

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

---

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Tammy McIlvoy  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Logos Preparatory Academy  
(As it should appear in the official records)

School Mailing Address 13303 Southwest Freeway  
(If address is P.O. Box, also include street address.)

City Sugar Land State TX Zip Code+4 (9 digits total) 77478-3518

County TX

Telephone (281) 346-4092 Fax \_\_\_\_\_

Web site/URL https://www.logosprep.org E-mail tammy.mcilvoy@logosprep.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Tammy McIlvoy E-mail tammy.mcilvoy@logosprep.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Logos Preparatory Academy Tel. \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Rick Goolsby  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave .blank*

## **PART I – ELIGIBILITY CERTIFICATION**

---

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for current school year (2020-2021) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	10	21
1	14	10	24
2	17	12	29
3	26	13	39
4	11	12	23
5	19	20	39
6	18	28	46
7	11	31	42
8	27	18	45
9	22	25	47
10	34	21	55
11	14	24	38
12 or higher	25	17	42
<b>Total Students</b>	249	241	490

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 7 % Asian
  - 7 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 71 % White
  - 7 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2019	458
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 0 %  
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>3</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>52</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>4</u> Specific Learning Disability          |
| <u>7</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>4</u> Hearing Impairment      | <u>1</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>3</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	7
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	45
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	32
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 9:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	96%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

<b>Post-Secondary Status</b>	
Graduating class size	39
Enrolled in a 4-year college or university	86%
Enrolled in a community college	7%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	7%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Vision: To see families and students making an impact for Christ. Mission: We partner with, strengthen, and equip Christian families and students through quality education using biblical values for the glory of God.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

As a University-Model® school, we always operate in what some call a hybrid model of education, described in Part III Summary. For this reason, we have successfully navigated COVID-19 requirements while offering our complete academic program. Though some co-curricular activities have been canceled or redesigned, we have been able to continue to run a robust co-curricular program, including athletics and student life.

To meet COVID-19 mitigation needs, we expanded our physical space in order to create room for students to meet in cohorts. As possible, we keep students with students within their grade level cohort. We assigned each grade level an area of our school buildings, including hallways and bathrooms. Based on classroom capacity, we capped classes at lower enrollment levels than in a typical year, in order to allow for social distancing. In lower grades, students do not move from space to space but stay in one classroom while teachers move between classes. Students in fifth grade and up sanitize their hands and learning areas each time they switch classrooms. Students and staff wear masks at all times unless socially distanced. Body temperatures are checked at the door and school nurses oversee all illnesses to determine needs related to COVID-19 health policies.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.



## **PART III - SUMMARY**

---

Logos Preparatory Academy (Logos Prep) is a University-Model® school born of the vision to provide a greater educational opportunity for Fort Bend County families and surrounding areas. The University-Model® approach is a unique partnership between home and school, providing a cost-effective, college-preparatory education. The formula for Logos Prep’s success is parents and professional educators working in partnership.

Logos Prep uses a hybrid approach to scheduling and education. Professional educators, teaching in their areas of expertise, provide in-person instruction in what we call the central classroom, while students spend alternate days at home in the satellite classroom. Throughout the year, school staff and administration offer parent-training sessions on a variety of topics relevant both to education and other aspects of parenting. Parents and teachers communicate regularly through weekly assignment sheets, online grade reporting, email, and one-on-one communication. This approach allows teachers and parents to discover and appreciate each student’s strengths, opportunities, learning preferences, and interests.

Logos Prep students develop academically, spiritually, emotionally, and physically. Administrative leadership is employed so that no principal has responsibility for more than 250 students. This ensures that principals know the students and families they serve. Beginning in seventh grade, we assign faculty mentors to care for students’ spiritual and emotional development; this is supplemented by our school counselor.

The student experience is highlighted by a broad student activities program including traditional school offerings such as field trips, athletics, and clubs. Character, leadership, teamwork, and more are promoted through a robust athletics program in which eighty percent of our seventh through twelfth graders participate. A few unique opportunities are our “house” system, which allows students to build camaraderie through smaller, multi-grade communities, and engaging student retreats. Additionally, there are trips abroad, such as one to the Dominican Republic, and a language study abroad program.

