**Math Innovation Zones**

**Appendix to Request for Letters of Interest for Planning Grants**

**Purpose of Document**

The purpose of this document is to provide applicants with additional information related to the programmatic requirements that will be required of grantees to participate in Math Innovation Zones. These requirements were developed prior to the launch of the first cycle of Math Innovation Zones. Since then, the TEA team has enhanced and improved these requirements based on feedback from existing Math Innovation Zones districts and campuses.

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Section 1: Math Innovation Zones Fidelity of Implementation Overview

Math Innovation Zones (MIZ) seeks to assist school districts in a high-fidelity implementation of high quality blended learning programs in math. Implementing MIZ with a high degree of fidelity is critical to the program goal of improving Algebra I readiness and participation in 8th grade. Through monitoring Fidelity of Implementation (FOI), TEA will be able to both support and evaluate MIZ sites.

To maintain positive standing as a MIZ and to be eligible for any outcomes-based funding opportunities, campuses must meet minimum FOI requirements. FOI is evaluated in three parts: **Commitment, Fidelity of Planning (FOP) and Fidelity of Execution (FOE)**. **Commitment** provides for the buy-in and investment necessary at the school and district level to initiate, scale, and sustain MIZ. **FOP** requirements are designed to ensure a comprehensive implementation strategy is present, providing a successful foundation for MIZ. **FOE** requirements are designed to ensure that the program is being executed as intended at the classroom, school, and district or network levels. The following table represents the MIZ FOI Requirements.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Catalyst** | **Category** | **#** | **Sub-Category** | **Deliverables** | **Method of Submission** | **Criteria for Fulfillment** | **Scope of Evaluation** |
| Commitment | Vision & Strategy | 1 | District Commitment | Evaluated in Letter of Interest | LOI Submission | Assessed in LOI | District |
| 2 | School Commitment | Evaluated in Letter of Interest | LOI Submission | Assessed in LOI | School |
| Fidelity of Planning  | Sustainable Implementation | 3 | Design and Implementation  | Design and Implementation Plan | MIZ Project Manager emails completed deliverables to MIZ@tea.texas.gov | Evaluated on FOI Rubric | District and School |
| 4 | Budget and Financial Planning | District Financial Plan | MIZ Project Manager emails completed deliverables to MIZ@tea.texas.gov | Evaluated on FOI Rubric | District and School |
| 5 | Professional Development | Professional Development Plan; Teacher Proficiency Rubrics; PD Efficacy Surveys | MIZ Project Manager emails completed deliverables to MIZ@tea.texas.gov | Evaluated on FOI Rubric | District and School |
| Technology | 6 | Infrastructure | Infrastructure Improvement Plan;Technical Support Plan | MIZ Project Manager emails completed deliverables to MIZ@tea.texas.gov | Evaluated on FOI Rubric | District and School |
| 7 | Software | Use of State Approved Software Vendor | TEA Collects License Data from Software Vendor | Licenses for All Students in MIZ Grades | Participating MIZ Classrooms |
| Fidelity of Execution | Continuous Development | 8 | Data Driven Instruction | Use of Approved Formative Assessments; Quarterly Data Deep Dives; Weekly PLC Meetings | MIZ Project Manager emails score reports and completed deliverables to MIZ@tea.texas.gov | Evaluated Every Six Weeks on FOI Rubric | Participating MIZ Classrooms |
| 9 | Ongoing Capacity Building | Evidence of Meaningful Learning Experience | MIZ Project Manager emails completed deliverables to MIZ@tea.texas.gov | Evaluated Every Six Weeks on FOI Rubric | Participating MIZ Classrooms |
| Execution Metrics | 10 | Teacher Usage | Teacher FOE Metric from Selected Software Program | TEA Collects Usage Information from Software Vendor | Meets Metric Proposed by Software Vendor | Participating MIZ Classrooms |
| 11 | Student Progress | Student FOE Metric(s) from Selected Software Program | TEA Collects Usage Information from Software Vendor | Meets Metric Proposed by Software Vendor | Participating MIZ Classrooms |

