



**2020-2023 Blended Learning Grant Program-Planning Grants**  
**Letter of Interest (LOI) Application Due 11: 59 p.m. CT, September 18, 2020**

NOGA ID

Authorizing legislation

**GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

This LOI application may be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov)

The LOI application may be signed with a digital ID, or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, September 18, 2020**.

Application stamp-in date and time

Grant period from **October 23, 2020 to May 31, 2023**

Pre-award costs permitted from **the date of award announcement**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All attachments as listed on page 4-5 of the Program Guidelines

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization **Riesel Independent School District** CDN **161912** Campus **Foster/Riesel** ESC **12** DUNS **100076355**

Address **600 E Frederick St** City **Riesel** ZIP **76682** Vendor ID **1746001973**

Primary Contact **Christina Flores** Email **cflores@rieselisd.org** Phone **254-896-5365**

Secondary Contact **Brandon Cope** Email **bcope@rieselisd.org** Phone **254-896-5362**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name **BrandonCope**

Title **Superintendent**

Email **bcope@rieselisd.org**

Phone **254-896-5362**

Signature

Date **9/17/20**



**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are not permitted for this grant.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.
- ☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.
- ☒ The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.
- ☒ The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.
- ☒ The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.
- ☒ The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.
- ☒ The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.



**Statutory/Program Assurances (Cont.)**

- ☒ The applicant will complete all BLGP Fidelity of Execution Requirements in program implementation, which include:
- Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program
  - Weekly Teacher Software Usage: One teacher log-in per week is required
  - Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA
  - Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA
  - Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

**Statutory/Program Requirements**

**1. District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. (*Recommended Length: 1.5-2 pages*)

- Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.
- Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.
- At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

Riesel Independent School District is located in a rural community 20 miles southeast of Waco. The population of Riesel is approximately 1,024, but many students come from even smaller communities surrounding the area. Hallsburg ISD is a feeder school and students feed into RISD at 7th grade. The district serves prekindergarten through 12th grades and has a population of 640 students. According to data collected from PEIMS submission (2019), 50% of students are economically disadvantaged and this number is increasing every year. The demographics of the student body were 71% Caucasian, 24% Hispanic, 2% African American, and 2% Two or More Races. The growing levels of poverty in the community has a major impact on students. Nearly 40% of the students are at risk of academic failure as indicated by low test scores on standard assessments and other indicators. At Foster Elementary, only 38% of our students met grade level or better in language arts on the STAAR tests in 2019.

The following tables illustrates the most recent RISD Texas School Report Card:

Table 1. Texas 2019 Accountability Reports

PERCENT THAT MET OR EXCEEDED ELA/READING PROGRESS-DISTRICT WIDE

Approaches 75%

Meets 46%

Masters 16%



**Statutory/Program Requirements**

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

Table 2. Texas 2018-19 Accountability Reports

PERCENT THAT MET OR EXCEEDED ELA/READING PROGRESS-FOSTER ELEMENTARY

Approaches	71%
Meets	38%
Masters	19%

RISD has previously received tax revenue from a coal power plant located on the outside of Riesel. In the past few years, the power plant has contested the companies assessed value by McLennan County. Therefore, the district is not receiving funding from the coal plant and is continuing to have budgetary constraints despite many cuts to the budget over the course of years. Due to the fiscal implications, the district is having a difficult time meeting the growing demands of all learners. Technology and other resources are not available to students and this has had a major impact on student performance. This coupled with a lack of teacher training opportunities due to funding has had a significant role in the district's academic decline. Blended Learning opportunities would give RISD a chance to work with more students on a more personalized level and not a one size fits all approach. It will also allow the district to kick start the understanding of the need for better individualized instruction, technology and positive impact with all stakeholders. Teachers need instructional training on ways to challenge learners while also having resources and technology that allow for individualized pathways of engaging instruction. It is the district's goal to greatly improve the number of students who are meeting state standards in grades K-8 Reading/Language Arts.

From the 2019 STAAR assessments, it is clear that reading/language arts is an area the district needs to focus on. With only 38% of Foster Elementary students meeting grade level, a more individualized approach is necessary. Foster Elementary will pilot with grades K, 3, 6. In year 2, Riesel ISD will continue the work with these students and keep the original grades with grades K-1, 3-4, and 6-7 participating in Blended Learning. In year 3, all K-8 students will experience learning at their specific level of need.

It seems like years ago due to COVID-19, but merely just a year ago there was a big administration shift. The new superintendent has voiced his concerns on the state of technology and the quality of instruction to all stakeholders. He hired a new Director of Curriculum and Instruction along with two new campus administrators who all see the need for a more personalized and blended learning environment. They have taken this vision and have created Professional Learning Communities at both campuses and incorporated what targeted small group instruction looks like at the elementary level. All staff and administrators have worked together and although it looks like grassroot efforts, the culture has positively shifted and learning looks completely different than just a year ago. These teachers are ready for more.

With the growing prevalence of blended learning in classrooms across the country, the need for teacher training for effective implementation will be critical for our district. By definition, blended learning incorporates the human touch. In an effective blended-learning environment, students benefit not only from the flexibility and individualization that educational software can offer, but also from new and varied interactions with adults in the classroom. As more and more schools consider going blended as a way to improve student performance, Riesel ISD is making it our mission, that despite major roadblocks, to ensure every student has access to the blended learning opportunities that will have the greatest impact on student success.

With all the learning and growing of last year, RISD staff, like everyone, hit a major roadblock: COVID-19. The current pandemic has helped move our teachers beyond a paper and pencil method of instruction and pushed them to see the value of what technology brings to the table. By assigning lessons to students and evaluating the data, it has allowed teachers to assign varied instruction to help fill the gaps of our students. This year will be no different as our teachers are challenged with creating effective lessons for both face to face and virtual students daily since we are a small school.



**Statutory/Program Requirements**

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

Riesel ISD is open to new and innovative ways to engage students. This culture has been inspired over this last school year and the willingness to think outside the box with using Texas Home Learning by the Texas Education Agency and the ability to try new resources. Administrators have worked with staff members to build capacity in vetting resources, the power of goal setting, and the reflection of learning. Riesel ISD is committed to reaching these students at their individual level by also participating in the Beginning of the Year Assessments provided by the Texas Education Agency.

Riesel ISD wants this program to be introduced incrementally where it encompasses all grade levels by the end of the grant period. Kindergarten, third grade and sixth grade would begin the learning process. The second year, Riesel ISD will add first grade, fourth grade, and sixth grade to keep the previous students aligned while adding another 125 students. The third year, Riesel ISD will then add the remaining grades so K-8 grades will have this opportunity. Riesel ISD is committed to not just end there but will be in full swing to bring the high school on board utilizing the program manager and teacher trainers.

2. **Project Manager:** Who will lead this work at your district by serving as the **BLGP Project Manager** and why is this person the right person for this role? (*Recommended Length: 0.5 page*)

- Include information about the **experience, background, and ability to drive student results** of the BLGP PM.
- Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?
- Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

Riesel Independent School District plans to hire a Blended Learning Grant Project Manager. The District Superintendent will ensure the Program Manager's adequacy to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. This person will also provide school and district staff technical support, training in the use of instructional technology and access to online learning system support, as well as overall daily management of the program. Riesel ISD will seek an applicant who has graduated from an accredited four-year college or university, has a teaching certificate, a principal certification is preferred, and a background in English is also preferred. The BLGP Manager will work directly under the Superintendent providing support and leadership in blended learning for principals, faculty, district staff and students. RISD's Superintendent has previously worked in the district as a principal, because of this, he has an in-depth understanding of the district's strengths and weaknesses. He continues to work hands-on with administrators and teachers to improve student engagement, instruction and overall academic performance of all students. Knowing the needs of the district one of the superintendent's



**Statutory/Program Requirements**

2. Continued: Please use the additional space provided to respond to Program Requirement Question #2.

first tasks was to hire a Director of Curriculum and Accountability. This was a new position of leadership created and the district has already seen a major impact on student growth and targeted instruction. With new dedicated innovative leaders in place, RISD is in a prime position to move forward with individualized learning through blended learning. The Blended Learning Grant Project Manager will work closely with the Superintendent and the Director of Curriculum, Instruction, and Accountability to lead the blended learning initiative proposed under this grant.