Logos Prep students take part in cherished traditions designed to build memories and mark milestones. One of our traditions is the Senior Challenge, where each senior chooses a faculty member to speak about special characteristics of the senior while issuing a character-improving challenge to the student. For example, they may encourage a timid student to be bold. The influence staff members have in the lives of our students is highly evident at the Senior Challenge.

By providing excellent academics, Logos Prep has earned a reputation that enables it to influence the lives of students and their families. We seek faculty members who share the school’s values and beliefs, have the gift of teaching, and are passionate about what they teach. We employ a rigorous college-preparatory curriculum to produce college-worthy graduates. Our standards meet or exceed State of Texas standards, as defined by the Texas Essential Knowledge and Skills. While we teach all of our classes on an advanced level, high school students may choose from both Advanced Placement (AP) and dual credit courses, in addition to electives. We also guard low student/teacher ratios to empower teachers to have a greater influence over those in their classroom. Integrated into each lesson is character development, stemming from attributes such as compassion, humility, and self-control. These priorities ensure that our students continue to grow and develop both academically and personally.

The Logos Prep community enthusiastically models virtues consistent with our Statement of Faith, Core Values, and Mission. Our culture is best described through our six core values: faith, family, discipleship, community, excellence, and integrity.

The first of these values, faith and family, are described in our mission statement: "We partner with, strengthen, and equip Christian families and students through quality education using biblical values for the glory of God." It is our goal to equip students for impact while empowering families to impart their faith and values to their children. Another core value is discipleship, which begins in the home. We recognize that our role is to provide an excellent academic environment that reinforces what is taught at home, yet our strong partnership with parents reinforces what we teach in the classroom. The combination helps develop young



men and women who exemplify the Logos Prep Portrait of a Graduate: purpose seeker, versatile learner, discerning decision-maker, courageous influencer, effective communicator, and community builder. Community is our fourth core value. We enjoy a healthy school community while reaching out to our surrounding community through service and leadership projects. Excellence and integrity round out our six core values. In the pursuit of equipping world impact makers, Logos Prep is committed to academic excellence, unyielding character development, and student activities with integrity.

Through a strong partnership between school and home, a distinguished academic program, and living out our core values, Logos Prep has become a leader in private education in Fort Bend County, Texas. Logos Prep families, students, and graduates are people who seek and accept leadership opportunities, influence their communities, and strive to exemplify their faith and values in all aspects of their lives.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum, Instruction, and Assessment.**

We provide our students with curriculum and instruction that develops a love for lifelong learning, using the Texas Essential Knowledge and Skills (TEKS) as the basis for our curriculum. Teachers are required to build a teaching calendar that appropriately paces the curriculum for each semester. This calendar includes the dates of formative and summative assessments and the standards that correspond to the lessons of the day.

In March 2020, our school pivoted to an online model for the remaining spring semester. Teachers continued to deliver rigorous lessons. Google Classroom was used to teach both synchronously and asynchronously, allowing for informal and formal assessments. For 2020-2021, this arrangement has given us the flexibility to move between in-person and online learning as COVID-19 circumstances require.

Formative assessments provide students with opportunities to demonstrate knowledge as lessons progress. Examples include in-class activities, exit slips, Socratic Questioning and high-order thinking discussions. Based on how students perform, teachers adjust their lesson plans to better reinforce critical concepts. At the end of each unit, teachers give a summative assessment such as a written test, presentation, group project, or portfolio. Based on the student performance, teachers make pedagogical adjustments.

Teachers also complete a spreadsheet of how each standard is addressed and students' mastery. This helps ensure vertical alignment in our curriculum and provides data to identify potential learning gaps which require attention. Vertical and horizontal alignment is also driven by data from standardized testing. Students in first through sixth grade are assessed using Terra Nova 3. Students begin College Board assessments in eighth grade. Logos Prep faculty is self-reflective and evaluates curriculum and instruction against student performance to develop well-rounded scholars.