**Fidelity of Implementation Rubric - Guiding Questions**

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| --- | --- | --- | --- | --- | --- |
| **Catalyst** | **Bucket** | **#** | **FOI Category** | **Method of Evaluation** | **Guiding Questions** |
| Commitment | District and School Vision | 1 | District Commitment | Assessed in LOI | What is the **vision** for ensuring an excellent education for all of students in the district?Why is personalized and/or blended learning a **critical component** of this vision?Which **stakeholders** should be involved in the creation of this vision?How will the district know whether or not it is **on track** (both qualitative and quantitative) to meet this vision?What **resources** (time/money/people) is the district willing to devote to attaining this vision through blended and personalized learning? |
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| 2 | School Commitment | Assessed in LOI | What is the **vision** for ensuring an excellent education for all students that attend or will attend this school?Why is personalized and/or blended learning a **critical component** of this vision?Which **stakeholders** should be involved in the creation of this vision at the school level?How will the school know whether or not it is **on track** to meet this vision, both qualitatively and quantitatively?What **resources** (time/money/people) is the school willing to devote to attaining this vision through blended and personalized learning? |
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| Fidelity of Planning  | Implementation Strategy | 3 | Design and Implementation  | Evaluated on FOI Rubric | What is the **identified problem** that the district is working to solve by implementing blended learning and why will solving this problem dramatically impact the lives of students?What are the **goals for student achievement** that the district and schools will work to achieve?Which **classrooms, teachers, and support staf**f will be charged with implementing Math Innovation Zones?**Who** are the people that will be in place at the district and school levels **to support teachers** in reaching the goals of MIZ?Which **blended learning model** (or hybrid of models) will the school employ to meet the stated goals of the program?Which **data driven instruction structures** must be in place to give timely and unbiased feedback to schools, teachers, and students throughout the school year?Which **district and school policies** will need to be adopted to ensure that schools are able to meet stated goals? |
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| 4 | Budget and Financial Planning | Evaluated on FOI Rubric | How will the district achieve **cost savings** from blended learning in the long run?Which structures will the district put in place to ensure **alignment** between finance and blended learning teams? How will the district ensure that blended learning is **scalable** across the MIZ awarded feeder pattern?Which **revenue sources** are available to the district to scale blended learning across feeder patterns?How will the **district pay for costs** related to blended learning in a sustainable way over time? |
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| 5 | Professional Development Plan | Evaluated on FOI Rubric | What is the vision for how the district retains, supports, and **develops teachers** throughout the district?Which **teams and/or people are responsible for the development** of coaches and teachers throughout the district and at each school?What are the **rubrics and tools** that the district will use to deliberately support the development of teachers and leaders over time? What **structures** (observations, PLCs, one-on-ones, PD sessions, data stepbacks, observations, real-time-coaching, etc...) will the district execute to ensure a continuum of meaningful learning experiences, both at the beginning and throughout the school year?What **tools will the district use to capture data** and feedback on learning experiences for teachers and coaches to ensure constant improvement? |
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| **Catalyst** | **Bucket** | **#** | **FOI Category** | **Method of Evaluation** | **Guiding Questions** |
| Fidelity of Planning  | TECHNOLOGY | 6 | Infrastructure | Evaluated on FOI Rubric | What is the level of **internet connectivity** necessary to ensure an uninterrupted use of blended learning throughout the school district, both now and in the future?What is the **Local and Wide Area Network** capacity necessary throughout all buildings in the district to deliver a seamless user experience with blended learning?What is the plan for **device** **access** for all users of blended learning in the district?What is the **IT support** that is available to all teachers, support staff and administrators throughout the district?Which **policies** related to technology infrastructure must be updated at the district? |
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| 7 | Software | Licenses Purchased for All Students in MIZ Grade Levels | Given what the district is solving for in blended learning and the capacity of district and school personnel, which **state approved software program(s)** are viable options?Specifically, which state approved software vendor will **each grade** within MIZ implement?What are the **steps necessary to ensure a contract is in place**, software is able to be deployed, and that teachers and/or trainers are able to implement the program at the beginning of the school year? |
| Fidelity of Execution | CONTINUOUS DEVELOPMENT | 8 | Data Driven Instruction | Evaluated on FOI Rubric | In execution, which **daily, weekly, monthly, or unit based assessments** are being used to assess student growth over the academic year?What quality **norm referenced formative assessment** (NWEA MAP, Renaissance STAR, STAAR Interim Tests) is being used to assess student growth at key points during the year (BOY, MOY, EOY)?How are teachers **accessing and analyzing** the data provided by assessments?Howare teachers using data to **communicate** progress and areas of focus to students, parents, and other faculty?What structures are in place to allow teachers **time and space** to understand the data and plan for future adjustments in instruction? |
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| 9 | Ongoing Capacity Building | Evaluated on FOI Rubric | In execution, what **structures are being used to develop teachers**, both initially and throughout the academic year?How do school and district leaders know if teachers are **improving their practice** with regard to blended learning?How are **tools** to support PD being used to support teachers and coaches? |
| EXECUTION METRICS | 10 | Teacher Usage | Meets Metric Proposed by Software Vendor, Agreed Upon by MIZ PM & TEA | Given the chosen software vendor, how will the district ensure adequate **teacher usage** of the program? |
| 11 | Student Progress | Meets Metric Proposed by Software Vendor | Given the chosen software vendor, how will the district ensure adequate **student usage, monitoring, and progress** on the program? |