3. How does the district **use data to drive decision making** about student achievement? (*Recommended Length: 0.5 page*)

- a. Describe the **quantitative goals, metrics, and measures** that the district or charter school network tracks. Describe the progress towards these goals and the evidence the district collects to assess this progress. These indicators can include multi-annual, annual, and during-the-school-year goals. If available, include examples of data from the past few years to demonstrate how the district or open-enrollment charter school is tracking results.

Last year, Riesel ISD staff took initial steps to dive deeper into the data to learn more about our students and the assessments we currently give. At Foster Elementary, each student has a personalized data sheet that indicates scores on screeners, STAAR tests, benchmarks, and assessments. Grades are also included on the student's data sheets in an attempt to align all student measures of performance. Discussions occurred on the alignment of benchmarks, assessments from previous years, and grades. Along with data sheets, Foster Elementary has also initiated student growth goals for reading and math for every student. This was the first time for every student to have an individualized plan. The campus is working hard to align student needs to their goals and further aligning student goals to research based interventions. The progress of a student is then measured using progress monitoring tools aligned to measure the effectiveness of the intervention. Progress monitoring occurs, student data is reevaluated, and new individualized learning goals are created. Also for the first time, Foster Elementary displayed data walls in the hallways. Student names are not listed but grade level data is displayed. The percentage of students approaching, meeting, and mastering grade level is demonstrated on a bar graph for each grade level, 3rd-6th. This display has sparked a sense of competition and has compelled students to push themselves further than ever before. The teachers talked with students about their individual performance on beginning of the year benchmarks and will continue to use a growth mindset as a pivotal tool to promote individual growth for each and every student. Riesel ISD teachers are desperately seeking research based technology and resources to help meet the new initiative of individualized learning supported by the district and it's leadership. Seventh and eighth grade students review data based on their unit and nine week assessments. Once the teachers review their data, spiraling and reteaching occurs.

As Riesel ISD exited for the extended spring break, some end of year benchmarks were given to the SSI grade levels. These assessments showed phenomenal growth from all the work that had been put in with data analysis, PLCs, and individual



Statutory/Program Requirements (Cont.)

3. Continued: Please use the additional space provided to respond to Program Requirement Question #3.

data sheets for targeted instruction.

The Director of Curriculum, Instruction, and Accountability has displayed data analysis charts and summaries to campuses, district administration staff and board members in a public setting to mark improvement. In these forums, stakeholders discuss ways to improve even when significant progress has been made. The leadership will stop at nothing to make sure all students succeed which was evident with interventions and mandatory tutorials.

4. **NON-MATH BLENDED LEARNING PILOT APPLICANTS ONLY:** What on-line curriculum program is intended to be used in the district and schools? *(Recommended Length: 0.5 page)*

a. Describe why this program best meets the needs of students and teachers in the proposed BLGP site(s) and how a high-fidelity use of this program will lead to gains in student achievement.

As mentioned above, individual data sheets tracked all student data. It was very apparent that Istation was no longer suiting our needs because the scores were not aligning to any of the other data we were observing. This has given us time to really think about and discuss a suitable online curriculum through the vetting process.The pandemic has also given us time to reach out to different vendors and pilot them during the free access. We were able to receive a lot of feedback and from this, we would like to use i-Ready. The curriculum, diagnostics, and progress monitoring pieces are all huge deciding factors when choosing this vendor.

The teachers have started to use this program for math this year and it is a big resource as we have remote students not getting the full learning experience their peers are since they are missing that classroom discussion piece. Although the district has tried to close those gaps with synchronous touch points for both math and reading, these students are definitely needing an extra level of support in addition to what we are providing based on their data. The district has also observed a trend where the majority of the at-risk population has chosen remote for their educational setting for this school year. This will continue to be a topic of discussion as the district tries to provide the next resources for these students.

Students in a face to face learning environment will receive their instruction based on their needs and targeted small group instruction is occurring. The need for additional resources and grouping will help our teachers not spend hours in creating these instructional grouping to maximize student growth. It is important for Riesel ISD to meet students where they are no matter of a "COVID slide" or their educational experience.

**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

Amended Section	Reason for Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>



**Application Part 2:****2020-2023 Blended Learning Grant Program-Planning Grants****Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020****IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.**

**Complete the supporting budget worksheets first**, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

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**Payroll 6100**

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Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

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**Professional and Contracted Services 6200**

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Complete this worksheet to request professional services, consulting services, and contracted services.

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**Supplies and Materials 6300**

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Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

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**Capital Outlay 6600**

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Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

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**Program Budget Summary**

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This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

*Consolidate Administrative Funds* - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

*Indirect Costs* - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.

[Maximum Indirect Cost Workbook](#) link.

*Shared Services Arrangement* - If applicable, enter amount of payments to member districts on line 9.

*Direct Administrative Cost Calculation* - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

[For further guidance, refer to the Budgeting Costs Guidance Handbook.](#)



## Application Part 2:

## 2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:		161912	Amendment # (for amendments only):		
Payroll Costs (6100)					
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
<b>Academic/Instructional</b>					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
<b>Program Management and Administration</b>					
4	Project Director			\$ 12,000	\$ -
5	Project Coordinator			\$ 21,000	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
<b>Auxiliary</b>					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15	ESC Specialist/Consultant			\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
<b>Other Employee Positions</b>					
21	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ 33,000	\$ -
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ 4,000	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 2,000	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 6,000	\$ -
30	Grand Total:			\$ 39,000	\$ -
31	Total Program Costs*:			\$ 39,000	
32	Total Direct Admin Costs*:			\$ -	
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.					

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:



## Application Part 2:

## 2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or Vendor ID: 161912		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Specify purpose:	\$ -	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	\$ -	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 24,000	\$ -
11	<b>Grand Total:</b>	\$ 24,000	\$ -
12	<b>Total Program Costs*:</b>	\$ 24,000	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
<b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b>			

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## Application Part 2:

## 2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID: 161912		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 45,000	\$ -
2	<b>Grand Total:</b>	<b>\$ 45,000</b>	<b>\$ -</b>
3	<b>Total Program Costs*:</b>	\$ 45,000	
4	<b>Total Direct Admin Costs*:</b>	\$ -	
<p><b>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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County District Number or Vendor ID: 161912		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 15,000	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	<del>6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	<del>\$ -</del>	<del>\$ -</del>
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ 2,000	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	<del>6495 - Cost of membership in civic or community organizations.</del> <del>Specify name and purpose of organization:</del>	<del>\$ -</del>	<del>\$ -</del>
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	<b>\$ 17,000</b>	<b>\$ -</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ 17,000</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	\$ 17,000	
13	<b>Total Direct Admin Costs*:</b>		
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

In-state travel for employees does not require specific approval.

