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*“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our Nation.”*

– John F. Kennedy

### **Absolute Priority 2: Low-Income Demographic**

Responsive Education Solutions (ResponsiveEd) is a 501 (c)(3) non-profit organization authorized by the Texas State Board of Education and Arkansas Department of Education to operate charter schools for students in grades Pre-K through 12. First established in 1998 to open 15 dropout recovery and prevention schools, ResponsiveEd has since expanded to operate 73 brick and mortar campuses in Texas and Arkansas and one Virtual School Program in its two charter districts, Texas College Preparatory Academies (TCPA) and Premier High Schools (PHS). Together, these programs serve a diverse population of over 21,000 students across six school brands—Classical Academy, Founders Classical Academy, iSchool High, Premier High School, iSchool Virtual Academy, and Foundation School for Autism. Across all its programs, ResponsiveEd maintains a singular mission to “*provide **hope** for students through educational options that promote a free society and cultivate moral and academic excellence.*” To accomplish this, ResponsiveEd is committed to ensuring that all students have access to high-quality, rigorous, college-preparatory programs regardless of where they live or family income.

As shown in detailed tables in Appendix E, across all **ResponsiveEd charters, 47.3% of all students served are low-income**, as defined by their eligibility for free- or reduced-price meals (addressing Absolute Priority 2—Low Income Demographic). In over two-thirds of our programs (52 out of 74, or 70.3%), the proportion of low-income students exceeds the 40% benchmark established for this Absolute Priority, ranging from 40.7% to a high of 100% low-income. The proportion of our low-income students has remained above 40% over the past three

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years—46% in 2016, 52% in 2017, and 47% in 2018. **ResponsiveEd ensures it will maintain a substantially similar percentage of low-income students across all of its charter schools during the five-year grant period.**

### **Competitive Preference Priority 1 (CPP 1): Diversity**

ResponsiveEd will address CPP 1 by committing to serve a racially, ethnically, and socioeconomically diverse population of students to support the goal of educational equity. With support from the Charter School Program, we are proposing to expand three sites where we will implement an increased focus on recruiting and maintaining diverse student populations, and to replicate high-quality models with an intentional focus on recruiting a diverse student body and building integrated learning environments in seven new locations where there is a high potential for attracting a racially, ethnically, and socioeconomically mixed population of students.

Among the current school population of 21,160 students that ResponsiveEd serves, there is no clear majority demographic, as 36% of students are Hispanic/Latino, 41% are White, 15% are African American, 4% are Asian, 4% are two or more races, and less than 1% is American Indian or Pacific Islander. Twelve percent are classified as English learners and 9% are students with disabilities. A majority of our 74 schools and programs are racially/ethnically-integrated (70% of programs) based on a definition provided by the U.S. Government Accountability Office that no racial/ethnic or income group makes up more than 75% of student population.<sup>1</sup> Additionally, 69% of our current programs are economically-integrated.

Using funding provided by the CSP, **ResponsiveEd proposes to replicate and expand high-quality charter schools with an intentional focus on recruiting students from racially and socioeconomically diverse backgrounds and maintaining the diverse student populations in the proposed schools using processes that are consistent with federal civil**

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<sup>1</sup> United States Government Accountability Office, 2016.

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**rights law.** To identify existing ResponsiveEd schools with populations that are substantially less diverse—both racially/ethnically and socioeconomically—than the school-age populations in the surrounding communities, the CSP planning team conducted an analysis of census tract data for a 10-mile radius for each of its existing schools. Using these data, we compared the demographic characteristics of school-age children in the communities surrounding each of our existing school sites with those of the student populations currently attending our schools to identify sites where the proportions of one or more of our student subgroups varied by 10 or more percentage points—indicating schools that could benefit from an intentional focus on recruiting new students from racially and socioeconomically diverse backgrounds.

From this analysis, three proposed expansion sites and one replication site have been identified to address CPP 1—Clay Classical Academy (Dallas), Fallbrook Classical Academy (Houston), PHS of Arlington (Arlington), and Fehl Price Classical Academy (Beaumont, TX). The population in each school is less diverse in terms of both race/ethnicity (i.e., these ResponsiveEd schools have a higher proportion of non-white students) and socioeconomic level (ResponsiveEd schools serve a higher percentage of low-income students in three out of the four sites) than the local community (see data tables in Appendix I).

As described in the Significance section, ResponsiveEd will conduct targeted outreach and marketing to attract more diverse populations to these proposed expansion sites using a variety of print, digital, and in-person strategies that will be informed by data analytics and community feedback. As part of an integrated multi-media marketing plan, ResponsiveEd will use social media, in-person events, and broadcast radio, and print advertisements to build brand awareness for the schools. Furthermore, we will provide messaging in multiple languages and in a variety

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of venues and community locations in order to reach a broad and diverse segment of the local communities these schools serve.

### **Competitive Preference Priority 2: Reopening Poor Performing Schools as Charters**

*(i) Demonstrate past success working with one or more academically poor-performing public schools, schools that previously were designated as persistently lowest-achieving schools, or priority schools under the former SIG program or ESSA*

ResponsiveEd is a unique entity in the charter movement. Not only do we have 20 years of experience providing high quality options to a diversity of students, but in the past seven years, we have become a “go-to” operator for turning around failing schools. Most of our success in this area has been in the realm of taking over failing charter schools; however, as described below, we also have experience working with school districts in this role.

Our history with turning around failing school began in 2011 when, at the request of the Texas Education Agency (TEA), ResponsiveEd assumed operation of the iQ Academy for virtual school students and transformed it into the academically successful iSchool Virtual Academy. Three years later, TEA approached us again about taking over Mainland Preparatory Academy, a struggling charter school in La Marque, TX that was forced to give up its charter to the state because of financial problems. ResponsiveEd transformed the school into Mainland Preparatory Classical Academy, which has since consistently achieved student proficiency rates in reading and math that meet or exceed state averages.

Based on our success with Mainland Preparatory Academy, TEA approached us again in 2015 to take over the failing Fallbrook College Preparatory Academy in Houston. In just one year, the school was transformed into the Fallbrook Classical Academy and moved off of the state’s “Improvement Required” list. That same year, we assumed operation of Shekinah

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Radiance Academy Charter in San Antonio to create Heritage Academy, which was also successful in overcoming its “Improvement Required” designation. All three of these charter schools transformed academic performance while continuing to serve the same population of students of the failing charters.

ResponsiveEd has also worked with public school districts to address needs of their academically-unsuccessful students. For example, in 2010, we started one of the first District-Charter partnerships with Austin ISD by opening PHS programs in two of the district’s lowest-performing high schools, Travis and Lanier. Following the success of the partnership with Austin ISD, ResponsiveEd joined with Pea Ridge School District (Arkansas) in 2014 to create the Pea Ridge Manufacturing and Business Academy, a 21<sup>st</sup> century independent learning system for 11<sup>th</sup> and 12<sup>th</sup> grade students in pathway courses.

*(ii) Propose to use grant funds under this program to reopen one or more academically poor-performing public schools as charter schools during the project period by:*

*A. Replicating one or more high-quality charter schools based on a successful charter school model for which the applicant has provided evidence of success*

We believe that the entirety of our experience working with failing schools positions us well for our new role as operator of Fehl Price Elementary School, a persistently lowest-achieving school in Beaumont ISD and one of the proposed replication sites. With support from the CSP, we will transform Fehl Price Elementary School (ES) into a Classical Academy while continuing to serve the current population who attends the school. Fehl Price ES was designated a priority campus by TEA as a school in need of assistance with developing a plan to achieve significant growth in student achievement. Data from the 2017–18 school year showed that student performance at Fehl Price ES was substantially lower than performance across the state. In

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reading, only 21% of students met or exceeded grade level standards compared with 48% of students statewide. The numbers were worse for math; only 18% of students met the standards compared with 48% of students across the state.

Because of the school's challenges with persistently low academic performance and its designation as a priority campus, Beaumont ISD issued a Call for Quality Schools in June 2018 to identify one or more partners to reimagine Fehl Price ES and support its high-need students. ResponsiveEd submitted a proposal in September 2018 and was selected by the local Board of Education to take-over Fehl Price ES starting in the 2019–20 school year, serving the current student population.

Since being selected to take-over Fehl Price ES, ResponsiveEd has worked with the district to conduct a needs assessment for the school to determine the roots cause of its academic challenges. Based on the root cause analysis, ResponsiveEd established a comprehensive plan for converting the school into a Classical Academy that will benefit from the model's rigorous academic program and curriculum (described in detail in the Quality of Eligible Applicant and Significance of Contribution sections below). In addition, to address the specific needs of the school community, ResponsiveEd will implement the following strategies:

- Develop a curricular and instructional focus on a values-based education integrated with a classical liberal arts education designed to **develop higher-level thinking skills**;
- Provide **intensive professional development** for all teachers to implement innovative and research-based instructional strategies and practices aligned with the classical school model;
- Work with Beaumont ISD to create an **Early Childhood Innovation Zone** through which the new Classical Academy will attract students from across the district in order to

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strengthen early grade learning and leverage the broader pool of students to increase the **socioeconomic diversity** at Fehl Price ES; and

- Develop a **Family and Community Involvement Initiative** to strengthen school culture and climate and encourage greater engagement within the school community.

Implementation of the new educational model will begin in summer 2019 with intensive professional development for current and new teachers on the Classical Academy model instructional strategies and with the recruitment of highly-qualified new staff to support the transition. Beginning at the start of the 2019–20 school year, all students in grade K-5 will be exposed to all elements of the Classical Academy.

### ***B. Targeting a demographically similar student population in the replicated charter schools as was served by the academically poor-performing public schools.***

The new Fehl Price Classical Academy will continue to serve the population of students who are geographically zoned by the district to attend Fehl Price ES and will provide free transportation for these students. In support of CPP 1, ResponsiveEd will also work with school staff over the five years to conduct targeted outreach, specifically targeting students from across the district who have expressed interest in the TCPA Classical Academy located in Beaumont that is at capacity to recruit a diverse population of new families to Fehl Price.

### **Competitive Preference Priority 3: HS Students**

***(i) Replicate or expand high-quality charter schools to serve high school students, including educationally disadvantaged students***

ResponsiveEd is also proposing to use funding from the CSP to replicate our high-quality PHS model in two new sites and to expand one existing PHS.

*(ii) Prepare students, including educationally disadvantaged students, in those schools for enrollment in postsecondary education institutions*

ResponsiveEd got its start 20 years ago by developing 15 new and innovative dropout prevention and credit recovery programs that were specifically tailored to meet the needs and interests of educationally disadvantaged and disaffected high school students. Over the last two decades, our PHS model has developed to provide comprehensive services for students and their families to prepare them for access to and success in postsecondary education or careers.

The PHS model is designed to support all learners, especially educationally disadvantaged students, to succeed and graduate using a personalized program. The key and unique components of the PHS model are: 1) the PHS 3D Learning System, an individualized and data-driven instructional approach; 2) a strong program of character and leadership development; and 3) comprehensive support services that are customized to the needs of each learner to help all students graduate at their own pace and succeed in life after high school. The PHS 3D Learning System includes *diagnostics* which are given at key junctures throughout a student's academic career to assess individual abilities, strengths, needs, and learning styles; *delivery* of content and skills that incorporate a variety of instructional approaches; and *data* that are collected through formative, benchmark, and summative assessments to gauge student progress and learning in order to ensure success.

Lastly, the PHS model includes individual plans for academic and career counseling to help each student develop a plan for high school and beyond. All students take a course called College and Career Transitions prior to graduating to help educate students and their family about post-secondary options. Additionally, all students apply and must be accepted into an institution of higher learning or branch of military; all PHS schools have one or more active

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MOU with institutions of higher learning to provide dual credit and/or concurrent enrollment options for students.

*(iii) Provide support for students, including educationally disadvantaged students who graduate from those schools and enroll in postsecondary education institutions in persisting in and attaining a degree or certificate from such institutions*

ResponsiveEd is committed to supporting all learners, including educationally disadvantaged students, to graduate from high school and to enroll and succeed in postsecondary education. The key initiative to support this commitment in all PHSs is the development of Project PATH: Preparing our Alumni Today with Hope. PATH includes four components of support:

- 1) **Naviance**, a college and career readiness platform that offers aptitude and interest inventory tools to assist in career and postsecondary planning, connects students to institutions of higher education based on individual interests and needs, and tracks and reports postsecondary outcomes for graduates.
- 2) **Academic and Alumni Counselors** to support students in their post-secondary transition and to develop partnerships with workforce training centers, colleges, and universities to expose students to a variety of experience and options;
- 3) **Financial support** through identification of and support for students to apply for and obtain scholarships and grants to pursue postsecondary degrees.
- 4) **PATH Center** which serves as a career and college exploration center with print and digital resources for current students and graduates.

*(iv) Propose one or more project-specific performance measures, including aligned leading indicators or other interim milestones, that will provide valid and reliable information about*

*the applicant's progress in preparing students for enrollment in postsecondary institutions and in persisting and attaining a degree or certificate from such institutions*

The schools that are replicated and/or expanded using the PHS model will prepare students for enrollment in postsecondary institutions and to persist and attain a degree or certificate from those institutions. To assess progress toward meeting these goals, ResponsiveEd is proposing project-specific performance measures that will provide valid and reliable information in the areas of high school graduation, college enrollment, and college persistence. These project-specific performance measures will guide us in collecting and evaluating data annually to determine progress toward meeting the following benchmarks among all PHS students, including educationally disadvantaged students in: four-year graduation rate at each campus; enrollment in institutions of higher education following high school; and continued enrollment in postsecondary education two years after high school graduation (see Quality of Evaluation section for details).

### **Competitive Preference Priority 5: Novice Applicant**

ResponsiveEd has never received a grant or been a member of a group application submitted under the CSP program or had an active discretionary grant from the federal government within the past five years. As such, ResponsiveEd is responding to CPP 5 as a novice applicant.

### **Selection Criteria**

#### **(a) Quality of the Eligible Applicant**

*(i) Extent to which the academic achievement results for educationally disadvantaged students served by the charter schools managed by the applicant have exceeded the average academic achievement results for such students served by other public schools in the State.*

### **Background and History of Applicant**

With the mission “to provide **hope** for students through educational options that promote a

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*free society and cultivate moral and academic excellence,”* ResponsiveEd seeks to be responsive to the needs of the community by offering a variety of educational options that reflect the diverse interests, goals, and learning styles of the students in the communities served. ResponsiveEd was launched in 1998 when it was authorized by the Texas State Board of Education to open 15 dropout recovery and prevention schools designed to support students who were not succeeding in traditional high school settings. In the first year of operation, ResponsiveEd’s innovative model was well-accepted and enrolled more than 700 students across the 15 sites. As demand for this initial charter school model grew, ResponsiveEd scaled in order to broaden its reach by adding new sites and new educational models. Twenty years later, ResponsiveEd serves more than 21,000 students across 74 schools and programs in the states of Texas and Arkansas.