## Fidelity of Implementation Overview

**Fidelity of Planning** – Districts and charter schools must effectively meet a distinct set of planning criteria to demonstrate readiness to implement blended learning in schools**.**

**How is FOP evaluated/assessed?** TEA, with the assistance of the MIZ Technical Assistance Network, will develop a **FOP Rubric** in the fall of 2018 and circulate with districts. FOP plans **do not** have a recommended template and will be evaluated towards the FOP rubric for key components of strong plans. District MIZ Project Managers will email plans to MIZ@tea.texas.gov upon completion.

**When is FOP assessed?** For 2018-2019 Math Innovation Zones, Fidelity of Planning is assessed **upon completion of the indicated plans.** For future Math Innovation Zones, Fidelity of Planning is assessed in **May of the Planning Year**, followed by a follow up assessment (if necessary) in June of the Planning Year.

**At which level (district/school/grade) is FOP assessed?** Fidelity of Planning will be assessed **at both the district and school level**. Only schools participating in Math Innovation Zones will be assessed.

**Fidelity of Execution** – Districts and charter schools must effectively meet a set of execution requirements to demonstrate effective implementation of Math Innovation Zones. **Fidelity of Execution (FOE) is assessed every six weeks** throughout the academic year and districts must meet the Fidelity of Execution requirements for **at least five of the six Fidelity of Execution checkpoints.**

**How is FOE evaluated/assessed?** FOE is assessed in three ways:

* **Data Driven Instruction and Ongoing Teacher Capacity Building** will be assessed for completion and quality; Deliverables will be emailed to MIZ@tea.texas.gov
* **Teacher Usage** will be assessed towards a district-determined metric; TEA will monitor through the selected software program
* **Student Usage** will be assessed towards the FOE Metrics provided by the Math Innovation Zones Software Vendor (**Figure A**); TEA will monitor through the selected software program

**How is Student Usage/Progress FOE assessed?** Each software vendor has proposed student usage and/or progress metrics to ensure a high-fidelity use of the program. These metrics are identified in **Figure A**.

**When is FOE assessed?** FOE will be assessed at the **end of each six-week time period**. To achieve the Math Innovation Zones Designation, each grade level participating in MIZ must achieve FOE requirements **for 5 of the 6 six-week periods**.

**At which level (district/school/grade) is FOE assessed?** Each **classroom in each grade level** participating in Math Innovation Zones will be assessed towards FOE metrics.

## Fidelity of Implementation Details: Fidelity of Planning Requirements

### FOP Requirement #1: Design and Implementation Deliverable

Districts and charter schools will be **required** to complete the following Design and Implementation deliverable. Districts and charter schools must obtain TEA approval of plan (as assessed by a rubric to be created in summer 2018) to satisfy Fidelity of Planning Requirements.

1. **Blended Learning Program Design and Plan:** School or district-specific blended learning strategy that includes context unique for each intended school site. This should include a needs assessment, launch plan for blended learning in new grade levels over time, the identification of the appropriate instructional model for each classroom, assessment and selection of approved blended learning vendor, human capital considerations, and plan for data driven decision making across the campus.

*Emailed to MIZ@tea.texas.gov and assessed upon document completion*

### FOP Requirement #2: Budget and Financial Planning Deliverable

Districts and charter schools will be **required** to complete the following Budget and Financial Planning deliverable. Districts and charter schools must obtain TEA approval of plan (as assessed by a rubric to be created in summer 2018) to satisfy Fidelity of Planning Requirements.

1. **District Financial Plan:** Sustainable long-term budget that accounts for blended learning specific considerations including adjustment of staffing ratios to promote cost savings, instructional materials tradeoffs, and ongoing blended learning specific costs. Plan includes one-time and recurring funding sources and program expenses, including the identification of alternative sources of operating funds. The plan also includes a list of inputs and assumptions that are approved by the full blended learning team, including district staff - across multiple functions including finance, curriculum, and teacher support - school leadership, and teachers.

