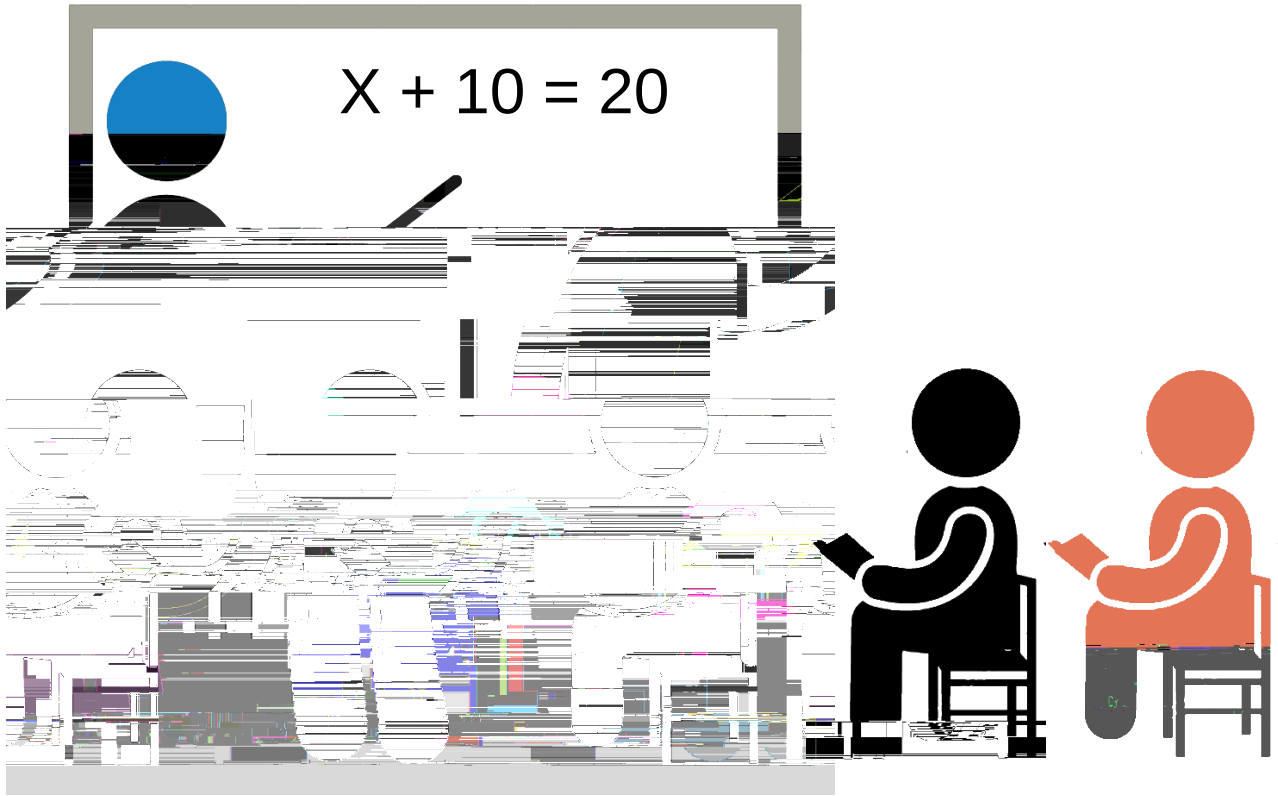
HB1605: High-Quality Curriculum

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



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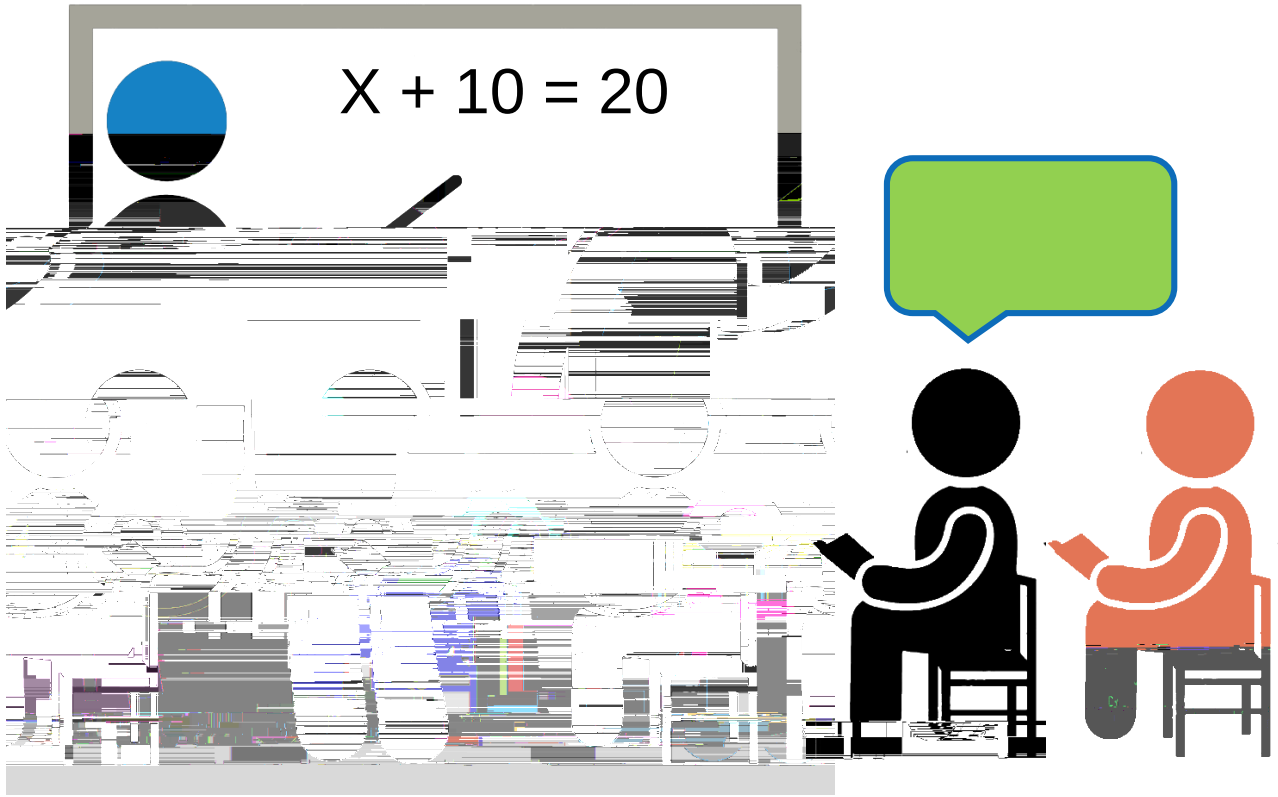

