Texas Education Agency ® NOGA ID [ ]

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

This LOI application may be submitted via email to **loiapplications@tea.texas.gov**

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

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

Application stamp-in date and time

Grant period from	October 23, 2020 to May 31, 2023
Pre-award costs permitted from	the date of award announcement

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

2. All attachments as listed on page 4-5 of the Program Guidelines

Amendment Number

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

Applicant Information

Organization	Compass Rose Academy	CDN	015838	Campus	001	ESC	20	DUNS	080630633

Address	8005 Outer Circle Rd.	City	San Antonio	ZIP	78235	Vendor ID	1475328736

Primary Contact	Dr. Chawanna Chambers	Email	cchambers@compassroseschools.org	Phone	210-550-2538

Secondary Contact	Larry Ray Reed	Email	lreed@compassroseschools.org	Phone	210-584-1778

Certification and Incorporation

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

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

☒ LOI application, guidelines, and instructions   ☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances   ☒ Lobbying Certification

Authorized Official Name	Chawanna Bethany Chambers	Title	Senior Director, Curriculum & Assessment

Email	cchambers@compassroseschools.org	Phone	210-550-2538

Signature	Chawanna Chambers	Digitally signed by Chawanna Chambers Date: 2020.09.17 15:28:31 -05'00'	Date	09/17/2020

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.

☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.

☒ The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.

☒ The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.

☒ The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.

☒ The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.

☒ The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

Statutory/Program Assurances (Cont.)

☒ The applicant will complete all BLGP Fidelity of Execution Requirements in program implementation, which include:

    a. Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program

    b. Weekly Teacher Software Usage: One teacher log-in per week is required

    c. Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA

    d. Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA

    e. Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

Statutory/Program Requirements

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

    a. Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.

    b. Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.

    c. At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

At the close of the 2018-2019 school year, Compass Rose Academy did not see expected growth in all categories from the previous school year's performance on the STAAR Reading exam.

2019 School Year	2018 School Year
73% - Approaches or better	74% - Approaches or better
41% - Meets or better	38% - Meets or better
23% - Masters	15% - Masters

Our scores indicated incremental improvements in the "Meets" and "Masters" levels, but that increase was not reflected in the "Approaches" category. Further, our network enrollment grew exponentially between May 2019 (approximately 365 students) and August 2020 (approximately 1200 students) during the COVID-19 pandemic, which brought its own unique set of challenges, as students missed months of instruction and are new to the charter network. Reviewing new students' STAAR scores revealed that close to 50% of our enrolled students did not meet standards on the 2019 STAAR Reading and Math exams.

The range in content knowledge and literacy skills creates a major challenge for classroom teachers, especially in the current, fully virtual setting. As a network, we have identified blended learning as a viable solution to helping teachers target significant learning gaps in literacy while continuing to provide rigorous, on-grade-level instruction.

Statutory/Program Requirements

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

To do this, teachers and students need adaptive software that can address fluency concerns and grow students' strengths in both readiness and supporting TEKS. In previous years, we have offered an intervention block during the school day to support student growth and provide targeted instruction in both math and reading. Students were grouped by need, spanning enrichment for those above and on grade level to decoding instruction for students who were several grade levels below.

Our motivation for adding a non-math innovation zone site is to continue expanding the program across the district, as we are currently a MIZ school. By focusing on both reading and math, we will be working towards our organization goal: "all the way to an A," as these two content areas and students' skill development within them impact all other disciplines.

The following problem statement was developed through Compass Rose's participation in the BLGP planning process to develop our approach to the MIZ grant. It most accurately reflects our current situation with literacy in the network. Our blended learning program will address problems by allowing us to meet students where they are, even in mixed-ability classrooms, and accelerate students ahead while we close grade-level learning gaps. Additionally, blended learning will offer students regular opportunities to engage in meaningful problem-solving activities with the teacher. We plan to solve the following identified problems:
1. Students significantly below grade level.
    - Targeted attention to fluency and mastery in all literacy components
    - Focused intervention for individual students' lowest TEKS
    - Skills-based blended lessons while the teacher works with a small group
    - Engaging, confidence-building practice for students who don't always experience immediate success with typical classroom mastery

2. Students performing above grade level.
    - Facilitate course compacting and other accelerated instruction approaches
    - Engage in inquiry-based, research-focused activities that push students' abilities further
    - Skills-based lessons that focus on DOK level 3 (increased difficulty and complexity)

3. Classroom environments that reflect depth and complexity of knowledge.
    - Offer opportunities for teachers to feel invested in the curriculum and empowered to create and design learning experiences
    - Include more open-ended activities with ways for students to process and show what they know (authentic assessments)
    - Empower students to be self-directed learners through personal data tracking.
    - Development of electronic student portfolios for student-led conferences

One of the innovative changes we've embraced is housing our Information Technology department under Curriculum & Assessment instead of the traditional approach of Operations. This decision is a direct reflection of our commitment to ensuring our IT structures and decisions are fully informed by the instructional components of our organization. We're also engaging with Resilient Schools to refine our blended/virtual approach and are excited to consider alternative staffing models that cultivate new opportunities for students to engage in high-quality instruction and teachers to perfect their craft. In response to COVID-19, we have begun experimenting with different scheduling solutions in primary and secondary. These schedules seek to accommodate students' instructional needs rather than commit to a more traditional version of scheduling.

Statutory/Program Requirements

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

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

        a.   Include information about the **experience, background, and ability to drive student results** of the BLGP PM.

        b.   Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?

        c.   Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

The Compass Rose BLGP Project Manager is the Senior Director of Curriculum & Assessment, Dr. Chawanna Bethany Chambers. Dr. Chambers is a national award-winning and board-certified PK-20 career educator and has taught K-12 English online, coordinated Title I after-school tutoring programs, served as a reading intervention teacher, planned & facilitated advisory programs, developed curriculum, supported teachers as an instructional coach, published educational research, and served in several other leadership capacities.

More specifically, Dr. Chambers has several years of experience as an online student, an online K-12 teacher, an adjunct instructor for George Mason University's Blended and Online Learning in Schools graduate program, a teacher coach for Johns Hopkins University Master of Science in Teaching program, an educational researcher in K-12 online learning, and is certified in planning/implementing blended learning in the K-12 setting.

Statutory/Program Requirements

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

She has co-authored multiple research studies focused on the elements of online students' success. In addition to her teaching and leadership expertise, Chawanna has developed many blended and fully-online courses is proficient in multiple learning management systems and can train and support teachers as well as on-site mentors. Her successes with blended learning include recovering, on average, two years of learning gaps in at-risk middle school students. 87% of students enrolled in her after-school tutoring program demonstrated significant growth as measured by pre and post-assessments.

During COVID-19, Dr. Chambers was instrumental in designing and implementing Compass Rose's blended learning approach, as well as directing the network's successful completion of the MIZ Fidelity of Planning submission to TEA in May 2020. She established the first draft of the network's parent-facing COVID-19 & virtual learning website, provided detailed professional development and one-on-one support to Compass Rose teachers throughout the spring semester to support their implementation of the online program, and created parent & student-focused technical videos to assist with effective usage of EdTech resources and the learning management system.

The Senior Director of Curriculum & Assessment manages the entire K-12 academic program for the district and is chiefly responsible for planning any curricular programs/pursuits. The BLGP Project Manager position will continue to reside at the district/network level within the organizational chart and reports directly to the Chief Executive Officer/ Superintendent. Because of the significant decision-making involved in the position, the Senior Director of Curriculum & Assessment is the most ideal person to serve in this capacity.

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

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

Compass Rose utilizes data-driven instruction (DDI) as a best practice for implementing and monitoring the effectiveness of our instructional program. Our 2020-2021 quantitative metrics are:
   - Achieve 90/60/30 on all STAAR assessments in the 2020-2021 school year
   - At least 65% of students will score at or above grade level as measured by the norm-referenced NWEA MAP.
   - At least 90% of students to meet their projected growth goal as measured by the NWEA MAP.

As of September 2020, less than 40% of Compass Rose students scored at or above grade level as normed by the MAP Growth math assessment. To track our progress to goals, we implement diagnostics, benchmarks, and interim assessments throughout the school year. At the beginning of the school year, teachers use MAP Growth data to review students' current skill levels and identify learning gaps that will require intervention. Students are grouped by shared instructional needs for intervention groups. Bi-weekly benchmarks inform immediate needs for reteach. These assessments and student work are also analyzed through professional learning communities using specific protocols. This experience offers our classroom teachers opportunities to engage meaningfully with and critically evaluate their instructional practices. The interim assessments occur every quarter and inform small grouping, reteach plans, and spiraling TEKS. Additionally, teachers use the interim assessments to create 8-week action plans leading up to official STAAR testing. Lesson plan modifications and additional spiraling of TEKS happen as a result of the IA results. Our winter MAP assessment will provide us with a progress-to-goals measure for both goals related to NWEA.

Statutory/Program Requirements (Cont.)

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

Compass Rose tracks all student data through SchoolCity (Illuminate Education), which offers a robust data analysis tool and reports for both campus-level and network-level analysis. Teachers use these tools to track their classes, as well as individual student progress. All assessment results--diagnostic, formative, and summative--are stored in the SchoolCity software. Additionally, teachers and campus leadership also track exit tickets and benchmark data through a formula-embedded Google Sheet. This offers more transparency at the campus level, as every teacher can see the full campus' daily data. In addition, teachers track class cohort data and keep it posted outside the classroom door or in a prominent location inside the classroom. This allows students to see how they're doing in relation to other cohorts. This school year, the network is focused on tracking student goals more strategically. Teachers will have ongoing access to both their classroom assessment information, as well as data from online programs.

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

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

Compass Rose intends to use Achieve3000 as its online curriculum program for targeting literacy gaps. Given the level of intervention and strategic support our students will need to recover lost years, the network needs a proven literacy program that can deliver exceptional results when used with fidelity.

A National Lexile Study (https://www.achieve3000.com/community-resources/research/national-lexile-study/) conducted in 2018-2019 with 1,179,898 students in 5,898 schools across 1,273 districts in all 50 states produced the following results:
    - Students who used Achieve3000 with the highest quantity and quality demonstrated an average Lexile gain of 247L, which was more than three times the expected Lexile growth of the entire sample (69L);
    - Students who used the language support scaffolds with highest quantity and quality showed Lexile gains of 250L, which was more than three times their expected Lexile growth of 77L.
    - Students who used the intervention support scaffolds with highest quantity and quality saw Lexile gains of 253L, which was more than three times their expected Lexile growth of 74L.
    - Students (advanced readers) who used the enrichment scaffolds with highest quantity and quality showed Lexile gains of 199L, which was more than twelve times their expected Lexile growth of 17L.

The Achieve3000 online program directly addresses Compass Rose's three identified problems:
1. Students significantly below grade level.
    - The online program provides intervention scaffolds specifically to address common instructional gaps in literacy, as well as additional language supports for students who are working towards performing on grade level in English.
2. Students performing above grade level.
    - The online program provides enrichment scaffolds within the platform to accelerate students who are already at or above grade level.
3. Classroom environments that reflect depth and complexity of knowledge.
    - The online program provides culturally responsive content with activities specific to engagement for acceleration.

Additionally, the program offers classroom teachers simpler curriculum alignment to supplement the adopted curriculum within the network. Teachers also have access to high-quality professional development, benchmark assessments, automatic releveling based on student performance, differentiated lessons across multiple content areas, and auto-rostering/data integration to make the process easier for adoption and implementation.

