

## Responsive Education Solutions

**Grantee:**

Responsive Education Solutions

**PR Award Number:**

S282M200006

**Duration (Years): 5****Year 1 Funding:**

\$5,523,121

**Total Expected Funding:**

\$40,804,633

**Responsive Education Solutions:**

1301 Waters Ridge

Lewisville, TX 75057

Responsive Education Solutions, Inc. (ResponsiveEd) is a Texas non-profit corporation authorized to operate open enrollment charter schools in the States of Texas and Arkansas. First established in 1998 to open 15 dropout recovery and prevention schools, ResponsiveEd has since expanded to operate 74 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 18,000 students across six brands of schools—Classical Academy, Founders Classical Academy, iSchool High, Premier High School, iSchool Virtual Academy, and Foundation School for Autism. Our unique educational models have a strong track record for preparing students, specifically educationally disadvantaged students, to achieve individual academic goals and to prepare for college and career success. We continue to expand our educational models to meet growing demand and because data show that our schools are achieving positive academic impacts for students.

ResponsiveEd is submitting this proposal to the Charter Schools Program (CSP) under **Absolute Priority 2: Low-Income Demographic**. Across all ResponsiveEd charters, 43% of all students served are low-income, as defined by their eligibility for free- or reduced-price meals. In more than two-thirds of our programs (52 out of 74, or 70.2%), the proportion of low-income students exceeds the 40% benchmark established for this Absolute Priority, ranging from 41.7% to a high of 100% low-income.

ResponsiveEd is also addressing three **Competitive Preference Priorities (CPPs)** established for this competition. Under the CSP grant we are proposing to replicate or expand 27 PHS campuses; of these **a total of 20, or 77%, will serve Qualified Opportunity Zones (QOZ)**. Thirteen out of 14 (93%) proposed replication sites will serve a QOZ, and 7 out of 12 (58%) proposed expansion sites will serve a QOZ (**CPP 1**). In the past seven years, ResponsiveEd has 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, we also have experience working with school districts in this role. Snyder Independent School District (ISD) in rural west-Texas is seeking a partner to manage the academic programming for the entire district, including the management of its failing schools, and is currently reviewing information to determine the possibility of ResponsiveEd serving in this capacity. Should ResponsiveEd have the opportunity to assume academic operations for Snyder ISD, we propose to offer the self-paced, mastery-based programming model of PHS 2.0 to the current and future students of Snyder HS (**CPP 3**). Finally, ResponsiveEd is proposing to use CSP funding to replicate our PHS model in 15 new sites and to expand 12 existing sites. These 27 schools will collectively serve over 25,000 high school students over the five-year grant period (**CPP 5**).

The proposed project will address four overarching project goals, which together address with the purposes of the CSP and align with our organizational mission and vision. Guided by a detailed implementation plan and project logic model, we will use the resources provided through the grant, along with ResponsiveEd’s experience and expertise, to carry out the proposed project to achieve four project goals: 1) Increase access for educationally disadvantaged students to high-quality charter schools; 2) Design and implement an innovative charter high school model to prepare educationally disadvantaged high school students for success after graduation; 3) Improve opportunities for educationally disadvantaged students to meet challenging state standards; and 4) Build the capacity of teachers and staff to meet the needs of educationally disadvantaged students.