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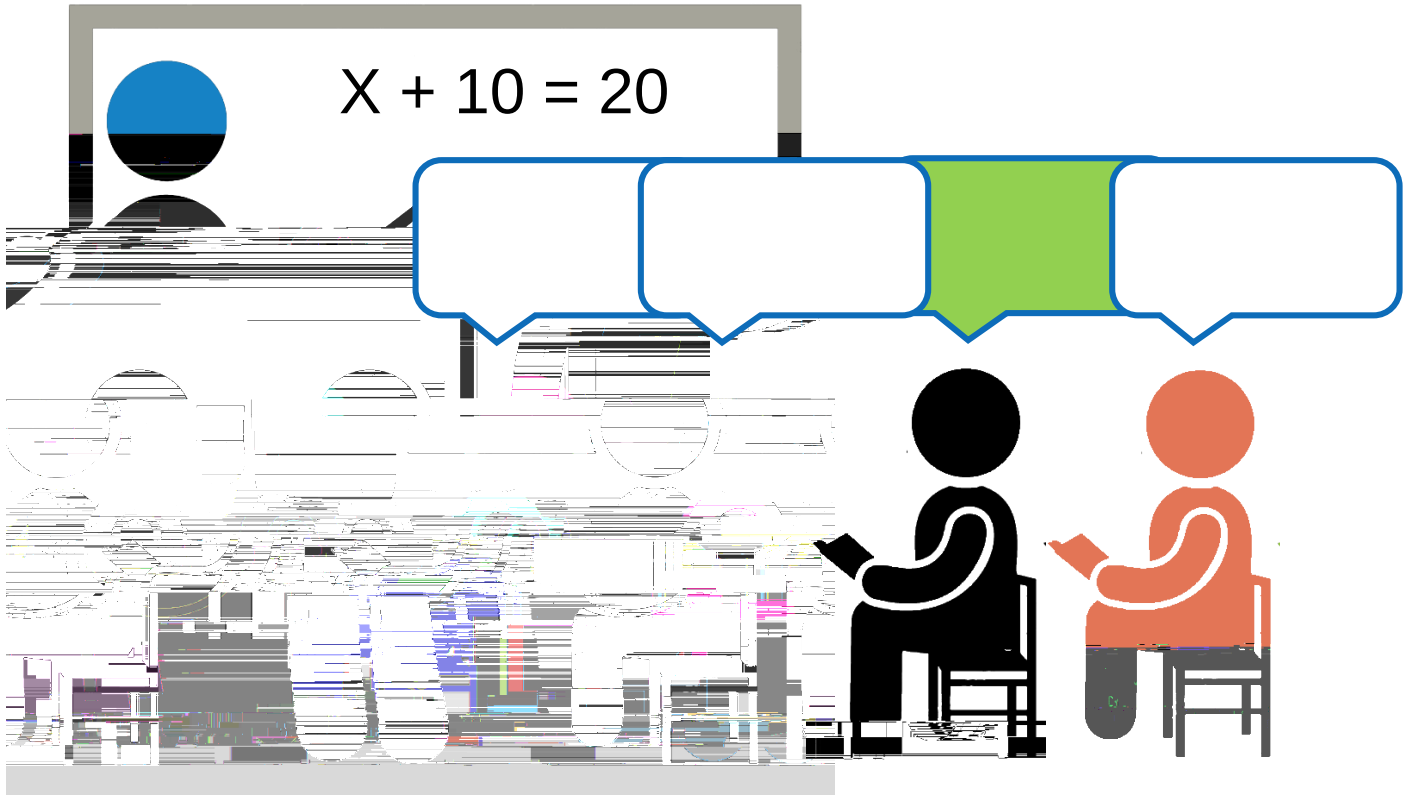
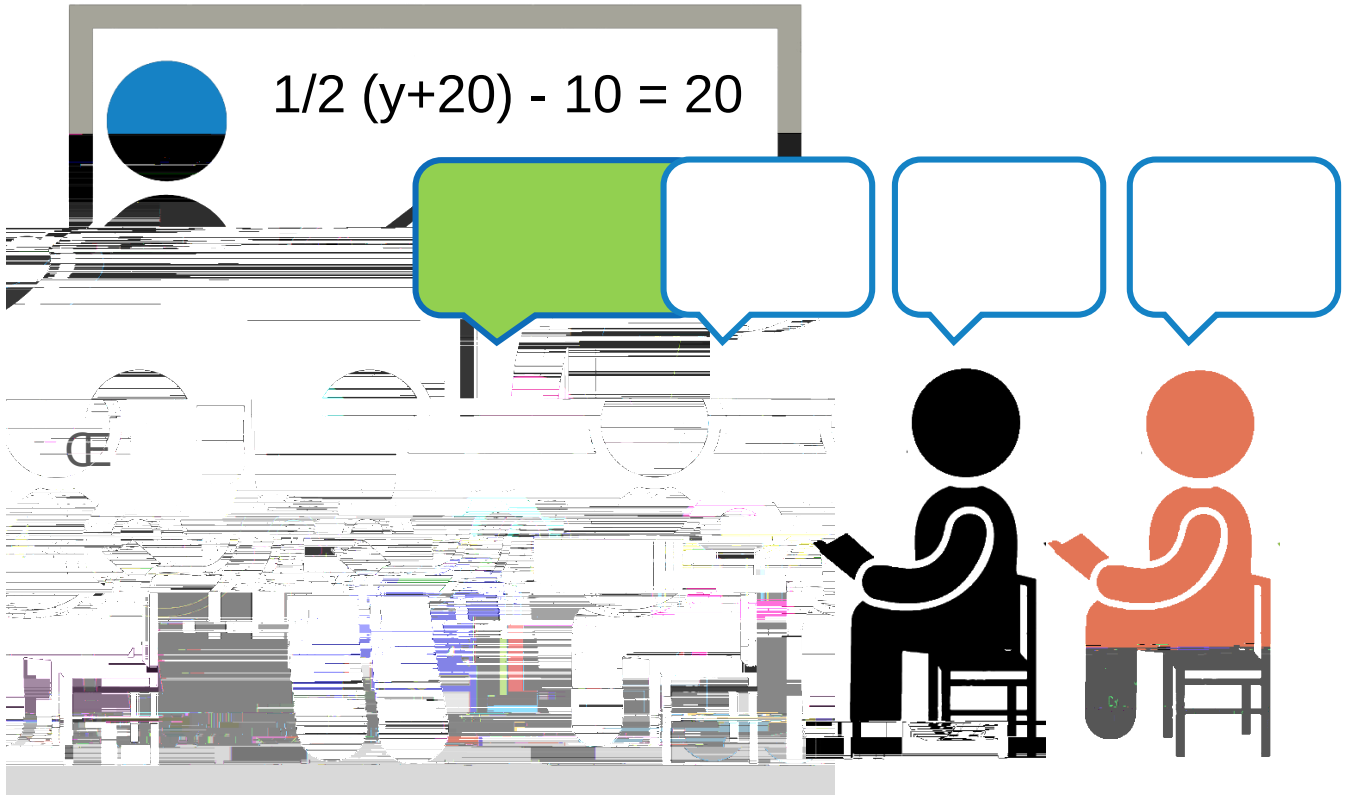