CDN 015838   Vendor ID 1475328736   Amendment # N/A

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

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

You may duplicate this page

Amended Section   **Reason for Amendment**

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

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

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

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

<u>**For further guidance, refer to the Budgeting Costs Guidance Handbook.**</u>

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

County District Number or Vendor ID:		015838		Amendment # (for amendments only):	

<table>
<tr><td colspan="6" align="center">Payroll Costs (6100)</td></tr>
<tr><td colspan="2" rowspan="2" align="center">Employee Position Title</td><td align="center">Estimated # of Positions 100% Grant Funded</td><td align="center">Estimated # of Positions Less than 100% Grant Funded</td><td align="center">Grant Amount Budgeted</td><td align="center">Pre-Award</td></tr>
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<tr><td>2</td><td>Educational Aide</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>3</td><td>Tutor</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td colspan="6">Program Management and Administration</td></tr>
<tr><td>4</td><td>Project Director</td><td></td><td>1</td><td>$ 5,000</td><td>$ -</td></tr>
<tr><td>5</td><td>Project Coordinator</td><td></td><td></td><td></td><td>$ -</td></tr>
<tr><td>6</td><td>Teacher Facilitator</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>7</td><td>Teacher Supervisor</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>8</td><td>Secretary/Admin Assistant</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>9</td><td>Data Entry Clerk</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>10</td><td>Grant Accountant/Bookkeeper</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
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<tr><td>13</td><td>Social Worker</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>14</td><td>Community Liaison/Parent Coordinator</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td colspan="6">Education Service Center (to be completed by ESC only when ESC is the applicant)</td></tr>
<tr><td>15</td><td>ESC Specialist/Consultant</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>16</td><td>ESC Coordinator/Manager/Supervisor</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>17</td><td>ESC Support Staff</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
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<tr><td>19</td><td>ESC Other: (Enter position title here)</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
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<tr><td colspan="6">Other Employee Positions</td></tr>
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<tr><td>22</td><td>(Enter position title here)</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
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<tr><td colspan="6">Substitute, Extra-Duty Pay, Benefits Costs</td></tr>
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<tr><td>25</td><td>6119 - Professional Staff Extra-Duty Pay</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>26</td><td>6121 - Support Staff Extra-Duty Pay</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>27</td><td>6140 - Employee Benefits</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>28</td><td>61XX - Tuition Remission (IHEs only)</td><td></td><td></td><td>$ -</td><td>$ -</td></tr>
<tr><td>29</td><td colspan="3" align="right">Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</td><td>$ -</td><td>$ -</td></tr>
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<tr><td>32</td><td colspan="3" align="right">Total Direct Admin Costs*:</td><td>$ -</td><td></td></tr>
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***Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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

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

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

County District Number or Vendor ID:	015838	Amendment #:	0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	**Grant Amount Budgeted**	**Pre-Award**
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	$ -	$ -
2	Service: Specify purpose:	$ -	$ -
3	Service: Specify purpose:	$ -	$ -
4	Service: Specify purpose:	$ -	$ -
5	Service: Specify purpose:	$ -	$ -
6	Service: Specify purpose:	$ -	$ -
7	Service: Specify purpose:	$ -	$ -
8	Service: Specify purpose:	$ -	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ -**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ 59,000	$ -
11	**Grand Total:**	**$ 59,000**	**$ -**
12	**Total Program Costs*:**	$ 59,000	
13	**Total Direct Admin Costs*:**	$ -	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

County District Number or Vendor ID:	015838	Amendment #:		0
Supplies and Materials (6300)				
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 45,500	$	-
2	Grand Total:	**$ 45,500**	**$**	**-**
3	Total Program Costs*:	$ 45,500		
4	Total Direct Admin Costs*:	$ -		

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

FOR TEA USE ONLY

RFA# 701-20-105; SAS #454-21

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

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

County District Number or Vendor ID:	015838	Amendment #:	0

Other Operating Costs (6400)		
Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$ -	$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	$ -	$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$ -	$ -
4	6413 - Stipends for non-employees other than those included in 6419.	$ -	$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$ -	$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$ -	$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	$ -	$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$ -	$ -
9	**Subtotal of other operating costs (6400) requiring specific approval:**	**$ -**	**$ -**
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ 10,357	$ -
11	**Grand Total:**	**$ 10,357**	**$ -**
12	**Total Program Costs*:**	$ 10,357	
13	**Total Direct Admin Costs*:**	$ -	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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

RFA# 701-20-105; SAS #454-21

Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County District Number or vendor ID:		015838		Amendment #		0

Grant Period:	**October 23, 2020 to May 31, 2023** **Pre-award costs are permitted, if requested, from** **date of annoucement to October 23**		**Fund Code:**		**429**

Budget Summary						
			Source of Funds			
Description and Purpose		**Class/ Object Code**	**Program Cost**	**Direct Administrative Cost**	**Total Budgeted Cost**	**Pre-Award Cost**
1	Payroll Costs	6100	$ 5,000	$ -	$ 5,000	$ -
2	Professional and Contracted Services	6200	$ 59,000	$ -	$ 59,000	$ -
3	Supplies and Materials	6300	$ 45,500	$ -	$ 45,500	$ -
4	Other Operating Costs	6400	$ 10,357	$ -	$ 10,357	$ -
6	**Total Direct Costs:**		**$ 119,857**	**$ -**	**$ 119,857**	**$ -**
7	* Indirect Costs:				**$ 5,143**	**$ -**
8	**Total of All Budgeted Costs :**		**$ 119,857**	**$ -**	**$ 125,000**	**$ -**
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs from line 8:		**$ 125,000**			
11	**Direct Administration** Cap per Program Guidelines (X%)		0.05			
12	Maximum amount allowable for **direct administrative** costs:		$ 6,250			

*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting **Indirect Cost Rates** page.*

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

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

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

County District Number or vendor ID:		Amendment #	

<table>
<tr><td colspan="4">SUBMITTING AN AMENDMENT</td></tr>
<tr><td colspan="4">This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.</td></tr>
</table>

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

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

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

An amendment may only be submitted by email to loiapplications@tea.texas.gov.

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date

2. Appendix I of the applciation: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page

4. Program Budget Summary

5. Supporting budget pages

Assembling the Amendment

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

1. Complete page 1

     a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes

     b. Ensure all applicant information is current and correct.

     c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix 1: Negotiation and Amendments

     a. Choose the section you wish to amend from the drop down menu

     b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments

3. If you are requesting a budget change, complete the Request for Amendment budget page

     a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.

     b. In column B, enter the amount being deleted from each class/object code.

     c. In column C, enter the amount being added to each class/object code.

     d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponsding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter

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

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

District or Charter School Network Information Form
District Overview
Attachment 1B

The Blended Learning Grant Program takes a feeder pattern approach from pilot to scale. Please input your proposed feeder pattern below.

Instructions:
1) Input the school name for the proposed schools
2) Indicate the proposed launch grade for year one with an "x" in approriate grade level
3) If needed, provide a rationale for the intended grades for year one of BLGP
4) An example is provide immediately below for context
Please reach out to MIZ@tea.texas.gov with any questions about this document

SAMPLE Feeder Pattern

Ref.	School Type	SAMPLE School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SAMPLE Notes
NA	Middle School	Lone Star Middle School								x							Plan to start w/ earliest grade at MS and build up
NA	Elementary School	Red Elementary School		x			x										
NA	Elementary School	Blue Elementary School	x				x										Piloting program in Pre K at Blue ES

Feeder Pattern 1

Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
1A	Elementary School	Compass Rose Legacy Elementary							X								Starting with 5th because it will feed into the middle school and is high-stakes.
1B	Middle School	Compass Rose Legacy Secondary								X	X	X	X				
1C																	
1D																	
1E																	
1F																	

Feeder Pattern 2 (if applicable)

Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
2A																	
2B																	
2C																	
2D																	
2E																	
2F																	

Feeder Pattern 3 (if applicable)

Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
3A																	
3B																	
3C																	
3D																	
3E																	
3F																	

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
• Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot	
• Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.	
• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest	
• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest	
• Please reach out to MIZ@tea.texas.gov with any questions about this document	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Compass Rose Academy
District or Charter School Network ID Number	015838
Personnel	
Superintendent Name	Paul Morrissey
LOI Author Name	Dr. Chawanna Chambers
LOI Author Title	Senior Director, Curriculum & Assessment
LOI Author Phone	210-550-2538
LOI Author E-mail Address	cchambers@compassroseschools.org
District BLGP Project Manager Name	Chawanna Chambers
District BLGP Project Manager Title	Senior Director, Curriculum & Assessment
District BLGP Project Manager Email Address	cchambers@compassroseschools.org
District BLGP Project Manager Phone Number	210-550-2538
District Details	
District Overall Performance - Numeric Grade Only	84
Total Students in District	1192
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	650
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	20
Name of school in district with most previous experience in blended learning	Compass Rose Legacy
Number of years the school (in previous answer) has used blended learning	2
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	MAP Growth
Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
List all **other TEA programs** in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	School Improvement; Resilient Schools Program
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	All grade levels & content areas (used as an additional resource, not the network's adopted curriculum)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district **procurement policies**?	11/1/2020
Does the applicant and relevant district and school stakeholders commit to attending the **BLGP Kickoff Summit** virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Reading/Language Arts
Which online curriculum program is the district and schools applying to use?	Achieve3000
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Number of activities/lessons with over 70% accuracy
Is the proposed online curriculum a supplemental or core curriculum? **Core curriculum:** a full course design for a given content area that covers all of the grade level standards and skills and is the primary curriculum used for teaching and learning. **Supplemental curriculum:** designed to enhance and align with the core curriculum used for instruction by targeting a specific set of content, skills, and/or goals, but does not replace the core curriculum.	Supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	https://www.achieve3000.com/community-resources/research/national-lexile-study/

Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Compass Rose Legacy Elementary
School 1A Campus Total Students	311
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	K
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	5
Personnel	
School 1A Campus Principal Name	Gabrielle Patton
School 1A Campus Principal Email Address	gpatton@compassroseschools.org
School 1A Campus Principal Phone Number	559-936-1074
School 1A Campus BLGP Project Manager	Brittany Gourdine
School 1A Campus BLGP Project Manager Title	Assistant Principal of Instruction
School 1A Campus BLGP Project Manager Email Address	bgourdine@compassroseschools.org
School 1A Campus BLGP Project Manager Phone Number	210-540-9265
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	2020-2021 is Year 1, so no performance data exists.
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	85%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School B**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School C**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School D**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School E**	Enter Percent

School 1B Details (if applicable)	Applicant Response
School 1B Campus Name	Compass Rose Legacy Secondary
School 1B Total Students	529
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	6
Highest Grade at School 1B (i.e. "5" for 5th grade)	10
Personnel	
School 1B Principal Name	Brittany Thompson
School 1B Principal Email Address	bthompson@compassroseschools.org
School 1B Principal Phone Number	708-829-6239
School 1B BLGP Project Manager	Monica Gonzalez
School 1B BLGP Project Manager Title	Assistant Principal of Instruction
School 1B BLGP Project Manager Email Address	mgonzalez@compassroseschools.org
School 1B BLGP Project Manager Phone Number	956-373-3979
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	84
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	85%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	73%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	74%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)**	75%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)**	66%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	41%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	38%

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

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

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

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

If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.

Compass Rose has expanded to multiple campuses. Our accountability is under Compass Rose Academy. Compass Rose Legacy Elementary is in year one of existence. The fifth grade cohort (Legacy Elementary) will participate in the proposed blended learning program with grades 6, 7, 8 (Legacy Middle) and 9 (Legacy High) known as the Legacy Secondary campus.