## FOR TEA USE ONLY

Changes on this page have been confirmed with:

On this date:

**Application Part 2:**

**2020-2023 Blended Learning Grant Program-Planning Grants**

**Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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## Application Part 2:

## 2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID:			161912		Amendment #		0
Grant Period:		<b>October 23, 2020 to May 31, 2023</b> Pre-award costs are permitted, if requested, from date of announcement to October 23			Fund Code:		429
<b>Budget Summary</b>							
Description and Purpose		Source of Funds					
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost	
1	Payroll Costs	6100	\$ 39,000	\$ -	\$ 39,000	\$ -	
2	Professional and Contracted Services	6200	\$ 24,000	\$ -	\$ 24,000	\$ -	
3	Supplies and Materials	6300	\$ 45,000	\$ -	\$ 45,000	\$ -	
4	Other Operating Costs	6400	\$ 17,000	\$ -	\$ 17,000	\$ -	
6	<b>Total Direct Costs:</b>		\$ 125,000	\$ -	\$ 125,000	\$ -	
7	* Indirect Costs:				\$ -	\$ -	
8	<b>Total of All Budgeted Costs :</b>		\$ 125,000	\$ -	\$ 125,000	\$ -	
<b>Direct Administrative Cost Calculation</b>							
10	Total of All Budgeted Costs from line 8:				\$ 125,000		
11	Direct Administration Cap per Program Guidelines (X%)				0.05		
12	Maximum amount allowable for direct administrative costs:				\$ 6,250		

\*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.

To calculate the maximum indirect cost, please use the [Maximum Indirect Costs Worksheet](#) on the Grants Administration Division's Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Application Part 2:****2020-2023 Blended Learning Grant Program-Planning Grants****Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

County District Number or vendor ID:	Amendment #
--------------------------------------	-------------

**SUBMITTING AN AMENDMENT**

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

**AMENDED BUDGET REQUEST**

Description		Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1	Payroll Costs	6100				\$ -
2	Professional and Contracted Services	6200				\$ -
3	Supplies and Materials	6300				\$ -
4	Other Operating Costs	6400				\$ -
6	<b>Total Direct Costs:</b>		\$ -	\$ -	\$ -	\$ -
7	<b>Indirect Costs:</b>					\$ -
8	<b>Total Costs:</b>		\$ -	\$ -	\$ -	\$ -

**FOR TEA USE ONLY**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



## **Instructions: Request for Amendment**

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

Refer to the Amendment Submission Guidance section of the Administering a Grant page of the TEA website. The guidance titled “When to Amend the Application” provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

*TEA reserves the right to reject unnecessary amendments without reviewing and approving them.*

## **Submitting an Amendment**

An amendment must be submitted when the program plan or budget is altered for the reasons described in the “When to Amend the Application” guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

## **How to Submit an Amendment**

An amendment may only be submitted by email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

## **Pages to Include with an Amendment**

*Required for all amendment requests*

1. Page one of the application with an updated signature and date
2. Appendix I of the application: Negotiation and Amendments

*Required for budget amendment requests*

3. Request for Amendment excel page
4. Program Budget Summary
5. Supporting budget pages

**Assembling the Amendment**

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1
  - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes
  - b. Ensure all applicant information is current and correct.
  - c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.
2. Complete Appendix 1: Negotiation and Amendments
  - a. Choose the section you wish to amend from the drop down menu
  - b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments
3. If you are requesting a budget change, complete the Request for Amendment budget page
  - a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
  - b. In column B, enter the amount being deleted from each class/object code.
  - c. In column C, enter the amount being added to each class/object code.
  - d. Column D and the total direct cost line will automatically calculate your changes
4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter
5. Do not resubmit any attachments required in the original application.

**5. Do not resubmit any attachments required in the original application.**



## Attachment 1B

**Instructions:**

- Please reach out to [MIZ@tea.texas.gov](mailto:MIZ@tea.texas.gov) with any questions about this document

[illegible]

Math Innovation Zones  
Planning and Execution Grants

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
<b>Instructions</b> <ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot</li> <li>• Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	<b>Applicant Response</b>
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
<b>District or Open Enrollment Charter School Information</b>	<b>Applicant Response</b>
District or Charter School Name	Riesel ISD
District or Charter School Network ID Number	161912
<b>Personnel</b>	
Superintendent Name	Brandon Cope
LOI Author Name	Christina Flores
LOI Author Title	Director of Curriculum, Instruction, and Accountability
LOI Author Phone	254-296-5365
LOI Author E-mail Address	<a href="mailto:cflores@rieselisd.org">cflores@rieselisd.org</a>
District BLGP Project Manager Name	Christina Flores
District BLGP Project Manager Title	Director of Curriculum, Instruction, and Accountability
District BLGP Project Manager Email Address	<a href="mailto:cflores@rieselisd.org">cflores@rieselisd.org</a>
District BLGP Project Manager Phone Number	254-896-5365
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	79
Total Students in District	640
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	125
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	12
Name of school in district with most previous experience in blended learning	N/A
Number of years the school (in previous answer) has used blended learning	0
<b>Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)</b>	STAAR Interims
<b>Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)</b>	TxEIS
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	Texas Home Learning
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	K-8 ELA, Math
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	12/1/2020
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Yes
<b>Blended Learning Grant Program Specific Questions</b>	<b>Applicant Response</b>
<b>Proposed Software Program and Fidelity Metrics</b>	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Readin/Language Arts
Which online curriculum program is the district and schools applying to use?	i-Ready
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	45 minutes/week; 70% mastery, growth
Is the proposed online curriculum a supplemental or core curriculum?	
<b>Core curriculum:</b> a full course design for a given content area that covers all of the grade level standards and skills and is the primary curriculum used for teaching and learning. <b>Supplemental curriculum:</b> designed to enhance and align with the core curriculum used for instruction by targeting a specific set of content, skills, and/or goals, but does not replace the core curriculum.	supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	<a href="https://drive.google.com/drive/folders/1lBk3wA0b9m2gf22T80kTjUGeieWNUZXM?usp=sharing">https://drive.google.com/drive/folders/1lBk3wA0b9m2gf22T80kTjUGeieWNUZXM?usp=sharing</a>

Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Foster Elementary
School 1A Campus Total Students	325
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	PK
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	6
Personnel	
School 1A Campus Principal Name	Brittni Summers
School 1A Campus Principal Email Address	<a href="mailto:bsummers@rieselisd.org">bsummers@rieselisd.org</a>
School 1A Campus Principal Phone Number	254-896-5000
School 1A Campus BLGP Project Manager	Christina Flores
School 1A Campus BLGP Project Manager Title	Director of Curriculum, Instruction, and Accountability
School 1A Campus BLGP Project Manager Email Address	<a href="mailto:cflores@rieselisd.org">cflores@rieselisd.org</a>
School 1A Campus BLGP Project Manager Phone Number	254-896-5365
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	55
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	51%
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	75%
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	79%
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	76%
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	78%
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	46%
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	50%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent



School 1B Details (if applicable)		Applicant Response
School 1B Campus Name		Riesel School
School 1B Total Students		125
Lowest Grade at School 1B (i.e. "PK" for Pre-K)		7
Highest Grade at School 1B (i.e. "5" for 5th grade)		12
Personnel		
School 1B Principal Name		Joseph Wood
School 1B Principal Email Address		<a href="mailto:jwood@rieselisd.org">jwood@rieselisd.org</a>
School 1B Principal Phone Number		254-896-5000
School 1B BLGP Project Manager		Christina Flores
School 1B BLGP Project Manager Title		Director of Curriculum, Instruction, and Accountability
School 1B BLGP Project Manager Email Address		<a href="mailto:cflores@rieselisd.org">cflores@rieselisd.org</a>
School 1B BLGP Project Manager Phone Number		254-896-5365
School Details		
Performance Results and Economic Indicators		
School 1B Overall Performance - Numeric Grade Only		81
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch		49%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		78%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		78%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)		81%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)		77%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		51%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		50%

School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	Enter Text Response
School 1C Total Students	Enter Numeric Response
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1C (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1C Principal Name	Enter Text Response
School 1C Principal Email Address	Enter Email Address
School 1C Principal Phone Number	Enter Phone Number
School 1C BLGP Project Manager	Enter Text Response
School 1C BLGP Project Manager Title	Enter Text Response
School 1C BLGP Project Manager Email Address	Enter Email Address
School 1C BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent

School 1D Details (if applicable)	Applicant Response
School 1D Campus Name	Enter Text Response
School 1D Total Students	Enter Numeric Response
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1D Principal Name	Enter Text Response
School 1D Principal Email Address	Enter Email Address
School 1D Principal Phone Number	Enter Phone Number
School 1D BLGP Project Manager	Enter Text Response
School 1D BLGP Project Manager Title	Enter Text Response
School 1D BLGP Project Manager Email Address	Enter Email Address
School 1D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent



School 1E Details (if applicable)	Applicant Response
School 1E Campus Name	Enter Text Response
School 1E Total Students	Enter Numeric Response
Lowest Grade at School 1E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1E (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1E Principal Name	Enter Text Response
School 1E Principal Email Address	Enter Email Address
School 1E Principal Phone Number	Enter Phone Number
School 1E BLGP Project Manager	Enter Text Response
School 1E BLGP Project Manager Title	Enter Text Response
School 1E BLGP Project Manager Email Address	Enter Email Address
School 1E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent

School 1F Details (if applicable)	Applicant Response
School 1F Campus Name	Enter Text Response
School 1F Total Students	Enter Numeric Response
Lowest Grade at School 1F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1F (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1F Principal Name	Enter Text Response
School 1F Principal Email Address	Enter Email Address
School 1F Principal Phone Number	Enter Phone Number
School 1F BLGP Project Manager	Enter Text Response
School 1F BLGP Project Manager Title	Enter Text Response
School 1F BLGP Project Manager Email Address	Enter Email Address
School 1F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.	
Foster Elementary will pilot with grades K, 3, 6. In year 2, Riesel ISD will continue the work with these students and keep the original grades with grade K-1, 3-4, and 6-7 participating in Blended Learning. In year 3, all K-8 students will experience learning at their specific level of need for a total of 450 students being served through the grant.	

NON-MATH BLENDED PILOT APPLICANTS ONLY

District or Charter School Network Information Form

Feeder Pattern 2 Form

Attachment 1B

Letter of Interest for 2021-2022 BLGP Planning and Execution Grants

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Riesel ISD
District or Charter School Network ID Number	161912
Personnel	
Superintendent Name	Brandon Cope
LOI Author Name	Christina Flores
LOI Author Title	Director of Curriculum, Instruction, and Accountability
LOI Author Phone	254-296-5365
LOI Author E-mail Address	<a href="mailto:cflores@rieselisd.org">cflores@rieselisd.org</a>
District BLGP Project Manager Name	Christina Flores
District BLGP Project Manager Title	Director of Curriculum, Instruction, and Accountability
District BLGP Project Manager Email Address	<a href="mailto:cflores@rieselisd.org">cflores@rieselisd.org</a>
District BLGP Project Manager Phone Number	254-896-5365
District Details	
District Overall Performance - Numeric Grade Only	79
Total Students in District	640
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	125
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	12
Name of school in district with most previous experience in blended learning	Not applicable
Number of years the school (in previous answer) has used blended learning	0
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	STAAR



Math Innovation Zones  
Planning and Execution Grants

Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	TxEIS
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	Texas Home Learning
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	K-8 ELA, Math
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	12/1/2020
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Yes
<b>Blended Learning Grant Program Specific Questions</b>	<b>Applicant Response</b>
<b>Proposed Software Program and Fidelity Metrics</b>	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Readin/Language Arts
Which online curriculum program is the district and schools applying to use?	i-Ready
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	45 minutes/week, 70% mastery
Is the proposed online curriculum a supplemental or core curriculum?	supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	<a href="https://drive.google.com/drive/folders/1IBk3wA0b9m2gf22T80kTjUGEieWNUZXM?usp=sharing">https://drive.google.com/drive/folders/1IBk3wA0b9m2gf22T80kTjUGEieWNUZXM?usp=sharing</a>
<b>Feeder Pattern 1</b>	<b>No Response needed in this cell.</b>
<b>School 2A Details</b>	<b>Applicant Response</b>
School 2A Campus Name	Enter Text Response
School 2A Campus Total Students	Enter Numeric Response
Lowest Grade at School 2A Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at School 2A Campus (i.e. "8" for 8th grade)	Choose Numeric Response
<b>Personnel</b>	
School 2A Campus Principal Name	Enter Text Response
School 2A Campus Principal Email Address	Enter Email Address
School 2A Campus Principal Phone Number	Enter Phone Number
School 2A Campus BLGP Project Manager	Enter Text Response
School 2A Campus BLGP Project Manager Title	Enter Text Response
School 2A Campus BLGP Project Manager Email Address	Enter Email Address
School 2A Campus BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2A Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at School 2A Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent
<b>School 2B Details (if applicable)</b>	<b>Applicant Response</b>
School 2B Campus Name	Enter Text Response
School 2B Total Students	Enter Numeric Response
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2B (i.e. "5" for 5th grade)	Choose Numeric Response
<b>Personnel</b>	
School 2B Principal Name	Enter Text Response
School 2B Principal Email Address	Enter Email Address
School 2B Principal Phone Number	Enter Phone Number
School 2B BLGP Project Manager	Enter Text Response
School 2B BLGP Project Manager Title	Enter Text Response
School 2B BLGP Project Manager Email Address	Enter Email Address
School 2B BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
<b>School 2C Details (if applicable)</b>	<b>Applicant Response</b>
School 2C Campus Name	Enter Text Response
School 2C Campus ID Number	Enter Numeric Response
School 2C Campus Address	Enter Address
School 2C Total Students	Enter Numeric Response
Lowest Grade at School 2C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2C (i.e. "5" for 5th grade)	Choose Numeric Response
<b>Personnel</b>	
School 2C Principal Name	Enter Text Response
School 2C Principal Email Address	Enter Email Address
School 2C Principal Phone Number	Enter Phone Number
School 2C BLGP Project Manager	Enter Text Response
School 2C BLGP Project Manager Title	Enter Text Response
School 2C BLGP Project Manager Email Address	Enter Email Address
School 2C BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2C Eligible for Free or Reduced Price Lunch	Enter Percent

Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2D Details (if applicable)	Applicant Response
School 2D Campus Name	Enter Text Response
School 2D Total Students	Enter Numeric Response
Lowest Grade at School 2D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2D Principal Name	Enter Text Response
School 2D Principal Email Address	Enter Email Address
School 2D Principal Phone Number	Enter Phone Number
School 2D BLGP Project Manager	Enter Text Response
School 2D BLGP Project Manager Title	Enter Text Response
School 2D BLGP Project Manager Email Address	Enter Email Address
School 2D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2E Details (if applicable)	Applicant Response
School 2E Campus Name	Enter Text Response
School 2E Total Students	Enter Numeric Response
Lowest Grade at School 2E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2E (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2E Principal Name	Enter Text Response
School 2E Principal Email Address	Enter Email Address
School 2E Principal Phone Number	Enter Phone Number
School 2E BLGP Project Manager	Enter Text Response
School 2E BLGP Project Manager Title	Enter Text Response
School 2E BLGP Project Manager Email Address	Enter Email Address
School 2E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2F Details (if applicable)	Applicant Response
School 2F Campus Name	Enter Text Response
School 2F Total Students	Enter Numeric Response
Lowest Grade at School 2F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2F (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2F Principal Name	Enter Text Response
School 2F Principal Email Address	Enter Email Address
School 2F Principal Phone Number	Enter Phone Number
School 2F BLGP Project Manager	Enter Text Response
School 2F BLGP Project Manager Title	Enter Text Response
School 2F BLGP Project Manager Email Address	Enter Email Address
School 2F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.	