The foundation for our math curriculum is the use of hands-on activities, and the standards outlined by the TEKS. Primary students develop a strong grasp of number sense while engaging in activities designed to spark a love of math. At elementary levels, we also use two online math programs, IXL and Reflex Math, to help students grasp concepts, gain math fact fluency, and achieve proficiency on standards-based objectives. In addition, teachers use interactive math notebooks with their students to increase student learning. Beginning in late elementary, teachers routinely utilize the flipped classroom approach for math instruction. This, along with the use of WACOM Tablets has helped math teachers continue to deliver dynamic lessons online during COVID-19. Middle school students work to secure their math foundation while developing critical connections between mathematical concepts which will prepare them for higher-level math. High school math classes use Pearson or Cengage to take advantage of integrated online resources and prepare students for college-level work.

Reading and writing are key components at every level. English grammar curriculum is supplemented with handwriting and spelling resources in the elementary grades. Wordly Wise is introduced in sixth grade and used extensively for vocabulary development until the end of the junior year of high school. To further develop literary skills, students read and study at least seven books of varied genres each year. During elementary years, at least one of these is above-level and is intended for parents to read with the students at home. Historical fiction or nonfiction books read in English frequently support material being taught in social studies and are used for interdisciplinary units. A Logos Prep graduate will be able to write a five-paragraph essay with ease, communicate both orally and in writing, display a solid grasp of rhetorical devices, read with discernment, think critically, and research a topic thoroughly.

The aim of Logos Prep social studies is to imbue students with two fundamental skills: how to accurately perceive and interact with the world around them, and how to process and learn from the past. Our social studies program is project-based and literature-rich, often requiring research. On top of our textbook curriculum, readers expose students to both new cultures and long-forgotten ones. Students tackle relevant topics too, such as homelessness. Social studies at Logos Prep emphasizes public speaking and group work. Google Slides is used as a collaboration tool and enables continuous learning during the pandemic.

Our science department strives to help students understand the world and be curious about the opportunities an ever-changing world provides. Science classes are lab and demonstration heavy to provide students with hands-on learning. These labs provide students with the opportunity to launch rockets, dissect animals, and visit local museums. We use a diverse set of science electives to allow students to dig further into areas of interest. For example, elementary students can take a ‘Science Beyond the Book’ course that goes deeper into lab-based science curriculum. Logos Prep recently offered a dual credit engineering survey course for mathematically talented high school students.

Employing a diverse selection of learning materials, Logos Prep educators develop curriculum across the disciplines that allow students to reach their full learning potential.

### **1a. For secondary schools (middle and/or high school grades):**

Logos Prep’s curriculum is designed to prepare students for their next steps, whether that be a job, trade school, the military, or college. We expose our students to a variety of disciplines and skills, including Theater Arts and Game Design; AP maths and sciences, Anatomy and Physiology and Forensic Sciences; upper level Spanish and Sign Language; and dual-credit, college-level English and Western Civilization through a partnership with Houston Baptist University. This mixture of advanced classes and vocational emphases allows our students to experiment before making college major and career choices.

A unique aspect of Logos Prep is our ability to adjust curriculum to the needs and wants of our students. We have supported students with interests varying from creative writing and filmmaking to engineering. Class offerings are continuously evaluated as the climate of the school changes and the trends in education and the workforce shift.

Our leadership curriculum begins in sixth grade when students serve fellow students and teachers within Logos Prep and in the surrounding community. In junior high, we require additional accountability and responsibility from students in leadership positions. By high school, leadership opportunities abound. Students may serve as leaders in athletics, student council, the National Honor Society, or in other campus organizations. All high school students are encouraged to seek positions of leadership both at Logos Prep and within their local community.

Our University-Model® class schedule provides graduates with a natural transition into college. Students enter universities understanding how to continue their learning outside the classroom and take responsibility for their own education. From kindergarten through twelfth grade, our classes are designed so that the information is only part of the equation. Students learn organization, time management, personal accountability, and how to communicate properly with a superior. These skills are transferable no matter which post-high school path is chosen.