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
• Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot	
• Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.	
• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest	
• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest	
• Please reach out to MIZ@tea.texas.gov with any questions about this document	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District BLGP Project Manager Name	Enter Text Response
District BLGP Project Manager Title	Enter Text Response
District BLGP Project Manager Email Address	Enter Phone Number
District BLGP Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most previous experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

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

School 2B Principal Name	Enter Text Response
School 2B Principal Email Address	Enter Email Address
School 2B Principal Phone Number	Enter Phone Number
School 2B BLGP Project Manager	Enter Text Response
School 2B BLGP Project Manager Title	Enter Text Response
School 2B BLGP Project Manager Email Address	Enter Email Address
School 2B BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
School 2C Details (if applicable)	Applicant Response
School 2C Campus Name	Enter Text Response
School 2C Campus ID Number	Enter Numeric Response
School 2C Campus Address	Enter Address
School 2C Total Students	Enter Numeric Response
Lowest Grade at School 2C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2C (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2C Principal Name	Enter Text Response
School 2C Principal Email Address	Enter Email Address
School 2C Principal Phone Number	Enter Phone Number
School 2C BLGP Project Manager	Enter Text Response
School 2C BLGP Project Manager Title	Enter Text Response
School 2C BLGP Project Manager Email Address	Enter Email Address
School 2C BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
School 2D Details (if applicable)	Applicant Response
School 2D Campus Name	Enter Text Response
School 2D Total Students	Enter Numeric Response
Lowest Grade at School 2D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2D Principal Name	Enter Text Response
School 2D Principal Email Address	Enter Email Address
School 2D Principal Phone Number	Enter Phone Number
School 2D BLGP Project Manager	Enter Text Response
School 2D BLGP Project Manager Title	Enter Text Response
School 2D BLGP Project Manager Email Address	Enter Email Address
School 2D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2D Overall Performance - Numeric Grade Only	Enter Response

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

If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.

COMPASS ROSE

Re: 2020-2021 Blended Learning Grant Program

To Whom it May Concern:

My name is Ryane Burke, and I am the Executive Director for Compass Rose Public Schools in San Antonio, TX. I am writing in full support of our application for the Blended Learning Grants Program. I have full confidence that under the leadership and guidance of Dr. Chawanna Chambers, our grant manager, we can execute effectively on all grant components across our organization.

In the past six months Compass Rose has not only expanded into a network of five schools grades K-10, but has done so in the midst of a global pandemic with the needs of our students, our families and our staff at the forefront of our planning and instructional programming. In March when we transitioned to distance learning, the challenges were glaring. We operated with urgency to get 100% of our students access in order to fluidly continue their educational experience with us. We transitioned to virtual learning with additional paper-based supports and quickly onboarded and trained our teachers to become a very different kind of educator. We did this with enthusiasm because we knew it is what our scholars needed. We forge ahead with a commitment to a continued and sustained blended learning model not only because it is what the current climate demands, but because it truly is what is best for our students.

One of the things we say at Compass Rose is that we solve real problems and we ask our students to do the same. Access to a high quality blended learning experience is a real problem, and we intend to solve it. Solving this problem also comes with a very intentional set of actions that we must take to secure appropriate programming, funding and training to ensure that blended learning is done well and supports our students to meet their individual growth goals. We have believed in and talked about blended learning for some time at Compass Rose. We have implemented pieces since our founding and rolled out an even more robust program for this year. We've done this with a commitment to doing what is right by our students. With additional funding from grants like these, it is not only our intention, but our promise to execute with fidelity and with the needs of our students always front of mind. We solve real problems at Compass Rose. We must continue to solve the problem of access to excellent blended learning, and, furthermore, support our students to solve real problems through engagement in a high quality blended model. Thank you in advance for your consideration.

Sincerely,

Ryane Burke

Executive Director, Compass Rose Public Schools

COMPASS ROSE

September 16, 2020

RE: Blended Learning Grant Program Proposal

To Whom it May Concern,

Part of Compass Rose's mission and vision is to help students find their true north. In order for students to do this, you have to make sure that our curriculum fosters advocacy and ownership. The HB3 Blended Learning Grant will be used to develop a curriculum that will include more student choice through differentiated instruction; particularly in our reading classrooms.

Currently, our reading classrooms are comprised of a vast array of learners. Our goal is to increase differentiation within our reading program in order to ensure growth for all students. We want to ensure that our reading program is done in a systematic way to ensure that we are truly meeting the needs of our students.

Creating a differentiated program is especially needed with online learning. During the pandemic, we have learned that without a program tracking student engagement we cannot accurately assess reading comprehension. In addition, we cannot guarantee that all students are engaging daily with independent reading text. These are core components of reading instruction that the grant can help us with in order to strengthen our blended reading program.

The grant will allow us to serve all students. It will help students begin taking ownership of their own learning by differentiating instruction. It will allow students to work on specifically what they need to be successful in order to help them on the path to find their true north.

Sincerely,

Brittany Thompson, Compass Rose Legacy Middle School Principal

Chawanna Bethany Chambers

7914 Hatchmere Ct. Converse, TX 78109 | 210-473-7281 | chawanna@drchaeed.com

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EDUCATION

Superintendency Certificate Program, 2019
University of Texas at San Antonio—San Antonio, TX

Graduate Certificate in Blended and Online Learning in K-12 Schools, 2017
George Mason University—Fairfax, VA

Ph.D. in Curriculum and Instruction, 2015
Capella University—Minneapolis, MN
Dissertation: *Examining and Analyzing International High Schools' Teacher and Student Perceptions of the Classroom Learning Environments*

M.Ed. in Educational Administration, 2010
Grand Canyon University—Phoenix, AZ
Specialization: School Leadership

B.A. in Multidisciplinary Studies, 2007
Texas Lutheran University—Seguin, TX
Specialization: Early Childhood-Grade 4
Magna Cum Laude

TEACHING EXPERIENCE

Adjunct Faculty, 2016-Present
- Emphasize a student-centered learning environment through active engagement.
- Collaborate within the University community to ensure a positive overall experience for all University students.

Johns Hopkins University—Baltimore, MD, 2019-Present
- Portfolio Coach (GR) – *Teacher & Student Growth* – This position guides approximately 10 candidates through the building and refining of their Master of Science in Education digital portfolios. Coaches maintain regular contact with candidates and provide support, as well as review drafts of the portfolio submitted by candidates and give critical feedback and guidance for revisions to bring interpretations and evidence into alignment with the portfolio rubric.

George Mason University—Fairfax, VA, 2018-2020
- Course: EDIT 763 (GR) – *Online Tools in K-12* – This course examines tools that structure and support online learning with particular emphasis on the unique affordances of each tool including tools for producing, delivering, and supporting online learning.

Ashford University—San Diego, CA, 2016-2017
- Course: EDU 100 (UG) – *Issues in Education* – The first focus is on topics in education that include, but are not limited to, teaching as a profession, diversity in the classroom, facilitation of student achievement and accountability, classroom management, and requirements for continuing professionalism in the field. The second focus of this course is on academic writing as a necessary component in the field of education.
- Course: EDU 677 (GR) – *Monitoring and Evaluating Curriculum & Instruction through Systems Thinking*

Online – The course defines and applies the concepts of differentiated instruction and systems thinking in the development of curriculum and instruction. Processes and procedures for monitoring and evaluating programs will lead to an understanding of the complexity of an effective change process for increased achievement.

Classroom Teacher, 2018-2019
Single Seed Co-op—San Antonio, Texas
- Developed personalized language arts, mathematics, and science curriculum for K-8 students.
- Created detailed intervention programs using data collected through MAP Skills and other assessments.
- Implemented strategies that yield student learning gap closure rates at an average of 8 skills per month with 8 instructional ½ days. 2018-2019 students demonstrated mastery in 79 skills within the first month of intervention and 221 skills in the first semester.
- Monitored individual student portfolios and learning plans for demonstrated growth.

Classroom Teacher, 2013-2014
Chapel School/Escola Maria Imaculada—São Paulo, Brazil
- Taught English 8, English 9, U.S. History 7, and Humanities 8 courses with 100 students from 14 different countries.
- Served as an IB Extended Essay advisor to 2 eleventh-grade students drafting their EE for senior year
- Tutored 4 students to help develop their English language speaking skills as well as provided SAT Prep for juniors and seniors.
- Developed campus curriculum for English 8, English 9, U.S. History 7, and Humanities 8.
- Constructed and maintained online resource pages/blogs for English 8, English 9, U.S. History 7, and Humanities 8 that housed course information.
- Designed and maintained classroom websites for all courses that housed assignments, class notes, handouts, classroom news, and other resources for parents and students.

Adjunct Online Teacher, 2012-2016
Plato Learning Academy from Edmentum—Bloomington, MN
- Taught Advanced Placement Literature and Composition as well as general English courses using an online course room to over 200 students.
- Recovered students who were at risk for dropping the course due to inactivity.
- Maintained 60% or more completion rate for online classes.
- Created several grade-level study guides for the End of Semester exams for the entire English department.

Classroom Teacher, 2008-2012
Judson Early College Academy, 2010-2012—Judson ISD, Live Oak, TX
- Integrated reading, writing, critical thinking, research, and technology into a comprehensive college and career readiness course for 123 students each year.
- Achieved average score increase of 13 points in reading comprehension and 12 points in sentence skills on the College Board's Accuplacer test taken by grade 10 students after tutorials.
- Designed campus 9-12 College Prep curriculum.
Henry Metzger Middle School, 2008-2010—Judson ISD, San Antonio, TX
- Taught English 8—multiple preps (grade level, Pre-AP/TAG, and inclusion)—to 150 students each year.
- Provided guidance and support to teachers needing additional assistance with curriculum and classroom management as grade-level lead.
- Achieved average student growth of 2 years in a single school year.

- Achieved overall 94% student success rate on the 2010 TAKS Reading exam with 33% commended and 67% special education & 71% English language learner success rates.
- Achieved overall 91% student success rate on the 2009 TAKS Reading exam with 23% commended and 53% special education & 100% English language learner success rates.
- Improved student learning and growth by two years within a single school year.
- Created and implemented intervention curriculum for Metzger's 50 unsuccessful 8th grade Reading TAKS first administration students.
- Recovered 60% of Metzger's 50 grade 8 students on the second administration of the Reading TAKS.

BA Degreed Teacher, 2008
Federal Head Start Operations for PCI, Inc.—San Antonio, TX
- Completed and maintained each individual child's records and education portfolios
- Significantly improved classroom management practices and student behavior in the Three-Year Old classroom.
- Contributed to the development of center-wide practices that enhanced the student experience.
- Modeled positive teacher-parent relations to increase parent confidence in the instructional process.
- Conducted home visits with children's families.
- Administered developmental screening and completed individual child education plans for each child

LEADERSHIP EXPERIENCE

Senior Director of Curriculum & Assessment, 2020-Present
Director of Academics, 2019-2020
Compass Rose Education, Inc.—San Antonio, TX
- Wrote and manage a $225,000 Math Innovation Zone blended learning grant awarded by the Texas Education Agency.
- Led the adoption and implementation of key software to enhance the efficiency of various processes within the network (i.e.: ASCENDER Parent portal, ASCENDER Student portal - online course selection/graduation plan review & maintenance/grades & attendance checks, Slack - network communications, SchoolCity - student data, STRIVE - appraisal & PD, Clever – Single Sign On, Frontline for LPAC compliance/documentation, Test Hound - assessment management, free Microsoft Suites online for all staff, etc.)
- Develop and support the implementation of the network's virtual and blended learning programs for all classrooms.
- Develop and implement a vision of excellence for the network's curriculum and assessment support to ensure that CRPS students and teachers use high-quality resources and have a vertically-aligned K-12 educational program.
- Direct and advise academic service areas (i.e. curriculum and assessment, curriculum & technology-related professional development, exceptional children services, English as Second Language, guidance, etc.) and student support services.
- Establish automation processes for all curriculum-related resources (i.e. Clever etc.).
- Create and curate the network's suite of assessments, ensure full alignment to the state standards, and manage the implementation of various assessments across the network (i.e. STAAR, NWEA MAP Growth, TX-KEA, TPRI/Tejas LEE, Interim Assessments, PSAT, AP, TSI, etc.).
- Monitor the network's informational technology processes and support the strategic planning and implementation of cybersecurity best practices.