In math, if students are missing a building block, they v [š u } À } v š } Z Œ Œ problems. Diagnosing this situation is incredibly challenging for teachers.



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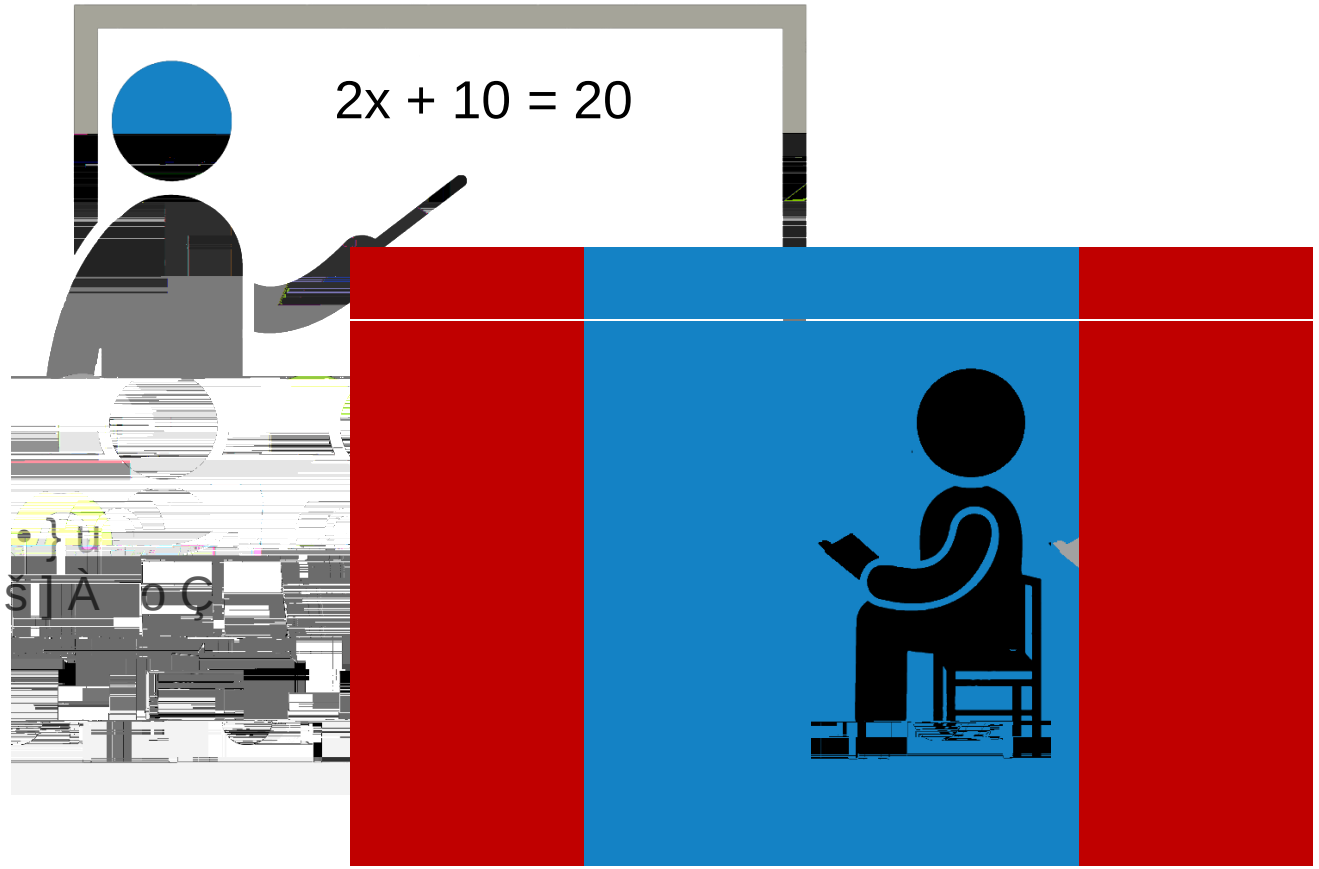
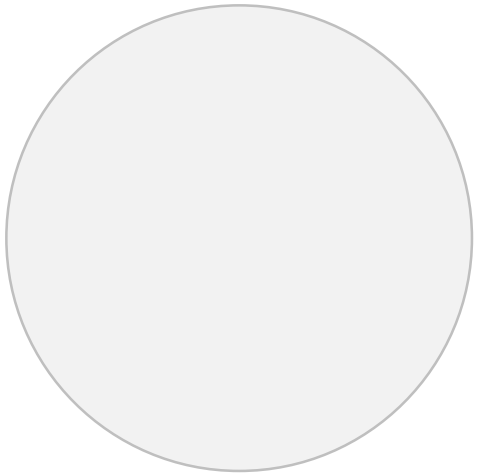
Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging for all teachers, v] ( ] š] • v [š } v U • } u • š µ v š • Œ v [š ((š] À o Ç challenged.