### **1b. For schools that offer preschool for three- and/or four-year old students:**

## **2. Other Curriculum Areas:**

Beginning in kindergarten, Logos Prep students receive instruction in art, physical education, and foreign language. Students may choose to graduate with portfolios of work from classes such as film-making, photography, and game design. Music and theater classes allow students to use their performing skills, with a music program that culminates in a stage production. We contract a professional theatrical group to provide our students with a rich theater program and access to a real theater troupe and stage. Students in programs such as drumline perform at our athletic events and spend hours outside of school developing their craft. Physical education classes are offered from kindergarten to twelfth grade. Health and nutrition training, led by our team of nurses, is provided to both parents and students. We aim to equip our parents to provide support at home for their child to develop a healthy lifestyle, both physically and emotionally.

Our foreign language department offers Spanish and American Sign Language. Students are required to take courses in one of these languages during early elementary and must then complete at least three years of high school level foreign language in the same language. Students who take advantage of our full kindergarten through twelfth-grade language program will have the mastery to present, narrate, explain, persuade, and analyze in the target language in both oral and written form. They will have experienced immersive language, either through foreign travel or target-language community immersion. Consequently, several of our graduates have studied languages and international studies in college.

When students begin credit-bearing classes, they enter a 1:1 learning environment. From this point on, textbooks are primarily digital. We include both traditional and digital books in our libraries. Younger students participate in “library time,” during which they may check-out physical books to take home. Our school librarian teaches students concepts such as library organizational skills and fiction versus nonfiction; he/she encourages students to select books that promote a love of reading.

Technology also enriches curriculum. Teachers have access to computers and tablets for classroom use. They may check out virtual reality equipment and use Google Expeditions in their classrooms, transporting students from our city to the top of the Eiffel Tower, ancient Israel, and beyond. Our state-of-the-art computer lab supports video game design, film editing, graphic design, and more. Our technology-rich environment allowed us to continue most programs during the pandemic-induced remote-learning period. When students could not come to campus, we delivered computers to students who needed to use programs unavailable on student computers. Using technology, teachers reach into the at-home “satellite” classroom and bring more value to students learning away from the school building.

Students in kindergarten through twelfth grades who are interested in technology-focused extracurricular activities may join our robotics club, Technology Student Association, or chess club. These after-school clubs take part in various competitions throughout the year. Clubs continued to meet virtually when unable to meet in person. The combination of curricular and co-curricular activities focused on student development helps Logos Prep produce well-rounded students.

### **3. Academic Supports:**

Logos Prep provides rigorous, college preparatory educational opportunities to all of our students. Our model is unique in that one of its primary foundations is the partnership between the school and family. Parents fill the role of co-teacher. When students test for acceptance into the school, each person is assessed in mathematics and English. Based on these placement test results, we place each student in the appropriate grade level. Students may be placed one level above or below their assigned grade level based on academic readiness.

In kindergarten through second grades, each student’s reading level is assessed and students are placed in a corresponding reading group. The teachers work with each group of students to bridge the gap, if applicable, and get each child reading on grade level using personalized book selections that appeal to the child’s interests. In our elementary classrooms, teachers use Daily Five rotations to help all students meet their individual needs. Coupled together, these programs equip our students to bring their English skills up to their grade level. Students who are reading above grade level are able to continue working ahead. Students are taught at an early age how to read with expression. They also read leveled books based on their individual reading level to help to increase reading fluency.

The ability to place students according to their academic readiness is particularly helpful in math. This policy helps us better support each student and their individual math needs while keeping the frustration level at bay and placing them in an educational environment that challenges them. Math teachers offer morning tutorials or office hours to better support their students’ academic needs.

To further address the academic needs of our strongest students, Logos Prep offers a small but

diverse menu of Advanced Placement and dual credit courses. High school students can take courses taught at a collegiate level. Logos Prep also provides resources to parent co-teachers to deepen the students' educational experiences.

Teachers routinely communicate with co-teachers. Co-teachers (parents) can also reteach a lesson or concept if their child is having difficulty, using supplemental instructional strategies tailored to help their child learn. We also have an academic mentor who meets with students at risk of falling behind their peers. Together, they develop an action plan on how to best support the student and meet the individual requirements of the different courses. Our academic mentor works closely with classroom teachers to monitor and help implement these action plans.

