

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held October 13, 2020, beginning at 6:00 PM Administration Building Board Room, 802 N. Sam Houston, Odessa, TX 79761.

ECISD is taking steps to protect against the spread of COVID-19 with staff and in our community. All are required to stop at the front desk, have your temperature taken, and answer screening questions prior to accessing building. Visitors are **required** to wear face mask. The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Report/Discussion Items
 - A. Presentation of Curriculum & Instruction Virtual Learning Experience
 - B. Discussion of ECISD Board Goals and Measures of Success
 - C. Opening School Update
 - D. Discussion of the Call for Quality Schools
6. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]
7. Closing Remarks by Superintendent
8. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapter D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

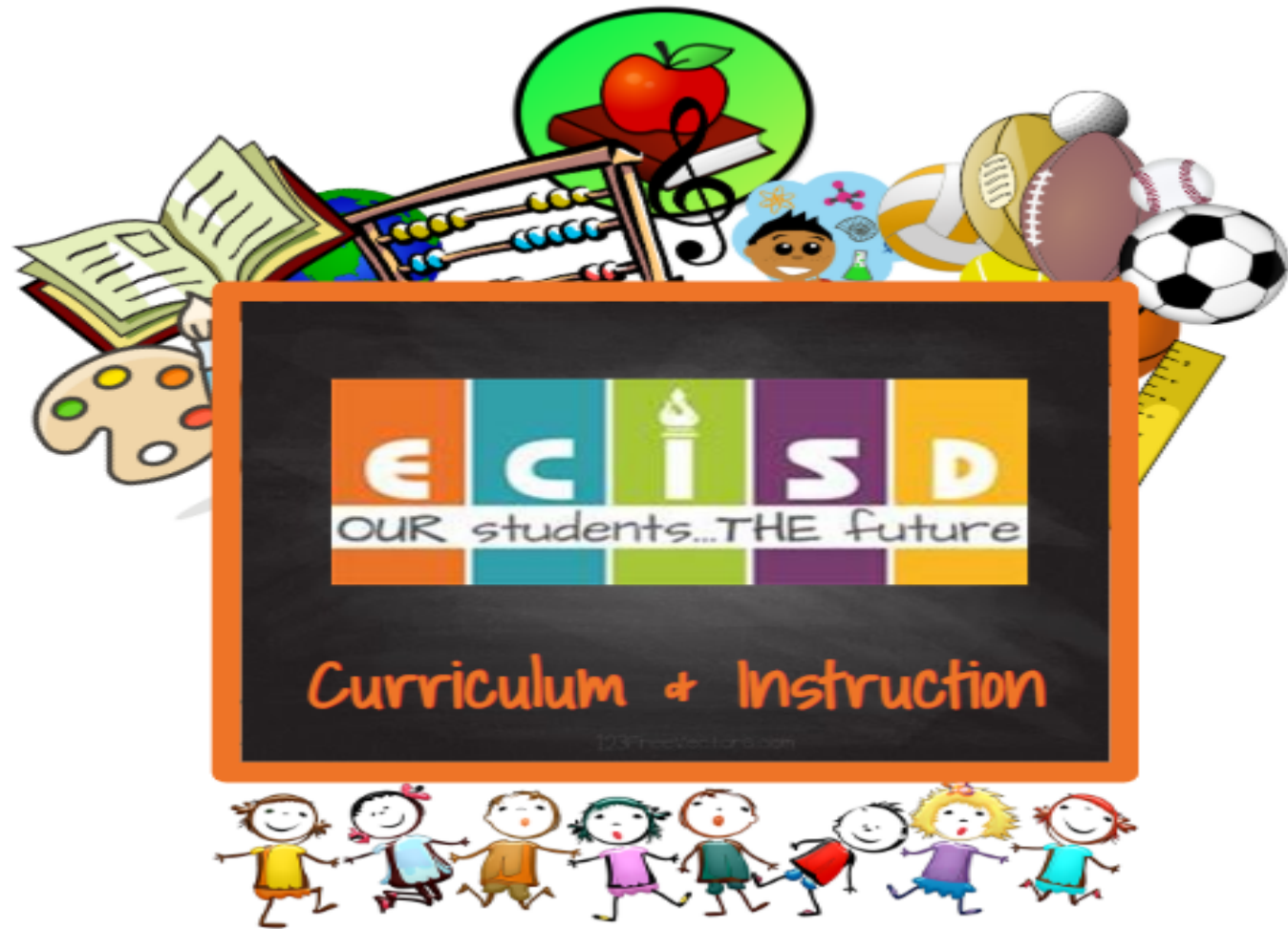
The notice for this meeting was posted in compliance with the Texas Open Meeting Act on: Friday, October 9, 2020 by 6:00 p.m.