### Overview of ResponsiveEd’s Educational Models

ResponsiveEd’s educational philosophy is founded on the premise that each student must have hope that they can achieve “*something good*” through education. In recognizing that each student may strive for a different “*something good*,” ResponsiveEd offers a variety of educational options that reflect the diverse interests, goals, and learning styles of our students. Each of the unique models is connected with seven guiding principles that we believe to be at the heart of educational excellence and equity.

#### RESPONSIVEED PRINCIPLES

**Principle 1:** Education is an Inescapable Moral Enterprise. Education in its fullest sense is inescapably a moral enterprise—a continuous and conscious effort to guide students to know and pursue what is good and what is worthwhile.

**Principle 2:** Parents. We strongly affirm parents as the primary moral educators of their children and believe schools should build a partnership with the home. Consequently, all schools have the obligation to foster in their students personal and civic virtues such as integrity, courage, responsibility, diligence, service, and respect.

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**Principle 3:** Virtue. Character education is about developing virtues—good habits and dispositions which lead students to responsible and mature adulthood. Virtue ought to be our foremost concern in educating for character.

**Principle 4:** Teachers, Principals, Staff. The teacher and the school principal are central to this enterprise and must be educated, selected, and encouraged with this mission in mind. In truth, all of the adults in the school must embody and reflect the moral authority which has been invested in them by the parents and the community.

**Principle 5:** Community. Character education is not a single course, a quick-fix program, or a slogan posted on the wall; it is an integral part of school life. The school must become a community of virtue in which responsibility, hard work, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced.

**Principle 6:** Curriculum. The human community has a reservoir of moral experiences, much of which exist in our great stories, works of art, literature, history, and biography. Teachers and students must together draw from this reservoir both within and beyond the academic curriculum.

**Principle 7:** Students. Young people need to realize that forging their own character is an essential and demanding life task. The sum of school experiences—in success and failures, academic and athletic, intellectual and social—provides much of the raw material for this personal undertaking.

ResponsiveEd currently operates 74 schools and programs that follow six educational models. Each school model was developed with a distinct curriculum and academic program to offer a rigorous educational experience that is tailored to individual student needs and interests, yet still designed to prepare all students for college access and success. Exhibit A lists the models, the number of schools per model, and total student enrollment per model and district (*Application Requirement D*).

**Exhibit A: Number of Schools/Programs and Total Enrollment by Model and District**

Model	Number of Schools/Programs			Total	
	PHS (TX)	TPCA (TX)	Arkansas	Schools	Enrollment
Premier High Schools	35		1	36	3,833
Classical Academy		21	1	22	6,605
Founders Classical Academy		7	1	8	3,717
iSchool High School		6		6	1,174
iSchool Virtual Academy	1			1	5,791
Foundation School for Autism		1		1	40
<b>Total</b>	<b>36</b>	<b>35</b>	<b>3</b>	<b>74</b>	<b>21,160</b>

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Premier High Schools (PHSs) are mastery-based, blended-learning, college-preparatory programs that serve 3,833 students by placing an emphasis on credit recovery, early graduation, and career and technical training, as well as character education, a key component in all ResponsiveEd programs. Unlike in traditional educational models where instruction is often regulated by fixed sequential pacing and a strict scope of content dependent on a teacher, school, or district, PHS provides a “student-centric” model where the learning process of the student is the primary centerpiece of the system.

iSchool Virtual Academies, including iSchool Virtual Academy High (within PHS) and iSchool Virtual Academy of Texas (within TCPA) serve 5,791 students. This virtual school model is similar to PHS, offering comparable rigorous, mastery-based, blended-learning, college-preparatory programs, except that they are provided online to students who prefer a home-school model that allows for flexible hours and locations.

ResponsiveEd’s six iSchool High campuses serve 1,174 students with mastery-based, blended-learning programs that are similar to PHS except with an emphasis on community-specific academic pathways. iSchool High has also established a creative and innovative partnership with our local community colleges that allows our students to take dual credit courses and have the opportunity to earn both their HS diploma and up to an Associate’s Degree.

Classical/Founders Classical Academies. ResponsiveEd currently operates 30 Classical and Founders Classical Academies which together enroll 10,322 students. The Classical/Founders Classical Academy model is founded in the belief that a classical education, rooted in an approach that goes back to ancient Greece and Rome, provides students with the tools of learning necessary to be well-rounded human beings who know who they are and understand the world

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around them. We believe that these tools help students acquire the knowledge, skills, and dispositions necessary to live virtuous and happy lives.

In 2017, we added a new component to our Classical Academies to strengthen the program and increase personalized supports for at-risk and educationally disadvantaged students. This component, THRIVE, is a school improvement initiative designed to provide intensive operational and academic support to help schools meet the needs of educationally disadvantaged students. THRIVE includes a systematic process for school transformation and restarts academic turnaround. This process begins with a survey of key stakeholders including staff, parents, students, and community members and a comprehensive analysis of student attendance, discipline, and achievement data; teacher and leadership professional development data, and community engagement. Using these data, along with feedback collected through stakeholder interviews, the THRIVE team uses this informed needs assessment to design the process for improvement that includes development of a shared vision to support a culture of learning and build leadership capacity, as well as continuous efforts to improve instruction through professional development, classroom observations, and ongoing feedback. Additionally, staff curriculum teams work to ensure that all curricula are aligned with state standards, instructional focus guides are developed and reviewed, and achievement data are utilized to improve instruction and eliminate wasted learning time.

The Foundation School for Autism in San Antonio has been providing a customized educational experience for children ages 3-7 who are on the autism spectrum since its inception in 2010. The school currently serves 40 students and focuses on early intervention and providing instruction in a small learning environment that is paired with a rich array of support services such as speech therapy, occupational therapy, and applied behavior analysis. Each child receives

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an individual education plan to develop and improve key areas such as learning readiness, independent work, and academics. Further, our model includes teaching important socio-emotive skills to help children navigate challenging social situations, and it emphasizes parent engagement and training in the skills that will help them enable their children to have successful school experiences.

### ResponsiveEd's Track Record in Promoting Student Achievement

Our unique educational models have a strong track record for preparing students, specifically educationally disadvantaged students, to achieve individual academic goals and to gain access to and succeed in postsecondary education. Demand for these models has grown rapidly since we started 20 years ago. We continue to expand our educational models not only to meet growing demand but also because data show that our schools are achieving positive academic impacts for the students we serve. Both of our districts, PHS and TCPA, have achieved positive outcomes compared with statewide data in terms of student academic progress, proficiency rates in reading and math<sup>2,3</sup>, graduation rates, and school attendance. Tables 1-6 in this section provide aggregate data for our schools across our two districts. As per *Application Requirement B*, achievement data for each of our schools tables are included in Appendix E.

### CMO's Academic Achievement Outcomes

- **TCPA schools have achieved increases in reading and math that exceed statewide gains for educationally disadvantaged students.** Over the past three years, the proportion of all students across TCPA who scored at or above a proficient level on state assessments increased by 3 percentage points in reading and 9 points in math compared with an only 1 percentage

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<sup>2</sup> State assessment data are not presented for years prior to 2015 because the state transitioned to a new assessment and accountability system in 2015 that does not allow for a quality comparative analysis of performance under the previous system. Progress measures are not presented for the most recent school year (17-18) because they have not been released.

<sup>3</sup> Statewide achievement data are presented for Texas only because the proposed sites are all located in Texas.

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point increase in reading and a 5 percentage point increase in math statewide. Even larger increases were observed among low-income students (6 points in reading and 14 points in math), English learners (10 points in reading and 13 points in math), and students with disabilities in math. The increases among the subgroups of educationally disadvantaged students also exceeded statewide gains. (Tables 1 and 2).

- PHS is the highest achieving alternative program in the state of Texas and has been successful in each of the last three years in preparing approximately 60% or more of students to score at or above the proficient level on both the reading and math state assessments. Additionally, the overall proficiency rate and the proficiency rate among low-income students have increased in reading.** These improvements are considered substantial and notable given that the PHS model is designed to meet the needs of under-credited students who have not been successful in traditional high school settings and who tend to have greater academic needs when they enter our schools (Tables 1 and 2).

Table 1: Proficiency Rates on State Assessments in Reading, by Year

Student Group	TCPA				PHS				Statewide (Texas)			
	15-16	16-17	17-18	Change	15-16	16-17	17-18	Change	15-16	16-17	17-18	Change
All students	77%	76%	80%	+3	63%	63%	64%	+1	73%	72%	74%	+1
Hispanic	71%	72%	77%	+6	60%	59%	61%	+1	68%	67%	69%	+1
African American	65%	65%	70%	+5	55%	55%	55%	--	63%	61%	64%	+1
White	83%	82%	86%	+3	66%	69%	69%	+3	84%	83%	84%	--
Asian	90%	91%	93%	+3	80%	85%	**	**	91%	90%	91%	--
Two or More Races	85%	82%	83%	-2	74%	73%	72%	-2	82%	81%	82%	--
American Indian	71%	69%	56%	-15	73%	71%	**	**	72%	71%	72%	--
Pacific Islander	84%	60%	**	**	**	**	**	**	75%	73%	75%	--
Low-income	67%	67%	73%	+6	60%	60%	62%	+2	65%	64%	66%	+1
English learners	57%	59%	67%	+10	52%	45%	**	**	52%	51%	53%	+1
SWD	46%	45%	46%	--	34%	25%	24%	-10	35%	35%		

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Table 2: Proficiency Rates on State Assessments in Math, by Year

Student Group	TCPA				PHS				Statewide (Texas)			
	15-16	16-17	17-18	Change	15-16	16-17	17-18	Change	15-16	16-17	17-18	Change
All students	65%	68%	74%	+9	61%	62%	59%	-2	76%	79%	81%	+5
Hispanic	58%	63%	70%	+12	64%	63%	59%	-5	73%	76%	79%	+6
African American	50%	55%	64%	+14	52%	51%	**	**	64%	68%	70%	+6
White	71%	75%	80%	+9	60%	64%	61%	+1	85%	87%	88%	+3
Asian	91%	88%	94%	+3	100%	71%	**	**	94%	96%	96%	+2
Two or More Races	74%	73%	74%	--	55%	76%	**	**	82%	84%	85%	+3
American Indian	52%	52%	**	**	50%	**	**	**	75%	79%	80%	+5
Pacific Islander	60%	**	**	**	**	**	**	**	79%	82%	84%	+5
Low-income	53%	59%	67%	+14	59%	62%	55%	-4	70%	73%	76%	+6
English learners	54%	61%	67%	+13	70%	67%	68%	-2	65%	69%	72%	+7
SWD	34%	41%	39%	+5	28%	30%	**	**	43%	49%	52%	+9

- TCPA schools have also increased in the proportion of students who met or exceeded progress measures (academic growth)—**by 2 percentage points in reading and 4 percentage points in math, compared with a 1 percentage point decrease statewide in reading and a 1 point increase in math (Tables 3 and 4).
- PHS schools also achieved greater increases in academic progress than schools statewide.** PHS schools showed a 3 percentage point increase in the proportion of students who met or exceeded the progress measure (academic growth) in reading compared with a 1 point decrease demonstrated statewide (Table 3).

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**Table 3: Rates of Meeting or Exceeding Progress Measure on State Assessments in Reading, by Year**

Student Group	TCPA				PHS				Statewide (Texas)			
	15-16	16-17	17-18	Change	15-16	16-17	17-18	Change	15-16	16-17	17-18	Change
All students	56%	58%	--	+2	53%	56%	--	+3	60%	59%	--	-1
Hispanic	53%	56%	--	+3	**	**	--	**	59%	57%	--	-2
African American	57%	55%	--	-2	**	**	--	**	58%	56%	--	-2
White	57%	60%	--	+3	**	**	--	**	63%	63%	--	--
Asian	64%	65%	--	+1	**	**	--	**	71%	70%	--	-1
Two or More Races	55%	60%	--	+5	**	**	--	**	63%	62%	--	-1
American Indian	**	**	--	**	**	**	--	**	58%	58%	--	--
Pacific Islander	**	**	--	**	**	**	--	**	60%	57%	--	-3
Low-income	51%	55%	--	+4	**	**	--	**	58%	56%	--	-2
English learners	53%	55%	--	+2	**	**	--	**	57%	54%	--	-3
SWD	54%	53%	--	-1	**	**	--	**	55%	55%	--	--

**Table 4: Rates of Meeting or Exceeding Progress Measure on State Assessments in in Math, by Year**

Student Group	TCPA				PHS				Statewide (Texas)			
	15-16	16-17	17-18	Change	15-16	16-17	17-18	Change	15-16	16-17	17-18	Change
All students	52%	56%	--	+4	29%	26%	--	-3	63%	64%	--	+1
Hispanic	47%	53%	--	+6	28%	26%	--	-2	61%	62%	--	+1
African American	54%	55%	--	-1	**	**	--	**	58%	60%	--	+2
White	53%	58%	--	+5	**	26%	--	**	67%	67%	--	--
Asian	67%	71%	--	+4	100%	**	--	**	81%	82%	--	+1
Two or More Races	56%	58%	--	+2	**	**	--	**	66%	64%	--	-2
American Indian	**	**	--	**	**	**	--	**	62%	64%	--	+2
Pacific Islander	**	**	--	**	**	**	--	**	64%	67%	--	+3
Low-income	46%	52%	--	+6	26%	25%	--	-1	60%	61%	--	+1
English learners	46%	57%	--	+11	**	**	--	**	61%	62%	--	+1
SWD	50%	54%	--	+4	**	**	--	**	54%	55%	--	+1

## ResponsiveEd Replication and Expansion Grant Proposal Narrative

### CMO’s High School Graduation Rates:

- Both PHS and TCPA achieved increases in four-year graduation rates that exceeded changes in statewide rates.** Over the past three years, the graduation rate across PHS increased by 10.1 percentage points for all students, including 1.4 points for low-income students. Across TCPA, the graduation rate for all students increased by 8.3 percentage points and by 6.2 points for low-income students and 5.0 points for students with disabilities. These increases were larger than the statewide increases of only 0.7 percentage point for all students and 1.3 points for low-income students and the decrease of 0.8 point for students with disabilities (Table 5).