Although Logos Prep has a special education student population, we offer limited modifications in our central (on campus) classroom. It is within the at home, "satellite" classroom that parents can provide their child with modifications and accommodations, such as more time to complete an assignment, or reading assistance. It is through this parent partnership that we can best support students with special learning needs.

Logos Prep is able to cater to a wide variety of student needs by allowing a range of enrollment options, maximizing parent involvement, and providing necessary academic support.

## **PART V – SCHOOL CLIMATE AND CULTURE**

---

### **1. Engaging Students:**

Logos Prep fosters a community of discipleship, leadership, service, and belonging, allowing students to create authentic relationships and providing excellent character education. Discipleship classes empower students to discuss and grow deeper in their faith and begin practically living out their values. A variety of activities, clubs, and service organizations ensure students can find a place to connect. In addition, the Logos Prep House System allows high school students to develop relationships in smaller communities (“houses”) by participating in competitions, mission projects, and other service opportunities.

Our team of counselors, advisors, and mentors work together to support academic, social, and emotional growth, and college and career readiness development. Logos Prep has planned a budget enhancement for the upcoming school year, which will increase the number of hours emotional counseling is available and expand on the college and career advising program.

Diploma planning is provided for all students in seventh through twelfth grades in one-on-one meetings, either in-person or via Google Meet. Our college advisor routinely engages with university admissions teams to stay informed of requirements and protocols. Important information is then communicated to students and parents through weekly newsletters, parent meetings, and an open door advisement policy.

Social and emotional needs are addressed by the school counselor. Our counselor meets with students and consults with parents and teachers about students’ wellbeing. Students may request their own appointment with the counselor, and teachers and parents sometimes refer their students for counseling. The counselor has an open door policy, allowing easy access to counseling services.

Our academic mentor provides intervention for students with educational needs. The mentor helps students and parents understand the University-Model® of education and gives them encouragement, information, and tools for success. She tracks and advises all students new to Logos Prep and any student identified by teachers, parents, or principals as having specific academic challenges.

### **2. Engaging Families and Community:**

Community is a Logos Prep core value reinforced through mentorship programs, board socials, and school-wide events. Off campus, we are members of larger communities such as the University-Model® Schools International, Cognia, the Texas Association of Private and Parochial Schools, and the Fort Bend Chamber of Commerce. From academics to student life, we ensure our families are engaged in the community.

Logos Prep cascades information to families in multiple ways, such as through daily interactions, texts, emails, and social media. A weekly newsletter informs families of events while our online student information system allows parents to remain connected to teachers and track student progress. For COVID-19, we created a webpage with the latest updates.

Effective communication is two-way. For this reason, we distribute an annual survey that allows parents, students, and faculty to provide feedback that is considered during strategic and operational planning. Families appreciate being given the opportunity to enable us to more effectively serve our community.

We plan multiple ‘connect’ events each year. Power Up, which took place virtually this year, is a parent training program that takes place before the school year begins. Parent groups work together throughout the year to serve the specific needs of students, teachers, and parents in their grade level. Our board of directors also hosts quarterly socials with parents and faculty to signal the importance of parent partnership and connection.

Logos also seeks to serve and collaborate with the local community. Kindergarten through second grade students host a Veterans Day program, inviting family members and our neighbors at Landon Ridge

Retirement Community to attend and be honored for their service. While we could not host this event in-person this year, one of our students created a video which we then distributed to honorees. Another example of community collaboration is our involvement with local partners such as Houston Baptist University, who enhance our curriculum through dual-credit classes. Our student leaders serve the community through required volunteer hours and seek leadership opportunities in organizations such as the Mayor's Youth Advisory Council and Youth in Philanthropy.

We also offer global initiatives through a long-term partnership with Makarios School in the Dominican Republic. Kindergarten through twelfth grade students are given opportunities to interact with our friends there in the Dominican Republic throughout the years, culminating with juniors and seniors traveling to serve there. We plan to return in May 2022 as we continue to emphasize service near and far. At Logos Prep, we recognize and celebrate community involvement in our core community and beyond.