Assistant Director of Teaching & Learning | Curriculum Developer | Instructional Coach, 2016-2019
Exploration School—Norwood, MA

- Designed original curriculum content for courses/workshops for EXPLO at Yale's summer program.
- Collaborated on the planning of key programming aspects like field trips, events, and staffing for EXPLO at Yale's summer program.
- Hired and trained middle managers and instructional coaches.
- Supervised and mentored 10-17 office staff and 80-90 instructors through instruction and evaluation.
- Interacted with students and families regarding course logistics and content.
- Conducted formal mid-summer evaluation sessions for Curriculum Advisors and end-of-summer evaluations for general staff.
- Mentored course instructors as they prepare curricula for summer courses and workshops.
- Redesigned multiple systems to achieve more efficiency.
- Managed multiple projects within the program such as guest speakers, field trips, and partnerships.

Exam Reader & Scoring Leader, 2015-2017
Educational Testing Service (ETS)—Ewing, NJ
- Assessed student performance on the Texas STAAR End-of-Course English exams.
- Assessed student performance on the California Assessment of Student Performance and Progress (CAASPP) exam.

Content Writer (contracted), 2015-2017
Shmoop—Los Altos, CA
- Designed 2 original, engaging online courses with over 80 lessons for middle and high school student consumption.
- Aligned lessons and activities to Common Core standards.

Curriculum Writing Associate (contracted), 2014-2015
Great Minds, Inc. (previously Common Core, Inc.)—Washington, DC
- Collaborated with a team to develop K-2 Common Core-aligned curricula.

Summer School Assistant Principal, 2012
Judson Early College Academy—Live Oak, TX
- Planned and implemented pre-testing diagnostic and post-testing sessions at the culmination of summer school.
- Created schedules for 292 students, monitored student attendance, and assigned instructor positions.
- Disseminated summer school letters and instructions to parents, students, instructors, and other district personnel.
- Performed regular assistant principal duties such as discipline, safety, daily schedule monitoring, school maintenance, etc.
- Prepared end-of-session reports for campus principal.

Department Chair – College Prep, 2011-2012
Judson Early College Academy—Live Oak, TX
- Coordinated instructional program for all College Prep/Writing courses.
- Planned and conducted regular department meetings, as well as participated in campus/district department chair meetings.
- Assisted in screening, selection, and orientation of departmental personnel.
- Liaised between Northeast Lakeview College, JECA College Prep/Writing department, and other school personnel.
- Monitored lesson plans and grade book of each department staff member.
- Coordinated staff development activities.
- Planned and coordinated curriculum development.

Response to Intervention (RTI) Campus Coordinator, 2011-2012
Judson Early College Academy—Live Oak, TX

- Trained all teachers on preparing and completing RTI paperwork for students with additional needs.
- Maintained records of all RTIs on campus and reported progress to campus principal.
- Served as a contributing member on the campus GIST committee.

Curriculum Writer & Assessment Reviewer, 2009-2012
Judson ISD—Live Oak, TX

- Developed College Prep course curriculum for freshmen through senior-level classes at JECA.
- Developed College Readiness lesson plans for advisory periods using College Ed ® workbooks at JECA.
- Developed 8th grade English curriculum for over 1,600 students and assisted in the development of the 8th grade Pre-AP English curriculum.
- Analyzed district-wide assessments for accuracy and Texas Essential Knowledge and Skills alignment.

Committee Member College/Career Readiness Task Force, 2010
Judson ISD—Live Oak, TX

- Brainstormed effective programming changes for the district.
- Discussed possible changes in Pre-AP and GT curriculum and project development.
- Presented proposal to District School Board.

Grant Writer & Committee Member, 2009-2010
Henry Metzger Middle School, District Award for Teacher Excellence Grant—San Antonio, TX

- Assisted with the brainstorming and drafting of Metzger's DATE Grant application.
- Assisted with the monitoring of hours and requirements for fulfillment.
- Voted on major changes and decisions necessary for the implementation of the Grant.

District Representative, 2009-2010
Blueprint for Success Initiative, Texas A&M-San Antonio—San Antonio, TX

- Assisted with the development of parameters for future analysis of course descriptions and content area gaps within the TAMU-SA curriculum.

Title I Coordinator, 2008-2010
Henry Metzger Middle School—San Antonio, TX

- Created after-school tutoring schedules for over 500 students annually.
- Maintained attendance for end-of-year reports and completed payroll authorization forms.
- Created budget for $53,000 yearly program implementation.
- Completed federal reports for optional extended-year program and student success initiative program for second administrations of 8th grade reading and math TAKS.

Instructional Lead Teacher, 2008-2009
Henry Metzger Middle School—San Antonio, TX

- Attended district-level professional development sessions.
- Delivered various professional development sessions to campus English and Reading teachers.

HONORS & AWARDS

Leadership SAISD Fellow, 2019

New Leaders Council San Antonio (NLC-SA) Fellowship Recipient, 2018
National Council for Teachers of English Early Career Educator of Color Award Recipient, 2010
Henry Metzger Middle School Principal's Award, 2009-2010
JISD New Teacher of the Year for Henry Metzger MS, 2008-2009
Delta Epsilon Iota Academic Honor Society, 2005
Academic Excellence Scholarship Recipient, 2003-2007
Vocal Performance Scholarship Recipient, 2003-2007
Choir Scholarship Recipient, 2003-2007

LICENSURES & CERTIFICATIONS

Google Certified Educator Level 1, 2020
Superintendent, EC-12 Endorsed, (Texas, Certificate #1341512), 2019
Special Education Endorsed (Texas, Certificate #1341512), 2017
National Board for Professional Teaching: Adolescence & Young Adult ELA, 2012
Principal, PreK-12 Endorsed (Arizona), 2011
Grade 8-Grade 12 English/Reading Endorsed (Texas, Certificate #1341512), 2011
English as a Second Language Endorsed (Texas, Certificate #1341512 and Arizona), TX-2008; AZ-2011
Microsoft Word/PowerPoint/Excel/Publisher/Outlook & Inspiration, 2011
College Board Advanced Placement® Language and Composition, 2011
Gifted and Talented Certified, 2010
Abydos Writing Certified, 2010
Laying the Foundations Pre-AP English Certified, 2010
College Board Advanced Placement® Literature, 2009
Grade 4-Grade 8 Generalist Endorsed (Texas, Certificate #1341512), 2008
Early Childhood-Grade 4 Generalist Endorsed (Texas, Certificate #1341512), 2007

PRESENTATIONS/SPEAKING ENGAGEMENTS

Borup, J., Chambers, C. B., & Stimson, R. (2019, June). High school students' perceptions of online teacher and on-site facilitator support in supplemental online courses. Presented at the EdMedia + Innovate Learning 2019 Annual Conference, Amsterdam, Netherlands.

Borup, J., Chambers, C. B., & Stimson, R. (2019, March). Helping online students be successful: Student perceptions of online teacher and on-site mentor facilitation support. Presented at the Society for Information Technology and Teacher Education 2019 Annual Conference, Las Vegas, NV.

Loomis, K., Borup, J., Chambers, C. B., Stimson, R., Zweig, J., Stafford, E., Archambault, L., Rice, K., Hung, A., & Pratt, K. (2019, March). Symposia for Student Support Strategies in K-12 Online Learning. Presented at the Society for Information Technology and Teacher Education 2019 Annual Conference, Las Vegas, NV.

Borup, J., Chambers, C. B., Stimson, R. (2018, September). Helping online students be successful: Student perceptions of online teacher and on-site mentor facilitation support. Invited presentation for the Michigan Virtual University webinar series.

Chambers, C. B. (2018, April). Amplifying student voice with technology. Invited presentation for Common Sense Education webinar series.

Chambers, C. B. (2018, February). Mobilizing the village: Town hall and youth summit. *Strategic voices—a conversation on mentoring, advocacy, and public-choice*. Invited panelist for 100 Black Men of San Antonio's Project Soar, San Antonio, TX.

Chambers, C. B. (2018, February). Minorities in leadership: Preserving self on the road to success. Invited presentation at Texas Lutheran University, Seguin, TX.

Borup, J., Chambers, C. B., Stimson, R. (2017, September). Helping online students be successful: Parental engagement. Invited presentation for the Michigan Virtual University webinar series.

Chambers, C. B., Aguilar, J., Galloway, C., Faragher, C., & Anglada, Y. (2011). *Junior College Information Night.* Presentation for all junior parents for Judson Early College Academy, Live Oak, TX.

Chambers, C. B., Aguilar, J., & Galloway, C. (2011). What the Research Says about Homework. Presentation at campus faculty meeting for Judson Early College Academy, Live Oak, TX.

Chambers, C. B. (2011). Turning Point software. Presentation at campus faculty department meeting for Judson Early College Academy, Live Oak, TX.

Chambers, C. B. (2011). Response to Intervention. Presentation at campus faculty department meeting for Judson Early College Academy, Live Oak, TX.

Chambers, C. B. (2011). ARCCS: Academic Readiness for Career & College Standards. Presentation at campus professional development training for Judson Independent School District, Live Oak, TX.

Chambers, C. B. (2011). Learning with Cornell Notes: An Effective Note-taking Strategies. Presentation at campus faculty department meeting for Judson Early College Academy, Live Oak, TX

Chambers, C. B. (2011). Literacy Groups. Presentation at campus staff training on Early College High School strategies for Judson Early College Academy, Live Oak, TX.

Chambers, C. B. (2010). Teaching Reading Strategies in Mathematics. Presentation at campus math department meeting for Henry Metzger Middle School, San Antonio, TX.

Chambers, C. B. (2010). Teaching Reading Strategies across Content Areas. Presentation at District Super Saturday Professional Development for Judson Independent School District, Live Oak, TX.

Chambers, C. B. (2010). DATE Grant Roll-out. Presentation at campus faculty meeting for Henry Metzger Middle School, San Antonio, TX.

Chambers, C. B. (2009). Differentiated Instruction in the ELA Classroom. Presentation at campus English department meeting for Henry Metzger Middle School, San Antonio, TX.

Bethany, C. N. (2008). Accessing the Poet Within. Presentation at campus English department meeting for Henry Metzger Middle School, San Antonio, TX.

PUBLICATIONS

Borup, J., Chambers, C., & Stimson, R. (accepted). *Online teacher and on-site facilitator perceptions of parental engagement at a supplemental virtual high school.* International Review of Research in Open and Distributed Learning.