Table 5: Four-Year Graduation Rates, By Student Group, by Year

Student Group	TCPA				PHS				Statewide (Texas)			
	14-15	15-16	16-17	Change	14-15	15-16	16-17	Change	14-15	15-16	16-17	Change
All students	71.8	62.6	81.9	+10.1	48.8	53.6	57.1	+8.3	89.0	89.1	89.7	+0.7
Hispanic	71.9	52.7	79.9	+8.0	46.6	49.9	51.3	+4.7	86.5	86.9	87.7	+1.2
African American	75.0	60.0	75.0	--	26.7	45.5	55.6	+28.9	85.2	85.4	86.1	+0.9
White	70.5	66.0	81.8	+11.3	56.4	59.2	64.8	+8.4	95.4	93.4	93.6	-1.8
Asian	72.2	85.7	100	+27.8	55.6	61.1	64.3	+8.7	95.4	95.7	96.0	+0.6
Two or More Races	85.7	50.0	85.7	--	54.2	69.0	64.8	+10.6	92.1	90.8	91.7	-0.4
American Indian	**	80.0	**	**	75.0	33.3	44.4	-30.6	86.3	87.4	86.3	--
Pacific Islander	**	**	**	**	**	**	**	**	88.7	88.0	88.6	-0.1
Low-income	53.3	22.6	54.7	+1.4	46.4	49.0	52.6	+6.2	85.6	86.0	86.9	+1.3
English learners	80.0	**	**	**	51.5	53.0	**	**	71.5	71.3	72.9	+1.4
SWD	78.4	42.1	44.4	-34	57.9	60.9	62.9	+5	78.2	77.9	77.4	-0.8

Additionally, almost half (48%) of TCPA graduates and a third (29%) of PHS graduates enrolled in an institution of higher education (IHE) in Texas after graduation. One year later, almost two-thirds (64%) of the former TCPA students and a third (33%) of the former PHS students enrolled in a Texas IHE completed a full-year of postsecondary education without any remediation.

## ResponsiveEd Replication and Expansion Grant Proposal Narrative

### Student Attendance:

- TCPA charters overall have student attendance rates that are higher than statewide averages.** In 2016–17, students across T CPA charters achieved an average daily attendance of 97.1%, exceeding the statewide average of 95.7%. The rates for low-income students, English learners, and students with disabilities in T CPA also exceeded statewide averages for those subgroups—by 1.9 percentage points for low-income students, 0.7 point for English learners, and 3.0 points for students with disabilities.
- PHS charters overall had lower average daily attendance rates compared with statewide averages; however, they demonstrated significant increases in daily attendance over the past three years.** Since 2014–15, average daily attendance across PHS increased by 5.8 percentage points for all PHS students, including educational disadvantaged students—3.8 points for low-income students and 8.4 points for students with disabilities.

Table 6: Attendance Rates, by Student Group, by Year

Student Group	TCPA				PHS				Statewide (Texas)			
	14-15	15-16	16-17	Change	14-15	15-16	16-17	Change	14-15	15-16	16-17	Change
All students	97.9	97.2	97.1	-0.8	86.3	92.0	92.1	+5.8	95.7	95.8	95.7	--
Hispanic	97.9	97.4	97.2	-0.7	86.3	89.9	89.5	+3.2	95.6	95.6	95.5	-0.1
African American	97.9	97.3	97.0	-0.9	84.7	92.4	93.6	+8.9	95.5	95.4	95.3	-0.2
White	97.8	97.1	97.1	-0.7	86.6	94.3	94.8	+8.2	95.8	96.0	95.9	+0.1
Asian	98.1	98.0	97.8	-0.3	90.0	96.3	97.5	+7.5	97.7	97.8	95.9	-1.8
Two or More Races	97.6	96.8	96.9	-0.7	86.7	93.0	94.4	+7.7	95.8	95.6	97.7	-1.9
American Indian	98.2	97.1	97.6	-0.6	88.2	93.6	93.5	+5.3	95.3	95.3	95.4	+0.1
Pacific Islander	96.5	96.9	97.6	+1.1	**	93.0	95.9	**	95.6	95.5	95.2	-0.4
Low-income	98.2	97.5	97.2	-1.0	87.7	91.7	91.5	+3.8	95.4	95.4	95.3	-0.1
English learners	96.9	97.0	96.9	--	88.7	88.5	87.2	-1.5	96.4	96.4	96.2	-0.2
SWD	98.0	97.5	97.4	-0.6	85.6	92.7	94.0	+8.4	94.4	94.5	94.4	--

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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### Expansion and Replication of ResponsiveEd Charter Models

In keeping with the stated goal of the CSP grant program ResponsiveEd is proposing to use funding from the CSP **to expand and replicate those models that have shown the greatest success in promoting student achievement among educationally disadvantaged students.**

Classical Academy with THRIVE Model. The Classical Academy sites receiving support through the THRIVE initiative are among our schools with the strongest student outcomes among educationally disadvantaged students. In 2018, ResponsiveEd operated eight Classical Academy/THRIVE sites, of which eight demonstrated increased overall student proficiency rates in reading and math over the previous two years. Additionally, all eight sites outperformed their local public school districts in reading proficiency and four sites in math proficiency. Educationally disadvantaged students in these schools showed notable gains. At all sites, English learners achieved increased reading and math proficiency rates, averaging 15.6 percentage points in reading and 12.3 points in math over the past three years. Furthermore, all sites demonstrated improved proficiency rates in reading and math rates among their low-income students, with average increases of 5.4 percentage points in reading and 12 points in math over the past three years.<sup>4</sup> Our Classical Academy/THRIVE schools have also demonstrated greater academic growth than schools that have been identified by TEA as comparable based on student demographics and past academic performance.

Student attendance also increased in Classical Academy/THRIVE schools more than in other schools in their area. Four of the six sites for which multiple years of attendance were available demonstrated increased daily student attendance rates over the past two years; and three sites had attendance rates that exceeded the rate of local school district.<sup>5</sup> In three of the six sites,

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<sup>4</sup> The number of students with disabilities in each site was too small to present assessment data.

<sup>5</sup> Multi-year student attendance data were not available for three sites.

## ResponsiveEd Replication and Expansion Grant Proposal Narrative

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attendance rates improved among low-income students and English learners, and in four sites, rates improved among students with disabilities. Furthermore, student mobility rates decreased in seven of the eight sites for which data were available over the past two years.

Premier High School Model. As described earlier, PHS, ResponsiveEd’s original educational model, offers flexible schedules and personalized academic pathways that allow students to progress through high school coursework at their own pace and progression. Since its inception, the PHS model has helped almost 12,000 educationally-disadvantaged students graduate from high school and progress into postsecondary education and careers. Furthermore, despite tailoring its educational model to a diverse student population that includes students who are on-track for graduation, as well as those who are not because they are under-credited and/or unengaged in learning, PHSs continue to graduate larger proportions of their students each year. In fact, as noted above, almost two-thirds of PHSs achieved an increase in their four-year graduation rate over the past three years, with an average increase of 2.6 percentage points across the schools. Additionally, across the entire PHS student population, the four-year graduation rate improved by 8.3 percentage points from 2015 to 2017, including a 28.9 point increase among African American students, 4.7 points among Hispanic students, 6.2 points for low-income students, and 5.0 points for students with disabilities.

Students have appreciated the flexibility and support provided by PHSs and described in their own words how they have benefited from the model.

*I’m supposed to be a junior, but I was able to advance one year. The teachers really helped me a lot to excel, and that’s what I like about this school, you don’t have to go at everyone else’s pace.*

*It’s a lot better for what you feel are your weaknesses and strengths. I’ve really worked for all that I have done here at this school, and I can’t wait for college.*

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Foundation School for Autism (FSA). FSA utilizes a variety of evidence-based instructional and behavioral strategies that are customized to the unique student population that we serve. Progress of our students, who range from age three to seven, is individually assessed based on the goals and objectives established in each student’s individualized education plan (IEP) and behavior intervention plan. We use the Unique Learning System as a curriculum-based assessment to track student progress and skill development skills in relation to core curriculum and state standards. This system provides an alternative method for our students to respond to questions using symbol-based options.

Our plan for expansion and replication of the models across 10 proposed sites is as follows (as per *Application Requirement C*; grade-level enrollment projections for each year by school are provided in Appendix I).

**Table 7: Projected Enrollment by Site by Year**

Location <sup>(a)</sup>	Number of Students and Grades Served by Year				
	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
Clay Classical (E)	306 (K-8)	431 (K-8)	431 (K-8)	431 (K-8)	431 (K-8)
Fallbrook Classical (E)		300 (K-8)	525 (K-8)	525 (K-8)	525 (K-8)
East-Tex Jensen Classical (R)	150 (K-1, 5)	300 (K-2, 5-6)	570 (PreK-3, 5-7)	840 (PreK-8)	965 (PreK-8)
SW Houston Classical (R)	200 (K-1)	350 (K-2, 5)	620 (PreK-3, 5-6)	890 (PreK-7)	1,015 (PreK-8)
Beaumont Classical (R)	600 (K-5)	600 (K-5)	600 (K-5)	600 (K-5)	600 (K-5)
Fort-Worth East Classical (R)		300 (K-2, 6)	450 (K-3, 6-7)	600 (K-4, 6-8)	750 (K-8)
PHS of Arlington (E)	150 (9-12)	250 (9-12)	250 (9-12)	250 (9-12)	250(9-12)
PHS of Odessa (R)		150 (9-12)	200 (9-12)	200 (9-12)	200 (9-12)
PHS of Dallas (R)				250 (9-12)	250 (9-12)
Foundation School for Autism Dallas (R)		40 (K-2)	40 (K-2)	40 (K-2)	40 (K-2)
	<b>1,406</b>	<b>2,721</b>	<b>3,686</b>	<b>4,086</b>	<b>5,026</b>

(a) E = Expansion, R = Replication

*(ii) Extent to which one or more charter schools managed by the applicant have closed; had a charter revoked due to noncompliance with statutory or regulatory requirements; or had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation.*

## ResponsiveEd Replication and Expansion Grant Proposal Narrative

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When ResponsiveEd enters into a partnership with a local community and/or school district to open a charter school, we do so with the intention of creating a sustainable program that will grow with the community. Since our inception, ResponsiveEd has achieved this goal for the vast majority of the charter schools we have opened. In fact, we have made the decision to close only 6 of the 80 programs we have operated. Decisions to close a school have been made at our own discretion and were for solely operational or financial reasons. Over the past 20 years, ResponsiveEd has not had a charter revoked due to noncompliance with statutory or regulatory requirements or had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation (as per *Application Requirement B*).

As outlined in Table 8 (*Application Requirement E*), the reason for ResponsiveEd school closures has historically been for one of three reasons and usually involved unique circumstances warranting the closure of the campus. In four of the six closures the facility did not accommodate the enrollment growth necessary to maintain financial viability, and our efforts to relocate the campus to another facility in the same community were unsuccessful. In one instance the campus merged with a nearby campus with a larger facility and was better able to accommodate the growing student population and demand for our school. Another campus that was closed was located on a community college’s satellite campus. The community college chose to close this satellite, so this campus merged with our second location in the same community.

**Table 8: ResponsiveEd School Closures**

School Location	School	Opening Date	Closure Date	Reason for Closure	Compliance Issues
Corpus Christi, TX	PHS of Corpus Christi	2009	2011	[A]	None
Irving, TX	PHS of West Irving	2012	2013	[C]	None
DeSoto, TX	Vista Academy of DeSoto	2008	2016	[A]	None
Elgin, TX	Vista Academy of Elgin	2012	2016	[B]	None
Dallas, TX	Vista Academy of Dallas	2008	2017	[A]	None
Pine Bluff, AR	Quest School of Pine Bluff	2013	2018	[A]	None

Key:

[A] The facility did not accommodate the enrollment growth necessary to maintain financial viability and efforts to relocate the campus to another facility in the same community were unsuccessful.

[B] Merged with nearby campus that has a larger facility and is better able to accommodate a growing student population. The previous location’s landlord was not willing to make necessary modifications to accommodate growing enrollment.

[C] This campus was located on a community college satellite campus which chose to close its location; as a result, this campus merged with our second location in Irving.

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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Determinations and approval for closures are made by the ResponsiveEd Board of Directors, whose members are then responsible for notifying the TEA or ADE of intent to close a campus. Soon after this notification, ResponsiveEd conducts a comprehensive outreach effort to inform parents, community members, and local stakeholders of the timeline for closure. Students, to the extent possible, are given the opportunity to transfer to a nearby ResponsiveEd campus or are supported in their transition to another public or charter school. All families are provided performance data for surrounding campuses to assist them in making informed decisions about transfers. If time permits, ResponsiveEd coordinates a school fair for students and family members to speak with representatives from nearby schools to learn about their program and opportunities (*Application Requirement O*).

*(iii) Extent to which one or more charter schools managed by the applicant have had any significant issues in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter.*

None of the charter schools operated or managed by ResponsiveEd have had any significant issues in the area of financial or operational management or student safety and have not otherwise experienced significant problems with statutory or regulatory compliance that could lead to the revocation of the school's charter (*Application Requirement E*).

ResponsiveEd's credit rating with Standard & Poor's is BBB. To date, ResponsiveEd has issued \$135 million in bonds in the state of Texas backed by the state's Permanent School Fund (PSF) Bond Guarantee program, which have been used to fuel our organizational growth. Eligibility for the bond guarantee is based largely on our organization's Financial Integrity Rating System of Texas (FIRST) rating, which has been the highest possible rating for each year

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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that the system has been in place. For the past two years, both TCPA and PHS charters have received “A” ratings, receiving scores of 100 and 96, respectively. Additional requirements for eligibility for the PSF Bond Guarantee Program requires an investment grade credit rating from a national agency and three years of consecutive financial audits with unqualified or unmodified opinions. ResponsiveEd has never been identified by the state as having mismanaged or misappropriated state or federal funds.

ResponsiveEd is accredited by AdvancEd, a non-profit, non-partisan organization that conducts rigorous, on-site reviews of a variety of educational institutions and systems to ensure that all learners realize their full potential. AdvancEd continues to provide guidance and input for our staff to support the organization’s continuous improvement process and to ensure that it continues to innovate and develop to meet the evolving needs of our students.