*Emailed to MIZ@tea.texas.gov and assessed upon document completion*

### FOP Requirement #3: Professional Development Deliverable

Districts and charter schools will be **required** to complete the following Professional Development deliverables. Districts and charter schools must obtain TEA approval of plan (as assessed by a rubric to be created in Summer 2018) to satisfy Fidelity of Planning Requirements.

1. **Professional Development Plan:** Work with districts to set district training goals, identify roles and responsibilities of teachers and coaches, proposed professional development delivery model, create training timeline, and design coaching feedback system.
2. **Tools to Evaluate Participant Proficiency:** Build tools including **rubrics**, templates, and other resources, to assess blended learning readiness, development, and proficiency at the campus and district level.
3. **Tools to Evaluate Professional Development Efficacy:** Create resources **(a survey)** to evaluate efficacy of professional development including surveys for teachers, administrators, and district officials. Provide alternative means for documenting and sharing district successes and challenges.

*Emailed to MIZ@tea.texas.gov and assessed upon document completion*

As part of the requirements related to professional development, districts and charter schools awarded with Math Innovation Zone pilot or planning grants may be required to:

1. Participate in up to 5 Math Innovation Zone **cohort professional development** **opportunities** and/or conferences involving the project manager or other district or open-enrollment charter schools leader(s) of the initiative
2. **Host TEA** **and other Math Innovation Zone cohort members** for occasional **site visits** to learn from implementation across the state
3. **Share relevant data** from the Math Innovation Zone with TEA, as required by Texas Education Code Section 28.020

Pilot sites should use funds from Math Innovation Zones grants to assist with expenses related to these requirements. Non-granted Math Innovation Zones may consult with TEA to consider opting out of any professional development that may add an unreasonable strain on the program budget.

### FOP Requirement #4: Technology Infrastructure Deliverable

Districts and charter schools will be **required** to complete the following Technology Infrastructure deliverables. Districts and charter schools must obtain TEA Approval of plan (as assessed by a rubric to be created in Summer 2018) to satisfy Fidelity of Planning Requirements.

1. **Infrastructure Improvement Plan:** Develop a clear plan and timeline to create a robust infrastructure that supports the long-term vision of blended learning within district or open-enrollment charter schools and assist in executing plan.
2. **Technical Support Capacity Building Plan:** Create strategy for capacity development within district to ensure high quality ongoing technical support and information technology function across the district or charter schools.

*Emailed to MIZ@tea.texas.gov and assessed upon document completion*

### FOP Requirement #5: Use of State Approved Online Curriculum Vendor

Districts and open-enrollment charter schools participating in Math Innovation Zones will be **required to select a math online curriculum program from the Math Innovation Zones State Approved Online Curriculum Vendors List**. State Approved Online Curriculum Vendors have been evaluated and chosen based on the following criteria:

* Demonstrated impact on student achievement
* Product alignment with TEKS
* Service plan for implementation within district or open-enrollment charter schools
* Strong metrics to assess fidelity of implementation

The four **State Approved Software Vendors** for online curriculum are:

* Reasoning Mind
* ST Math (from MIND Research)
* IXL Math
* Imagine Math

Participating districts and open enrollment charter schools must implement the selected software program in all participating MIZ classrooms of a chosen grade level. If a district or charter school chooses, it may select different programs to be implemented at different schools or different grade levels as long as all participating classrooms within a grade level are using the same software program.

**Fidelity of Implementation Details: Fidelity of Execution Requirements**

In addition to Fidelity of Planning, districts and charter schools will be **required** to exhibit evidence of ongoing progress and program development through Fidelity of Execution Metrics as required by Math Innovation Zones.

### FOE Requirement #1: Formative Assessment & Data Analysis

During implementation of Math Innovation Zones, TEA will assess the ongoing level of Data Driven Instruction. Although the type of formative assessment may vary, TEA seeks evidence of the use of formative assessments, analysis of data, and improvement of practice regarding Math Innovation Zones. Districts and charter schools will be required to complete the following Fidelity of Execution requirements and share relevant data with TEA:

1. **Administer Quarterly Formative Assessments**: All Math Innovation Zone classrooms launching blended learning programs must administer formative assessments on a quarterly (Fall, Winter, Spring) basis and send results to TEA.
2. **Weekly PLC Meetings:** All teachers in grade level(s) participating in Math Innovation Zones must meet once weekly in Professional Learning Communities (PLCs) to analyze relevant data and plan based on data analysis; TEA may require the submission of an agenda or notes from meeting.
3. **Quarterly Step Back:** All teachers in grade level(s) participating in Math Innovation Zones must participate in quarterly (or other cadence as required by the formative assessment) data step backs to assess progress towards growth goals and plan based on their analysis; TEA may require the submission of an agenda or notes from the step back or attend the step back meeting.

