

## Math Innovation Zones Request for Letters of Interest for Planning and Execution Grants



### 1. Background

Math Innovation Zones (MIZ) supports school districts and open-enrollment charter schools in the expansion of high-quality blended learning programs in math by defining, supporting, and evaluating a high-fidelity of implementation of blended learning. Blended learning is defined by the Clayton Christensen Institute<sup>1</sup> as:

A formal education program in which a student learns:

- A) at least in part through online learning, with some element of **student control over time, place, path, and/or pace**;
- B) at least in part in a **supervised** brick-and-mortar location away from home;
- C) and the modalities along each student's learning path within a course or subject are connected to provide an **integrated learning experience**.

The use of blended learning programs throughout the country has led to improvements in student academic results, particularly in closing the achievement gap between students. Similar programs have generated positive academic results in Texas, the outcomes of which TEA seeks to scale through MIZ. Further discussion of these results is included on the MIZ website<sup>2</sup>.

Through a state approved online curriculum software and a robust technical assistance network (TAN) composed of experts in blended learning implementation, MIZ supports school districts and open-enrollment charter schools in building and scaling high-quality blended learning programs in math. MIZ seeks to improve academic outcomes in math for students in Pre-Kindergarten (PK) through 8<sup>th</sup> Grade, with a focus on 8<sup>th</sup> grade Algebra I preparedness for students and financial sustainability for school districts.

Math Innovation Zones is authorized by Section 28.020 of the Texas Education Code as established by Senate Bill 1318 and funded by the General Appropriations Act, Article III, Rider 41, 85<sup>th</sup> Texas Legislature.

### 2. Grant Overview

As a result of this Request for Letters of Interest (LOI), the Texas Education Agency (TEA) will award **up to 14 MIZ Planning Grants between \$100,000 and \$175,000 each** to school districts and/or open enrollment charter schools. Funds associated with the MIZ Planning Grants will support districts and schools in a high-fidelity planning of MIZ. Allowable uses of funds associated with this grant are to:

- A. Fund a high quality **MIZ Project Manager (PM)** to be dedicated to the planning and execution of MIZ
- B. Contract and begin work with a **MIZ Design and Implementation (D&I) Vendor** (and other MIZ TAN vendors) in the spring of 2019 (*Use of MIZ D&I vendor required*); *Funds may be used to continue services into the academic year.*
- C. Attend the **MIZ Kickoff Summit** from December 10<sup>th</sup>-11<sup>th</sup> in Dallas, TX (*attendance required*); Attendees may include district personnel (MIZ Project Manager (PM), Assistant Superintendent

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<sup>1</sup> <https://www.christenseninstitute.org/blended-learning/>

<sup>2</sup> [https://tea.texas.gov/Academics/Learning\\_Support\\_and\\_Programs/Math\\_Innovation\\_Zones/](https://tea.texas.gov/Academics/Learning_Support_and_Programs/Math_Innovation_Zones/)

of Curriculum and Instruction, Chief Financial Officer, Head of Technology, etc...) and school personnel (School-based MIZ PM, Principal, etc...)

- D. Other approved costs associated with fulfilling the **Fidelity of Implementation (FOI)** requirements of MIZ

Additionally, all school districts and open-enrollment charter schools receiving MIZ Planning Grants will be eligible for **MIZ Execution Grants of up to \$150,000 each** to be awarded in the late spring of 2019 contingent upon **all Fidelity of Planning (FOP) requirements** being met. **All FOI requirements are defined by the FOI Rubric and evaluated by the MIZ FOI Evaluator.** Districts will be able to use the 2019-2020 MIZ Execution Grants for any costs related to program implementation.

### **3. Math Innovation Zones Overview**

Through MIZ, TEA assists districts and charter schools in the implementation of a high-quality blended learning program through the following supports:

- 2.1** Define and evaluate a high **fidelity of implementation** of MIZ and blended learning at the district, school, and classroom levels
- 2.2** Award **grant funds** to support a high-fidelity planning and execution of MIZ
- 2.3** Approve **high-quality vendors and software providers** to assist districts in the fulfillment of the FOI requirements of MIZ

#### **3.1. Fidelity of Implementation**

TEA has developed a set of criteria for a high-fidelity implementation of MIZ. These criteria were developed through research, analysis, and a synthesis of commonalities of highly successful blended learning programs. To develop the MIZ FOI criteria, TEA engaged in first-person interviews with practitioners at the classroom, school, and district level throughout Texas. Additionally, TEA consulted many experts in the field of blended learning as well as university and research professionals. The result of this information gathering is the MIZ FOI Overview which guides all MIZ programming. A summary of the MIZ FOI Overview is as follows:

<u>Catalyst</u>	<u>Category</u>	<u>#</u>	<u>Sub-Category</u>	<u>Deliverables</u>	<u>Criteria for Fulfillment</u>	<u>Scope of Evaluation</u>
Commitment	District & School Vision	1	District Commitment	Evaluated in Letter of Interest	Assessed in LOI	District
		2	School Commitment	Evaluated in Letter of Interest	Assessed in LOI	School
Fidelity of Planning	Implementation Strategy	3	Design and Implementation	Design and Implementation Plan	Evaluated on FOI Rubric	District and School
		4	Budget and Financial Planning	District Financial Plan	Evaluated on FOI Rubric	District and School
		5	Professional Development	Professional Development Plan; Teacher Proficiency Rubrics; PD Efficacy Surveys	Evaluated on FOI Rubric	District and School
	Technology	6	Infrastructure	Infrastructure Improvement Plan; Technical Support Plan	Evaluated on FOI Rubric	District and School
		7	Software	Use of State Approved Software Vendor	Licenses Purchased for All Students in MIZ Grade Levels	Participating MIZ Classrooms
Fidelity of Execution	Continuous Development	8	Data Driven Instruction	Use of Approved Formative Assessments; Quarterly Data Deep Dives; Weekly PLC Meetings	Evaluated Every Six Weeks on FOI Rubric	Participating MIZ Classrooms
		9	Ongoing Capacity Building	Evidence of Meaningful Learning Experience	Evaluated Every Six Weeks on FOI Rubric	Participating MIZ Classrooms
	Execution Metrics	10	Teacher Usage	Teacher FOE Metric from Selected Software Program	Meets Metric Proposed by Software Vendor	Participating MIZ Classrooms
		11	Student Progress	Student FOE Metric(s) from Selected Software Program	Meets Metric Proposed by Software Vendor	Participating MIZ Classrooms

The MIZ FOI Overview is included in the **appendix** and should be reviewed thoroughly in advance of submitting an LOI. The MIZ FOI Rubric is currently being developed by TEA and a third-party evaluator to further define a high-fidelity implementation of MIZ. This rubric will be completed and shared with all MIZ sites in the fall of 2018.

**3.1.1. Provisional vs. Designated Math Innovation Zone**

From the response to this Request for LOIs, TEA will award MIZ Planning Grants to school districts and charter schools and qualifying each site as a **Provisional Math Innovation Zones**. When a MIZ site achieves **both Fidelity of Planning and Fidelity of Execution (FOE)** requirements, the MIZ site becomes a **Designated Math Innovation Zone** and is eligible for other MIZ benefits including a MIZ badge, a pause in interventions, or future funding opportunities.

**3.2. Grant Funding for Math Innovation Zones**

TEA supports MIZ districts with the funds necessary to carry out a high-fidelity planning and execution of the program.

As a result of this Request for LOIs, TEA will award **up to 14 MIZ Planning Grants** to school districts and open enrollment charter schools to support the fulfillment of the Fidelity of Planning components of the MIZ program. As noted previously, funds associated with this grant will be used to:

- A. Ensure sufficient personnel (including 50% time of the **MIZ PM**) are dedicated to the planning and execution of MIZ *(required)*
- B. Attend the **MIZ Kickoff Summit** from December 10<sup>th</sup> and 11<sup>th</sup> in Dallas, TX *(required)*
- C. Contract and engage in technical assistance with a **MIZ Design and Implementation Vendor** (and other MIZ TAN vendors) in the spring of 2019 *(required)*
- D. Other approved costs associated with fulfilling the **FOP** requirements of MIZ *(required)*

All school districts and open-enrollment charter schools receiving MIZ Planning Grants will be eligible for **MIZ Execution Grants** to be awarded in the late spring of 2019 if all FOP requirements are met. All FOI requirements are defined by the FOI Rubric and evaluated by the MIZ FOI Evaluator. Districts and charter schools will be able to use the 2019-2020 MIZ Execution Grants for any costs related to program implementation.

**3.2.1. Current MIZ Districts and Charter Schools:**

The following school districts and charter schools are involved in MIZ for the 2018-2019 school year:

Pilot Grant Math Innovation Zones: Dallas ISD, KIPP Houston, Mineola ISD, Spring Branch ISD, and Tulia ISD

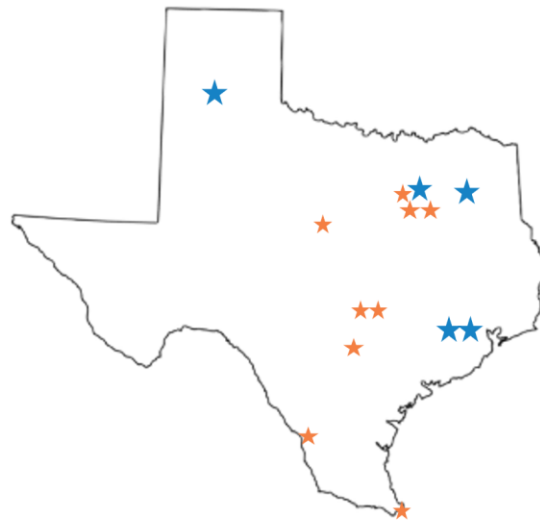
Exploratory Math Innovation Zones: Austin Achieve, Cisco ISD, Grand Prairie ISD, Laredo ISD, NYOS Charter, PTAA Charter, Point Isabel ISD, Southside ISD, and Uplift Education