### **(b) Significance of Contribution in Assisting Educationally Disadvantaged Students**

*(i) Extent to which charter schools currently operated or managed by the applicant serve educationally disadvantaged students, particularly students with disabilities and English learners, at rates comparable to surrounding public schools or, in the case of virtual charter schools, at rates comparable to public schools in the State.*

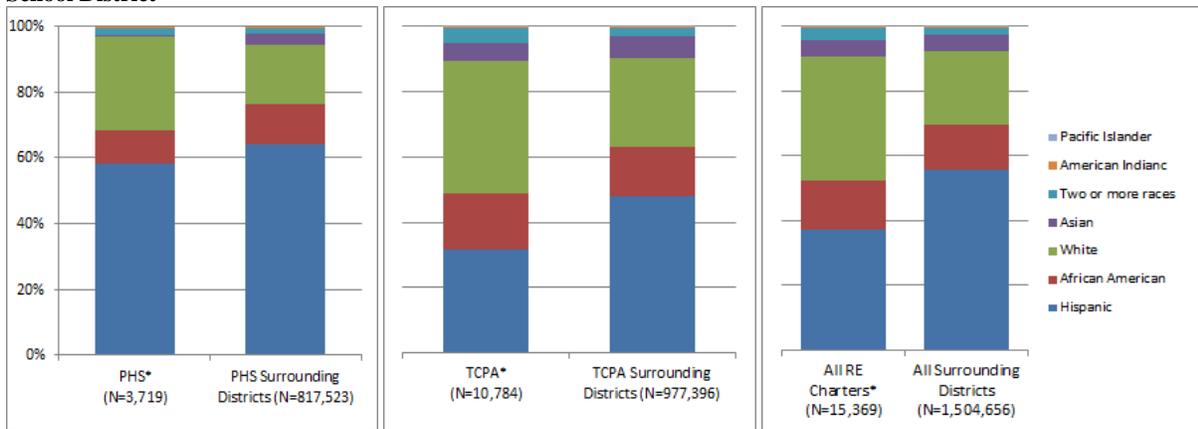
By offering a range of educational models, ResponsiveEd schools attract and serve a diverse group of students similar in racial and ethnic composition to local public school districts in which they are geographically located. As shown in Figures 3a-c and 4a-d, across all our charter schools, 41% of students are Hispanic/Latino, 36% are White, 15% are African American, 4% are Asian, 4% are multiracial, and less than 1% is American Indian or Pacific Islander.

Our schools, including our virtual program, also serve proportions of educationally disadvantaged students comparable to their local public school districts. Across all of our brick

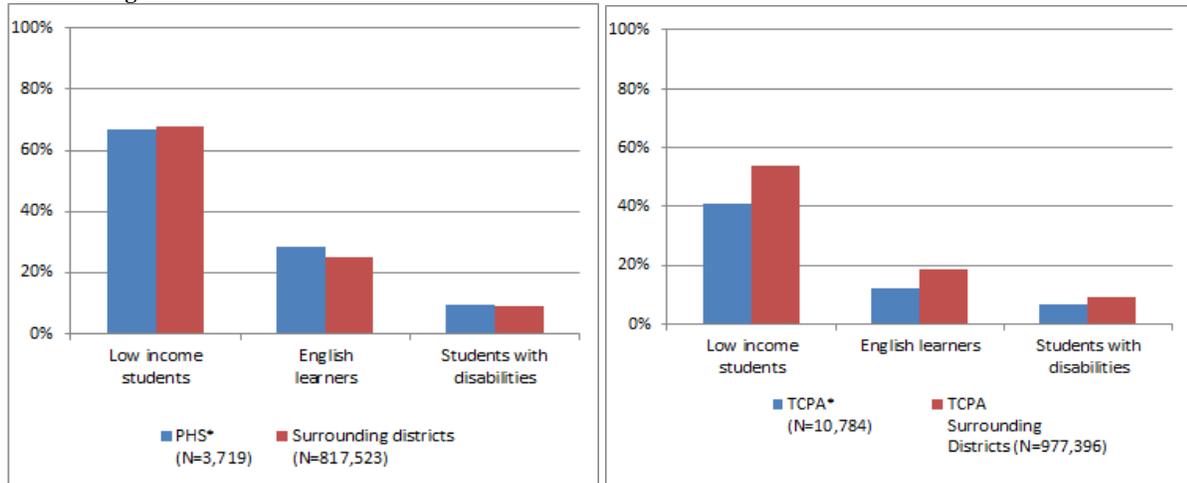
## ResponsiveEd Replication and Expansion Grant Proposal Narrative

and mortar charter schools, about half (46%) of the students are low income, 15% are English learners, and 7% are students with disabilities. Our PHS model serves equal or slightly higher proportions of educationally disadvantaged students than the local public schools—67% of PHS students are low income compared with 68% in local districts; 28% of PHS students are English learners compared with 25% in local school districts; and 10% of PHS students are students with disabilities compared with 9% in local districts. Additionally, our virtual program comprises a 52% low-income student body compared with 59% in schools across the state and serves a slightly higher proportion of students with disabilities (14% compared to 9%).

**Figures 1a-c: Proportion of Students by Race/Ethnicity in ResponsiveEd Charters, by District and Surrounding Public School District**

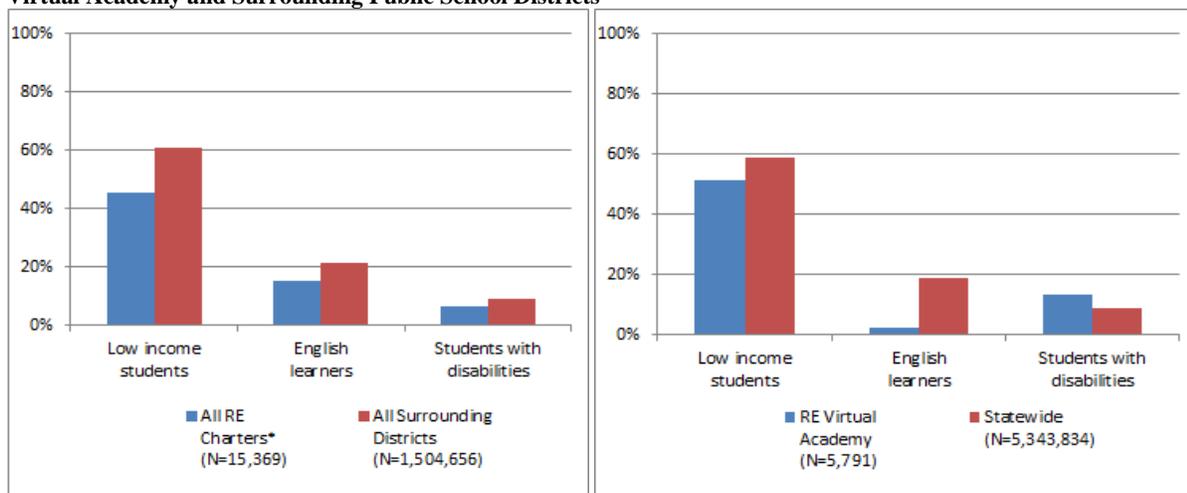


**Figures 2a-b: Proportion of Educationally Disadvantaged Students by Race/Ethnicity in PHS and TCPA Compared with Surrounding Public School Districts**



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**Figures 2c-d: Proportion of Educationally Disadvantaged Students by Race/Ethnicity in ResponsiveEd Charters and Virtual Academy and Surrounding Public School Districts**



\*Excluding iSchool Virtual Academy

With funding provided by the CSP, **ResponsiveEd is committed to continue serving a racially, ethnically, and socioeconomically diverse population of students with our innovative educational models.** Furthermore, we are proposing to foster diversity in schools that would benefit from an intentional focus on increasing racial, ethnic, and socioeconomic integration (as addressed in CPP 1 and as described in the following section).

*(ii) Quality of the plan to ensure that the charter schools the applicant proposes to replicate or expand will recruit, enroll, and effectively serve educationally disadvantaged students, particularly students with disabilities and English learners. (Application Requirements K and L)*

ResponsiveEd is proposing to expand three existing schools and replicate high-quality models across seven new sites. The expansion and replication of our PHS, Classical Academy/THRIVE, and Foundation School for Autism educational models in these sites will help **ResponsiveEd build upon its capacity to ensure that all students, including educationally disadvantaged students, have the opportunity to access high-quality curricular and instructional programs and meet challenging state standards** (as per

*Application Requirement C*). The following section provides a blueprint for how the models will achieve their desired outcomes through unique curricula and instructional practices, targeted services for English learners and students with disabilities, innovative initiatives and partnerships that will benefit all learners, and effective outreach and recruitment of diverse learners.

### Curriculum and Instructional Practices

The Classical Academy model provides a well-rounded and distinctly 21<sup>st</sup> century classical education that promotes intellectual curiosity, critical thinking, and virtue that prepares students to make a meaningful contribution in a free society. The classical curriculum places historical, literary, and artistic focus on what are referred to as “The Classics,” and includes a purposeful study of mathematics and the sciences and focus on teaching students Latin and Greek word roots, as well as teaching the Latin language itself.

The Classical Academy program is based on three modes of learning—grammar, logic, and rhetoric (the Classic Trivium)—which are presented through a historical and integrated approach throughout the curricula. In grammar, children learn the foundational knowledge they need in all content and skill areas (e.g., English grammar, math grammar, history grammar, science grammar, art grammar, etc.) before they begin to interact with concepts at a more analytical level. Once students develop a strong foundation in grammar, they are formally introduced to dialectic, or logic, through which they learn the art of proper reasoning and analysis inherited from ancient Greece and Rome. With the foundational skills in grammar and logic, students are able to engage in the effective communication of ideas based on evidence, sound judgment, and proper form—the third phase of classical education, rhetoric. Rhetoric begins to take shape in the early grades as students learn the grammar of writing and speaking and are then taught how to emulate good writing in various categories and in multiple content areas including history,

## ResponsiveEd Replication and Expansion Grant Proposal Narrative

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literature, and science. As they progress, students begin to write and speak about topics on a more analytical level, and finally reach a state of advanced composition and oratory.

These modes of learning are incorporated into all aspects of the Classical Academy curriculum. For example, our integrated ELA/Reading program is built on primary texts taken from vibrant literacy sources, such as fables, poems, speeches, recitation passages, and art masterpieces and taught through the facilitation of engaging discussion questions and enjoyable oral and written activities. Through these texts, students are introduced to a variety of subject areas (science, history, math, art, etc.) that help foster deep student engagement.

Another unique aspect of our curriculum is the historical approach to all subjects. For example, science is taught historically by examining how theory, hypotheses, and empirical investigation led to refined findings, new theory, and subsequent investigation. Additionally, early Latin courses serve as a springboard for the integrated English/language arts program, our historical approach to all subjects, humanities-based courses, and advanced science. In middle grades, students learn the language of Latin, including word roots and foundational principles of Latin grammar, which helps them for stronger mastery of the English language and learning Spanish and other Romance languages that are derived from Latin.

PHS model. The PHS curriculum, the foundation of which is ResponsiveEd's self-developed Knowledge Units supplemented with OdysseeyWare® elective courses, is designed to be utilized with differentiated styles of instruction and is fully aligned with state standards and Common Core standards. All PHS curricula are designed around three necessary components for 21<sup>st</sup> century success: 1) *authenticity*, which advances learning as students perceive themselves as capable of accessing and benefiting from what they are learning; 2) *reality*, in that students are better able to convert information into knowledge when they find relevance in the content; and 3)

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*capacity*, meaning that learners will increase their potential to learn new information and convert it into knowledge when they are aware of their strengths and know how to plan their leaning in order to increase their potential.

The Knowledge Units, which makeup the core of PHS curriculum, are written in-house by subject-matter experts and reviewed annually for accuracy and alignment. These writers also attend state trainings to ensure all modifications to state standards are incorporated into the curriculum. Originally developed in paper format, and still available in hard copy, Knowledge Units are now fully accessible on a student's laptop, tablet, or phone. While the assessments are required to be taken during the school day, on campus using the online assessment, students are able to work through the curriculum off-site via the student virtual portal or by using the traditional paper copies.

The Foundation School for Autism model utilizes kinesthetic curricular supports to maximize each student's academic potential by actively involving her or him in the learning process. Learning strategies include physical movement, role playing, and development of fine motor skills. The language arts curriculum, Zoo-phonics, is a multisensory program that provides a multi-modal approach to learning including vocabulary development and articulation based on phonics and phonemic awareness. Other curriculum resources used in our model include Touch Math, a multisensory math program; Handwriting Without Tears, a developmentally appropriate, multisensory handwriting and language development program; and Snap Words, a sight word curriculum that includes an image and body motion for each word to help student build understanding and create sentences.

Speech therapy is provided to students who qualify for services using the SCERTS Model (Social Communication, Emotional Regulation and Transactional Support), which supports

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students' language, communication, and joint attention. Occupational theory is also provided to support students in academic and related non-academic outcomes, including fine motor skills in writing and the use of school tools, participation in sports, and self-help skills. Services incorporate assistive technology to support student success.

Also included in our curriculum is the Integrated Play Groups® (IPG) model, an evidence-based practice originated by Pamela Wolfberg, Ph.D. designed to guide children on the autism spectrum in mutually engaging play experiences with typical peers/siblings in inclusive settings. The IPG model provides opportunities for meaningful inclusion experiences that can greatly accelerate the development of all students through targeted socialization and play experiences that are a critical part of children's learning, development, and culture.

### Services for English Learners

ResponsiveEd works to ensure that the social, cognitive, and linguistic needs of all students, including English learners, are addressed. Upon enrollment in our schools, all English learners are assessed with a Home Language Survey and/or the WIDA Assessing Comprehension and Communication in English State-to-State for English Language Learners. Our school staff use data to place students into instructional programs in accordance with the following criteria: students must be placed age appropriately and based on grade level attained in his/her home country if applicable; fluent English proficient students are placed in the regular instructional program; and limited-English proficient students will be placed into an appropriate instructional program that provides English language development for a minimum of one hour daily. Our schools program a range of differentiated supports for English learners including:

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- Transitional Bilingual Education (“TBE”): content instruction in both English and the native language of the ELLs. As English proficiency increases, instruction through the student’s native language decreases.
- English as a Second Language (“ESL”): instruction in the use of the English language based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content), and is usually taught during specific school periods.
- English for Speakers of Other Languages (“ESOL”): ESOL state standards are a version of ELA standards that have been crafted to address the specific developmental stages of ELL students developing listening, speaking, reading, and writing skills in English.
- Sheltered English: academic instruction in English to help ELLs acquire proficiency in English while at the same time gaining content area knowledge.
- Structured Immersion: students may use their native language in class, but the teacher only uses English in order to support students in acquiring proficiency in English and achieving in content areas.