*Submitted to MIZ@tea.texas.gov at end of each six weeks and assessed on completion & quality*

### FOE Requirement #2: Meaningful Learning Experiences

During implementation of Math Innovation Zones, TEA will assess the level to which districts and charter schools are actively supporting teachers in their own professional development with regard to the Professional Development Plan created in the planning stages. Meaningful Learning Experiences (MLEs) can be a variety of professional development structures including: district or vendor-led classroom observations; 1:1 blended learning coaching sessions; meaningful workshops; and excellent school visits to high quality blended learning programs. Although MLEs may look different across campuses, all MLEs will result in a change in teacher knowledge, skill, and/or mindset. Districts and charter schools will be **required** to complete the following Fidelity of Execution requirements and share relevant data with TEA:

1. **Meaningful Learning Experiences:** All teachers in grade level(s) participating in Math Innovation Zones must participate in **2 Meaningful Learning Experiences (MLEs) per month** for the first three months of the school year and then **1 MLE per month for the following 6 months**. TEA reserves the right to reject a learning experience as a fulfillment of FOE requirements due to a lack in quality. **A quality submission of evidence of MLEs will include:**
	1. All **attendees** of the MLE including the facilitator of the learning experience
	2. The **objective** of the MLE including the expected teacher change as a result of a successful execution of this learning experience
	3. An **agenda** or overview of the components of the MLE

*Submitted to MIZ@tea.texas.gov at end of each six weeks and assessed on completion & quality*

### FOE Requirement #3: Exhibit Sufficient Teacher Usage

During implementation of Math Innovation Zones, TEA will assess the level to which classroom teachers using the software platform to gather insights and to take action.

Due to the variation in teacher usage by model, each MIZ Project Manager and TEA will determine the appropriate Teacher Usage metric to determine fulfillment of this FOE measure.

*Assessed by TEA at the end of each six weeks through selected software program*

### FOE Requirement #4: Students Progress Towards Learning Goals

During implementation of Math Innovation Zones, TEA will assess the level to which students are progressing towards the individualized learning goals set forth by the chosen online curriculum program. As required by Math Innovation Zones, districts and charter schools must share outcomes data from the selected online curriculum program with TEA using whichever data collection mechanism required by TEA.

*Assessed by TEA at the end of each six weeks through selected software program*

To maintain good standing as a Math Innovation Zone**, each student on average per week**, must meet the program specific Fidelity of Execution Requirements as indicated in Figure A. For example: if Student A meets 50% of the FOE requirement one week and 150% of the FOE requirement the next week, that student has met Fidelity of Execution.

**Figure A: Fidelity of Execution Metrics by Program**



All questions should be directed to MIZ@tea.texas.gov

****Section 2: Math Innovation Zones Technical Assistance Network Support Descriptions

**1) PROJECT DESCRIPTION**

Through the Math Innovation Zones Technical Assistance Network, TEA seeks vendors and Education Service Centers (ESCs) that will support school districts and/or open-enrollment charter schools in **five** key areas: **Design and Implementation Support, Budgeting and Financial Planning Support, Professional Development Support, Technology Infrastructure Support, and Rostering, Single-Sign-On, and Data Analysis Support** to ensure implementation success and long-term sustainability of Math Innovation Zones(MIZ).

The distinguishing characteristics of each support are listed below. Technical assistance vendors or ESCs may submit a proposal to provide support in **one or more categories**. Each support proposed by a respondent will be reviewed independently. Response instructions are listed in the attachment and should be reviewed carefully. Vendors and ESCs may be approved for one or more support areas based on quality of the response to this solicitation. All Vendors and ESC personnel may be required to be fingerprinted and pass a criminal background check by contracting school districts. Admittance to the TEA State Approved Technical Assistance Vendor list does not guarantee a contract with a school district or open-enrollment charter school.