### **3. Creating Professional Culture:**

Logos Prep builds powerful connections to learners and positive school culture by investing time and education into our faculty.

Diverse pedagogy strategies and resources are deployed to increase the effectiveness of our teachers and develop a nurturing school environment. For example, we commit roughly two percent of the total school budget to professional development and take advantage of Federal Education Funding. Administrators and faculty attain a minimum of twenty-five hours of professional development each school year and participate in continuing education programming.

As the budget has strengthened, the school administration has hosted speakers to facilitate our faculty's continuous learning. This has allowed teachers to develop differential education strategies that meet the needs of all students and faculty, ensuring they stay current on social and educational trends. For example, Dr. Leonard Sax spoke with teachers about cultural factors affecting students.

Each year, we focus on a specific personal growth topic. During the 2020-21 school year, Logos Prep faculty is working through two books by Dr. Adam Saenz, *Relationships that Work* and *EQ Intervention*, as well as his online training course "Strength Through Crisis." Such topics have enabled us to be resilient throughout the pandemic. Support for our teachers this year must include not only opportunities to learn new technology and teaching strategies, but also emotional support as they navigate stressful circumstances. One of our COVID-19 mitigation techniques is to keep grade levels separated, and this includes teachers who have found this challenging because they work collaboratively.

One way our teachers have learned to connect is through collaborative learning groups. Departments that form these virtual groups use reflective practice to mentor each other remotely. These groups design and implement innovative teaching practices, such as a new literacy framework offered to third through sixth grade language arts students. Teachers work in grade level groups as well and routinely form learning groups around relevant books. These initiatives allow our culture of helping and collaboration across grade levels and departments to continue.

During a traditional year, teachers and administrators attend many learning conferences, such as a favorite, the National Association of University-Model® Schools Summit. Here, the Logos team convenes with other University-Model® schools from around the nation. During COVID-19, funds have been allocated to our educators for use in personal and professional development.

We believe by investing in the growth of our teachers; we are investing in the growth of our students.

### **4. School Leadership:**

Under the authority of the board of directors, the Logos Prep Head of School oversees leaders charged to advance the school's mission. The Head of School's direct reports includes three campus principals, an Information Technology (IT) Director, a Director of Admissions, a Director of Secondary Student Life, a

Communications Director, a Business Director, a Head Nurse, and an Athletic Director. All other school employees report to a member of this team, which meets weekly to discuss needs and initiatives in their respective areas.

Curricular leadership flows from principals to department heads who have direct oversight of classroom instructors. Department heads ensure classroom practices foster the highest level of student achievement. Principals conduct monthly department head meetings and then report any concerns or successes to the Head of School. Co-curricular leadership is supervised by the Athletic Director, the Director of Secondary Student Life, and our Head Nurse. Each oversees a team of professionals tasked to protect and promote student success in their respective areas.

In all facets, communication between parents, students, and faculty is paramount to our success. Students have access to their teachers, department heads, and leadership at all times, and faculty are in constant contact with parents and students to ensure a unified community. Our communication practices have helped us to provide an excellent education even through COVID-19 interruptions.

The board of directors meets monthly to discuss the current wellbeing and future priorities of the school, taking a “big picture” approach to leadership with input from the Head of School. They focus on finances, culture, and next steps in development and growth. Board members are supportive and encouraging, while fair and objective.

Our Emergency Operations Plan is maintained and executed by the Head of School and campus principals, who consult school nurses and counselors. School nurses first raised concern over COVID-19 in January 2020 and, in March 2020, Logos joined schools across the country in switching to online learning. School leaders worked with the IT Director to move to an online learning platform that could meet student learning needs.

Before returning in-person, school leadership met via Google Meet regularly to plan the safe return to campus. Nurses established mitigation strategies and continue to oversee student and staff health. They produce weekly reports which include who is clear to be on campus and which students and staff must remain on quarantine. Our ongoing practice of leadership cross-training and knowledge transfer has ensured continuity when team members have to remain at home.

## **5. Culturally Responsive Teaching and Learning:**

Logos Prep is within one of the nation's most diverse counties. While our student body doesn't exactly mirror our community, we do have a diverse student population, and students are encouraged to celebrate one another's differences. We support cultural education through classroom curriculum and student initiatives.