Borup, J., Chambers, C. B, & Stimson, R. (2018). *Helping online students be successful: Student perceptions of online teacher and on-site mentor instructional support.* Lansing, MI: Michigan Virtual University. Retrieved from https://mvlri.org/research/publications/helping-online-students-be-successful-student-perceptions-of-online-teacher-and-on-site-mentor-instructional-support/

Borup, J., Chambers, C. B. & Stimson, R. (2018). *Helping online students be successful: Student perceptions of online teacher and on-site mentor facilitation support.* Lansing, MI: Michigan Virtual University. Retrieved from https://mvlri.org/research/publications/helping-online-students-be-successful-student-perceptions-of-support/

Borup, J., Chambers, C. B., Stimson, R. (2017). *Helping online students be successful: Parental engagement. Lansing, MI: Michigan Virtual University*. Retrieved from https://mvlri.org/research/publications/helping-online-students-be-successful-parental-engagement/

Chambers, C. B. (2015). *Examining and analyzing international high schools' teacher and student perceptions of the classroom learning environments* (Order No. 3739505). Available from ProQuest Dissertations & Theses Global. (1748656882). Retrieved from http://search.proquest.com/docview/1748656882?accountid=14541

PROJECTS

Founder & Executive Director, 2016-Present
Single Seed Enrichment School, Inc.—San Antonio, TX
www.SingleSeedEdu.org
- Incorporated a 501(c)(3) educational nonprofit organization in November 2016.
- Recruited founding board members and presides over all board meetings.
- Conceptualized and implements a free city-wide blended learning tutorials program.
- Secured $100,000 startup funds from local philanthropic foundations, as well as over 500% of the organization's goal during its inaugural fundraiser in 2017.
- Grew the operating budget from $0 to $23,000 in two years.
- Designed and implemented a K-8 co-op pilot.
- Secured a community partnership with the Eastside Boys & Girls Club.

Education Blogger, 2016-Present
www.DrChaeEd.com
- Launched an education blog/website with curated content and publishes articles on education topics including policy, curriculum, homeschooling, and technology.
- Received over 24,000 views and more than 15,000 visitors in year one of blog launch.
- Host and design personal and business websites using WordPress and customized layouts.
- Build network of readers, subscribers, and followers using social media like Facebook, Twitter, Google+, LinkedIn, and Pinterest and SEO (search engine optimization) like Google Analytics and Yoast.
- Invited to be a guest blogger within the first two weeks of live website launch and continue to publish in other guest blogger capacities.

TECHNOLOGY PROFICIENCIES

Learning Management Systems
- Blackboard | eCollege | Canvas | Collaboration Space | Genius | Waypoint

Microsoft Suites
Google Apps (G Suites)
Web & Graphic Design
- WordPress | Visual Composer | Google Sites | Weebly | Canva

Online Adaptive Technologies

Social Media
- Facebook | Twitter | Instagram | Pinterest | SnapChat | YouTube

PC & Mac
Turnitin
QuickBooks

PROFESSIONAL DEVELOPMENT

Society for Information Technology and Teacher Education, 2019
International Association for K-12 Online Learning (iNACOL) Symposium, 2017
Implications & Applications of the Latest Brain Research for Learners & Teachers, 2015
International Literacy Association Annual Conference, 2015
Association of American Schools in South America Educator Conference, 2014
Early College High School Strategies, 2012
Teaching Teachers to Teach Shakespeare, 2012
Texas English Language Proficiency Assessment System Holistic Rating Training, 2009-2011
Title I Coordinating, 2009-2010
Texas Council of Teachers of English Language Arts Conference, 2010
Teaching Nonfiction Texts, 2010
Dr. M. Bacon Diversity & No Child Left Behind Workshop, 2010
CSCOPE 101, 2010
AIMSweb, 2010
Big 6 Research: Foundation, Databases, and Unit Planning, 2010
Teaching with Love and Logic, 2010
Differentiation Through Literature Circles, 2010
Crisis Prevention Institute, 2009
Rhetoric in the Classroom, 2009
Texas School Improvement Conference Campus-Based Intervention Team, 2009
Rigor and Relevance, 2009
Teaching the Open-Ended Response, 2008
Teaching the Literacy Analysis Essay, 2008

VOLUNTEERISM & SERVICE

Volunteer Tutoring Program Coordinator and Tutor, 2016-2020
Instructional Coaching, 2013-2016
Judson Early College Academy Talent Show sponsor, 2010-2012
ACCUPLACER® Exam Proctor and Site Administrator, 2010-2012
University Scholastic League Editorial and Ready Writing coach, 2011-2012
Judson Early College Academy Class of 2013 sponsor, 2011-2012
Faculty Mentor, 2011-2012
University Scholastic League Lincoln-Douglas and Cross-Examination Debate coach, 2010-2011
Student Mentor, 2011
Maranatha Bible Church tutor, 2009-2010

PROFESSIONAL BOARD SERVICE

New Leaders Council San Antonio,

- *Curriculum Chair*, 2018-2020
- *Board Member At-Large,* 2020-Present

Single Seed Enrichment School, Inc., *Board President*, 2016-Present

PROFESSIONAL ORGANIZATIONS

CEO Voting Member for The Nonprofit Council, 2018-2020
San Antonio Younger Women's Task Force, 2017-2019
iNACOL, 2017-2018
International Society for Technology in Education, 2016-2018
International Literacy Association, 2015-2018
Association of Texas Professional Educators, 2010 - 2012
- Building Contact for Local Unit

National Council for Teachers of English, 2010-2018
Pi Lambda Theta International Education Honor Society, 2006
Texas Council for Teachers of English Language Arts, 2008

Texas Education Agency
Austin, TX

15 September 2020

RE: HB3 Blended Learning Grant

Dear TEA HB3 Blended Learning Grant Committee:

I am writing this letter to offer my full support to Compass Rose as we seek to expand our blended learning program supported by TEA. My role as Senior Director of Curriculum & Assessment includes designing or supporting all K-12 programs offered at our charter network.

While my previous professional experiences fully demonstrated how blended learning could be used to accelerate student learning in the K-12 environment, our network's response to COVID-19 provides another element to my belief in blended and online learning. Our network has quickly adapted many best practices in online learning that offer our students more opportunity to engage in small groups and targeted instruction both for populations with learning gaps and those who are ready for accelerated instruction.

What we learned from COVID-19 *and* our successful planning of the MIZ program is invaluable, and we intend to use that knowledge as we grow our blended approach across the network. Our framework was established by our participation in the MIZ program, and now we look forward to perfecting it and adding another layer that focuses strategically on literacy instruction.

I believe in the mission of Compass Rose and its work towards developing academic programs that blend the best of both face-to-face experts and online work, and I am committed to designing a program that prepares our students to be highly competitive globally.

In service,

Chawanna Bethany Chambers, Ph.D., NBCT
Senior Director, Curriculum & Assessment
210-550-2358
cchambers@compassroseschools.org

COMPASS ROSE

2020-2021 Network Organization Chart

- **Chief Executive Officer**
  - **Sr. Dir., Curriculum & Assessment/BLGP PM**
    - Director of IT
    - Director of Special Programs
    - Tech Implementation Spclist.
  - **Executive Director**
    - School Leaders
  - **Chief Financial Officer**
    - PEIMS Coordinator
    - Business Manager
  - **Chief Operations Officer**
    - Directors of Operations
    - Nurse
  - **Sr. Dir., Marketing**
    - Enrollment Coordinator
    - Student Recruiters
  - **Chief of Talent**
  - **Director of Advocacy**
  - **Sr. Dir., Austin**
  - **Executive Assistant**

A Case for Achieve3000 at Compass Rose

A non-math BLGP Grant Proposal

Introduction
Part 01

Background

Overview of the problem

The Compass Rose team has identified three key instructional issues we believe a solid blended learning program can address:

1. Students significantly below grade level.
2. Students performing above grade level.
3. Classroom environments that reflect depth and complexity of knowledge.

Our most recent data analysis revealed significant literacy gaps in newly enrolled students, and the network has determined that with strategic use of proven adaptive software and targeted instructional group support, our students have the potential to recover knowledge from previous grade levels.

The Problem
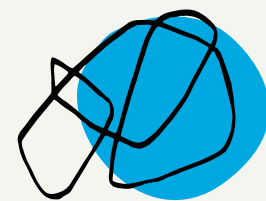
What we want to solve

We have students at drastically different places academically, which is a major challenge for one classroom teacher to address efficiently. We want to provide personalized instructional support to students based on their level to empower them to be active in their own learning.
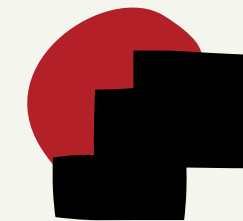
Hypothesis

We believe that with a strategically-designed blended learning program and using a proven online software, Achieve3000, we can accelerate our students' literacy skills and cultivate classrooms that engage in culturally-relevant learning.

Objectives
What we want to achieve

90/60/30 on all STAAR assessments in the 2020-2021 school year.

At least 65% of students will score at or above grade level as measured by the norm-referenced NWEA MAP.

At least 90% of students meet their projected growth goal as measured by the NWEA MAP.

Significance of the Program

In terms of scope

Our 5th-9th grade students are a critical population, as the difficulty to recover gaps upon entering high school increases significantly.

In terms of resources

Achieve3000 is a proven online program, and blended learning is a proven instructional approach in K-12 education. The integration of both can yield exceptional results.

In terms of time

COVID-19 has heightened the urgency for literacy-focused intervention programs, and our continued growth as a network requires strategic and impactful implementation.

Methods
Part 02
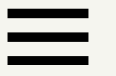
Evidence of Software Effectiveness

In 2018-2019, Metametrics conducted a national Lexile study with 1,179,898 students in 5,898 schools across 1,273 districts in all 50 states.

That same year, an impact study focused on Aldine ISD, a Texas school district, detailing the results of Achieve3000 software was also released.

In February 2020, another study focused on Fort Worth ISD reviewed the impact of Achieve3000 on the district's 2017-2018 STAAR Reading Scores.

Results

Part 03
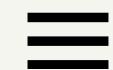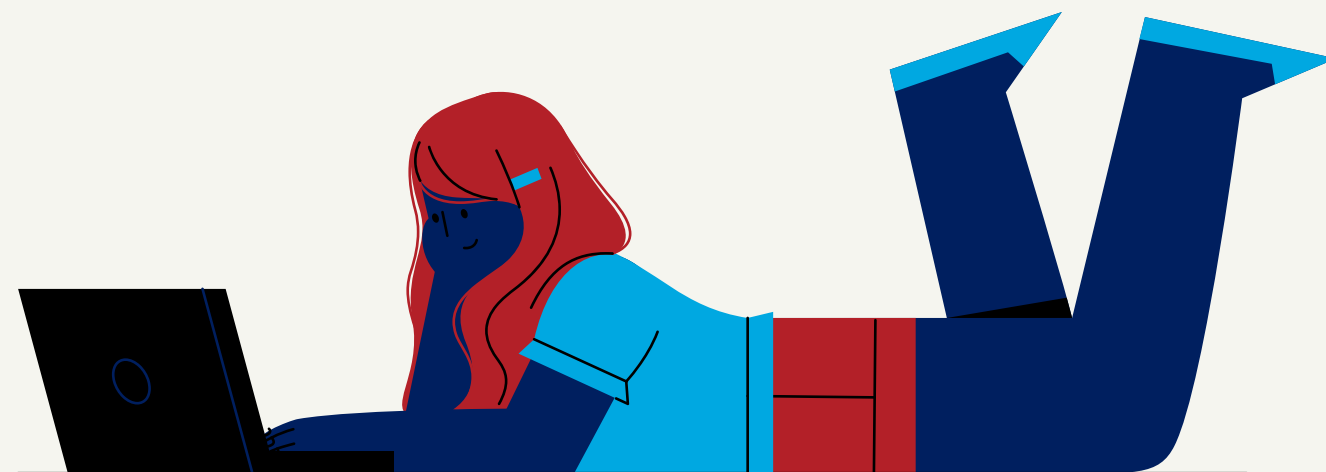
Positive Results for American Schools