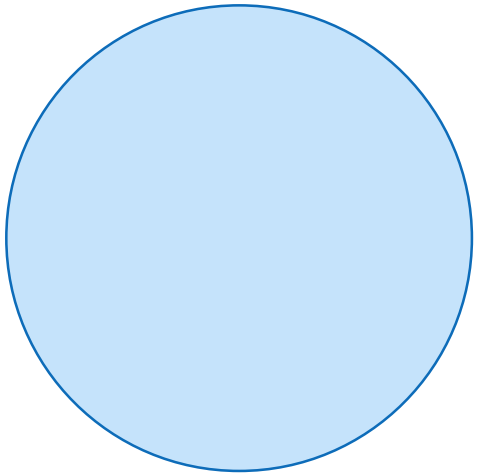


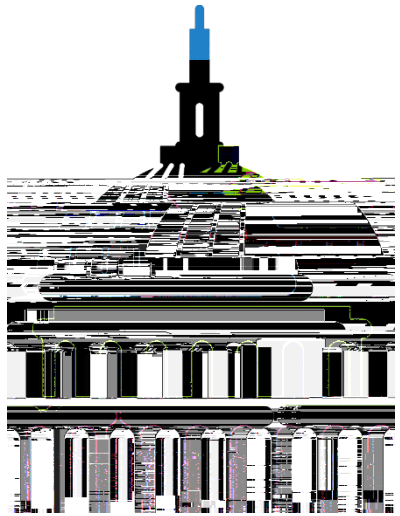
What face to face instruction offers but online-only lacks:

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

Recommended Use Cases for Math Supplemental Licenses







ƒ Assigned a for the subsequent school year in the applicable subject area;

OR

x Provided targeted instruction in the TEKS for the applicable grade levels and subject area with
  - x depending on student performance and is provided in the summer or at least once per week in the school year;
  - x , prioritizing math and RLA;
  - x Provided in a group of , unless the parent or guardian of each student in the group authorizes a larger group;
  - x Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes designed for supplemental instruction;

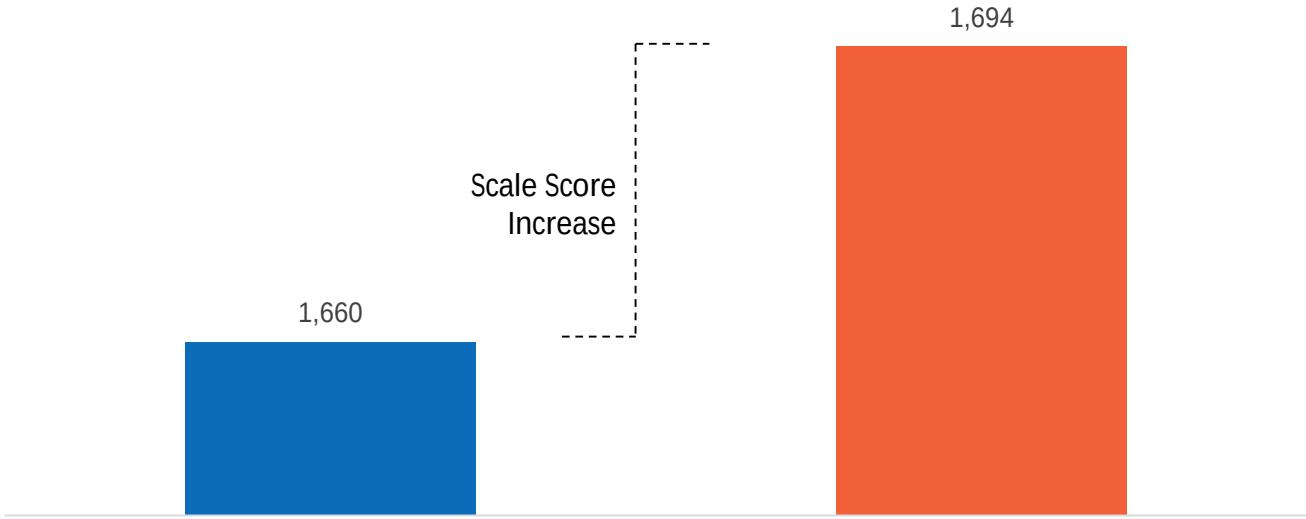
Texas

To provide licenses to LEAs for
for learning acceleration settings such as tutoring or blended learning. To participate in this program, LEAs must agree to a set of requirements in t like product-specific training, submission of a master schedule, and evidence of administrator buy in t and in t like providing student access to the curriculum within a given time frame and high-fidelity usage of the product during implementation.