Each school employs a minimum of one ESL-certified teacher who also possesses a General Education certification and/or content area certification commensurate to the grades covered by that campus. In accordance with the needs of the student population at the campus, additional bilingual/ESL staff may be appropriate.

As part of our approach to supporting English learners, we provide centrally-managed support and professional development in order to build the capacity of our campus-based staff and administrators to effectively meet the needs of English learners. Centralized support includes monthly online trainings for staff. The online training and support is designed to build capacity of our staff around instructional best practices, second-language acquisition, and using data to

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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make informed instructional decisions. School-based staff who serve English learners and school administrators also meet formally multiple times a year to discuss instructional decisions for each English learner and progress monitor students that were recently exited from our program to ensure they continue to be successful without the supports.

### Services for Students with Disabilities

ResponsiveEd is committed to providing high quality instruction and appropriate supplemental services to all students with disabilities. Accordingly, each school/program implements a variety of comprehensive assessments, including but not limited to the Woodcock Johnson and Wechsler battery of diagnostics, the Behavior Rating Inventory of Executive Functioning, and Comprehensive Assessment of Spoken Language II, to identify any student with disabilities and works with families of students who are identified to develop an Individualized Education Program (IEP) to oversee services. Our schools provide special education and related services to all students with disabilities in accordance with his or her IEP and works to assist students in achieving IEP goals and objectives or benchmarks. Staff reviews IEPs annually or more frequently if the student is not being successful.

ResponsiveEd provides a Free Appropriate Public Education (FAPE) for all students with disabilities, which includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement in order to meet the need for special education and related services. Students with disabilities have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided to all other students. In addition, we ensure that each child with a disability participates with non-

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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disabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and other services and activities.

Our schools offer a range of evidence-based instructional programs, practices, and strategies specifically developed to meet the needs of students with disabilities, including inclusion, differentiated instruction, and interactive technology strategies. These strategies provide students with multiple options for taking in information and making sense of ideas and allow students with disabilities to be properly served in general education classrooms. Extended School Year Services are provided, as necessary, in order to provide FAPE as determined by a student's IEP.

All special education personnel are certified, endorsed, or licensed in the area or areas of assignment or appropriate credentials. Each school employs a minimum of one certified special education teacher and additional special education personnel in accordance with needs of the student population at the campus. ResponsiveEd provides annual training for Special Education staff on evidence-based practices from subject-matter experts on a variety of issues, including functional behavior assessments, behavior intervention plans, positive behavior supports, and proven instructional strategies for students with unique academic and behavioral needs. Additionally, state Regional Education Service Centers provide access to online and in-person training from national experts and thought leaders on serving students with disabilities. We are also exploring a new partnership with the University of North Texas Kristin Farmer Autism Center to provide our staff with training on individualized autism intervention, early childhood intervention, applied behavior analysis, and other evidence-based practices and treatments.

### Whole-School Initiatives to Support Educationally Disadvantaged Students

The educational models proposed for expansion and replication will benefit from a set of initiatives that ResponsiveEd is implementing specifically to address the needs and enhance the

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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academic experience of educationally disadvantaged students. First, as described in the Quality of Eligible Applicant section, the **THRIVE Initiative** is a school improvement initiative designed to provide intensive operational and academic support to help schools meet the needs of educationally disadvantaged students. All of the proposed Classical Academy schools in the grant will benefit from the THRIVE initiative to assess instructional and operational practices using data-driven decisions that will help to continuously improve the quality of teaching and learning for all students. The CSP budget includes capacity-building activities to be carried out by district-level staff to support THRIVE implementation.

In addition, the proposed PHSs will implement **Project PATH** which, as described earlier, provides a personalized set of services to support our high school students in achieving academic success through postsecondary education. Services are tailored to meet the needs of the educationally disadvantaged student population to which our PHSs cater. Seed funding from CSP will help to defray the cost of a Project PATH project manager and six regional counselors to mentor students as they prepare to transition from high school to college.

In addition, ResponsiveEd will leverage its partnership with **The New Teacher Project (TNTP)**, a non-profit organization whose mission is “to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom,” to enhance teaching and learning across the new and expanded Classical Academy schools (see letter of support in Appendix C). TNTP will work with ResponsiveEd to design and implement an alternative certification program for Classical Academy teachers that draws on TNTP’s expertise and proven best practices, but which is also tailored to ResponsiveEd’s priorities and innovative, character-based instructional approach. The partnership will include a multi-pronged approach to

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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help the proposed schools recruit, develop, and sustain a high-quality faculty that can effectively support the academic needs of educationally disadvantaged students.

Working in collaboration with ResponsiveEd, TNTP will outline a scope and sequence for pre-service training and an internship year for new teachers, a new teaching recruitment and selection strategy, and a process to support teachers through an alternative certification process. Once new teachers are recruited, TNTP will implement an intensive pre-service training model and coaching in real ResponsiveEd classrooms receiving real-time guidance and support from trained instructional coaches. New teachers will also participate in skill-building sessions to prepare them to provide students with access to grade-appropriate assignments, strong instruction, deep engagement, and high expectations in all grades and classes. Once in classrooms, new teachers will receive ongoing skill building and coaching support throughout their first year of teaching. At the end of the pre-service training, and again at the end of their first year of teaching, all new teachers will be assessed using a customized performance screen that TNTP will create specifically based on the vision of ResponsiveEd for teaching and learning. Taken together, the steps in this process, to be carried out during the first year of the grant, will build ResponsiveEd's capacity to recruit, train, develop, and assess its faculty to ensure that the needs of all learners are being met effectively and efficiently.

### Outreach and Recruitment Strategies to Support Replication and Expansion

Reflecting our plans to address CPP 1, ResponsiveEd will conduct targeted outreach and recruitment in an intentional approach to promoting racial/ethnic and socioeconomic diversity in both expansion and replication sites. These efforts will also apply to a focus on recruiting other groups of educationally disadvantaged students, including English learners and student with disabilities. Outreach and recruitment will be overseen by ResponsiveEd's Executive Director of

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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Marketing who will coordinate marketing efforts with ResponsiveEd’s Enrollment Manager and Marketing Manager, as well as school-based staff, to track interest and applications and ensure that all messaging is tailored to the desired target audiences of each school and community.

ResponsiveEd utilizes an integrated multi-media marketing plan designed to build brand awareness through broadcast and radio media; generate interest among local families through social media and in-person events; create desire and drive action using targeted emails and website traffic; and retain and expand the applicant pool through direct calls and emails and positive reviews from parents. These strategies will be used with an intentional focus on increasing diversity in the expanded and replicated schools by ensuring that messaging is provided in multiple languages, through a variety of venues and community locations, and on a range of social media platforms. We will, for example, use data analytics from social media sites to place posts and advertisements that will directly target families in a variety of demographics and income levels. We will also set up booths and conduct in-person recruitment at community events, such as farmers markets, local fairs, and holiday celebrations that may cater to a variety of families based on geographic location, native language, etc. We will also outreach to local faith-based organizations, community centers, libraries, and businesses such as medical offices and play gyms, including those that serve families of native-English speakers and/or speakers of other languages. Open Houses will be conducted for the families and community members.

### **Student Admissions Process (*Application Requirement J*)**

Enrollment of new students to the sites supported by the proposed CSP grant will follow all of ResponsiveEd’s current admissions and lottery policies. In accordance with the State Education Codes of Texas and Arkansas and the school’s charter, these policies prohibit discrimination in student admission on the basis of sex; national origin; ethnicity; religion;

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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disability; academic, artistic, or athletic ability; or the district the student would otherwise attend. Applications for ResponsiveEd charter schools are available for anyone who wishes to apply for admission and can be filled out on paper, at charter campuses, online, or electronically via InfoSnap. The application only includes essential information for application processing and does not collect information that is potentially discriminatory such as race, gender, socioeconomic status, or special education status. All ResponsiveEd campuses are “open enrollment” charters, meaning that they do not deny admission to an eligible applicant.

Applicants who apply during the open application period, which generally runs from the first Monday in December through mid-January, are entered into the admissions lottery. The lottery is a random, public process that is conducted in the event that the number of applications received for any particular grade level exceeds the number of open seats for that grade level. Applicants can receive priority in the lottery based on (listed in order of priority): re-enrolling student at same campus; re-enrolling student at a campus where there is no continuing grade level to serve them and they are applying for a different campus; student of an employee at the same campus; student of an employee at a different campus or corporate; sibling of a student currently enrolled at the same campus; sibling of a student from a different campus or a transfer student; and general applicant with no identified priority status. Upon completion of the lottery, all applicants are informed on their admission status (accepted or waitlisted). Students who are accepted through the lottery have 48 hours from the date of telephone or email notification and three days from post-marked letter to accept their seat, and 21 days thereafter to complete enrollment forms.

In considering the transportation needs for students who attend our charter schools, ResponsiveEd assessed the proximity of the proposed sites to public transportation and is planning, when appropriate, to provide financial assistance to families to use public

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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transportation resources to our schools. Additionally, although the state of Texas does not currently provide us with additional funding for transporting students with disabilities, we are committed to accommodating any need, including transportation, if specified in her or his IEP. Furthermore, in developing the agreement with Beaumont ISD, ResponsiveEd negotiated for the school district to continue providing transportation for all students, at no cost to families, to and from school (*Application Requirement A*).

### **(c) Quality of the Evaluation Plan for the Project**

#### Overview of CSP Evaluation Design

The evaluation plan, including the logic model, is designed to enable ResponsiveEd to assess the extent to which the four project-level objectives and the two program-level Government Performance and Results Act (GPRA) measures are being met in each year. The design for the evaluation of RE<sup>2</sup> includes formative and summative components and utilizes multiple measures over multiple groups of subjects. Formative evaluation methods will be used to answer key questions about: the outreach and recruitment strategies being used; professional development being offered and the levels of participation in these; and the collaborations within the school community and with external partners being fostered to support and sustain the schools being replicated or expanded beyond the federal funding period. Summative evaluation methods will include the analysis of data collected through program implementation logs, stakeholder surveys, applicant and enrollment data, standardized test achievement scores, individual learning and educational plans, and school records such as graduation and attendance rates.

#### Project-Level Measures and Data Collection Methods

The following paragraphs describe evaluation methods for each performance measure presented in the Project Objectives and Performance Measures form in the grant application.

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Baseline data were used to establish annual benchmarks for each measure to ensure that ResponsiveEd can attain reasonable progress toward meeting both the short- and long-term goals of the grant while adhering to the organization's ambitious goals to reduce and eliminate achievement and opportunity gaps for educationally disadvantaged students.

**Evaluation Methods for Project Objective 1 (Increase Access to High-Quality Charter Program Offerings):** Data to assess the three performance measures for this objective will be obtained from a review of documentation on outreach and recruitment to the three expansion schools and seven replication sites and analyses of student enrollment and application data from ResponsiveEd's student enrollment system for each year of the grant. Results from enrollment and applicant data will be synthesized with data on outreach and recruitment logs as well as marketing materials to assess the effectiveness of the outreach and student recruitment plans.

**Evaluation Methods for Project Objective 2 (Promote Racial/ethnic and Socio-economic Diversity in Charter School Settings):** Data to assess the four performance measures for this objective will be collected from school enrollment and applicant pool data to determine the proportion of students by racial/ethnic group by school in each year of the grant and the extent to which the enrollment targets established in the enrollment projection tables in Appendix I are met. Enrollment data for the sites will be compared against census data of the targeted group of eligible students living within a 10-mile radius of the school to determine the extent to which the student population represents the demographics of the local community. These data will be synthesized with data on outreach, recruitment logs, and marketing materials to assess the effectiveness of the outreach and student recruitment plans.

**Evaluation Methods for Project Objective 3 (Improve Students' Academic Performance and College and Career Readiness):** Data for the six performance measures in this objective

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that address student academic achievement will be assessed through analysis of student scores in English language arts/reading and math derived from state standardized assessments including the Texas Assessments of Academic Readiness (STAAR®) and the Texas English Language Proficiency Assessment System (TELPAS). Data to assess the performance measure related to student performance in the replicated FSA charter will be obtained through an analysis of outcomes on goals related to student IEPs, using de-identified data provided by the school.

State assessments in ELA and math are administered to students in grades 3–8 and high school. STAAR, including STAAR Spanish, is available on paper and online. Online versions with designated supports for English learners and students with disabilities are also available. Results for these tests are expressed both in scale scores and performance level equivalents. Scale scores are unique by grade level and subject to determine the level at which students are considered to be “on track” for their grade level. For each grade, scores are categorized into one of four performance levels: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. The TELPAS and the TELPAS Alternate are administered to assess the progress that ELLs make in learning the English language. Results are expressed in four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

Student achievement results for ELA and Math will be derived from performance level analyses to calculate the proportions of all students, including subgroups of students, who increase in level in each year of the grant and to calculate the proportions of all 4<sup>th</sup> and 8<sup>th</sup> grade students, including subgroups of students, in each year who meet or exceed the learning standards. Chi Square Tests of Independence or other appropriate statistical measures, such as McNemar tests, will be conducted to determine if changes in student achievement occur from one year to the next and if differences in achievement by student subgroup are statistically

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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significant and educationally meaningful. All analyses will be conducted by school and by student subgroup, including each major racial and ethnic group, students with disabilities, low-income students, and English learners, except in cases where the number of students in a category is less than 10 where the results may yield personally identifiable information.

Data to assess performance measures related to student attendance and graduation will be derived from school records on student average daily attendance and four-year graduation rates, respectively. Frequency calculations will be conducted for attendance and graduation rate by school and by subgroup. Data to assess the performance measure related to on-track for graduation will be obtained from school records, including de-identified data from students' IEPs to determine the extent to which students are meeting the goals for credit accumulation and grades. Finally, the two performance measures related to college enrollment and persistence will be assessed through a locally-developed survey of graduating students. Data on college enrollment after high school graduation will be obtained through follow-up data provided by the schools and/or data from the National Student Clearinghouse.

**Evaluation Methods for Project Objective 4 (Build Capacity to Sustain High-Quality Charter School Programs):** Data for the three performance measures related to capacity building and sustainability will be obtained from multiple sources and stakeholder groups. Data on participation by instructional staff in professional development and number of teachers who obtain alternative certification through the grant partnership with TNTP will be obtained through a review of project documentation, including professional development plans, activity logs, agendas, and sign-in sheets. Results from the staff survey will help assess the impact of the training and coaching on teacher knowledge and skills. To assess the performance measure related to community and family engagement, annual surveys will be administered to families

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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and other community stakeholders at each school; additionally documentation related to family and community events, including agendas, invitations and sign-in sheets, will be reviewed.