2018-2019

Quantitative Results

"Students who used the **intervention support scaffolds** with highest quantity and quality saw Lexile gains of 253L, which was more than three times their expected Lexile growth of 74L."
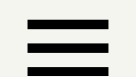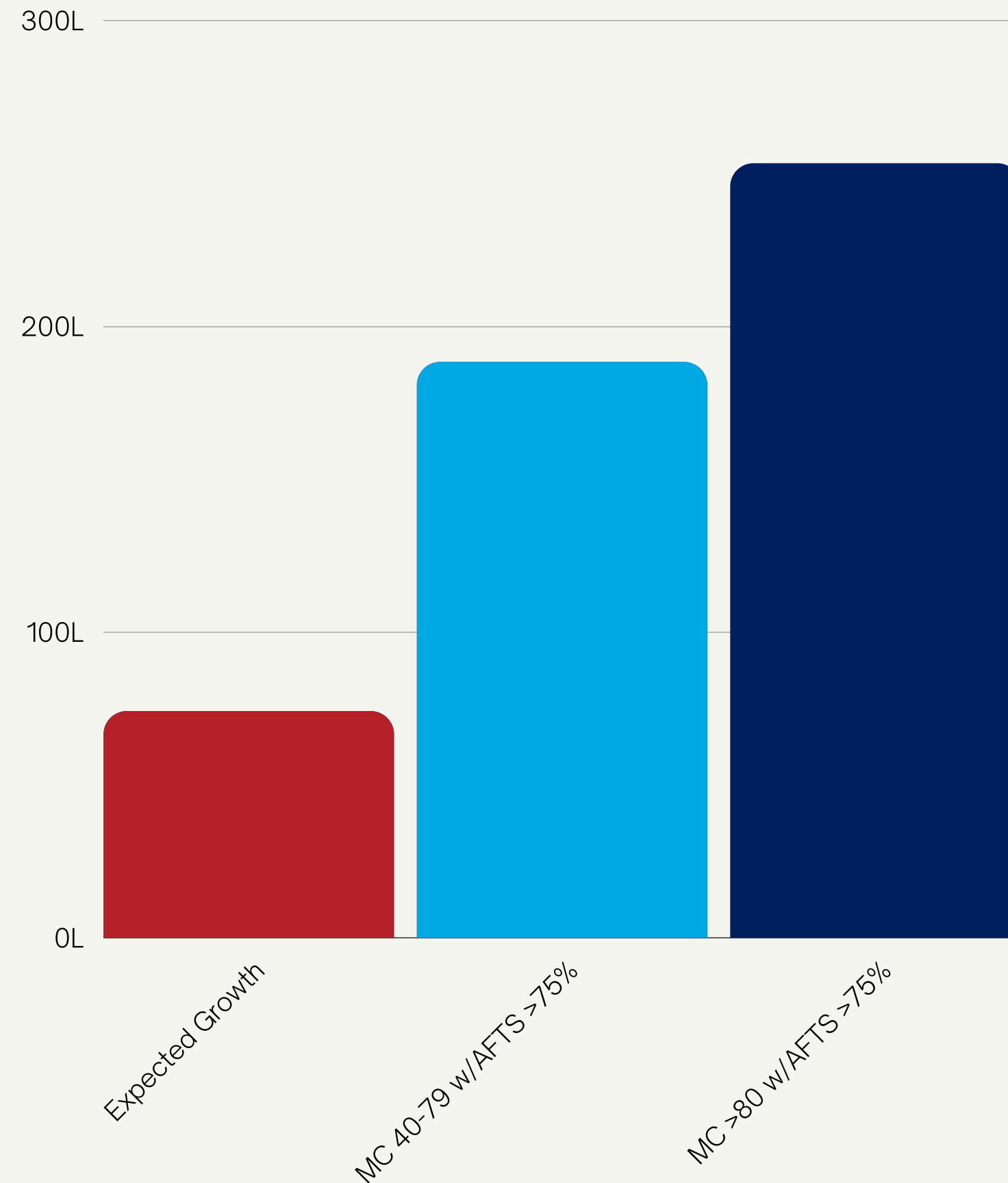
Quantitative Results

"Students who used the **language support scaffolds** with highest quantity and quality showed Lexile gains of 250L, which was more than three times their expected Lexile growth of 77L."
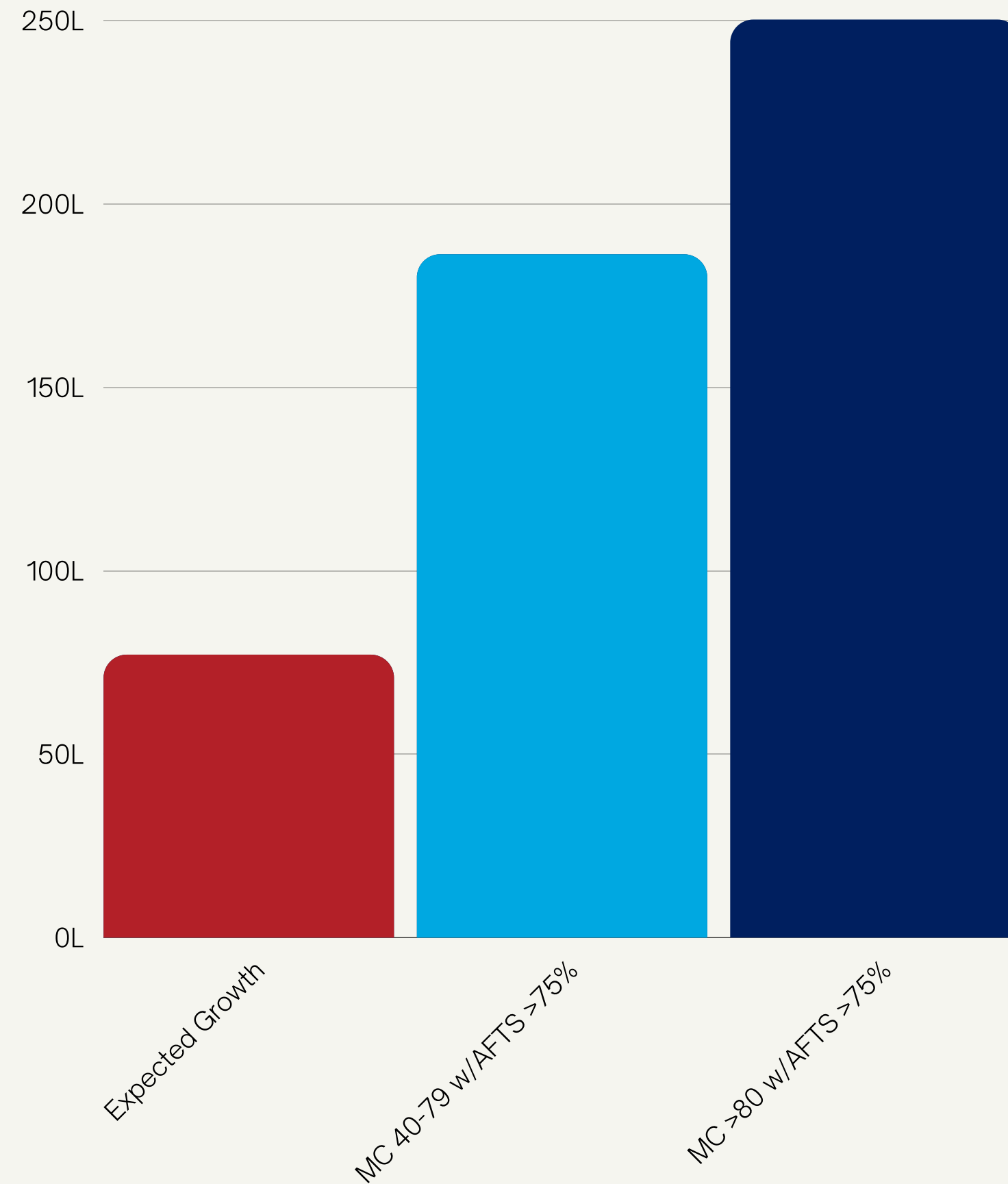
Quantitative Results

"Students (advanced readers) who used the **enrichment scaffolds** with highest quantity and quality showed Lexile gains of 199L, which was more than twelve times their expected Lexile growth of 17L."