## 2018-2019 Math Innovation Zones

Pilot Grant Sites

- Dallas ISD
- KIPP Houston
- Mineola ISD
- Spring Branch ISD
- Tulia ISD



Exploratory Sites

- Austin Achieve
- Cisco ISD
- Grand Prairie ISD
- Laredo ISD
- NYOS Charter
- PTAA Charter
- Point Isabel ISD
- Southside ISD
- Uplift Education

**3.3. Math Innovation Zones State Approved Vendors**

A high-fidelity implementation of a blended learning program requires a strong district and school implementation team, expert technical assistance, and a high-quality online curriculum program. To

support districts and schools in the planning and execution of MIZ, TEA has established state approved lists for both technical assistance and online software programs.

### **3.3.1. Math Innovation Zones Technical Assistance Network**

To assist districts in the fulfillment of FOI, TEA has identified the following supports:

#### **3.3.1.1. Design and Implementation Support:**

Moving from a traditional classroom model to a blended model presents a unique set of implementation challenges. Additionally, many districts initiate technology programs within schools that lack alignment with the district vision for blended learning. This design and implementation process is the cornerstone of success in implementing a blended learning program that leads to positive student and teacher outcomes. With Design and Implementation Support, TEA seeks to provide school districts and charter schools with the assistance necessary to have a successful transition to a blended learning model in all schools designated as a MIZ.

#### **3.3.1.2. Budgeting and Financial Planning Support**

Blended Learning models have implications on financial planning and the teams responsible for these tasks within a district or charter school. Both one-time and recurring cash flows present unique challenges for school districts or open-enrollment charter schools. With Budgeting and Financial Planning Support, TEA seeks to provide school districts and open-enrollment charter schools with the necessary tools and models to sustain MIZ over time, eventually achieving cost savings offered from a strategically implemented blended learning program.

#### **3.3.1.3. Professional Development Support**

Building teacher capacity for a blended learning classroom is core to the mission of MIZ. To effectively develop teachers over time, districts must build the structures and appropriate resources to ensure sufficient teacher training and development related to blended learning. Through Professional Development Support, TEA seeks to ensure that each teacher and leader participating in a MIZ is equipped to best implement blended learning in a sustainable manner.

#### **3.3.1.4. Technology Infrastructure Support**

MIZ must be built on a strong technological infrastructure that supports all technical components of this innovative programming. School sites must be able to support the seamless use of technology by students, teachers, and administrators by ensuring sufficient connectivity, hardware, and technical support. Through Technology Infrastructure Support, TEA seeks to assist school districts or open-enrollment charter schools in planning sufficient infrastructure and ongoing IT support at school and district sites.

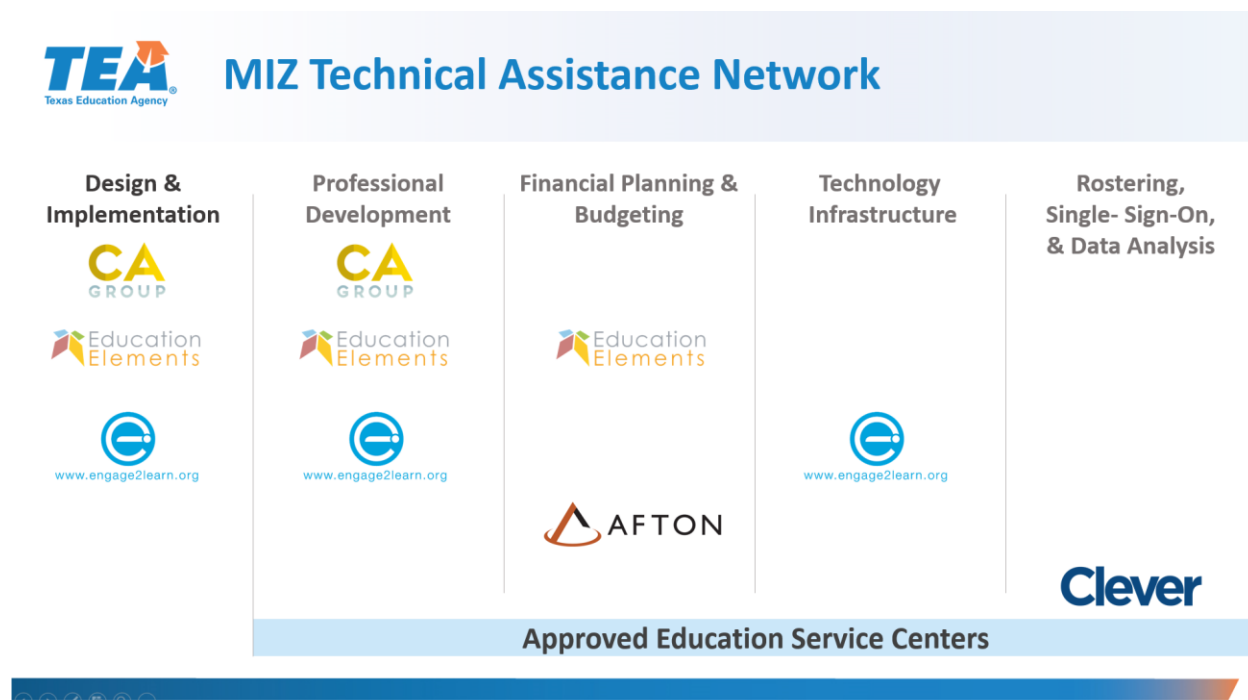
#### **3.3.1.5. Rostering, Single Sign On, and Data Analysis Support:**