As previously noted, surveys will be administered to instructional staff and parents/guardians and community members, as well as secondary students in each grant-funded school in each year of the grant to gather input and feedback from a range of stakeholders. All surveys will be administered online and in paper version in the spring of each project year.

- The staff survey will be administered to collect data about staff satisfaction with grant-funded PD, perceptions about impact of the PD on staff's knowledge, skills, and confidence in key concepts addressed in the PD, and areas in which they need or would like additional PD. The survey will also measure staff's awareness and support for the program and their participation in and satisfaction with program planning.
- The parent/guardian survey, which will be available in English and Spanish and translated into other languages as needed, will collect data on satisfaction with educational programming and the school, participation in school activities, and perceptions about the impact of educational programming on student outcomes and suggestions for improvement.
- The secondary student survey will also collect data on participation in and satisfaction with different aspects of their school, perceived impact on student learning and college and career readiness, and suggestions for improvement.

All surveys will be anonymous and analyzed by school for all grant-funded campuses using frequency calculations and cross-tabulations. Surveys will be pilot-tested in Year 1 with item analyses and reduction conducted to ensure validity and reliability of the items in measuring the intended outcomes.

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### Reporting Activities including on GPRA Performance Measures

Ongoing formative feedback will be provided to the Project Director and Grant Manager about the extent to which project activities are being implemented as planned and in line with the intended outcomes. This feedback and data will be critical for ensuring that the project is well-positioned to meet its objectives and performance measures and to make adjustments as part of a continuous improvement model. Evaluation results will be provided through monthly communications and status updates and biannual summary reports. The evaluator will also provide ongoing informal feedback as data are collected and participate in project management meetings as needed.

The results of the quantitative and qualitative data analyses will be synthesized and presented by ResponsiveEd to the USDOE in the Annual Performance Reports and a final report at the end of the grant. ResponsiveEd staff will work with the external evaluator to prepare reports and present findings about the success of the project in meeting the intended outcomes outlined in the project objectives and performance measures. Each year, ResponsiveEd will report data to the USDOE on progress on the GPRA measures, including student achievement, number of grant-funded sites, and the federal cost per student in implementing a successful school.

The Project Director and other project staff will provide opportunities for other stakeholder groups, such as school leaders, staff, students, parents and community members, including CACs, to review and provide feedback on evaluation findings through a variety of methods. Staff will conduct presentations of evaluation findings and recommendations, including to parents and staff at PTA and faculty meetings and during school family events and to community members in partner and community meetings.

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### Internal and External Evaluation Capacity

Dr. Lauren Fellers will support the evaluation in her role as RE's Executive Director of Research and Evaluation, working closely with the external evaluator's team. Dr. Fellers will collect and maintain achievement and administrative data for grant-funded campuses as they relate to evaluation activities. Using internally built databases to thoroughly analyze data collected district-wide, utilizing Tableau, a data visualization software, and with support from ResponsiveEd's Academic and Accountability team, data will be validated internally for accuracy and quality. Dr. Fellers and her team will provide preliminary information to support the evaluation of student performance and the impact of programs and campuses supported by the CSP grant. Data will be de-identified as necessary and shared with external evaluators in support of grant evaluation activities.

ResponsiveEd proposes to retain Metis Associates to conduct a comprehensive evaluation of the CSP grant (see letter of support in Appendix C). Metis, an education research and evaluation firm established in 1977, has extensive experience evaluating school choice and school integration initiatives. In particular, Metis served as the external evaluator of the Arkansas Department of Education's Charter School Program for a period of five years, which at the time consisted of 27 open-enrollment and district conversion schools across all three school levels. Metis's study assessed the efficacy of implementation, parent and student satisfaction, and characteristics of the charter schools had the greatest impact on student achievement. The evaluation of the CSP initiative will be directed by Claire Aulicino, a Senior Associate at Metis with more than 19 years of experience in designing and conducting program reviews and evaluations in the area of K-12 education (see résumé in Attachments). For the past 16 years, the focus of her work has been on school choice and integration programs, including serving as the

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lead evaluator for 20 Magnet Schools Assistance Program grants.

The logic model on the following page outlines the resources/inputs, program activities, and outputs, short-term outcomes and related project performance measures, and long-term outcomes of the CSP project (*Application Requirement F*).

**(d) Quality of the Management Plan and Personnel**

*(i) Ability of the applicant to sustain the operation of the replicated or expanded charter schools after the grant has ended, as demonstrated by the multi-year financial and operating model.*

Responsive Education Solutions (ResponsiveEd) is a Texas non-profit corporation authorized to operate open enrollment charter schools in the States of Texas and Arkansas through the following agencies: The Texas Education Agency – Office of the Commissioner and the Arkansas Department of Education Charter Authorizing Panel (*Application Requirement H*). Within the State of Texas, ResponsiveEd has two separate charters that serve as the umbrella for a total of 70 campuses representing different educational models. ResponsiveEd has three charters with the State of Arkansas. Copies of these charter agreements are provided in Appendix F (*Application Requirement D*).

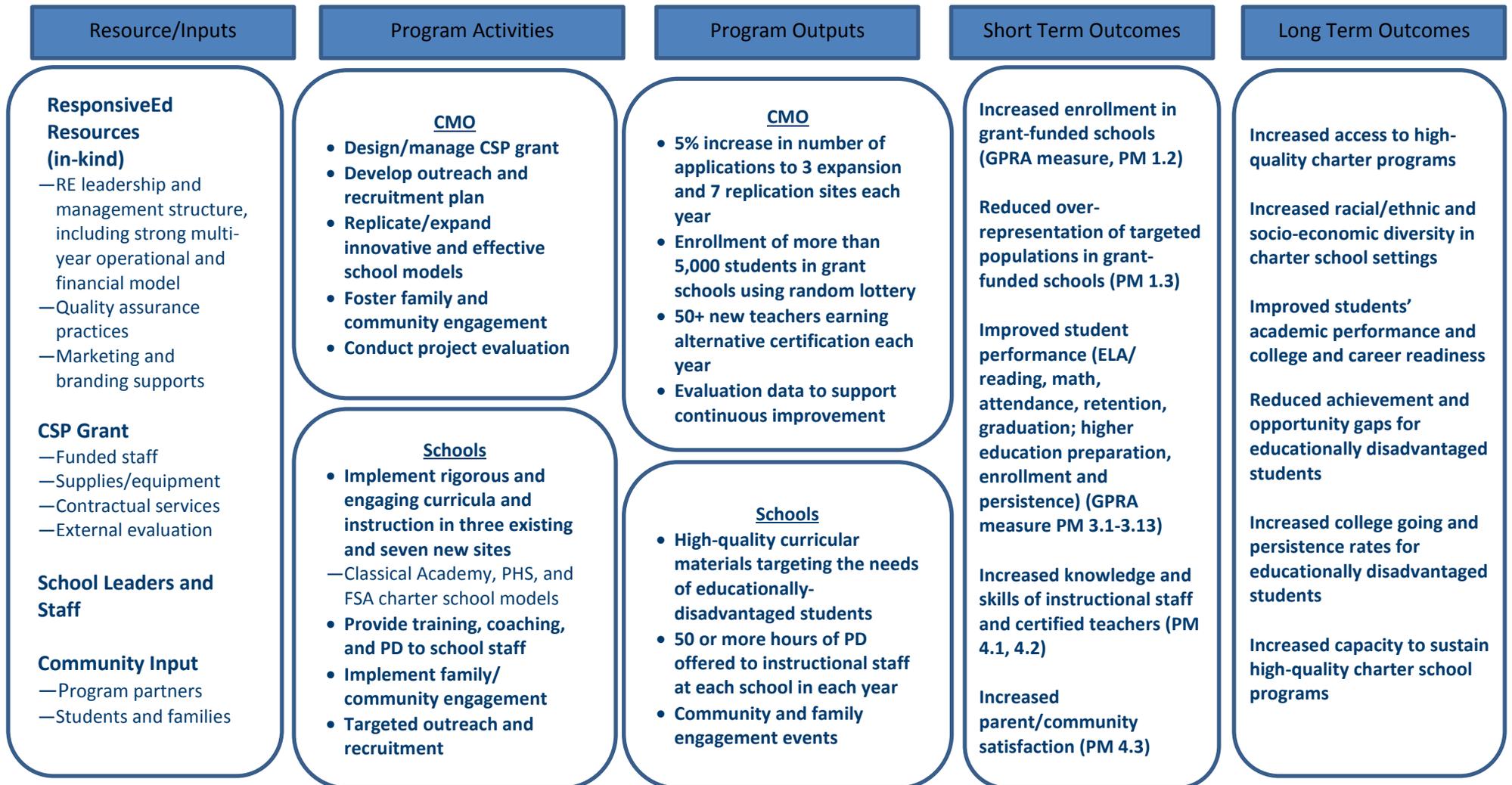
ResponsiveEd’s success scaling and sustaining its network of charter schools over the past 20 years can be attributed to several best-practice elements of the organization’s operating model. These elements include an effective and efficient leadership and management structure, including sound accounting and fiscal management protocols and procedures; an efficient approach to public and private fund development and use to support its operations and ambitious expansion plans; and a robust system of quality assurance, including training and technical assistance and staff and program performance evaluation.

# ResponsiveEd Replication and Expansion Grant Proposal Narrative

## RESPONSIVEED CSP LOGIC MODEL

### ResponsiveEd's Mission and Context

- Provide hope for students through educational options that reflect diverse interests, goals, and learning styles and that collectively promote free society and cultivate moral and academic excellence.
- Commitment that all students, including educationally disadvantaged students, have the opportunity to access high-quality curricular and instructional programs and meet challenge state standards.
- Strive to meet the needs of educationally disadvantaged students by opening new and expanding existing charter schools.



## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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### CMO Leadership and Management Structure

ResponsiveEd is led by CEO and Superintendent Chuck Cook, who has been an instrumental force in charter school education since 1998, when he became part of a group of educators to start a new charter school system serving at-risk students. As CEO, Mr. Cook has coordinated an expansion effort that grew ResponsiveEd into the largest system of charter schools in Texas. Mr. Cook's executive oversight is characterized by his compelling and dynamic energy; his greatest strength is the ability to bring diverse and influential leaders together for a common goal. Mr. Cook is supported in his leadership role by a five-member Board of Directors consisting of individuals who provide excellent guidance on the management of the organization as well as extensive business experience. As shown in the organization chart in Appendix I, CEO Cook has six direct reports: the Chief of Staff, the Chief Operating Officer, the Superintendent of PHS, the Executive VP for Academics, the VP of THRIVE, and the Chief Legal Officer/Executive VP. This executive leadership team meets monthly and each of CEO Cook's direct reports meets with him weekly.

**Finance and accounting operations** are led by the VP of Finance, Corey Fisher, who reports directly to COO Robert Davison. The Consolidated Financial Report issued by the CPA firm of Evans & Knauth, PLLC, for the ten months ending June 30, 2018<sup>6</sup>, showed an operating budget of approximately \$276 million in total net assets; further, the audit did not identify any deficiencies in internal control or any instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* (see copy in Appendix H). In fact, as noted earlier, ResponsiveEd has a history of clean audits dating back to its inception.

ResponsiveEd's **multi-year operational and financial model** will ensure that each one of the schools included in this application will be able to sustain its core operations solely with state

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<sup>6</sup> The organization recently changed its fiscal year to July 1 – June 30.

## ResponsiveEd Replication and Expansion Grant Proposal Narrative

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per pupil and local start-up grant revenues by its third year of operation. Both fixed and variable expenses are used to project expenditures based on actual and expected costs. Per pupil amounts are multiplied by expected average daily membership (ADM) by fund type to project the revenue needed to sustain operating costs after initial start-up, using local, state, and federal dollars.

As is evident in the Budget Narrative, with few exceptions (e.g., the Grant Manager, Grant Support Specialist, PATH Project Manager), staffing costs at the district level (e.g., Program Director of Community Engagement, Early Childhood Facilitator) are projected to support the launch of the replication or expansion to build the schools' capacity to design, deliver, and assess operations consistent with the ResponsiveEd brand. At the school level, teacher and instructional aide salaries are covered at standard staff-to-student ratios in their first two years of implementation only, with the expectation that salaries will be absorbed as schools reach their full complement of students. Furthermore, the expanded or replicated schools will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus and cover funding fluctuations, emergency facility costs, delays in public payments, and other unexpected financial challenges.

In addition to state and federal funds generated through ADM formulas, ResponsiveEd's lean operational model has enabled it to scale effectively without receiving extensive philanthropic support and continues to build its financial models without reliance on grant funding. The organization's leadership has recently determined, however, that it can provide right-fit educational offerings to more families by engaging in a more aggressive **fund development** initiative. This effort is being led by Chief of Staff Kalese Whitehurst. Whitehurst, a former advisor to both the Texas Governor and Commissioner of Education, is leveraging a strong network of education-focused donors to secure philanthropic dollars—building on the

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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organization’s strong relationship with the Walton Family Foundation in Arkansas and engaging the services of a former senior program officer of the Bill & Melinda Gates Foundation to support fund-raising—as well as spearhead the development of government grant applications, including the current CSP proposal. As evidenced by the letters of support provided in Appendix C, based on its reputation and demonstrated track record, ResponsiveEd has garnered widespread support from both internal and external stakeholders, partners, and elected officials for this grant application, which will be leveraged as part of the organization’s new fund development thrust.

**Instructional leadership and oversight** of the ResponsiveEd charter schools falls under the purview of the Superintendent of PHS, the Executive VP of Academics, and the VP of THRIVE, with additional support provided by other senior-level staff. Within these teams are content-specific instructional coaches as well as experts in special populations (e.g., students with disabilities, ELLs) and parent engagement (see organization chart for specifics). These district-based administrators rely on a robust network of Regional Directors, Campus Directors, and school-based Boards and Community Advisory Councils to ensure the smooth, effective, and efficient operation of the CMO’s charter schools. Regional Directors have primary responsibility for the implementation of the charter schools’ academic programs and systems, oversee all professional development activities, and lead in the development of the educational goals of the school communities. The Campus Directors have primary responsibility for all aspects of the schools’ daily operations and programs, including the day-to-day management of staff and students. The teachers and staff of the schools report to the Campus Directors; thus these administrators have responsibility of hiring and terminating campus staff, including teachers, instructional aides, and administrative staff.