	200L		
	150L		
	100L		
	50L		
	0L	Expected Growth	MC 40-79 w/AFTS >75%	MC >80 w/AFTS >75%
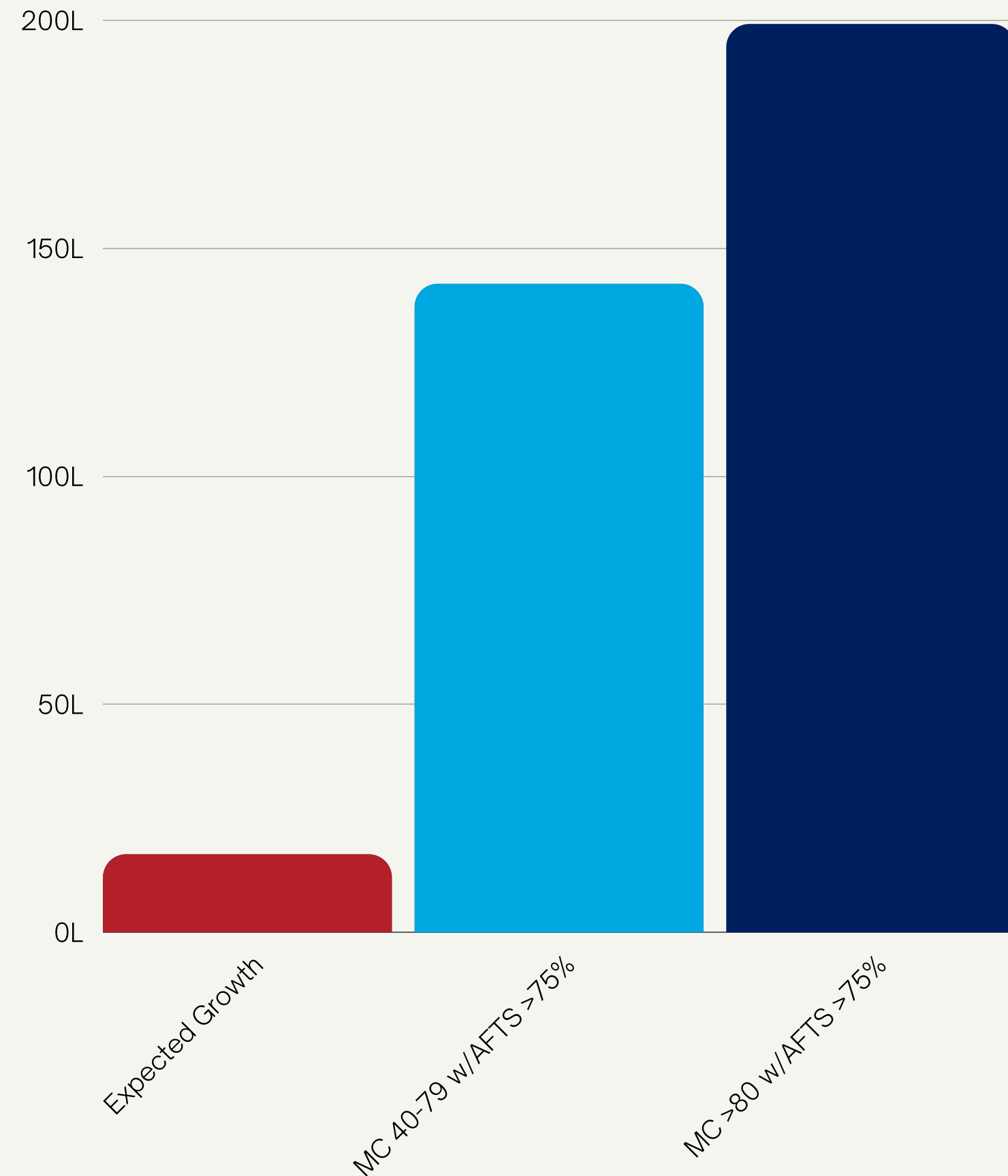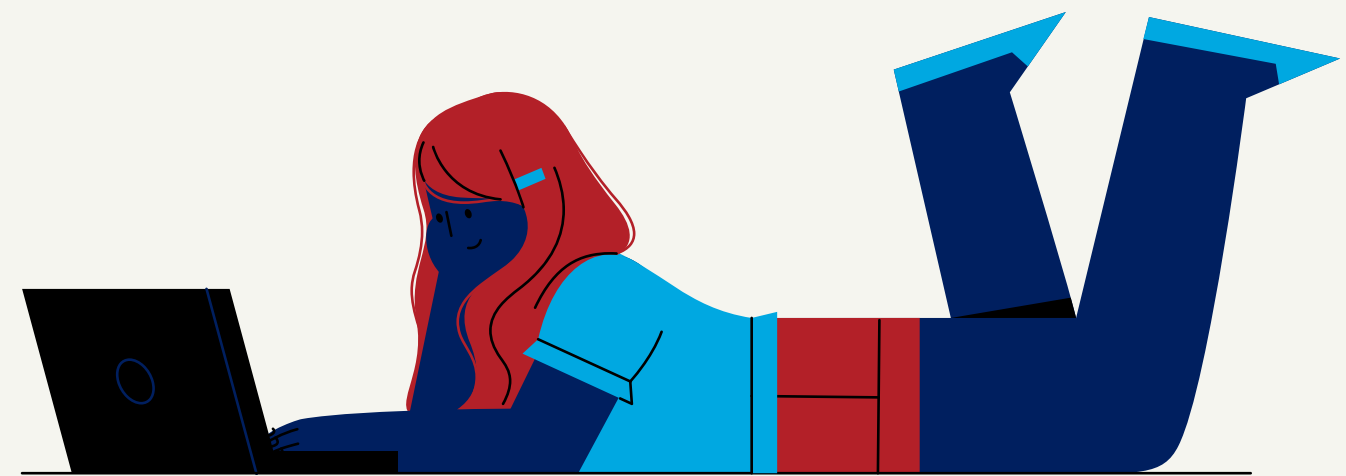
Positive Results for Aldine ISD
2017-2018
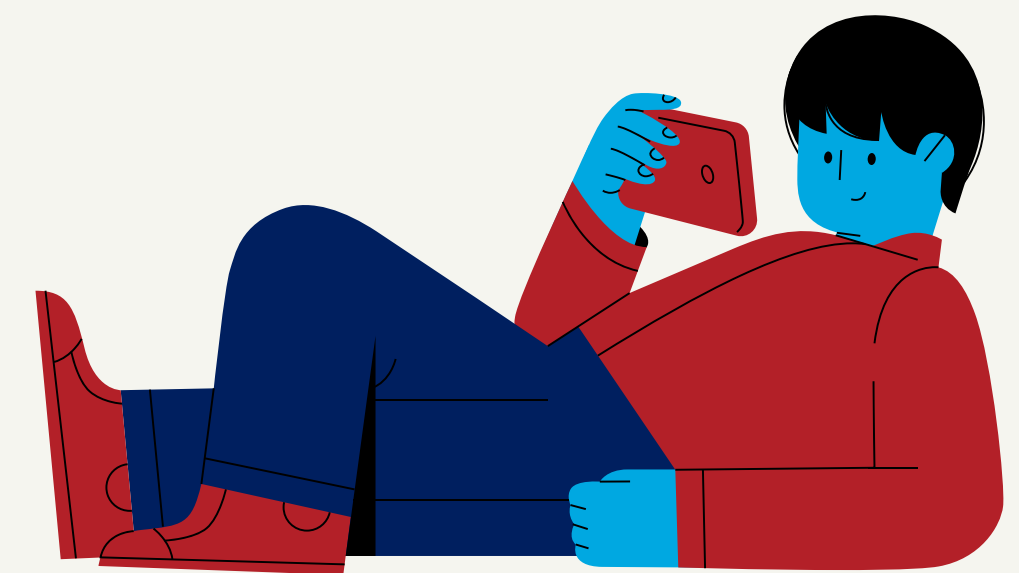
Quantitative Results

"On average, students saw an **increase of 85 scale score points** from 2017 to 2018 [on STAAR ELA]. Students who completed 40 or more lessons and maintained an average first-try score (AFTS) of 75 percent or above on the embedded assessments **gained an average of 118 points**. Overall, 51 percent of students who used BOOST passed the STAAR ELA in 2018 compared to 17 percent in spring 2017. Eighty-nine percent of the students who used BOOST with the highest quantity and quality of practice (80+ lessons with an AFTS $\geq$ 75 percent on the embedded assessments) passed the STAAR ELA exam. The correlation between students' spring Lexile and 2018 STAAR ELA scale score growth was strong and positive (r = 0.64, p < 0001)."

Source
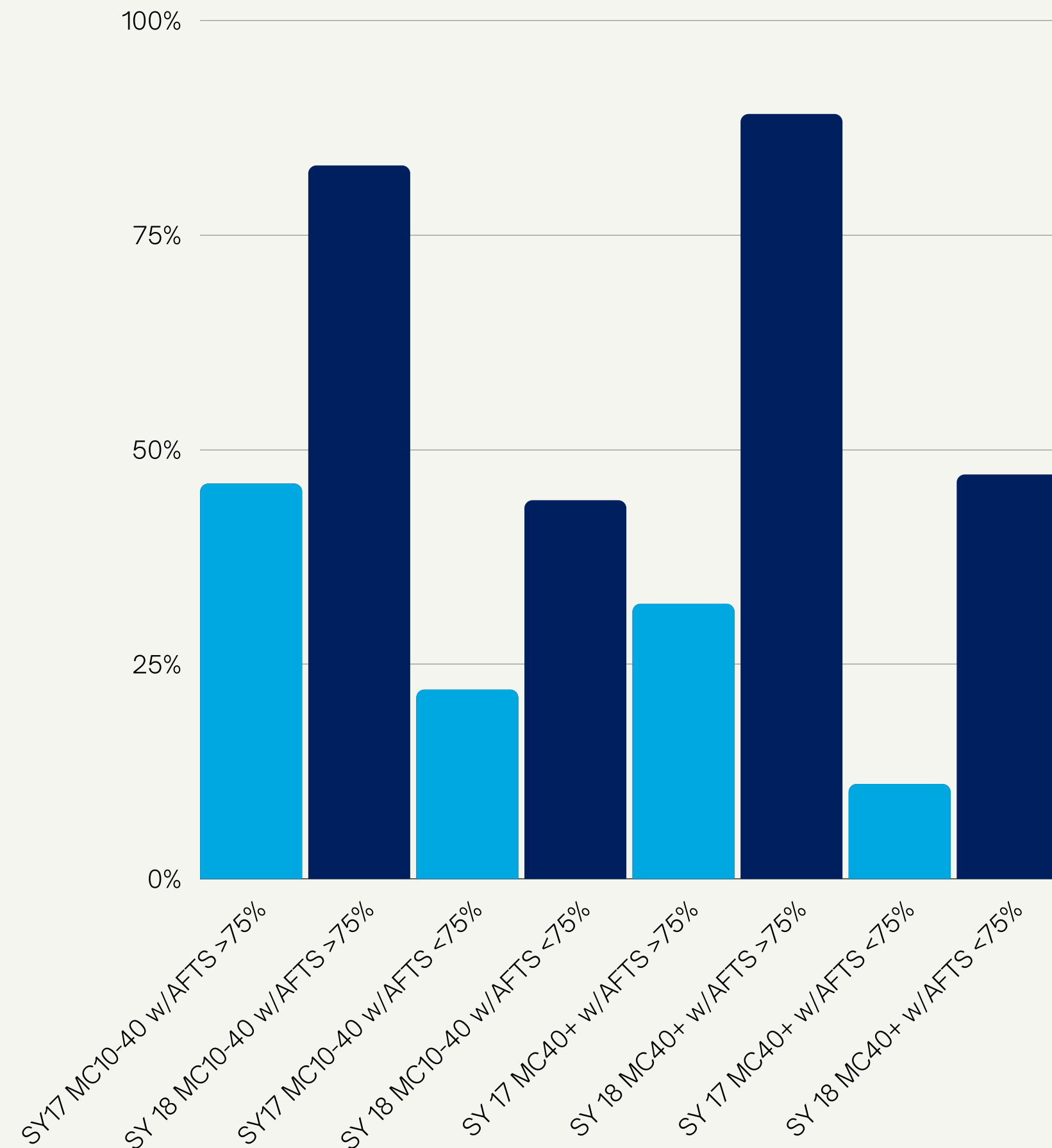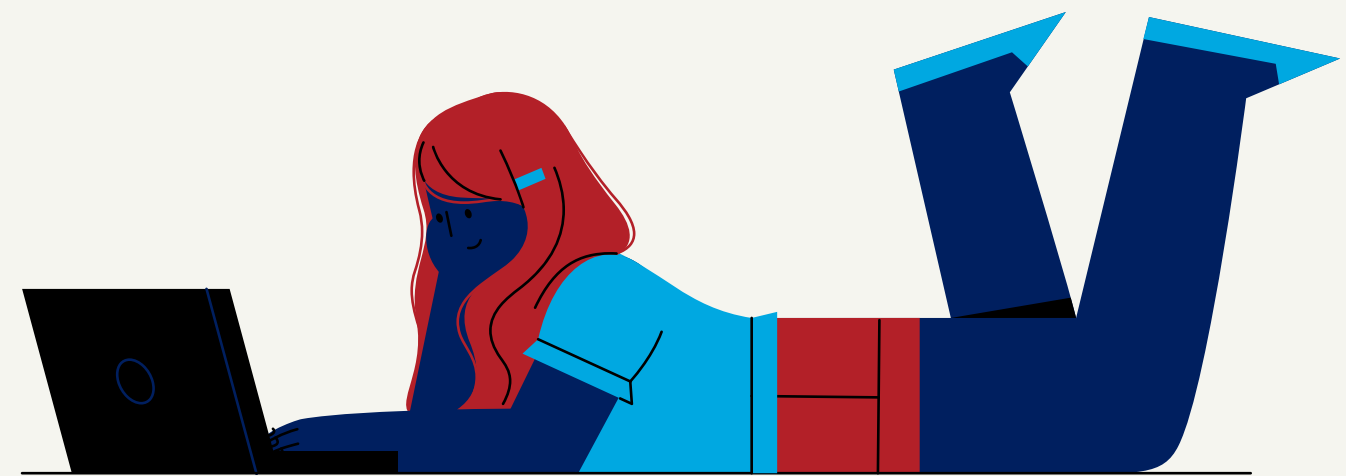
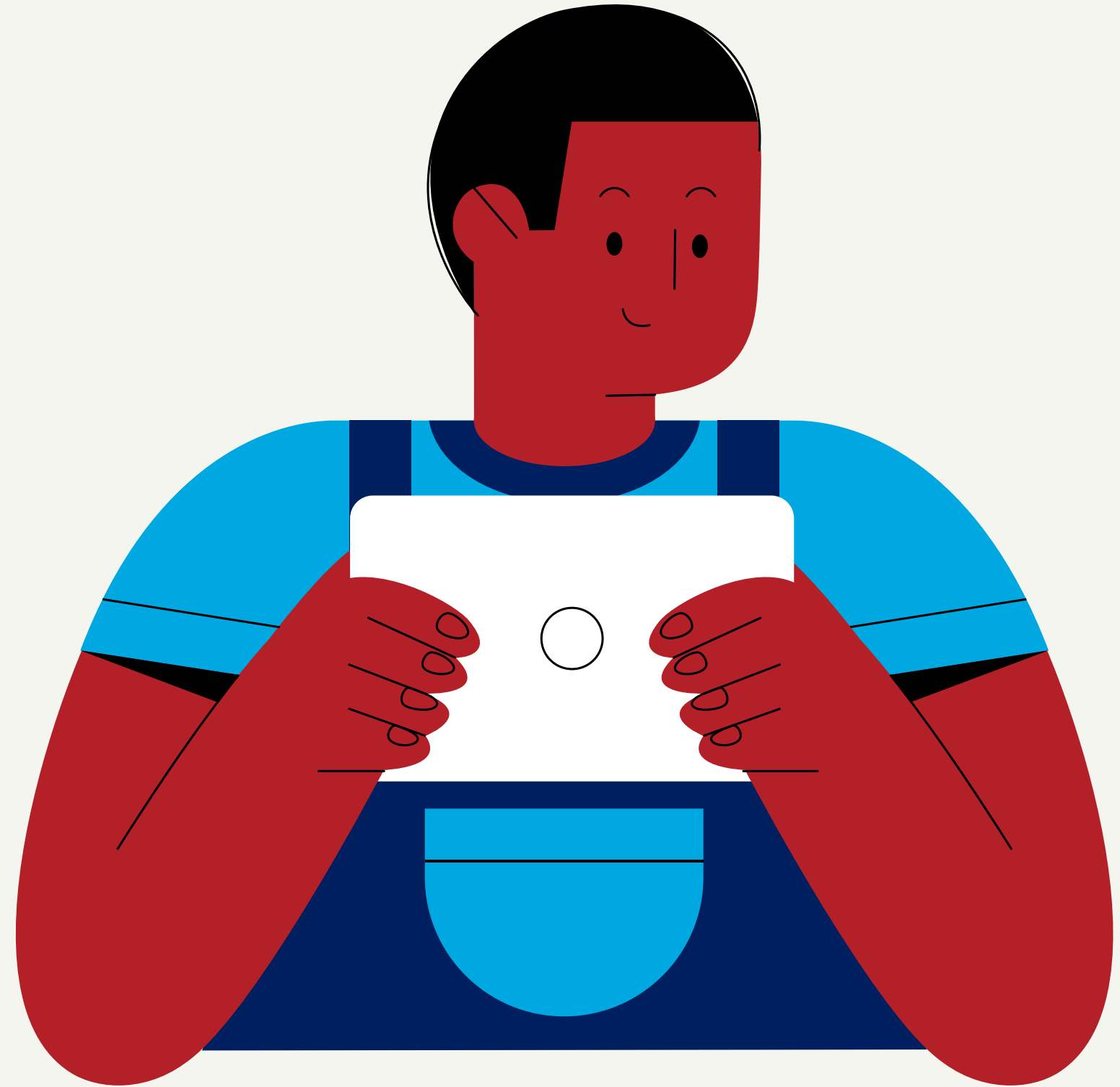# Positive Results for Fort Worth ISD
2017-2018
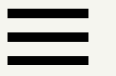
Quantitative Results