At scale, the adoption of multiple blending learning platforms across multiple campuses can pose a challenge for districts with carrying accurate student rosters, providing students and teachers a single-sign-on portal, and coordinating a robust level of data insights across systems. Through Rostering, Single Sign On, and Data Analysis support, TEA seeks to ensure a high quality, user-centered experience at all MIZ sites.

A complete overview of the MIZ Technical Assistance Network Support Descriptions can be found in the **appendix**.

Through a competitive Request For Qualifications (RFQ) process ([RFQ 701-19-006](#)), TEA has approved the following vendors as the MIZ Technical Assistance Network:

- **Design and Implementation Support:** CA Group, Education Elements, Engage2Learn
- **Financial Planning and Budgeting Support:** Afton Partners, Education Elements
- **Professional Development Support:** CA Group; Education Elements; Engage2Learn
- **Technology Infrastructure Support:** Engage2Learn
- **Rostering, SSO, Data Support:** Clever



As a requirement of the grant, all selected school districts **must** contract with a **Design and Implementation Support** vendor. All MIZ sites are **strongly encouraged** to use MIZ TAN vendors for financial planning and budgeting, professional development, and technology infrastructure support but **may submit a waiver for approval** if a strong rationale for not using a vendor exists. Rostering, SSO, and Data Analysis Support is **optional** but encouraged. MIZ sites are also encouraged to leverage approved Education Service Centers (ESCs) for technical assistance.

### 3.3.2. Math Innovation Zones State Approved Software Vendors

Through a competitive RFQ process ([RFQ 701-18-014](#)), TEA selected four state approved software vendors to be eligible for use as a part of MIZ. The vendors were selected based on criteria including alignment to the definition of blended learning, strength of impact on student achievement, quality of fidelity of implementation metrics, and alignment to Texas Essential Knowledge and Skills (TEKS).

The MIZ State Approved Software Vendors are: Imagine Math (formerly Think Through Math), IXL Math, Reasoning Mind, and ST Math.



# MIZ Software Vendors and Blended Learning

Imagine Math  
Formerly Think Through Math



Advanced statistical modeling shows students in Grades 3-8 who attempted 20 or more Imagine Math lessons had **statistically significant higher STAAR-Mathematics** scores than non-users

IXL Math



The percent of students that met or mastered grade level on STAAR increased **nearly 7 percent more than the state average** with at least 30 minutes of usage per week

Reasoning Mind



Reasoning Mind students had a **higher percent increase on STAAR (almost 7%)** from 2014 to 2015 on STAAR, while the statewide increase was only 1% in Grades 3-5

ST Math



In the 2016-2017 academic year, schools using ST Math in Texas **outgrew similar schools in a statewide rank increase of 9.1 percentile points** as defined by performance on the STAAR

## Evidence of Impact on Student Achievement in Texas

### Active Student Users in Texas



975,000



377,000



91,660



95,000

As a requirement of the MIZ FOI criteria, participating school districts and charter schools must implement a state approved software program in the entire grade selected to participate in MIZ. Different grades participating in the program within a given school (or district) may choose to implement different software programs. For example, within a MIZ site, an entire 3<sup>rd</sup> grade may be using one software program while the entire 6<sup>th</sup> grade uses a different software program.