Technical Assistance Vendors and ESCs will bring a range of experiences to the MIZ Technical Assistance Network. Respondents should be individuals or organizations that have incredibly strong experience implementing system level MIZ related activities. Vendors and ESCs will also be expected to maintain open communication and collaboration with TEA regarding the Technical Assistance of MIZ sites. Technical Assistance Vendors and ESCs are expected to respond to all communication with TEA within two business days of the TEA request.

Although Math Innovation Zone participants are highly encouraged to use the Technical Assistance Network for MIZ in the fulfillment of all fidelity of planning deliverables, participants may obtain a waiver for all supports except for the **Design and Implementation support**.

Each support is explained below, along with specific actions that, depending on individual school district or open-enrollment charter school needs, may be implemented:

**1.1) Design and Implementation Support - (Approved only through RFQ 701-19-006)**

Moving from a traditional classroom model to a blended model presents a unique set of challenges. Additionally, many districts initiate technology programs within schools that are misaligned with the district vision. Further, this design and planning process is why many districts are unsuccessful in implementing a blended learning program that leads to positive student and teacher level outcomes. With this Design and Implementation Support Vendor, TEA seeks to provide school districts and open-enrollment charter schools with the support necessary to have a successful transition to a blended learning model in all schools designated as a Math Innovation Zone. Specific deliverables related to this support **may** include:

1. **Needs Assessment Kickoff:** Work with districts and charter schools to review data and identify specific needs at each school. Align blended learning teams around these needs to ensure they are clear and agreed upon by the full team, including school district or open-enrollment charter school staff, school leadership, and teachers. This will be the foundation for the design of the blended learning program.
2. **Blended Learning Program Design and Plan:** Drive school-specific program design to determine the appropriate blended learning strategy for the unique school context. This should include a launch plan for blended learning in select classrooms or grade levels over time, the identification of the appropriate instructional model for each classroom, assessment and selection of approved blended learning Vendor, human capital considerations, and plan for data driven decision making across the campus.
3. **Assessment of Fidelity of Planning Components**: Assess the extent to which blended learning planning requirements (e.g., financial plan, infrastructure plan, professional development plan) align with overall goals and program design. Provide feedback and support to ensure district and schools are creating an integrated plan using different Vendors from the Technical Assistance Network.
4. **Implementation Step Back Meetings:** Support implementation of blended learning programs through frequent quarterly step backs which allow for data driven decision making and improvements to the Math Innovation Zone during implementation.
5. **TEA Approval of Design and Implementation Plan:** Work with TEA, or TEA designated Vendor, to obtain approval of final deliverables. During this process, deliverables will be submitted to TEA for approval. Vendors may need to answer multiple rounds of questions and/or make necessary edits to meet the quality level required for the deliverable. The grantee will need this approval to meet the Fidelity of Planning requirements required by TEA to become a Designated Math Innovation Zone.
6. **Other Proposed Supports or Deliverables:** Define additional proposed deliverables as needed in proposal.

All school districts and open-enrollment charter schools are **required** to use a Technical Assistance Vendor for this support. A waiver **will not** be issued by TEA for participating districts or charter schools for this requirement.

**1.2) Budgeting and Financial Planning Support**

Blended Learning models have a diverse set of implications on financial planning and the teams responsible for these tasks within a school district or open-enrollment charter school. *One-time cash flows* like infrastructure upgrades and one-time grants as well as *recurring cash flows* such as software licenses, personnel costs, PD costs, seat time and student-teacher ratio shifting can present unique challenges for school districts or open-enrollment charter schools. Further, technical assistance provider should possess a deep understanding of the Texas Instructional Materials Allotment, established by Senate Bill 6, and the Federal E-rate program. With the Budgeting and Financial Planning Support Vendor, TEA seeks to provide school districts and/or open-enrollment charter schools with the support necessary to successfully transition from a financial model that supports a traditional district model to an approach more aligned to the expansion of MIZ and blended learning across a school district or open-enrollment charter school. Specific deliverables related to this support **may** include:

1. **School and District Interviews and Research:** Interview school and district leadership to gather data and analyze key considerations such as resource allocation, trade-off decisions, and the use of external supports in the implementation of blended learning.
2. **School District or Open-Enrollment Charter School Financial Plan:** Assist school district or open-enrollment charter school finance teams in the development of a sustainable long-term budget that accounts for blended learning specific considerations including staffing ratios, instructional materials, and ongoing blended learning specific costs. Plan should include one-time and recurring funding sources and program expenses, including the identification of alternative sources of operating funds. The plan should include a list of inputs and assumptions that are approved by the full blended learning team, including school district or open-enrollment charter school staff, school leadership, and teachers.
3. **Bi-Annual Budget Step Back Meeting**: Design, plan, and facilitate bi-annual step back meetings with school district or open-enrollment charter school leadership to review financial plan and make necessary adjustments to meet school district or open-enrollment charter school blended learning vision.
4. **TEA Approval of Budget & Financial Plan:** Work with TEA, or TEA designated Vendor, to obtain approval of final deliverables. During this process, deliverables will be submitted to TEA for approval. Vendors may need to answer multiple rounds of questions and/or make necessary edits to meet the quality level required for the deliverable. The grantee will need this approval to meet the Fidelity of Planning requirements required by TEA to become a Designated Math Innovation Zone.
5. **Other Proposed** **Supports or Deliverables**: Define additional proposed deliverables as needed in proposal.

Although TEA **highly recommends** use of the Technical Assistance Network for all supports, MIZ Pilot Grant recipients may either use the services of a state approved technical assistance Vendor **OR** request a waiver from TEA in the event of unique circumstances relevant to these deliverables.

**1.3) Professional Development Support**

Supporting teachers that facilitate learning in a blended learning classroom is core to the mission of MIZ. To support teachers, schools and school districts or open-enrollment charter schools have seen success in multiple PD models to deliver high quality development throughout a school or district. Through the Professional Development Support Vendor, TEA seeks to ensure that each teacher and leader participating in a Math Innovation Zone is equipped to best utilize the technology program(s) at hand. Specific deliverables related to this support **may** include:

1. **Professional Development Plan:** Work with districts to set district and individual school district or open-enrollment charter school training goals, identify roles and responsibilities of teachers and coaches, propose professional development delivery model, create training timeline, and design coaching feedback system.
2. **School District-Level Professional Development**: Provide quarterly trainings for district staff to ensure they are executing agreed training plan.
3. **Campus-Level Professional Development:** Provide implementation capacity building experiences to school level leaders and teachers. Approved trainings include school district or open-enrollment charter school or Vendor classroom observations, 1:1 blended learning coaching sessions and school visits to other blended learning programs. In the first year of implementation, MIZ teachers will be required to participate in two trainings/meaningful learning experiences per month for the first three months and then one training/meaningful learning experiences per month in the following six months. This may be done by Blended Learning staff at the district level or Vendor staff while the district is building capacity.
4. **Tools to Gauge Participant Proficiency:** Build tools including rubrics, templates, and other resources, to assess blended learning readiness, development, and proficiency at the campus and district level.
5. **Tools to Evaluate Professional Development Efficacy:** Create resources to evaluate efficacy of professional development including surveys for teachers, administrators, and district officials. Provide alternative means for documenting and sharing district successes and challenges.
6. **TEA Approval of Professional Development Plan:** Work with TEA, or TEA designated Vendor, to obtain approval of final deliverables. During this process, deliverables will be submitted to TEA for approval. Vendors and ESCs may need to answer multiple rounds of questions and/or make necessary edits to meet the quality level required for the deliverable. The grantee will need this approval to meet the Fidelity of Planning requirements required by TEA to become a Designated Math Innovation Zone.
7. **Other Proposed** **Supports or Deliverables**: Define additional proposed deliverables as needed in proposal.

Although TEA **highly recommends** use of the Technical Assistance Network for all supports, MIZ Pilot Grant recipients may either use the services of a state approved technical assistance Vendor **OR** request a waiver from TEA in the event of unique circumstances relevant to these deliverables.

**1.4) Technology Infrastructure Support**

To deliver on the potential of Blended Learning, MIZ must be built on a strong technological infrastructure that supports all the 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, bandwidth, and technical support. Through the Technology Infrastructure Support Vendor, TEA seeks a Vendor that can assist school districts or open-enrollment charter schools in planning sufficient infrastructure at school sites and building ongoing technical support capacity. Specific deliverables related to this support **may** include:

1. **District or Charter School Infrastructure Readiness Assessment**: Identify current state of school district or open-enrollment charter school technology infrastructure including key gaps in connectivity, network reliability, and/or technical support for end users of software and hardware.
2. **Infrastructure Improvement Plan:** Develop a clear plan and timeline to create a robust infrastructure that supports the long-term vision of blended learning within school district or open-enrollment charter school and assist in executing plan.
3. **Technical Support Capacity Building Plan:** Create strategy for capacity development within district to ensure high quality ongoing technical support and information technology function across the school district or open-enrollment charter school.
4. **TEA Approval of Technology Infrastructure Plan:** Work with TEA, or TEA designated Vendor, to obtain approval of final deliverables. During this process, deliverables will be submitted to TEA for approval. Vendors and ESCs may need to answer multiple rounds of questions and/or make necessary edits to meet the quality level required for the deliverable. The grantee will need this approval to meet the Fidelity of Planning requirements required by TEA to become a Designated Math Innovation Zone.
5. **Other Proposed** **Supports or Deliverables**: Define additional proposed deliverables as needed in proposal.

Although TEA **highly recommends** use of the Technical Assistance Network for all supports, MIZ Pilot Grant recipients may either use the services of a state approved technical assistance Vendor **OR** request a waiver from TEA in the event of unique circumstances relevant to these deliverables.

**1.5) Rostering, Single Sign On, and Data Analysis Support**

The adoption of multiple blending learning platforms across multiple campuses can pose a challenge for districts with regard to carrying accurate student rosters, allowing students and teachers a Single Sign On portal, and coordinating a robust level of data insights across systems. Through the Rostering, Single Sign On, and Data Analysis Support Vendor, TEA seeks the assistance of an external Vendor to coordinate and automate these tasks for districts. Specific deliverables related to this support **may** include:

1. **Student Rostering for Software Programs**: Roster all students involved in MIZ on to the specific State Approved Software Program and ensure automated updating of rosters over time.
2. **Single Sign On:** Allow students access to all licensed and active software programs from a single portal to ensure ease of use and limited downtime.
3. **Data Analysis Support:** Consolidate robust data sets from multiple software Vendors and ESCs to give students, teachers, administrators, and TEA a visualization of Fidelity of Execution data as related to MIZ. Set and track progress across multiple different student progress plans from a single dashboard.
4. **Other Proposed** **Supports or Deliverables**: Define additional proposed deliverables as needed in proposal.

Although there are no direct Fidelity of Implementation Requirements associated with this support, this support assists in the fulfillment of all of the Fidelity of Planning and Execution Requirements.

**2) SPECIFIC REQUIREMENTS**

Technical Assistance Vendors and ESCs will be evaluated regularly to ensure a successful working relationship between Vendors and ESCs and school districts or open-enrollment charter schools. The evaluation includes, but is not limited to, the quality of work products and the quality of support to school district or open-enrollment charter school and school leadership.

Once a school district or open-enrollment charter school selects a technical assistance vendor to provide support in a category, the Vendor is expected to meet the following minimum requirements to remain on the state-approved list.

|  |  |  |
| --- | --- | --- |
| **TEA Required Deliverable** | **Description** | **Timeline** |
| **Kickoff Meeting Agenda** | Vendor sends TEA the agenda from Kickoff Meeting with school district or open-enrollment charter school | **One week** prior to Kickoff Meeting |
| **Finalized List of Deliverables** | Vendor sends TEA list of agreed upon deliverables, and associated pricing, as developed by school district or open-enrollment charter school and Vendor  | **Within one week** of development |
| **Timely Execution of Deliverables** | TEA notified at time of delivery of all key deliverables, including but not limited to project plans, rubrics, templates and readiness assessments | **Upon execution** of deliverables |
| **Monthly Status Updates** | Vendor sends TEA an update of key milestones, deliverables, events, and other notifications, as well as successes and challenges of technical assistance support. TEA will provide Vendors and ESCs with a standardized template for monthly updates. | **Prior to 5pm on the last business day of each month** |
| **School District or Open-Enrollment Charter School Satisfaction Report** | TEA will solicit response from school district or open-enrollment charter school to surveys in which school district or open-enrollment charter school satisfaction with Vendor is assessed. Consistent lack of satisfaction will result in Vendor being removed from state approved Vendor list | **Annually** or as determined as necessary by TEA |

TEA will monitor the quality and effectiveness of Vendors and ESCs approved under this solicitation. By responding to this solicitation, prospective individuals or organizations agree to comply with any reporting requirements deemed necessary by TEA. TEA may remove a vendor from the list when performance measures are not met. School districts and/or open-enrollment charter schools may void a contract with any Vendor approved under this solicitation at any time, subject to the terms of the contract/agreement between the Vendor and the school district or open-enrollment charter school.