- Launch: Spring/Summer 2024
- Implementation Year 1: 2024-2025 School Year
- Implementation Year 2: 2025-2026 School Year, through February 2026
  - Note: Funding for this project expires February 2026

All LEAs are eligible to apply for this grant program. ESCs are not eligible to apply. This program is authorized through ESSER III.

- TEA Supported Supplemental Curricula



*Specific provider information has been removed due to TEA guidelines

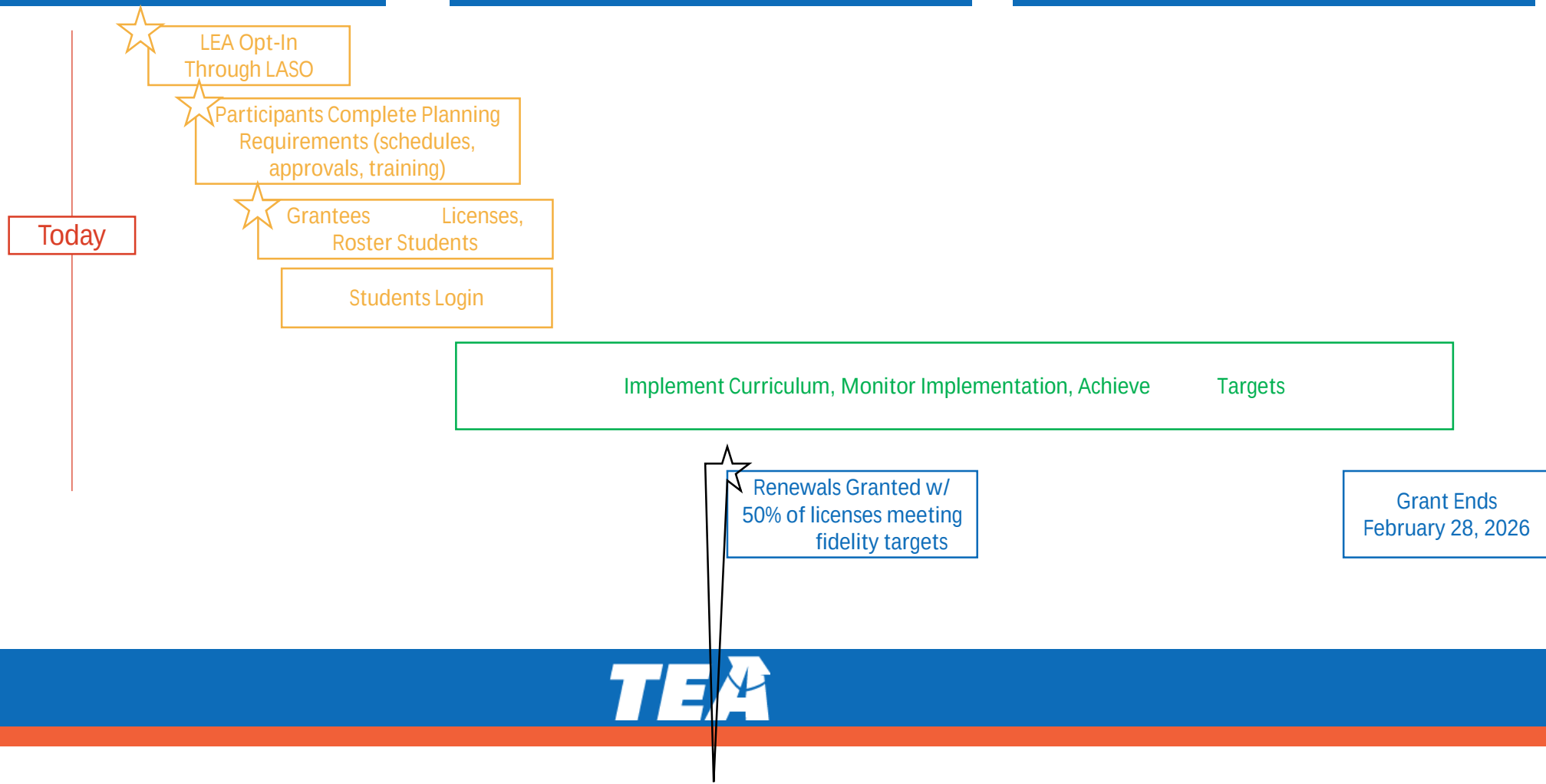
- ‡ Submit Supt, Campus Admin, IT approval
- ‡ Submit schedules with enough time to use selected product
- ‡ Participate in vendor-led training
- ‡ Request licenses

- ‡ Roster Students
- ‡ Support Student Logins
- ‡ Support Initial Implementation

- ‡ Refine implementation, continue training
- ‡ Meet product-specific usage targets aligned to STAAR impact evidence

Student Outcomes

Because planning, training, access, and high- fidelity usage are necessary to see an impact on student achievement, TEA will monitor these as assurances throughout this grant program.


LEA Opt-In Through LASO
Participants Complete Planning Requirements (schedules, approvals, training)
Grantees Licenses, Roster Students
Today
Students Login
Implement Curriculum, Monitor Implementation, Achieve Targets
Renewals Granted w/ 50% of licenses meeting fidelity targets
Grant Ends February 28, 2026

- Step 1: LEAs will be grouped into one of three buckets by LEA size: small (1-4,999), medium (5,000-29,999), large (30,000+)*.
- Step 2: LEAs will then be split into two tiers.
  - Tier 1 is LEAs who have participated in the following connected curriculum focused initiatives: Texas Covid Learning Acceleration Supports (TCLAS): decision 6- Tutoring, decision 11- After School, decision 2A, 2B, TEA product academies, LASO 1.0 CRIMSI/LI/ESC SFI, LASO 2.0 CRIMSI/LI/ESC SFI, Math Innovation Zones (MIZ), and

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  - TEA will prioritize year licenses for the 2025-

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An LEA can request any number of licenses which they are going to access and hit usage targets. Please be advised that there is an award cap of 5,000 licenses for each LEA in each round of award.