*Riesel ISD*  
600 East Frederick Street Riesel, TX 76682  
(254) 896-5000 - Phone  
(254) 896-2981 - Fax

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September 16, 2020

To Whom it May Concern:

As a newly hired superintendent last year, I have been seeking resources on how to engage Riesel ISD learners. I am not new to the district as I attended school here as a child and returned to be the principal of Riesel School a few years ago. This district has always had compliant students, but Riesel has changed significantly over the years with many subpopulations now counting in the accountability system and our low socio-economic numbers increasing. It is with this information, I hired a Director of Instruction, Curriculum and Accountability to help with this changing demographics and to help teachers understand their importance of engaging and tailored lessons. The teachers have been working diligently with her and have the willingness to do what is right for all students. The district is however missing resources in order to take this learning to the next level for both our teachers and students. As an initiative of how to engage students, my team has visited several districts to see what blended learning is all about and what it looks like. Administrators are in awe of the teachers and students they have spoken with and would love the opportunity to take part in this exciting initiative. My team and I are willing to do the work and will not stop short of success.

As part of the change which needs to happen, I recently sat down with the school board to discuss their concerns. They all believe in a more individualized style of learning, but they struggle with what this might look like. It is for that reason, we all agreed to start using Chromebooks for our meetings and to introduce them to the world in which their students and children live in. Many of them have needed the tailored touch in order to make them more successful which was a helpful lesson in why individualized instruction needs to be occurring and how difficult it might be for a teacher with twenty students all at one time without the resources.

I assure you, we are ready and willing to go the extra mile to make this work for our teachers and most importantly for the success of our students.. If you have any questions, feel free to contact me at 254-296-5362.

Sincerely,

Brandon Cope  
Superintendent  
Riesel ISD





*Riesel ISD*  
*600 East Frederick Street Riesel, TX 76682*  
*(254) 896-5000 - Phone*  
*(254) 896-2981 - Fax*

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September 16, 2020

To Whom it May Concern:

As the principal of Foster Elementary School in Riesel, Texas, it is my pleasure to write this letter showing my support for the Blended Learning Project. I am writing on behalf of Foster Elementary in support of the TEA Blended Learning Project designed to greatly improve the number of students who are meeting state standards in grades K-8 Reading/Language Arts. The potential resources provided under this grant will be essential to Foster Elementary School's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and extended learning opportunities for all students. The training opportunities for teachers have been limited in the past because of lack of funding. I firmly believe the students at our district deserve the very best educational opportunities we can provide them. The students deserve the same chance at a quality education as every other student in the state of Texas. Without access to technology and other resources our students do not have as many pathways provided to them for individualized instruction. The makeup of our community continues to change and the number of disadvantaged students continues to rise. This student dynamic differs greatly from past years at Foster Elementary. Due to inadequate funding in staff development and technology, our student success on state assessments and overall academic achievement has decreased. Technology and other resources are not available to students and this has had a major impact on student performance. Teachers need instructional training on ways to challenge and grow the 21st century learner while also having resources and technology that allow for individualized pathways of engaging instruction. It is the district's goal to greatly improve the number of students who are meeting state standards in grades K-8 Reading/Language Arts. I have full-confidence in the district and campus leadership teams to lead the important initiatives proposed within this grant application and increase overall student achievement. We look forward to partnering with TEA to provide the best learning experiences for our students at Foster Elementary and in Riesel I.S.D.

On behalf of Foster Elementary, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

Brittni Summers  
Principal at Foster Elementary School



*Riesel ISD*  
*600 East Frederick Street Riesel, TX 76682*  
*(254) 896-5000 - Phone*  
*(254) 896-2981 - Fax*

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September 15, 2020

To Whom it May Concern:

As the principal of Riesel School for grades seventh and eight, I fully support a learning environment where students are being reached at their individual levels. It is the utmost important that students show growth from year to year and is an area that we have struggled in. With the hiring of a new Director of Curriculum, Instruction, and Accountability, my staff has learned a great deal from her this past year. She has taught them how to really dive into the data and look at individual kids. She has pushed us to provide ways to individualize the learning and having resources will help us tremendously to achieve our goals. Our teachers are eager to learn how to implement blonde learning.

On behalf of Riesel School, I pledge my support in this initiative and thank you for the opportunity to submit our grant application.

Sincerely,

Joseph Wood  
JH Principal  
Riesel School

## **Riesel Independent School District**

### **Blended Learning Program Manager Job Description**

Program Manager's adequacy to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. This person will also provide school and district staff technical support, training in the use of instructional technology and access to online learning system support, as well as overall daily management of the program.

**Education:** Graduation from an accredited four-year college or university

**Experience:** At least four (4) years of experience in public education with both teaching and leadership experience

Principal Certification Preferred

Instructional Technology Preferred

Reading/Language Arts Background Preferred

**Supervisor:** Superintendent; works closely with the Director of Curriculum, Instruction and Accountability





## ***Riesel Independent School District***

*600 East Frederick Street Riesel, TX 76682*

*(254) 896-5000 - Phone*

*(254) 896-2981 - Fax*

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September 25, 2020

To Whom It May Concern:

I am extremely excited for the opportunity to apply for the Blended Learning Grant Program. I feel lucky to have been hired with Riesel Independent School District last year as the Director of Curriculum, Instruction, and Accountability. I have been in education for 14 years and ten years working with teachers with curriculum and instruction. During my first few months here, I observed direct teaching and very little coaching happening on the campuses. With the new administration staff across the district, we came together and implemented coaching, PLCs, and mentoring. During the months before COVID-19, our teachers have been pushed and many student successes have transpired with these changes including targeted small group instruction based off of data analysis. As soon as our spring break was extended this past year, our teachers were ready for me to push them even more with learning technology from a safe distance at our homes.

I absolutely believe in our teachers and what they can accomplish. This past year and this year has made me proud to coach such an amazing team to use technology like they have never done before. I also have a background as an instructional technologist for a different district which has helped our teachers grow even further. As you can see, I am currently leading this work in the district and would love the opportunity to have resources for these teachers and students in order to further expand blended learning for a more personalized learning path for our students.

It is important to note that as a district, we hope to hire a person for this work in the future but there is still a lot of work for me to continue to do in order to build trust, culture and cohesiveness for this small rural district. Enclosed in our application, you will find an organizational chart and job description that the superintendent and myself would like to look for if allowed when we are ready to make this transition. If you should have any questions, please feel free to contact me at 254-896-5365.

Sincerely,

Christina D Flores

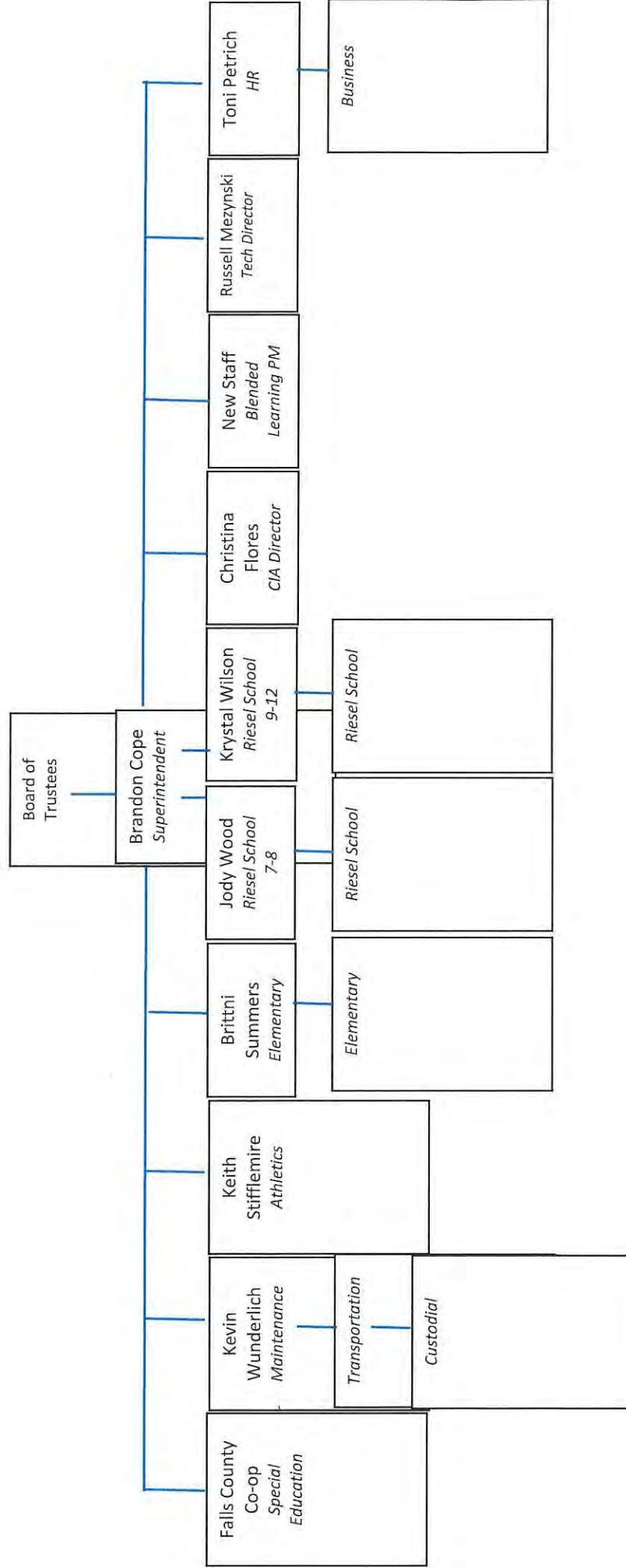
Director of Curriculum, Instruction, and Accountability