In light of recent responses to racial injustice, several initiatives were championed by our students and sponsored by our faculty. For example, students received school support to found the Multicultural Club to help unify our student body through reflective conversations. It invites teachers and students of diverse backgrounds to consider systematic racial injustice. Members are encouraged to extrapolate conversations from material covered in their secondary-level humanities courses, pursuing conversations inspired by daily class sessions. In its fledgling semester, this club has examined legacies, which are legislative, (e.g., FDR-era housing regulations), prophetic (e.g., Martin Luther King Jr.'s speeches), and activist, (e.g., Poor People's Campaign). Without such examinations, American racial injustice education remains impoverished.

Seniors experience the annual “Bubble Buster” field trip, which opens their eyes to experiences not typically encountered within their Christian “bubble.” This year, seniors went to a Buddhist temple and an Islamic masjid. Consequently, our students became more aware and knowledgeable



of their neighbors' faiths. Students learned the importance of respecting other cultures, which is an important building block of becoming adults.

Completing a worldview class is a requirement to graduate from Logos Prep. During this class, students take part in a comparative analysis of other religions and how they compare and contrast to Christianity. The purpose of this activity is not to teach our students to proselytize, but to equip them with the information necessary to participate in respectful, educated conversations about faith as opportunities arise. This is a critical educational component as students prepare to enter college and the working world, where they will encounter others with diverse backgrounds and religious experiences. Cultural learning objectives are also included in our social studies curriculum and foreign language classes. Students in foreign languages must complete cultural projects each semester, such as attending community events or church services in the language they are studying.

Woven throughout every initiative is our commitment to family partnership and involvement. Though some issues require special guidance and are referred to our school counselor, we find that most student needs are easily met through our school and home partnership. Whether it be through the curriculum, programming, or parent education, Logos Prep seeks to support the diverse needs of our community by fostering empathy, growth, and action.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

---

The practice that proved most instrumental in our school's success during pandemic closures is a practice Logos Prep already had in place. A unique aspect of the University-Model® school approach is that our students learn in two distinct styles of classrooms, both under our leadership. The first is the in person, "central" classroom, which is located on our campus. In the central classroom, a professional educator teaches and completes formal assessments for each course. The second classroom environment is the at-home, "satellite" classroom. This is where students practice learned concepts, write, read, conduct research, and hone their skills. This approach to education prepares our graduates for the structure of college and, ultimately, professional life. Because Logos Prep has followed this hybrid approach since inception, our students were equipped with technology and learning supplies before the pandemic began. This has allowed us to continue delivering excellent academic instruction without interruption during the pandemic.

The challenge we faced was transitioning teaching and formal assessments into the satellite classroom. Through the use of Google Workspace, Screencastify, Swivl, and various other technology aids, teachers and students alike could quickly transition. Prior to our spring break, which began March 9, 2020, Logos Prep leadership developed a plan to make the switch online should that become necessary. During spring break, it became clear that students would not return to campus. The week of March 16, teachers were trained on the new technology and informed of our online learning policies and procedures. While students were given this week as an extension to their spring break, we asked that they log in to Google Classroom and become familiar with the learning environment. We began online learning on March 23, ready to excel in our new circumstances.

The 2020-21 school year has presented unique challenges and looks different from years prior, but COVID-19 mitigation techniques have allowed us to make use of both the central and satellite classrooms. COVID-19 has robbed very little of our students in terms of academics. This school year, we have offered athletics and select socially distanced student life activities. Sometimes particular grade-levels have needed to work online temporarily due to a positive test and subsequent quarantine. In each instance, the transition was seamless. We are thankful for our community and the ability to learn and grow together even during a pandemic.

## **PART VII - NON-PUBLIC SCHOOL INFORMATION**

---

1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No

3. What is the educational cost per student?      \$6250  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1450

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      11%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      71%

## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

---

*Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)<sup>1</sup>. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup<sup>2</sup> in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

---

<sup>1</sup> Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

<sup>2</sup> Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

<sup>3</sup> Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)