The websites for each of the MIZ vendors can be found at the following links:

Organization	Website Link	Vendor Type
Afton Partners	<a href="http://aftonpartners.com">aftonpartners.com</a>	TAN - Finance
CA Group	<a href="http://catalexander.com">catalexander.com</a>	TAN - D&I, PD
Clever	<a href="http://clever.com">clever.com</a>	TAN - Rostering
Education Elements	<a href="http://www.edelements.com">www.edelements.com</a>	TAN - D&I, PD, Finance
engage2Learn	<a href="http://engage2learn.org">engage2learn.org</a>	TAN - D&I, PD, Infrastructure
Imagine Math	<a href="http://www.imaginelearning.com">www.imaginelearning.com</a>	Software
IXL Math	<a href="http://www.ixl.com">www.ixl.com</a>	Software
Reasoning Mind	<a href="http://www.reasoningmind.org">www.reasoningmind.org</a>	Software
ST Math	<a href="http://www.stmath.com">www.stmath.com</a>	Software

## 4. Approach to Scale

### 4.1. Feeder Pattern Approach

To scale the impact necessary to promote 8<sup>th</sup> grade Algebra I participation, TEA is **seeking campuses that share a feeder pattern** to participate as MIZ sites. A feeder pattern represents a campus containing 8<sup>th</sup> grade (typically a middle school) and the campuses that a student may have attended on his or her path to that 8<sup>th</sup> grade (typically an elementary school or a primary school followed by an elementary school).

TEA will target feeder patterns beginning in either Pre-Kindergarten (PK) or Kindergarten (K) through 8th grade. The goal of the feeder pattern approach is to launch MIZ across all eligible grades (PK or K through 8<sup>th</sup> grade) in the selected feeder pattern by Year 4.

A typical MIZ launch includes year one implementation at PK or K, 3<sup>rd</sup> grade, **and** 6th grade. Respondents to this request are applying to implement MIZ in each of these three grades. The proposed feeder pattern will then expand to new grades each year until a full PK or K through 8<sup>th</sup> grade implementation of MIZ is in place. The below graphic illustrates two potential growth patterns of MIZ.



## Two Common Options: MIZ Feeder Pattern

		Kindergarten: Launch w/ <b>K</b> , 3 <sup>rd</sup> , & 6 <sup>th</sup> Grade			Pre-Kindergarten: Launch w/ <b>Pre-K</b> , 3 <sup>rd</sup> , & 6 <sup>th</sup> Grade			
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 4
Middle School	8	8	8	Fully Scaled Math Innovation Zone	8	8	8	Fully Scaled Math Innovation Zone
	7	7	7		7	7	7	
	6	6	6		6	6	6	
	5	5	5		5	5	5	
Elementary School	4	4	4	Fully Scaled Math Innovation Zone	4	4	4	Fully Scaled Math Innovation Zone
	3	3	3		3	3	3	
	2	2	2		2	2	2	
	1	1	1		1	1	1	
	K	K	K		K	K	K	
	PK	PK	PK		PK	PK	PK	

■ = MIZ Active Grade

TEA encourages respondents to propose an **alternative feeder pattern approach** to PK or K-8<sup>th</sup> grade implementation, if justifiable. If a school district or open enrollment charter school chooses a feeder pattern approach that is different than the previously described feeder pattern, the district or charter school should justify the approach in the LOI.

### 5. Grant Details and Use of Funds

As a result of this Request for LOIs, TEA will award MIZ Planning Grants to **up to 14** school districts and open enrollment charter schools. From the cohort of districts and charter schools receiving planning grants, TEA will award MIZ Execution Grants to all districts meeting the FOP requirements during FOP checkpoints in the spring of 2019.

#### 5.1. MIZ Planning Grants

Recipients of the 2019-2020 MIZ Planning Grants will be able to use the funds to:

- A. Ensure sufficient personnel (including 50% time of the **MIZ PM**) are dedicated to the planning and execution of MIZ (*required*)



- B. Attend the **MIZ Kickoff Summit** from December 10<sup>th</sup> and 11<sup>th</sup> in Dallas, TX (*required*); Attendees may include district personnel (MIZ Project Manager (PM), Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer, Head of Technology, etc...) and school personnel (School-based MIZ PM, Principal, etc...)
- C. Contract and begin work with a **MIZ Design and Implementation (D&I) Vendor** (and other MIZ TAN vendors) in the spring of 2019 (*Use of MIZ D&I vendor required*); *Funds may be used to continue services into the academic year.*
- D. Other approved costs associated with fulfilling the **FOP** requirements of MIZ (*required*)

## 5.2. MIZ Execution Grants

In addition to these funds, all school districts and open-enrollment charter schools receiving MIZ Planning Grants will be **eligible for MIZ Execution Grants** that will be awarded in the late spring of 2019 if FOP requirements are achieved. Districts will be able to use MIZ Execution Grants for all costs related to MIZ implementation.

## 6. Criteria and Eligibility for 2019-2020 MIZ Planning and Execution Grants

### 6.1. 2019-2020 MIZ Planning and Execution Grant Criteria

#### 6.1.1. Dedicated Project Manager

Districts and open-enrollment charter schools awarded as Math Innovation Zones must designate and provide a district-level project manager (PM) who will be available to dedicate **at least 50 percent** of his/her time to designing and implementing the MIZ plan beginning in the spring of 2019.