Riesel ISD



# Riesel Independent School District Organization Chart

Admin Building





Includes  
ESSA Level  
2 and 3  
Evidence

# Evidence of the Impact of *i-Ready* on Students' Reading and Mathematics Achievement

.....  
*A summary of i-Ready efficacy studies including  
independent and third-party research*  
.....



### **About *i-Ready***

*i-Ready* is backed by the most practical and applicable efficacy research in education. *i-Ready Instruction*—the system of personalized lessons designed to fill students' knowledge gaps and help every student reach grade-level proficiency—has been studied by numerous third-party and independent organizations, as well as Curriculum Associates' own research team, in partnership with educators throughout the country.

## Key Findings

This document provides an overview of various studies that demonstrate how *i-Ready Instruction* effectively improves the reading and mathematics skills of students across the country in Grades K–8, including:

- **Research meeting the Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements:** Many rigorous research studies meeting **ESSA Level 2 (Moderate)** evidence standards show **positive and statistically significant gains** for students receiving *i-Ready Instruction* above that of their control group counterparts in both reading and mathematics on internal (i.e., *i-Ready Diagnostic*) and external (e.g., Acadience Reading, Florida Standards Assessment (FSA), and Smarter Balanced Assessment (SBA)) outcome measures (Dvorak & Randel, 2019a; Dvorak, Randel, & Swain, 2019b; Dvorak, Randel, & Swain, 2019c; Dvorak & Randel, 2019d; Dvorak & Randel, 2019e; Marple, Jaquet, Laudone, Sewell, & Liepmann, 2019; Brasiel & Martin, 2015; Evaluation and Training Institute, 2019; Seabolt, 2018; Snyder, Eager, Juth, Lawanto, & Williams, 2016).
- **Studies demonstrating improvement on state tests:** Several independent studies (those conducted without guidance or funding by Curriculum Associates) found that *i-Ready Instruction* students outperformed their peers, making **positive and statistically significant gains** on state test measures such as the FSA, SBA, and Utah’s Student Assessment of Growth and Excellence (SAGE) (e.g., Marple et al., 2019; Seabolt, 2018; STEM Action Center Utah, 2018).
- **Evidence of efficacy with special populations of students:** A large-scale study from the 2017–2018 school year conducted by Curriculum Associates (2019) found that **students with disabilities, students who were English Learners (ELs), and students who were economically disadvantaged outperformed students in the same subgroups**, demonstrating **positive and statistically significantly higher growth** on the *i-Ready Diagnostic* in both Reading and Mathematics. An **independent study** also found that students with disabilities, including students in inclusion programs and resource classrooms, scored statistically significantly higher in the spring than the fall in Reading and Mathematics (Forsman, 2018).

## Summary of Research Studies on *i-Ready*

The summary table on the next page features studies on the programs created by Curriculum Associates that include *i-Ready Instruction*. *i-Ready Instruction* (“*i-Ready*”) can be used on its own or as part of *Ready® Mathematics Blended Core Curriculum* (“*Ready Mathematics Blended Core*,” which includes *i-Ready Instruction* and the *Ready Mathematics Core* system of books and/or online tools), or *Ready Blended Supplemental*, which includes *i-Ready Instruction* with *Ready Reading* or *Ready Mathematics* books and/or online tools.

The summaries that follow are provided for convenience, and those interested in further details are encouraged to review the original research studies, which are accessible at [CurriculumAssociates.com/i-Ready-Research](https://CurriculumAssociates.com/i-Ready-Research).



## Summary of i-Ready Instruction Efficacy Research

		Study Population				Description/Methodology					
Study Name Author (Year)		Subject		Grades		Meets ESSA		Large Sample Size (N = 350 or More Students)	Positive, Statistically Significant Results for Some or All Grades	Independent or Third-Party Author <sup>††</sup>	Disaggregated Results*
		Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
i-Ready											
1	<b>i-Ready Efficacy: Research on i-Ready Instruction Program Impact</b> Curriculum Associates (2019a)	●	●	●	●		●	●	●		●
2	<b>An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading at Grades K–2</b> Dvorak et al. (2019a)	●		●		●		●	●	● <sup>††</sup>	
3	<b>An Impact Evaluation of Mathematics and Reading i-Ready Instruction for Elementary Grades</b> Dvorak et al. (2019b)	●	●	●		●		●	●	● <sup>††</sup>	
4	<b>An Impact Evaluation of Reading i-Ready Instruction for Middle School Grades</b> Dvorak et al. (2019c)	●			●	●		●	●	● <sup>††</sup>	
5	<b>i-Ready in 7th Grade Math Classes: A Mixed Methods Case Study</b> Marple et al. (2019)		●		●	● <sup>†</sup>		●	●	●	
6	<b>STEM Action Center Program Evaluation Reports</b> Brasiel & Martin (2015); Snyder et al., (2016); Utah Education Policy Center (2017); Utah STEM Action Center (2018)		●	●	●	● <sup>†</sup>		●	●	●	
7	<b>Utah’s Early Intervention Reading Software Program Report</b> Evaluation and Training Institute (2019)	●		●		● <sup>†</sup>		●	●	●	

\*Specific student groups include students with disabilities, students who were ELs, and students who were economically disadvantaged.

<sup>†</sup>Study includes characteristics for meeting ESSA Level 2 (Moderate) evidence. However, because the authors did not specify which ESSA evidence level the study meets in the report, nor has it been reviewed by an independent clearinghouse such as the What Works Clearinghouse, educators should review the full research report in order to determine if it meets their own interpretations for ESSA evidence.

<sup>††</sup>Third-party studies are defined as those that were conducted by external research organizations that were contracted by Curriculum Associates to independently perform the research to industry-recognized standards. Studies by independent authors (without <sup>††</sup>) were conducted and funded entirely independently of Curriculum Associates.