2 When will the provider information be made available?

We are working to finalize all providers of licenses and will update that information on the LASO website when available. Final notification of all providers available will be made by the award notification date February 8, 2024. Additional information sessions are planned so that grantees can better understand what all the vendors have to offer.

1. What if we } v [like the products that TEA selects? Can we opt out?

Products available will be published prior to award notices February 8, 2024. If an LEA does not like any of the products, they can decline the award for MSC licenses with the program prior to the applicant designation certification window closing Monday, March 18th, 2024.

2. What if I want to reduce or increase the number of licenses
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After award notifications have been sent, license requests will be considered and approved on a case-by-case basis at the discretion of the program staff. If you make a mistake on the application, you may resubmit your application to update your information prior to the application deadline of December 7, 2023, @ 5:00 pm CST or email laso@tea.texas.gov for further assistance

‡ Award prioritization will begin by sorting districts by size, prior TEA program participation, then prioritized by economically disadvantaged percentage.

‡ All LEAs are eligible to apply (to be eligible, a completed application must be submitted before the deadline). ESCs are not eligible.

‡ This may cause a reduction in licenses for the duration of the grant.

‡ This will decrease the grantee's priority in renewal for year 2 and may reduce overall licenses that are provided.

‡ An LEA can request any number of licenses which they are going to access and hit usage targets. Please be advised that there is an award cap of 5,000 licenses for each LEA in each round of award.