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### Quality Assurance Practices

As ResponsiveEd continued to expand to additional schools and models, leadership identified a growing need to have a standardized monitoring instrument that would provide a review of established campus-level policies and procedures. In the fall of 2012, the ResponsiveEd Quality Standards were developed, and in spring 2013, the first Quality Standard Reviews (QSRs) were piloted. Each summer thereafter, the instrument has been refined based on input from Campus Directors and QSR committee members. The QSR is divided into eight standards, with each Standard having multiple Indicators and Descriptors (see copy of the QSR in Appendix I). The Standards are as follows:

RESPONSIVEED QUALITY STANDARDS	
Standard 1: Mission and Vision	Standard 5: Data Driven Systems
Standard 2: Leadership	Standard 6: Operational and Support Systems
Standard 3: Team Members	Standard 7: Community Partnerships
Standard 4: Learning 4 All	Standard 8: Fiscal Management

A rating scale has been established from 1-4 to review each Descriptor by Indicator and Standard. Based on the documents provided, and observations by team members, a rating will be assigned. The Quality Standards are intended to be used as a guidance tool for Campus Directors with their staff. Each school year, every campus is required to complete a QSR Self-Evaluation utilizing the Quality Standards. Every campus is subject to a formal review using the QSR tool on a periodic basis. Once the formal review is complete, the Campus Director will receive a completed copy of the QSR with ratings and comments. A follow-up conference call will be held with the Campus Director and QSR Team members to review the ratings, provide feedback, and answer any remaining questions from the Campus Director. If a Descriptor

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received a 1 or 2 rating during the QSR Self-Evaluation or the QSR Formal Review, the Campus Director will be required to complete a Compliance Action Plan.

Customer satisfaction is a key component in ResponsiveEd's quality assurance protocol. As highlighted in the Quality of Eligible Applicant section, periodic surveys of parents supplement the input gathered by district-level and school-based staff and provide valuable insights into the CMO's and the schools' performance.

### Community Engagement

Addressing *Application Requirement I* (plans to solicit and consider input from parents and other community members on implementation and operation of each replicated or expanded school, including in the area of school governance), with support from the Superintendent, Regional Director, Campus Director, and charter school Board, each ResponsiveEd charter school develops a **Community Advisory Council**. Members of the CAC, which include a majority of parents and/or guardians, provide input to the Campus Director regarding the following issues: general operation, policy review, long-range strategic plans, and performance standards. CACs meet on a quarterly basis to review data from the prior year, identify areas of strength and weakness on the campus, and give input on funding special projects; take-aways from these meetings are shared with the larger school community and campus administrators who take the councils' recommendation into consideration when making decisions; when appropriate, recommendations from the councils are sent to upper management for their consideration. In addition to encouraging parents/guardians to serve on school-based committees such as the CAC involved in school governance, every effort is made to make parents/guardians partners in their children's education. Such efforts include: encouraging parents/guardians to serve as school volunteers; promoting and strengthening parental responsibility and involvement;

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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and recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

*(ii) Adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

### CSP Project Management Framework

The management plan for the RE<sup>2</sup> has two core elements that in combination will ensure the success of the CSP project and the attainment of all of its goals and performance measures: an efficient project management and staffing structure within and across the proposed replicated/expanded charter schools, including reporting and accountability mechanisms to ensure the timely, effective, and efficient implementation of all activities; and a detailed project implementation plan to achieve the project's objectives and performance measures, supported by a reasonable and cost-effective budget (see budget narrative attachment) designed to promote capacity building and sustainability of the replicated and expanded charter schools beyond the five-year federal funding period.

### CSP Staffing Structure

Summarized in Table 9 is the proposed staffing structure for the RE<sup>2</sup> initiative. We believe that this staffing plan provides the optimal infrastructure at both the district and school levels to support the attainment of the CSP's initiative's ambitious goals and performance measures. The budget narrative attachment provides specific information about the value-added of these key staff members as well as their full-time equivalents (FTEs) over the five-year funding period. Job descriptions for all grant-funded staff are provided as an attachment in Appendix I.

**Table 9. CSP-Funded Staff**

<b>Personnel</b>	<b>Number</b>
<b>District-Level Staffing</b>	
Grant Manager	1
Grant Support Specialist	1
Program Director of Academics	1
Executive Director, Alternative Certification Program	1
Program Manager, Alternative Certification Program	1
Program Director of Community Engagement	1
Early Childhood Instructional Facilitator	1
Math Instructional Facilitator	1
Elementary Literature Instructional Facilitator	1
History Instructional Facilitator	1
Support Specialist (SPED, 504, Dyslexia)	1
Social Emotional Support Counselor	1
Program Manager, Project PATH	1
Regional Counselors, Project PATH	6
<b>School-Based Staffing</b>	
Campus Directors	7
Assistant Principals	7
Teachers	126.5
Instructional Aides	23.39

Kalese Whitehurst, Chief of Staff, will serve as the RE<sup>2</sup> **Project Director** at no cost to the grant. In this role, her primary responsibility is to provide overall direction and oversight for fidelity of grant implementation, ensuring that the organization is leveraging its best operational and fiscal management practices to accomplish the objectives and performance measures of the CSP initiative. She will serve as the primary liaison to the USDOE CSP Program Officer to ensure compliance with all grant requirements, including reporting activities, as well as adherence to all statutory requirements of the grant and the Office for Civil Rights.

The Project Director will be supported by a full-time **Grant Manager**. The Grant Manager will interface regularly with key District offices, such as the THRIVE department, Research Assessment and Evaluation, Finance, Marketing and Communication, and the Department of School Activation and the leadership and staff at each replicated or expanded charter school to

## **ResponsiveEd Replication and Expansion Grant Proposal Narrative**

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ensure that the programs are being developed and implemented in alignment with the purposes of the CSP statute. In addition to serving as the primary point of contact for all of the schools included in the grant, the CSP Grant Manager will be responsible for maintaining all administrative and data files to support program implementation; work closely with the Finance Department to monitor all project expenditures and provide school staff with technical assistance in meeting fiscal and budgetary guidelines; and serve as the liaison to the external evaluator, including assisting schools in the collection of required program data and documentation. The Grant Manager will take the lead on preparing all required performance reports for submission to the USDOE and helping to disseminate results to key stakeholders. A Grant Support Specialist will provide administrative support to the Grant Manager.

The Project Director, Grant Manager, and Grant Support Specialist will meet face-to-face on a weekly basis throughout the entire grant period to ensure an effective and efficient grant management process, which will entail resolving any schedule, scope, or budget issues identified. A SharePoint intranet page will be established for the project and updated regularly by the Grant Manager, enabling transparency for everyone involved.

### **CSP Project Implementation Plan**

ResponsiveEd seeks to achieve four overarching project-level goals with the CSP initiative. These goals, and related performance measures, are directly aligned with the purposes of the CSP and the Government Performance and Results Act (GPRA) measures that have been established for the program. This section lists the four grant objectives (and how each is aligned with the program purposes) along with a summary of the program activities that will be carried out. Following each project goal is a detailed project implementation timeline that includes key activities, responsible parties, and target dates.

**Project Objective 1: Increase Access to High-Quality Charter Program Offerings.** This objective is aligned with the purpose of the CSP to “expand opportunities for all students, particularly traditionally underserved students, to attend charter schools” and to “increase the number of high-quality charter schools available to students across the United States.” It also addresses CPP 2 by re-opening a poor-performing public school as a charter and CPP 3 by replicating and expanding high-quality charters serving high school students. ResponsiveEd will address this objective and priorities by: expanding three high-quality charter schools serving a total of 1,206 students in grades K-12 by the end of the five-year grant period; and replicating seven high-quality charter schools serving a total of 3,820 students in grades K-12 by the end of the five-year grant period.

**Project Objective 2: Promote Racial/ethnic and Socio-economic Diversity in Charter School Settings.** Objective 2 addresses the CPP 1 to “replicate or expand high-quality charter schools that have an intentional focus on recruiting students from racially and socioeconomically diverse backgrounds and maintaining racially and socioeconomically diverse student bodies in those charter schools, consistent with nondiscrimination requirements contained in the US Constitution and Federal civil rights laws.” ResponsiveEd is addressing this objective by: identifying three existing ResponsiveEd charter schools that are less diverse than their surrounding communities, to be expanded by conducting a strategic, targeted, and aggressive outreach and recruitment plan to attract a more diverse student body to these schools; replicating high-quality models with an intentional focus on diversity and building integrated learning environments in seven locations where there is a high potential for attracting a racially, ethnically, and socioeconomically mixed population of students and families; and maintaining a race-neutral student selection process (i.e., random lottery) that will ensure equitable access for

all students to the charter programs.

**Project Objective 3: Improve Students’ Academic Performance and College and Career Readiness.** This objective aligns with the major purpose of the CSP to “expand opportunities for all students, particularly traditionally underserved students to ... meet challenging State academic standards.” ResponsiveEd is addressing this objective in the schools it is proposing to replicate or expand by: offering rigorous and engaging curricula and instruction within the Classical Academy, PHS, and FSA charter school models; engaging all learners using innovative instructional practices and personalized and blended-learning approaches; and providing targeted services to meet specific needs of educationally-disadvantaged learners such as English language learners and students with disabilities.

**Project Objective 4: Build Capacity to Sustain High-Quality Charter School Programs.** Objective 4 supports two CSP purposes: to “share best practices between charter schools and other public schools” and “evaluate the impact of charter schools on student achievement, families, and communities.” ResponsiveEd is addressing this objective by: developing and offering an alternative certification program to build the pipeline of highly qualified instructional staff to meet the needs of all ResponsiveEd students, but of educationally disadvantaged students in particular; building the program of community engagement in the six Classical Academy/THRIVE schools; and enhancing the capacity of ResponsiveEd to track and support the progress of our students as they graduate from our high schools and take the next step in their educational journey.

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### RE<sup>2</sup> Project Implementation Timeline: Key Activities and Benchmarks by Objective

CSP Objective 1: Increase Access to High-Quality Charter Program Offerings									
	YR 1 Benchmarks 4/2019–3/2020	YR 2 Benchmarks 4/2020–3/2021	YR 3 Benchmarks 4/2021–3/2022	YR 4 Benchmarks 4/2022–3/2023	YR 5 Benchmarks 4/2023–3/2024	Responsible Parties*			
<b>EXPANSION CAMPUS KEY ACTIVITIES</b>		<i>TCPA Clay Academy PHS Arlington</i>		<i>TCPA Clay Academy, PHS Arlington TCPA Fallbrook</i>					
<ul style="list-style-type: none"> <li>Expand three high-quality charter schools serving a total of 1,206 students in grades K-12 by the end of the five-year grant period</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement targeted marketing strategies for expansion of each campus with intentional focus on increasing student diversity</li> </ul>	<ul style="list-style-type: none"> <li>Implement targeted marketing strategies for expansion of each campus with intentional focus on increasing student diversity</li> </ul>	<ul style="list-style-type: none"> <li>Expand enrollment at Clay by 25 students per grade level (total= 125)</li> <li>Expand enrollment at Arlington by 100 students</li> </ul>	<ul style="list-style-type: none"> <li>Sustain increased enrollment at Clay and Arlington; expand enrollment at Fallbrook by 25 students per grade level (total =225)</li> </ul>	<ul style="list-style-type: none"> <li>Sustain increased enrollment at all three schools</li> </ul>	MD, GM			
						<ul style="list-style-type: none"> <li>Recruit and hire an additional teacher for each grade at Clay</li> <li>Recruit and hire additional teachers at Arlington for expanded classes</li> </ul>	<ul style="list-style-type: none"> <li>Recruit and hire an additional teacher for each grade at Fallbrook</li> </ul>	<ul style="list-style-type: none"> <li>Continue to recruit and hire teachers as needed to fill vacancies to meet expanded enrollment</li> </ul>	MD, ED, GM
									<ul style="list-style-type: none"> <li>Provide orientation and professional development for new staff</li> <li>Order supplies, materials, and equipment for expanded sections</li> </ul>
<b>REPLICATION CAMPUS KEY ACTIVITIES</b>	<i>TCPA Eastex-Jensen TCPA Southwest Houston TCPA Beaumont</i>	<i>TCPA Eastex-Jensen TCPA Southwest Houston TCPA Beaumont TCPA Fort Worth East PHS Odessa, TPCA Autism Dallas</i>		<i>TCPA Eastex-Jensen TCPA Southwest Houston TCPA Beaumont TCPA Fort Worth East TCPA Autism Dallas PHS Odessa, PHS Dallas</i>					
<ul style="list-style-type: none"> <li>Replicate seven high-quality charter schools serving a total of 3,820 students in grades K-12 by the end of the five-year grant period.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement targeted marketing strategies for expansion of each campus with intentional focus on increasing student diversity</li> </ul>	<ul style="list-style-type: none"> <li>Implement targeted marketing strategies for expansion of each campus with intentional focus on increasing student diversity</li> </ul>		<ul style="list-style-type: none"> <li>Expand enrollment at previously opened replication sites</li> <li>Sustain enrollment at Beaumont</li> <li>Fill vacancies created when students leave with students on waitlist</li> <li>Ensure full enrollment in each grade available at all new sites</li> </ul>		GM, MD			
						<ul style="list-style-type: none"> <li>Recruit students for opening of new sites (Eastex-Jensen; SW Houston)</li> <li>Continue to serve existing population at Beaumont and recruit additional students for entry grade (K)</li> </ul>	<ul style="list-style-type: none"> <li>Recruit students for opening of new site ( Fort Worth East, PHS Odessa, FSA Dallas)</li> </ul>	<ul style="list-style-type: none"> <li>Recruit students for opening of new sites (PHS Dallas)</li> </ul>	ED, MD, GM
									<ul style="list-style-type: none"> <li>Recruit and place full- and part-time staff at new sites</li> <li>Provide orientation and professional development for new staff</li> <li>Order supplies, materials, and equipment for expanded sections</li> </ul>