## Summary of i-Ready Instruction Efficacy Research, Cont'd.

		Study Population				Description/Methodology				
Study Name Author (Year)	Subject		Grades		Meets ESSA		Large Sample Size (N = 350 or More Students)	Positive, Statistically Significant Results for Some or All Grades	Independent or Third-Party Author <sup>††</sup>	Disaggregated Results*
	Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
i-Ready, Cont'd.										
8 What Is the Impact on Growth in Language Arts and Mathematics Skills for Special Needs Students when the i-Ready Program Is Implemented? Forsman (2018)	●	●		●		●		●	●	● **
9 A Causal Comparative Analysis of a Computer Adaptive Mathematics Program Using Multilevel Propensity Score Matching Seabolt (2018)		●	●		● <sup>†</sup>		●	●	●	
Ready Mathematics Blended Core										
10 An Impact Evaluation of the Blended Core Mathematics Program for Elementary Grades Swain et al. (2019)		●	●		●		●	●	● <sup>††</sup>	
Ready Blended Supplemental										
11 An Impact Evaluation of Supplemental Blended Implementation for Mathematics at Grades 6–8 Dvorak et al. (2019d)		●		●	●		●	●	● <sup>††</sup>	
12 An Impact Evaluation of Supplemental Blended Implementation for Reading at Grades K–2 Dvorak et al. (2019e)	●		●		●		●	●	● <sup>††</sup>	

\*Specific student groups include students with disabilities, students who were ELs, and students who were economically disadvantaged.

\*\*Reported for students with disabilities only.

<sup>†</sup>Study includes characteristics for meeting ESSA Level 2 (Moderate) evidence. However, because the authors did not specify which ESSA evidence level the study meets in the report, nor has it been reviewed by an independent clearinghouse such as the What Works Clearinghouse, educators should review the full research report in order to determine if it meets their own interpretations for ESSA evidence.

<sup>††</sup>Third-party studies are defined as those that were conducted by external research organizations that were contracted by Curriculum Associates to independently perform the research to industry-recognized standards. Studies by independent authors (without <sup>††</sup>) were conducted and funded entirely independently of Curriculum Associates.

## ***i-Ready* Research Study Summaries**

Each efficacy study highlighted within the table on pages 4–5 is summarized below. Those interested in further details are encouraged to review the original research studies, which are accessible at [CurriculumAssociates.com/i-Ready-Research](https://CurriculumAssociates.com/i-Ready-Research).

### **1 *i-Ready* Efficacy: Research on *i-Ready Instruction* Program Impact**

**AUTHOR(S):**  
Curriculum  
Associates, 2019a

**EVALUATION  
SCHOOL YEAR:**  
2017–2018

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
K–8

**ESSA LEVEL:**  
3 (Promising)

Curriculum Associates analyzed data from more than one million students who took the *i-Ready Diagnostic* in the 2017–2018 school year. In both reading and mathematics, students who used *i-Ready Instruction* for an average of 45 minutes or more per subject per week for at least 18 weeks experienced greater learning gains compared to students who did not, when controlling for prior achievement. This study also examined differences among special populations. Students with disabilities, students who were ELs, and students who were economically disadvantaged who used *i-Ready Instruction* all saw greater growth than students from the same subgroups who did not have access to the program. The significance of the findings and the rigorous study design provide support for *i-Ready* as a program that meets the criteria for ESSA Level 3.

### **2 An Impact Evaluation of *i-Ready Diagnostic and Instruction* Implementation for Reading at Grades K–2: Final Report**

**AUTHOR(S):**  
Dvorak et al., 2019a

**EVALUATION  
SCHOOL YEAR:**  
2016–2017

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
K–2

**ESSA LEVEL:**  
2 (Moderate)

Utilizing a quasi-experimental study designed to meet ESSA Level 2 criteria, the Human Resources Research Organization (HumRRO), a third-party research firm, examined the effect of *i-Ready Instruction* for Reading for early elementary students in Grades K–2 during the 2016–2017 school year. Analyses using propensity score matching and hierarchical linear modeling found that schoolwide implementation of *i-Ready Instruction* for Reading in Grades K–2 resulted in increased student achievement compared to schools using only the *i-Ready Diagnostic*.

### **3 An Impact Evaluation of Mathematics and Reading *i-Ready Instruction* for Elementary Grades**

**AUTHOR(S):**  
Dvorak et al., 2019b

**EVALUATION  
SCHOOL YEAR:**  
2017–2018

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
K–5

**ESSA LEVEL:**  
2 (Moderate)

HumRRO, a third-party research firm, conducted a quasi-experimental study designed to meet ESSA Level 2 criteria examining the impact of *i-Ready Instruction* for Reading and Mathematics among elementary students in Grades K–5 during the 2017–2018 school year. Leveraging propensity score matching at the school and student level, HumRRO identified a final sample of 121 schools and more than 37,000 students. Final impact analyses using hierarchical linear modeling showed that students in schools implementing *i-Ready Instruction* with fidelity experienced statistically significantly higher student-level achievement in mathematics for all grades, as well as in reading at Grades K–2. Implementing *i-Ready Instruction* with fidelity was defined as using *i-Ready Instruction* for an average of 30 minutes per subject per week for at least 18 weeks.

#### 4 An Impact Evaluation of Reading *i-Ready Instruction* for Middle School Grades

**AUTHOR(S):**  
Dvorak et al., 2019c

**EVALUATION  
SCHOOL YEAR:**  
2017–2018

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
6–8

**ESSA LEVEL:**  
2 (Moderate)

HumRRO, a third-party research firm, examined the impact of *i-Ready Instruction* for Reading among middle school students in Grades 6–8 during the 2017–2018 school year. Using a quasi-experimental design with propensity score matching designed to meet ESSA Level 2 criteria, HumRRO identified a final sample of 24 schools and nearly 19,000 students. Using hierarchical linear modeling, HumRRO found that sixth grade students using *i-Ready Instruction* for Reading experienced statistically significantly higher spring scores than students not using *i-Ready Instruction*. Students using *i-Ready Instruction* in Grades 7 and 8 experienced higher spring scores than students not using *i-Ready Instruction*, but differences were not statistically significant.

#### 5 *i-Ready* in 7th Grade Math Classes: A Mixed Methods Case Study

**AUTHOR(S):**  
Marple et al., 2019

**EVALUATION  
SCHOOL YEAR:**  
2017–2018

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
7

**ESSA LEVEL:**  
2 (Moderate)<sup>†</sup>

Conducted by WestEd in partnership with the Silicon Valley Education Foundation and supported by the Bill & Melinda Gates Foundation, this independently funded quasi-experimental study that meets ESSA Level 2 criteria found that seventh grade students who spent a minimum of 45 minutes a week or more on *i-Ready Instruction* for Mathematics during the 2017–2018 school year demonstrated a significant improvement in their scores on the SBA over students who did not. Specifically, utilizing data from more than 1,700 students, WestEd found that students using *i-Ready Instruction* for more than 45 minutes tended to score 24 points higher than similar students who used *i-Ready Instruction* for less than 45 minutes. Students with 45 minutes or more in *i-Ready Instruction* also experienced greater growth toward the next achievement level on the SBA.

#### 6 Utah STEM Action Center Multiyear Studies

**AUTHOR(S):**  
Brasiel & Martin, 2015; Snyder et al., 2016; Utah Education Policy Center, 2017; STEM Action Center, 2018

**EVALUATION  
SCHOOL YEARS:**  
2014–2015;  
2015–2016;  
2016–2017;  
2017–2018

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
K–8

**ESSA LEVELS:**  
2 (Moderate)<sup>†</sup> and  
3 (Promising)

The Utah STEM Action Center conducted a multiyear evaluation of multiple providers of online instructional technology for mathematics for the K–12 Mathematics Personalized Learning Software Grant Pilot Program, including *i-Ready Instruction*. For school years 2014–2015 through 2017–2018, the Utah STEM Action Center published annual reports regarding the implementation and effectiveness of these technologies. (Note that the study design varied by evaluation school year.) Using multiple methodologies such as linear and logistic regression, these reports showed that *i-Ready Instruction* was consistently one of the top mathematics solutions among the vendors evaluated. The most recent evaluation from 2017–2018 examined whether the use of online mathematics instructional technology impacted performance on Utah's SAGE test. Use of *i-Ready Instruction* was associated with increased likelihood of proficiency on the SAGE test, and students who used *i-Ready Instruction* with greater frequency demonstrated higher student growth percentiles than students who used *i-Ready* with lower frequency.