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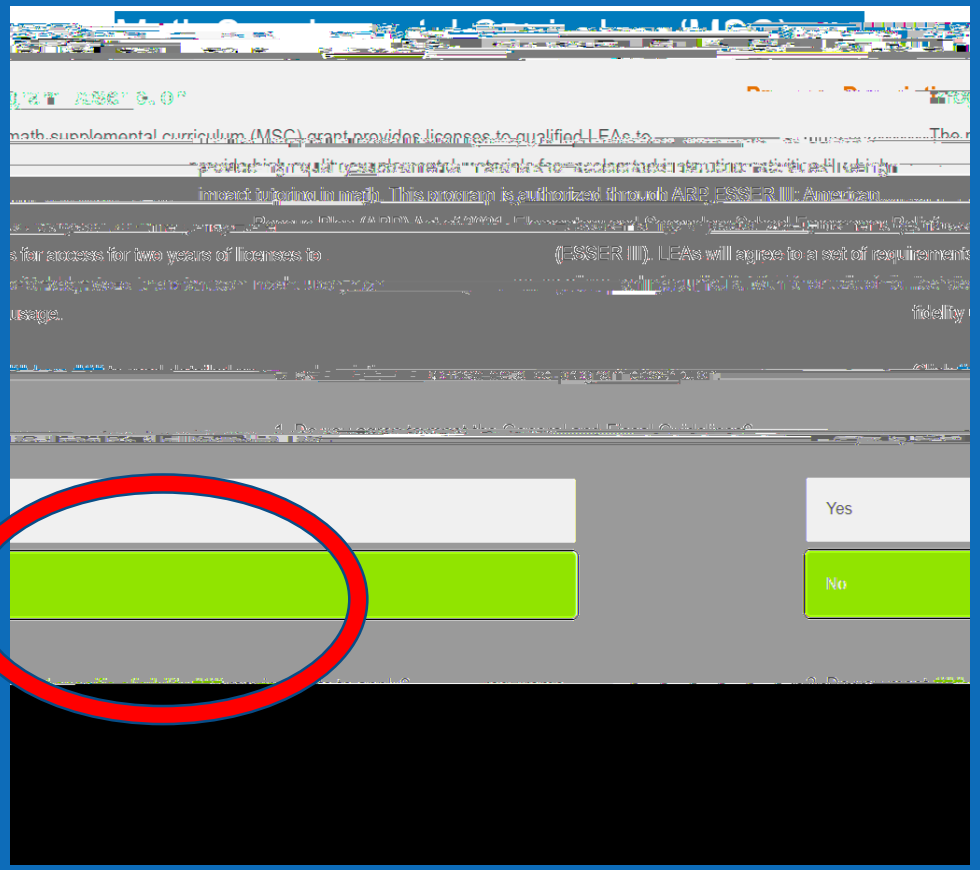
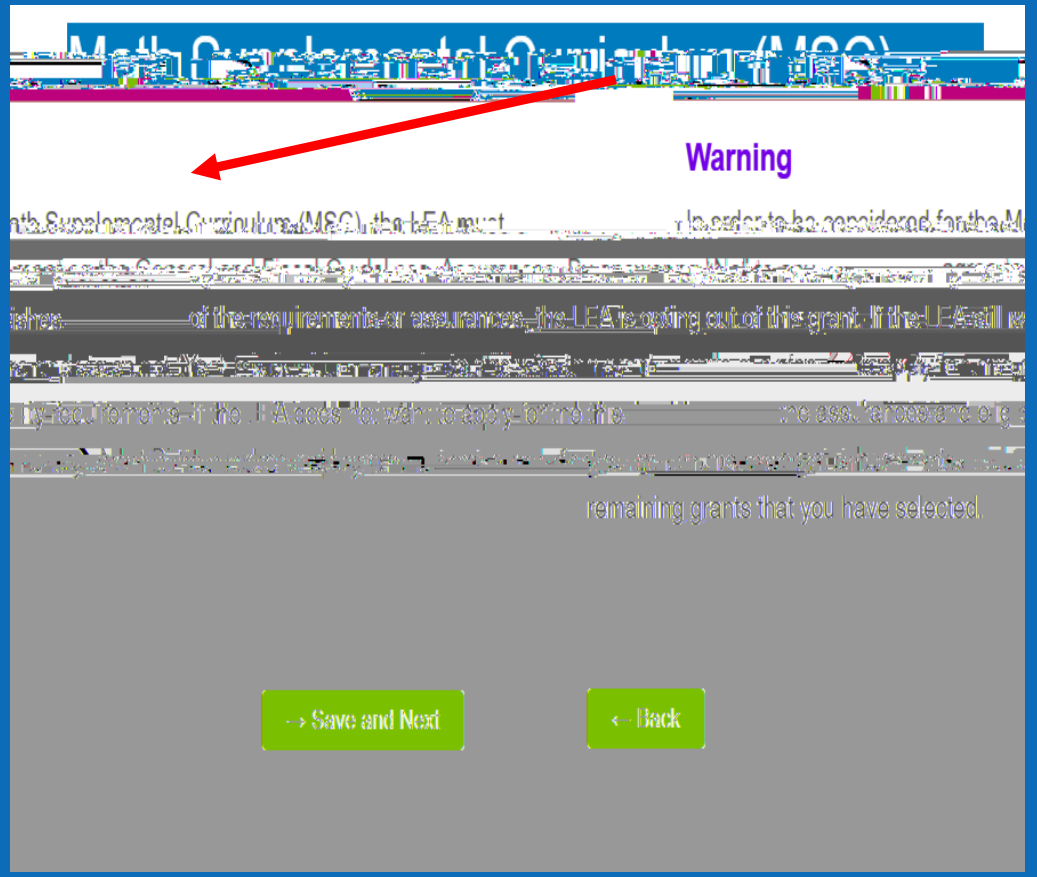
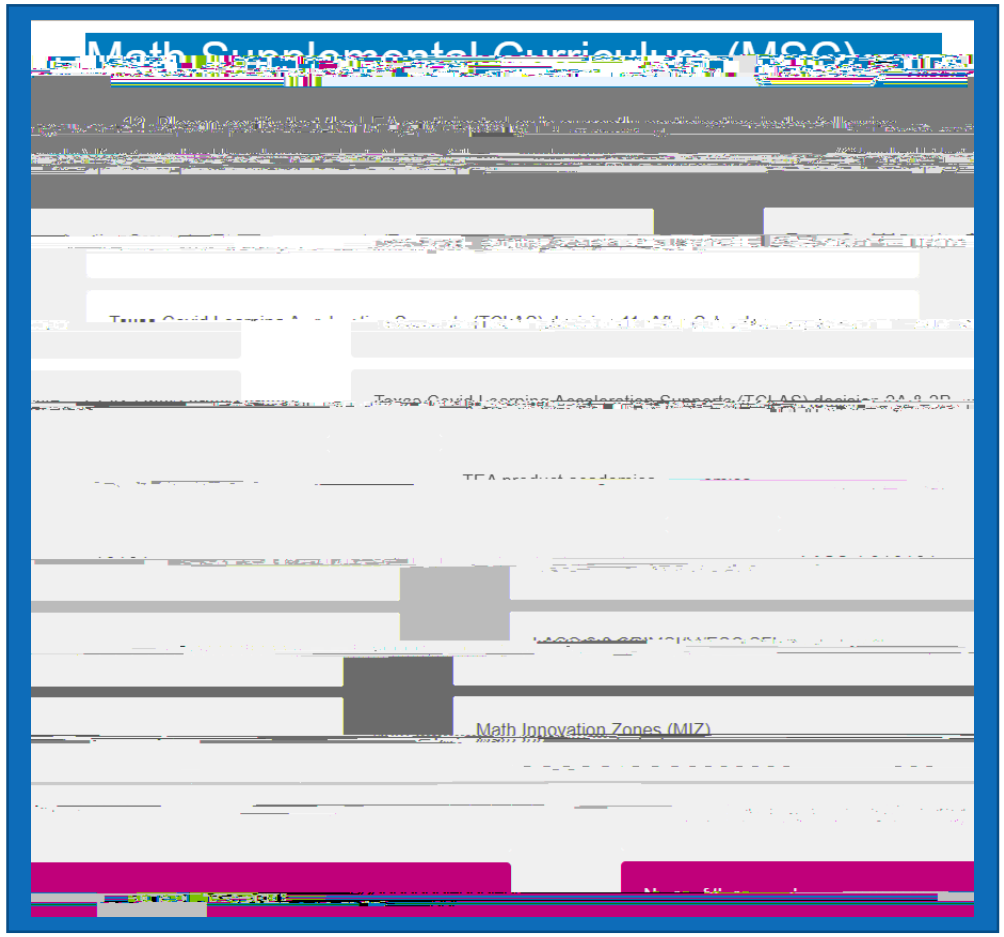
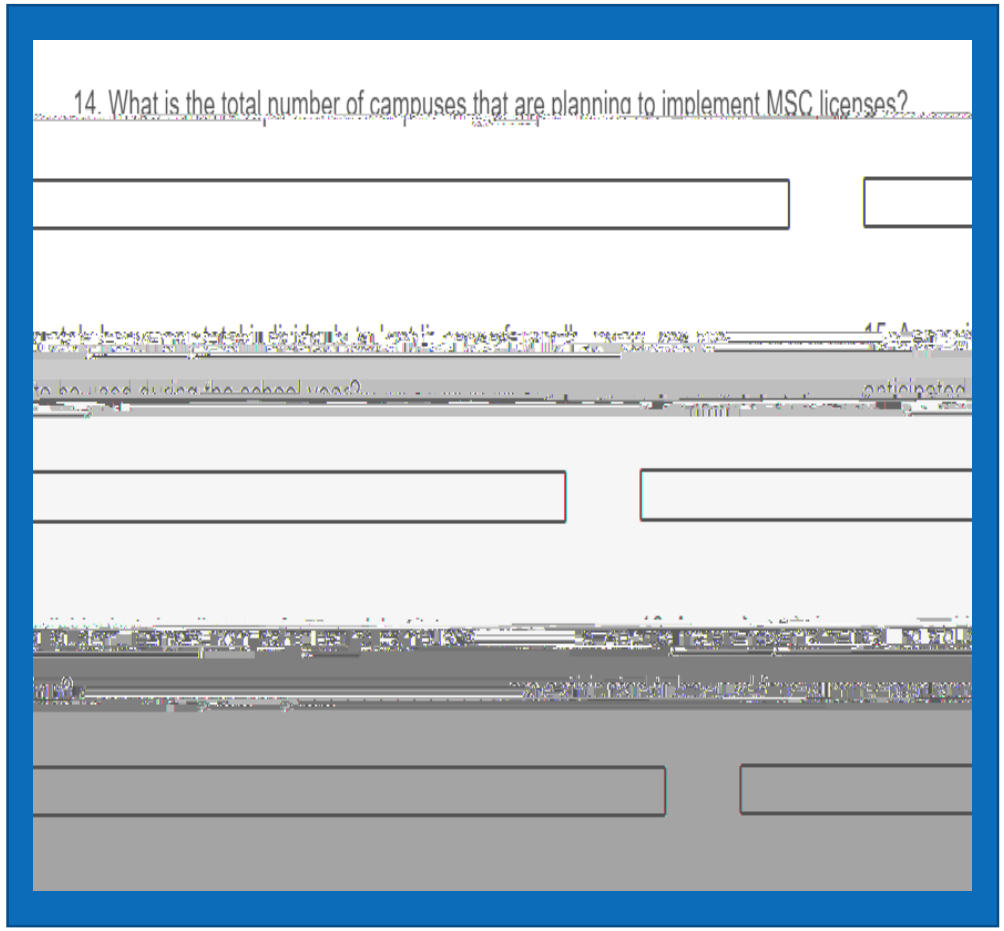