"Overall, students demonstrated an **average Lexile growth of 105L**, which exceeded their average expected growth of 78L. Students who used Achieve3000 Literacy with greater quantity and quality of practice saw greater Lexile gains. Specifically, students who completed 80 or more lessons and had an average score of ≥75% on the embedded assessment **achieved gains of 217L on average**, which was more than three times their expected growth of 66L."

Bar chart categories: MC <80, MC <80, MC >80 w/AFTS >75%, MC >80 w/AFTS >75%. Y-axis: 0L to 250L.
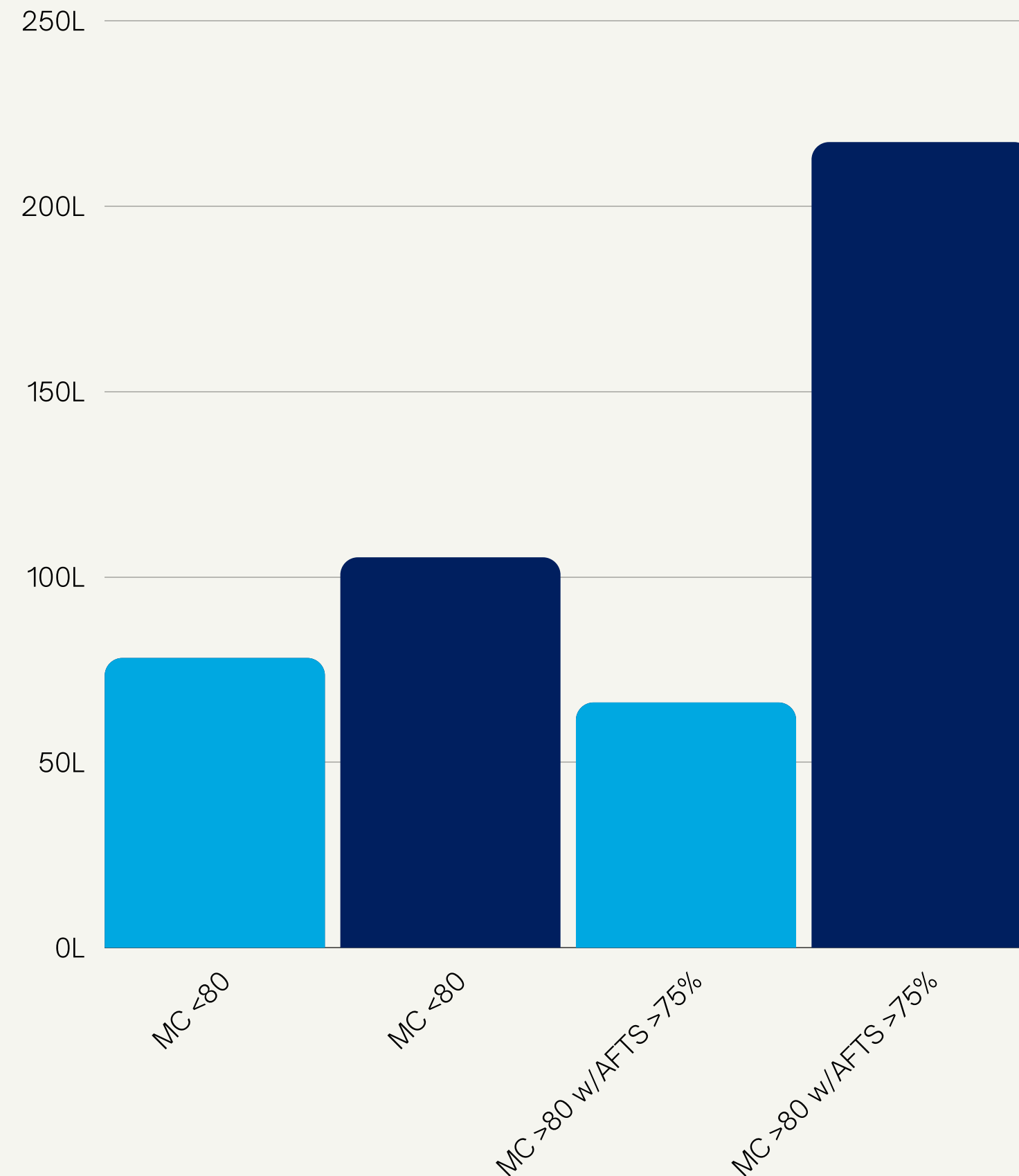
Conclusion
Part 04

Compass Rose is dedicated to expanding our blended learning program using a TEA-approved plan that adds a concentrated focus on reading and literacy development.

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EXPANSION

Project highlights

Compass Rose is dedicated to creating a student-focused intervention plan to address the growing need as we expand throughout the state.

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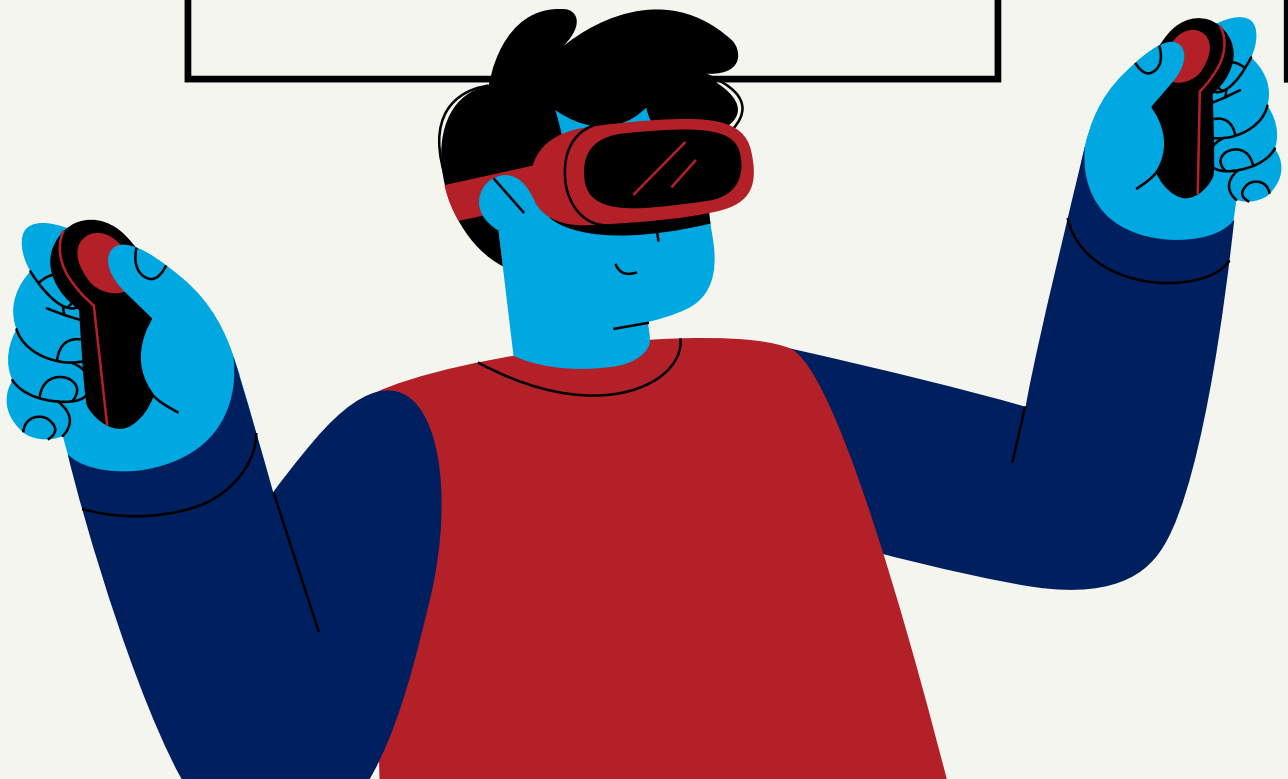
NEW UNDERSTANDING OF THE PROBLEM

Significant growth

Compass Rose is dedicated to employing an instructional software with a substantial range of student use and a demonstrated track record of exceptional performance.

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USE OF A PROVEN METHOD

Interpretation of findings

24 July 2020

Texas Education Agency
Grants Administration Division
1701 N. Congress Ave
Austin, Texas 78701

RE: Authorized Official Status

To Whom it May Concern:

Compass Rose would like to designate Dr. Chawanna Chambers as an Authorized Official for all paper and PDF grants for Compass Rose (015838). Mr. Famitafreshi no longer works at Compass Rose, so we would like to remove him.

Sincerely,

Paul Morrissey
Chief Executive Officer
8005 Outer Circle Rd.
San Antonio, TX 78235
pmorrissey@compassroseschools.org