Managing the requirements of MIZ will necessitate half of the time of a current employee and is not a responsibility that should be added to an already full workload. In the LOI, districts should indicate a willingness to ensure the MIZ PM has sufficient capacity, ability, and autonomy to carry out the requirements of the program.

The MIZ PM should be identified and described in the LOI as requested in the attachments to this document. The MIZ PM is **one of the most critical factors** in a successful implementation of the program and TEA seeks evidence of an **outstanding MIZ PM** as a component of this LOI.

#### 6.1.2. Current Blended Learning Outcomes

Through MIZ, TEA seeks to expand high quality blended learning programs currently achieving success within a school district or open enrollment charter school. An eligible candidate for this MIZ grant is a district seeking to expand current successes in blended learning at one campus to an additional **feeder pattern within the district**. Alternatively, a district may wish to **expand current blended learning success in non-math classrooms to math classrooms** within a school through MIZ.

Campuses already implementing a high-fidelity blended learning program in math throughout a school are not strong candidates for this grant.

Applicants should **submit evidence of successful results in blended learning within the district or open-enrollment charter school, in at least one full grade within any school and in any subject**. This evidence must be student outcomes data (STAAR results, formative assessment

results, results specific to the online curriculum program, etc...) relevant to the blended learning program. Current success in blended learning is necessary to build on existing district capacity and lessons learned through the MIZ program.

In lieu of submitting current blended learning outcomes within the district or open-enrollment charter schools, **districts without blended learning success** may submit current results attributable to blended learning of a nearby district or open-enrollment charter school. If choosing this option, the proposing district should submit a plan to collaborate with a neighboring district or charter school, describe the anticipated benefits of the collaboration, and provide a written commitment from the neighboring district or charter school to host the proposing district and share best practices.

### **6.1.3. Feeder Pattern Approach**

The 2019-2020 MIZ Planning and Execution Grants are to support the expansion of blended learning programs across a full PK or K through 8<sup>th</sup> grade feeder pattern within four years. A feeder pattern represents a campus containing 8<sup>th</sup> grade (typically a middle school or junior high) and the campuses that a student may have attended on his or her path to that 8<sup>th</sup> grade (typically an elementary school or a primary school followed by an elementary school).

Districts and open-enrollment charter schools should list the proposed feeder pattern to be included in the proposed MIZ with a rationale as to why each school is included as a part of the LOI in Attachment 2A.

Feeder patterns may be within one school (a PK through 8<sup>th</sup> grade campus, for example) or across multiple schools (2 separate K through 5<sup>th</sup> grade campuses that feed into 1 middle school campus). If desired, TEA encourages respondents to propose an **alternative feeder pattern approach** to PK or K-8<sup>th</sup> grade implementation along with sufficient justification.

**At least 10% of the students currently enrolled in the upper grade school must have matriculated from the lower grade school proposed in the Letter of Interest.** For example, if 10% of students at Middle School A matriculated from Elementary School 1, Middle School A and Elementary School 1 are considered a feeder pattern and are eligible for consideration for this grant.

There is no maximum number of feeder schools eligible for the proposed MIZ. All grade levels in all schools included in a proposed MIZ must fulfill the FOI requirements in order to become a Designated MIZ and to be eligible for future grants.

If the feeder pattern proposed by the district or open-enrollment charter school includes lower grade schools that do not offer PK, the district or open-enrollment charter schools may choose to **partner with PK programs** that feed into the lower grade schools. Although the inclusion of PK in the launch plan is preferred, districts and open-enrollment charter schools may also choose to exclude PK but should provide justification outlining how the schools can be effective beginning with K for the intended MIZ.

Although school districts and open-enrollment charter schools may apply for up to three separate feeder patterns, TEA may award all, some, or none of the proposed feeder patterns proposed for MIZ.

**6.1.4. Performance Results and Economic Indicators**

Feeder Patterns that contain at least one campus with a large percentage of students at Approaches Grade Level in recent STAAR results and meeting certain economic indicators are strong candidates for MIZ. Information submitted that pertains to performance results and academic indicators will be considered holistically with the remainder of the district LOI.

**6.1.4.1. Performance Results**

A feeder pattern that is a strong fit for MIZ has a large percentage of students at **Approaches Grade Level or Above and at least 15% of students at Meets Grade Level or Above** on STAAR (and EOC, if applicable) results during the past 2 years in the average of All Subjects and Grade Levels.