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CSP Objective 2: Promote Racial/ethnic and Socio-economic Diversity in Charter School Settings						
	YR 1 Benchmarks 4/2019–3/2020	YR 2 Benchmarks 4/2020–3/2021	YR 3 Benchmarks 4/2021–3/2022	YR 4 Benchmarks 4/2022–3/2023	YR 5 Benchmarks 4/2023–3/2024	Responsible Parties*
<b>KEY ACTIVITIES</b>						
<ul style="list-style-type: none"> <li>Conduct a strategic, targeted, and aggressive outreach and recruitment plan to attract a racially, ethnically, and economically diverse student body to three existing ResponsiveEd charter schools that are less diverse than their surrounding communities.</li> <li>Replicate high-quality models with an intentional focus on diversity and building integrated learning environments in seven locations where there is a high potential for attracting a racially, ethnically, and socioeconomically mixed population of students and families.</li> </ul>	<ul style="list-style-type: none"> <li>Identify target market through the analysis of census and other community data for all three schools.</li> <li>Develop student marketing and recruitment materials (e.g., flyers, brochures, media advertisements, billboards, etc.) to brand the schools</li> <li>Establish a social media presence (Facebook, Twitter, YouTube, etc.) for each expanding campus.</li> <li>Translate marketing materials into languages spoken by the communities and target market.</li> <li>Advertise on print, radio and/or broadcast media</li> <li>Foster new partnerships with community leaders and organizations representing diverse populations.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to analyze census and other community data to ensure that student populations reflect diversity of local community and to inform marketing and recruitment strategies</li> <li>Evaluate enrollment demographics and determine if any modifications are needed to marketing strategies in order to ensure maximum diversity</li> </ul>	<ul style="list-style-type: none"> <li>Employ marketing and recruitment strategy for the expanded campuses prior to beginning of school, including dissemination of marketing and recruitment materials, maintaining ongoing social media presence, advertisements in local media, and participation in events with community partners.</li> </ul> <p><b>Activities for new campuses:</b></p> <ul style="list-style-type: none"> <li>Identify target market and develop suite of marketing materials (e.g., flyers, brochures)</li> <li>Establish social media presence for the new campuses (Facebook, Twitter)</li> <li>Translate marketing materials into languages spoken by the communities and target market</li> </ul> <p><b>Activities for campuses opened in previous year:</b></p> <ul style="list-style-type: none"> <li>Evaluate enrollment demographics and determine if any modifications are needed to marketing strategies in order to ensure maximum diversity</li> <li>Update and disseminate marketing materials</li> <li>Continue to build and expand social media presence</li> <li>Conduct marketing and outreach activities in targeted community locations</li> </ul>			GM MD ED
<ul style="list-style-type: none"> <li>Maintain a race-neutral student selection process (i.e., random lottery) that will ensure equitable access for all students to the charter programs.</li> </ul>	<ul style="list-style-type: none"> <li>Include application for new campuses in district enrollment system to facilitate enrollment</li> <li>Process applications</li> <li>Run race-neutral lottery process for the following school year if schools are over-selected</li> </ul>					GM, ED

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CSP Objective 3: Improve Students' Academic Performance and College and Career Readiness						
	YR 1 Benchmarks 4/2019–3/2020	YR 2 Benchmarks 4/2020–3/2021	YR 3 Benchmarks 4/2021–3/2022	YR 4 Benchmarks 4/2022–3/2023	YR 5 Benchmarks 4/2023–3/2024	Responsible Parties*
<b>EXPANSION CAMPUS/ REPLICATION CAMPUS KEY ACTIVITIES</b>						
<ul style="list-style-type: none"> <li>Offer rigorous and engaging curricula and instruction within the Classical Academy, PHS, and FSA charter school models</li> </ul>	<p><b>PRIOR TO FIRST DAY OF SCHOOL:</b></p> <ul style="list-style-type: none"> <li>Ensure proven curriculum and necessary supports are ordered in advance of school year and are available on campus for the first day of class</li> <li>Implement beginning-of-year, mid-year, and end-of-year benchmark assessments to monitor student growth</li> <li>Teachers review student assessment history (prior year(s) STAAR scores, benchmark scores and MAP data) on each student to develop individualized learning plan.</li> </ul> <p><b>DURING SCHOOL YEAR</b></p> <ul style="list-style-type: none"> <li>Implement beginning of year, mid-year, and end of year benchmark assessments to monitor student growth-- individualized prescriptions are provided for each student based on these benchmark results</li> <li>Conduct thorough evaluations of campus level staff to ensure high-performance expectations are being met</li> <li>Well-established and successful curriculum programs are utilized in both the regular instructional day and for tutorial programs</li> <li>Sound intervention strategies are utilized to address learning gaps before, after, and during in-school tutoring times</li> <li>Teachers review and update the student assessment history documentation prepared prior to start of the school year on each student with new benchmark data to inform instruction and intervention strategies</li> <li>All students participate in some form of additional enrichment and/or remediation to ensure all student demonstrate academic growth regardless of where they started</li> <li>A Saturday School Program is utilized for remediation and/or acceleration of students</li> <li>Curriculum nights support partnerships with parents on student needs, tutorial plans and support tools available to help the parent community.</li> </ul>					GM, CD CT PE D T
<ul style="list-style-type: none"> <li>Engage all learners using innovative instructional practices and personalized and blended-learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>Ensure 2:1 laptop/tablet: student ratio</li> <li>Provide ongoing professional development to teachers and administrators on use of technology in the classroom</li> <li>Implement research-based, proven instructional practices known to improve student performance using technology integration</li> </ul>					GM, PE CD D
<ul style="list-style-type: none"> <li>Provide targeted services to meet specific needs of educationally-disadvantaged learners such as English Language Learners and Students with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Conduct data-driven analysis using different state metrics of student needs to ensure all student needs are being met</li> <li>Implement intervention strategies such as after-school tutoring, pull-out group participation for focused, one-on-one or small-group instruction</li> <li>Host English Language Learner Parent nights</li> <li>Evaluate students for IEP and develop IEP for students who necessitate additional support</li> <li>Continue using different tools to assess student needs and determine appropriate levels of support using validated assessments and instruments</li> </ul>					GM, PE T CD D

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CSP Objective 4: Build Capacity to Sustain High-Quality Charter School Programs						
	YR 1 Benchmarks 4/2019–3/2020	YR 2 Benchmarks 4/2020–3/2021	YR 3 Benchmarks 4/2021–3/2022	YR 4 Benchmarks 4/2022–3/2023	YR 5 Benchmarks 4/2023–3/2024	Responsible Parties*
<b>SUPPORT PROGRAMS KEY ACTIVITIES</b>						
<ul style="list-style-type: none"> <li>Develop and offer an alternative certification program to build the pipeline of highly qualified instructional staff to meet the needs of all ResponsiveEd students, but of educationally disadvantaged students in particular.</li> </ul>	<ul style="list-style-type: none"> <li>Complete development and planning phase</li> <li>Apply and receive state approval to become alternative certification provider</li> <li>Launch marketing campaign to recruit certification candidates</li> </ul>	<ul style="list-style-type: none"> <li>First cohort of certification grantees begin teaching in Fall 2020</li> <li>Increase marketing campaign to recruit larger second cohort</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate impact and success of program by monitoring student performance of individuals awarded certification through program</li> <li>Make adjustments to curriculum and program requirements as necessary based upon data analysis</li> <li>Continue expanding market share of alternative certification candidates</li> </ul>			Executive Director-Alternative Certification Program  PD for Alternative Certification Program  PE
<ul style="list-style-type: none"> <li>Enhance the capacity of ResponsiveEd to track and support the progress of our students as they graduate from our high schools and take the next step in their educational journey.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Naviance software district wide</li> <li>Hire three regional counselors</li> <li>Initiate alumni ambassador program</li> </ul>	<ul style="list-style-type: none"> <li>Hire three additional regional counselors</li> <li>Monitor post-secondary success of graduates</li> </ul>	<ul style="list-style-type: none"> <li>Continue monitoring post-secondary success of graduates</li> <li>Continue expanding alumni network to support students in transition to college and during college</li> <li>Encourage alumni to return and invest in campuses, particularly by recruiting alumni for open teaching positions</li> <li>Evaluate need for additional counselors as students being served grows</li> </ul>			PD for Project PATH  RC  PE
<ul style="list-style-type: none"> <li>Build program of community engagement</li> </ul>	<ul style="list-style-type: none"> <li>Recruit and convene community, family, school representatives to serve on Community Advisory Councils (CAC) for each site</li> </ul>	<ul style="list-style-type: none"> <li>Convene bi-annual meetings of CACs for each site</li> </ul>				CAC, GM, CD, PP
	<ul style="list-style-type: none"> <li>Plan and conduct community engagement events</li> <li>Solicit feedback from community members on educational model and offerings (forums, surveys, etc.).</li> </ul>					

\*Responsible Parties: PD= Project Director; GM=Grant Manager; CD= Campus Directors; CT= Classroom Teachers; PE=Project Evaluator; CAC=Community Advisory Councils; PP= Project Partners; MD= Marketing Department; HR= Human Resources; ED=Enrollment Department D= Other District Personnel; T=THRIVE Team; RC= Regional Counselors

*(iii) Qualifications, including relevant training and experience, of key project personnel.*

As noted earlier, Kalese Whitehurst, Chief of Staff to ResponsiveEd CEO Cook, will serve as the in-kind Project Director for RE<sup>2</sup>. Ms. Whitehurst, who joined the organization in 2015, is in charge of all daily operations at the organization, including management of all programs; direction of all administrative, financial, and operational activities; and the development and implementation of an organizational strategic plan and strategic initiatives. Ms. Whitehurst has a background in policy and organizational strategy. She began her career as a Policy Analyst at the Texas Public Policy Foundation in 2007. She went on in 2009 to work for the office of former Governor Rick Perry as an Advisor on Public Education and Insurance, conducting complex program research to support and disseminate the Governor's statewide agenda and monitoring implementation of short- and long-term programs. In 2013, Ms. Whitehurst joined the TEA as the Chief Advisor for Policy and Operations, where she had significant oversight and management responsibilities for personnel, budget, and organizational strategy.

In her role as Project Director, Ms. Whitehurst will leverage the knowledge and expertise of key ResponsiveEd senior leaders in support of the CSP grant. Summaries of key staff members' qualifications are provided below; resumes for all key personnel are in Appendix B.

Christian Cutter, current **Executive Vice President of Academics**, has 20 years of experience in development and oversight of academic programs, policies, and initiatives to promote student growth and achievement. In his current role, he oversees the academics of two charter districts, where he leads district improvement initiatives, professional development, Career-Technical Education, and Special Education; and monitors school accountability, including assessments for federal and state programs.

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Anthony Edwards, **Executive Vice President of School Expansion and Activations**, is an experienced school operations and executive management professional. In his current position, Mr. Edwards is responsible for all the execution, oversight and monitoring, and management functions associated with school activation, and he has overseen the successful expansion of ResponsiveEd's network to include 12 new schools.

**Vice President of Finance** Corey Fisher has almost 20 years of senior accounting experience in various industries including higher education, transportation, and construction and real estate development, among others. In his current role with ResponsiveEd, Mr. Fisher direct all financial operations of the company, oversees all treasury functions of the organization which include the servicing of \$130 million in tax-exempt bonds, ensures internal processes and procedures are in compliance with all federal and state requirements, direct the annual audit process and third-party preparation and filing of federal tax returns, and manages a team of 30 colleagues.

Ericka Johnson-Allen, the **Vice President of THRIVE**, is a self-described “champion for children” with almost 20 years of experience as an educator and leader. In her current role, Mrs. Johnson-Allen has facilitated the transformation of eight struggling schools throughout Houston and Dallas. Every school under her leadership made double digit gains in just one academic year. She is responsible for all school improvement initiatives; for conducting bi-monthly campus visits to monitor, assess, observe, provide feedback and inspire leadership teams to transform underperforming Title I campuses; for facilitating, coordinating, and designing effective school-wide strategies for those campuses; and for evaluating program effectiveness.

Suzan Brown, **Executive Director of Special Education, Dyslexia, and Section 504 Services**, has over 20 years' experience as a leader in special education services, as well as 12 years' experience as an educator of various grade levels and student populations within Texas

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public schools. In her current role, Suzan oversees the staff who provide services to students with disabilities. In this capacity she ensures that ResponsiveEd is not only in compliance in regard to services provided to students but that every student receives the appropriate services to accommodate their unique needs.

**Executive Directors for PHS District**, Rosalinda Gonzalez and Elizabeth Camarena, oversee the academic programming of all PHS campuses to ensure fidelity to the mastery-based model. They are also responsible for the development of new programs for the district.

Dr. Lauren Fellers, **Executive Director of Research and Evaluation**, is responsible for a wide range of data collection, analyses, and reporting for monitoring and accountability. She coordinates multiple data systems and statistical analyses, provides data to be represented in school districts’ data dashboards, and produces various reports, comprehensive needs assessments for strategic planning, and annual reporting of campus and district-wide evaluations.

### **Application Requirements**

The ResponsiveEd grant proposal has addressed each of the Application Requirements (ARs) for Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CFDA 84.282M). Please see the table below for references to the location within the proposal narrative and/or appendices where this information can be found.

<b>AR</b>	<b>Description</b>	<b>Referenced in Application*</b>
a-i	Description of programs to meet educational needs of children, including children with disabilities and ELs	N - 40
a-ii	Plans for student transportation	N - 40
b-i	Student assessment results for all students and sub-groups	N – 15, A-G
b-ii	Student attendance, retention, and high school graduation rates	N - 15
b-iii	Information on significant compliance/management issues	N - 24

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AR	Description	Referenced in Application*
c-i	Information on how programs will enable all students to meet challenging State academic standards	N - 28
c-ii	Grade levels/ages of students to be served	N - 23
c-iii	Instructional practices to be used	N - 28
d	CMO operates or manages more than one charter school	N – 47,A-F
e	Information regarding compliance issues for closed charters	N - 24
f	Logic model for the grant project	N - 47
g	Single-sex schools and/or extra-curricular activities	NA
h	How CMO operates HQ charter schools for which it has presented evidence of success, and how proposed replicated or expanded charters will be operated or managed, including legal relationship between CMO and schools.	N - 47
i	How CMO will solicit and consider input from parents and other community members on charter school operations and governance	N - 53
j	Lottery and enrollment procedures for each replicated or expanded school	N - 38
k	How CMO will ensure that all eligible children with disabilities will receive a free and appropriate public education	N - 28
l	How project will assist educationally disadvantaged students in mastering challenging State academic standards	N - 28
m	Budget narrative aligned with activities, outputs, and outcomes described in logic model	B
n	Most recent independently audited financial statements	A-H
o	Policies and procedures to assist students enrolled in a charter school that closes or loses its charter	N - 25
p	Waivers of any Federal statutory or regulatory provisions and any waivers to State or local rules	A-I

\*N=Narrative; A=Appendices; B=Budget