<sup>†</sup>Study includes characteristics for meeting ESSA Level 2 (Moderate) evidence. However, because the authors did not specify which ESSA evidence level the study meets in the report, nor has it been reviewed by an independent clearinghouse such as the What Works Clearinghouse, educators should review the full research report in order to determine if it meets their own interpretations for ESSA evidence.



## 7 Utah's Early Intervention Reading Software Program Report

**AUTHOR(S):**  
Evaluation and  
Training Institute,  
2019

**EVALUATION  
SCHOOL YEAR:**  
2018–2019

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
K–3

**ESSA LEVEL:**  
2 (Moderate)<sup>†</sup>

On behalf of the Utah State Board of Education, the Evaluation and Training Institute conducted an evaluation on Utah's Early Intervention Software Program (EISP) for Reading during the 2018–2019 school year. The EISP was implemented in 88 Local Education Agencies (LEAs) that had the option of selecting one of four adaptive computer-based literacy software programs, including *i-Ready Instruction* for Reading, for use with all students in Grades K–1 and struggling readers in Grades 2–3. The evaluators found that *i-Ready* had a positive and statistically significant impact on literacy achievement (as measured by the Acadience Reading composite scores) for students in kindergarten, first grade, and third grade. Of the four vendors, *i-Ready Instruction* had some of the largest effect sizes (effect size = .33 for Grade K, effect size = .32 for Grade 1, and effect size = .25 for Grade 3).

## 8 What Is the Impact on Growth in Language Arts and Mathematics Skills for Special Needs Students when the *i-Ready* Program Is Implemented?

**AUTHOR(S):**  
Forsman, 2018

**EVALUATION  
SCHOOL YEAR:**  
2016–2017

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
6–8

**ESSA LEVEL:**  
3 (Promising)

This dissertation examined the use of *i-Ready Instruction* as an effective intervention strategy for students with disabilities in reading and mathematics during the 2016–2017 school year. Sixty-six students were identified as students with disabilities in the following categories: Emotionally Disabled, Intellectual Disability, Multiple Disabilities, Language/Speech Impaired, Specific Learning Disabled in one or all subjects, Autism, and Other Health Impaired. Using multiple independent samples *t*-tests and the *i-Ready Diagnostic* as the outcome measure, these analyses found that students in inclusion classrooms (in which students with and without disabilities learn together) scored statistically significantly higher in the spring than the fall in reading and mathematics. Resource students (students with disabilities who received specialized instruction outside of the general education classroom) also experienced statistically significantly greater scores in the spring compared to the fall in reading. This study meets ESSA Level 3 criteria.

## 9 A Causal Comparative Analysis of a Computer Adaptive Mathematics Program Using Multilevel Propensity Score Matching

**AUTHOR(S):**  
Seabolt, 2018

**EVALUATION  
SCHOOL YEAR:**  
2016–2017

**PRODUCT:**  
*i-Ready*

**GRADE(S):**  
5

**ESSA LEVEL:**  
2 (Moderate)<sup>†</sup>

This dissertation examined the effectiveness of *i-Ready Instruction* for Mathematics for fifth grade students in a school district in central Florida during the 2016–2017 school year. Leveraging multilevel propensity score matching, students using *i-Ready Instruction* with fidelity (a minimum of 45 minutes per week for at least 25 weeks) were matched to students who did not use *i-Ready* with fidelity. Impact analyses conducted with multilevel models demonstrated that students using *i-Ready Instruction* with fidelity experienced greater mathematics score gains on the FSA compared to those who did not use *i-Ready* with fidelity. This study meets ESSA Level 2 criteria.

<sup>†</sup>Study includes characteristics for meeting ESSA Level 2 (Moderate) evidence. However, because the authors did not specify which ESSA evidence level the study meets in the report, nor has it been reviewed by an independent clearinghouse such as the What Works Clearinghouse, educators should review the full research report in order to determine if it meets their own interpretations for ESSA evidence.

## 10 An Impact Evaluation of the Blended Core Mathematics Program for Elementary Grades

**AUTHOR(S):**  
Swain et al.,  
2019; Curriculum  
Associates, 2019b

**EVALUATION  
SCHOOL YEAR:**  
2017–2018

**PRODUCT:**  
*Ready Mathematics*  
Blended Core  
(includes *i-Ready*)

**GRADE(S):**  
K–5

**ESSA LEVEL:**  
2 (Moderate)

HumRRO, a third-party research firm, conducted a study using data from the 2017–2018 school year of more than 21,000 students to understand the impact of the *Ready Mathematics* Blended Core Curriculum (*i-Ready Diagnostic*, *i-Ready Instruction*, and *Ready Mathematics* used as core instruction) on mathematics achievement for students in Grades K–5. The quasi-experimental study, leveraging hierarchical linear modeling and propensity score matching, meets ESSA Level 2 criteria. HumRRO’s findings support that participation in *Ready Mathematics* Blended Core Curriculum resulted in higher student-level achievement in mathematics, as measured by the *i-Ready Diagnostic*, compared to a control group of students using only the *i-Ready Diagnostic*. For students with comparable starting points, the mean mathematics achievement for the *Ready Mathematics* Blended Core Curriculum group was statistically significantly higher in all Grades K–5. Moreover, the effect sizes provided additional support that students in *Ready Mathematics* Blended Core Curriculum schools benefited from their school’s adoption and implementation of the *Ready Mathematics* Blended Core Curriculum.

## 11 An Impact Evaluation of Supplemental Blended Implementation for Mathematics at Grades 6–8

**AUTHOR(S):**  
Dvorak et al., 2019d

**EVALUATION  
SCHOOL YEAR:**  
2016–2017

**PRODUCT:**  
*Ready Mathematics*  
Blended Core  
(includes *i-Ready*)

**GRADE(S):**  
6–8

**ESSA LEVEL:**  
2 (Moderate)

HumRRO, a third-party research firm, conducted a quasi-experimental study designed to meet ESSA Level 2 criteria to examine whether the use of the Supplemental Blended Program in Mathematics (*i-Ready Diagnostic*, *i-Ready Instruction*, and *Ready Mathematics* used as a supplement to the core instruction) resulted in higher student achievement than use of only the *i-Ready Diagnostic*. Utilizing propensity score matching and hierarchical linear modeling, HumRRO examined data from the 2016–2017 school year and found that school-level implementation of the Supplemental Blended Program in Mathematics resulted in increased student achievement compared to schools using the *i-Ready Diagnostic*.

## 12 An Impact Evaluation of Supplemental Blended Implementation for Reading at Grades K–2

**AUTHOR(S):**  
Dvorak et al., 2019e

**EVALUATION  
SCHOOL YEAR:**  
2016–2017

**PRODUCT:**  
*Ready Blended*  
Supplemental  
(includes *i-Ready*)

**GRADE(S):**  
K–2

**ESSA LEVEL:**  
2 (Moderate)

HumRRO, a third-party research firm, conducted a quasi-experimental study designed to meet ESSA Level 2 criteria to examine the Supplemental Blended Program in Reading (*i-Ready Diagnostic*, *i-Ready Instruction*, and *Ready Reading* used as a supplement to the core instruction) for early elementary students in Grades K–2 during the 2016–2017 school year. Analyses using propensity score matching and hierarchical linear modeling found that school-level implementation of the Supplemental Blended Program in Reading for Grades K–2 resulted in increased student achievement compared to schools using only the *i-Ready Diagnostic*.

## For More Information

Please visit [CurriculumAssociates.com/i-Ready-Research](https://CurriculumAssociates.com/i-Ready-Research) to read the full research reports.

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