**In Attachment 2A, you will be asked to report this data. This is where it can be found:**

**2016-2017 Data:** On **Texas School Report Card**, this information can be found under the the percentages circled below. This data is required in Attachment 2A for each proposed campus. See image below:

		Texas Education Agency 2016-17 School Report Card				
				ISD		
		State	District	All Students	African American	Hispanic
<b>STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)</b>						
All Subjects	2017	75%	72%	<b>74%</b>	63%	69%
	2016	75%	71%	<b>76%</b>	70%	70%
Reading	2017	72%	67%	<b>74%</b>	56%	72%
	2016	73%	72%	<b>77%</b>	68%	73%
Mathematics	2017	79%	76%	<b>80%</b>	73%	76%
	2016	76%	74%	<b>79%</b>	70%	75%
Writing	2017	67%	63%	<b>59%</b>	67%	43%
	2016	69%	71%	<b>63%</b>	75%	49%
Science	2017	79%	78%	<b>70%</b>	43%	65%
	2016	79%	73%	<b>72%</b>	78%	62%
<b>STAAR Percent at Meets Grade Level (Sum of All Grades Tested)</b>						
Two or More Subjects	2017	48%	37%	<b>36%</b>	25%	32%
	2016	45%	35%	<b>30%</b>	13%	21%
Reading	2017	48%	42%	<b>41%</b>	29%	39%
	2016	46%	40%	<b>36%</b>	15%	24%
Mathematics	2017	48%	40%	<b>50%</b>	38%	44%

**2017-2018 Data:** On [TXSchools.org](http://TXSchools.org), this information can be found by searching for the relevant campus, clicking the **Performance** tab, selecting **Student Achievement**, and clicking “**Dig Into The Data**” near the bottom of the page. The percentages circled below indicate the data required in Attachment 2A for each proposed campus. See image below:

**Texas Education Agency**  
**2018 STAAR Performance Data Tal**  
ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
<b>All Subjects</b>								
Percent of Tests								
% at Approaches GL Standard or Above	72%	61%	65%	87%	-	77%	-	*
% at Meets GL Standard or Above	37%	27%	30%	52%	-	54%	-	*
% at Masters GL Standard	14%	9%	11%	20%	-	38%	-	*
Number of Tests								
# at Approaches GL Standard or Above	667	93	295	252	-	**	-	*
# at Meets GL Standard or Above	347	42	138	151	-	**	-	*
# at Masters GL Standard	128	14	48	58	-	**	-	*
Total Tests	930	153	454	289	-	**	-	*
<b>ELA/Reading</b>								
Percent of Tests								
% at Approaches GL Standard or Above	73%	57%	68%	87%	-	*	-	*
% at Meets GL Standard or Above	39%	25%	33%	54%	-	*	-	*
% at Masters GL Standard	14%	9%	11%	21%	-	*	-	*
Number of Tests								
# at Approaches GL Standard or Above	251	32	114	94	-	*	-	*
# at Meets GL Standard or Above	133	14	56	58	-	*	-	*
# at Masters GL Standard	50	5	19	23	-	*	-	*
Total Tests	345	56	168	108	-	*	-	*
<b>Mathematics</b>								
Percent of Tests								
% at Approaches GL Standard or Above	80%	75%	73%	94%	-	*	-	*
% at Meets GL Standard or Above	44%	38%	36%	57%	-	*	-	*
% at Masters GL Standard	17%	13%	14%	25%	-	*	-	*
Number of Tests								

**6.1.4.2. Economic Indicators**

Campuses with **at least 50%** of students eligible to receive free or reduced-price meals under the National School Lunch and Child Nutrition Program are a strong fit for MIZ.

**In Attachment 2A, you will be asked to report this data. This is where it can be found:**

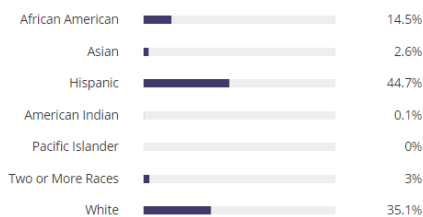
On [TXSchools.org](http://TXSchools.org), this information can be found by searching for the relevant campus, clicking the **Profile** tab and scrolling down to **Student Enrollment By Type**. The percentage circled below indicate the data required in Attachment 2A for each proposed campus. See image below:

**ENROLLMENT DETAILS**

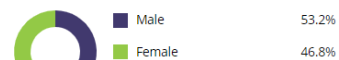
TOTAL STUDENT ENROLLMENT 2017-18

774

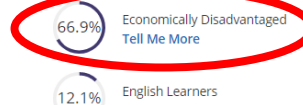
**STUDENT ENROLLMENT BY RACE/ETHNICITY**



**STUDENT ENROLLMENT BY GENDER**



**STUDENT ENROLLMENT BY TYPE**



## 6.2. 2019-2020 MIZ Planning Grant Eligibility

All school districts and open-enrollment charter schools within Texas are eligible to apply for the 2019-2020 MIZ Planning and Execution Grants as long as the previously defined criteria are met. Unique situations requiring more clarity are described below.