Yes
No


Warning
remaining grants that you have selected.
→ Save and Next
← Back



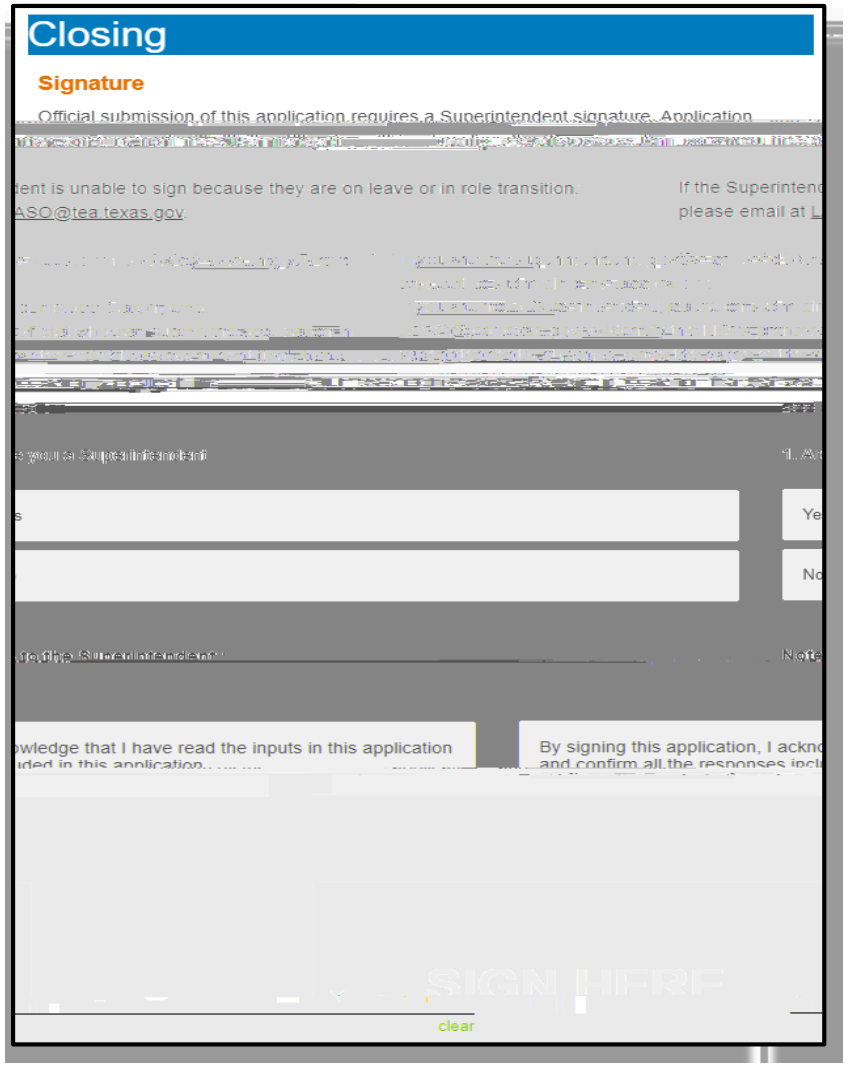
We ask that you give us prior program participation information.



We ask that you give us the total number of campuses that will use the licenses and total student licenses. If awarded, you will receive a detailed survey where provider(s) will be selected, and student numbers will be indicated for each campus. Any deviation from the total numbers submitted in the application will be based on program discretion and availability of provider licenses.

Official submission of this application requires superintendent signature.

In rare case that the Superintendent is unable to sign, the LEA should email LASO@tea.texas.gov



Closing and Next Steps

- Dr. Colby Self, Director of Texas Tutoring Supports/HB 1416
- accelerated.instruction@tea.texas.gov
- LASO: laso@tea.texas.gov

- Review the LASO webpage
- Prepare your questions for the Office Hours
- Revisit the General FAQ.