### 6.2.1. Eligibility of Education Service Centers (ESCs)

ESCs are eligible to apply for this grant on behalf of one or multiple districts as a combined MIZ. In the case that an ESC and district(s) choose this model, an employee of an ESC may serve as the MIZ Project Manager for the MIZ site with the main goal of building capacity at the district level to achieve the FOI requirements of MIZ. If an ESC chooses to apply, the responses to this Request for LOIs should focus on **both the ESC and the school district** and should fully provide all information requested.

### 6.2.2. Eligibility of Current MIZ Districts

Districts that are currently participating in the MIZ program, either as Pilot Grant or Exploratory Sites, are eligible to apply for the 2019-2020 MIZ Planning and Execution Grants for schools that will be **new** to MIZ and **new** to implementing a high-fidelity blended learning program in math. In the event that a current MIZ Exploratory District wishes to apply for the 2019-2020 MIZ Planning Grants for schools currently awarded as Exploratory Sites, the school will no longer be considered a MIZ Exploratory Site if selected as part of the 2019-2020 MIZ cohort.

## 7. Timeline and Next Steps

DATE	EVENT
5PM CDT FRIDAY, OCTOBER 12 <sup>TH</sup> , 2018	<b>Notice of Intent to Submit a Letter of Interest;</b> Interested school districts and open-enrollment charter schools are requested (although not required) to submit a notice of intent to apply.  Submit to <a href="mailto:MIZ@tea.texas.gov">MIZ@tea.texas.gov</a> with the subject line: <b>MIZ – LOI Intent to Submit - &lt;DISTRICT OR CHARTER SCHOOL NAME&gt;</b> (ex. MIZ – LOI Intent to Submit – TEXAS ISD)
5PM CDT FRIDAY, OCTOBER 12 <sup>TH</sup> , 2018	<b>Deadline to Submit Questions;</b> Questions regarding this Request for Letters of Interest should be emailed to <a href="mailto:MIZ@tea.texas.gov">MIZ@tea.texas.gov</a> with the subject line: MIZ – LOI Questions.  Responses from TEA will be posted on the MIZ webpage: <a href="https://tea.texas.gov/Academics/Learning_Support_and_Programs/Math_Innovation_Zones/">https://tea.texas.gov/Academics/Learning_Support_and_Programs/Math_Innovation_Zones/</a>
10:00AM CDT FRIDAY, OCTOBER 19 <sup>TH</sup> , 2018	<b>2019-2020 MIZ Planning and Execution Grants Webinar;</b> Overview and response to submitted questions for MIZ Planning Grants; Webinar link can be found on the MIZ webpage or below: <a href="https://attendee.gotowebinar.com/register/7538050903105377794">https://attendee.gotowebinar.com/register/7538050903105377794</a>  A recording of this webinar will be <b>posted to the MIZ webpage</b> shortly after the conclusion of the webinar.
5PM CDT FRIDAY, OCTOBER 26 <sup>TH</sup> , 2018	<b>Deadline to Submit LOI for 2019-2020 MIZ Planning and Execution Grants;</b> Send the completed LOI response forms (Attachments 2A, 2B, and 2C ONLY) to <a href="mailto:MIZ@tea.texas.gov">MIZ@tea.texas.gov</a> with the subject line: <b>MIZ LOI - &lt;DISTRICT OR CHARTER SCHOOL NAME&gt;</b> (example: MIZ LOI - TEXAS ISD)
FRIDAY, NOVEMBER 16 <sup>TH</sup> , 2018	<b>Target Award Notification Date;</b> TEA may conduct phone interviews before this date to request clarification and context on the submitted LOI.
DECEMBER 10 <sup>TH</sup> & 11 <sup>TH</sup> , 2018	<b>Math Innovation Zones Kickoff Summit, Dallas, TX;</b> Attendance mandatory for all grant recipients; Attendees may include district personnel (MIZ Project Manager (PM), Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer, Head of Technology, etc...) and school personnel (School-based MIZ PM, Principal, etc...)

## **8. Closing and Next Steps**

As the response to this Request for LOIs, please review, respond, and complete **Attachments 2A, 2B, and 2C**, which will serve as the LOI for 2019-2020 MIZ Planning and Execution Grants. To complete **Attachment 2A**, be sure to fully complete the tab labeled “District Overview” along with a “Feeder Pattern Form” for each proposed feeder pattern. Upon completion, submit only these three attachments and any supporting documentation to [MIZ@tea.texas.gov](mailto:MIZ@tea.texas.gov) by **October 26<sup>th</sup>, 2018 at 5pm (CDT)**.

The subject line should read as follows: ***MIZ LOI - <INSERT DISTRICT NAME>; Ex. MIZ LOI - TEXAS ISD***

TEA will review the LOIs and select up to 14 school districts and/or open-enrollment charter schools to receive these grants. As a next step, TEA may conduct phone interviews to determine grant awards. Successful proposers will be contacted regarding timeline, decision points, and next steps.

If any assistance is needed, please contact the MIZ team at [MIZ@tea.texas.gov](mailto:MIZ@tea.texas.gov).