For the Board of Trustees



PRESENTATION OF CURRICULUM & INSTRUCTION VIRTUAL LEARNING EXPERIENCE

Dr. Lilia Náñez, Associate Superintendent of Curriculum and Instruction and the Executive Directors of C & I, Jaime Miller and Lisa Wills, will present an overview of the virtual learning experience in elementary, middle, and high schools from both the student and teacher perspective.

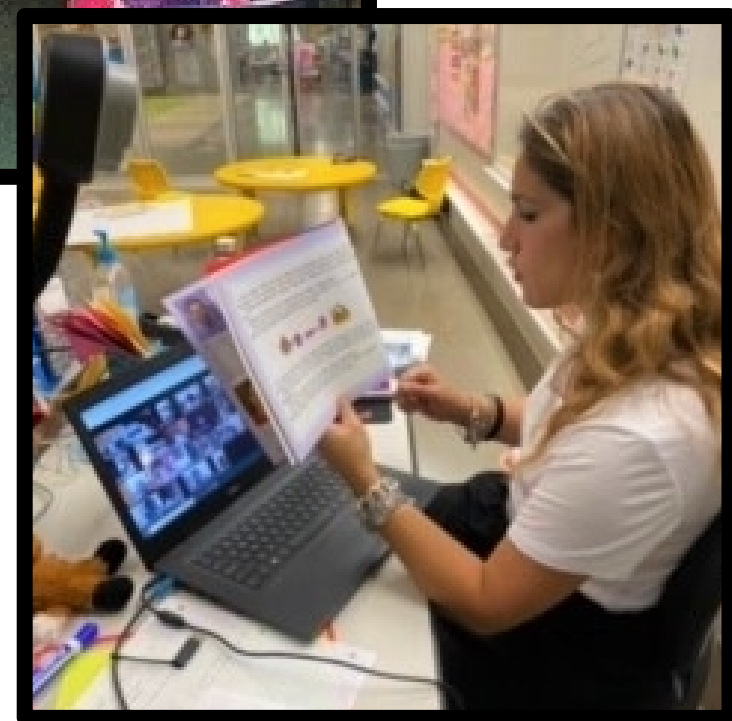


Curriculum and Instruction Board Presentation October 2020



Agenda

- **The C&I Core Instructional Team**
- **ECISD Lesson Planning Framework**
- **Virtual Learning & Resources**
 - **Literacy**
 - **Math**
 - **Science**
 - **Social Studies**



C&I Core Team of Executive Directors, Directors, Coordinators and Specialists

Back Row:

Becky Ramirez, Beatris
Mata, Melissa Cooper,
Caitlin Couch, Ellen
Smith

Front Row:

Ashley Sellers, Angela
Dominguez, Stephanie
Garcia, Lisa Wills, Elisha
Vega, Jaime Miller, Lilia
Nanez



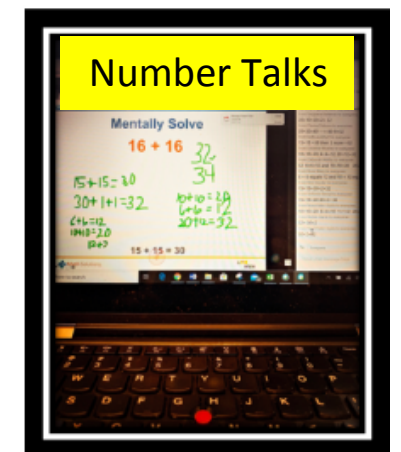
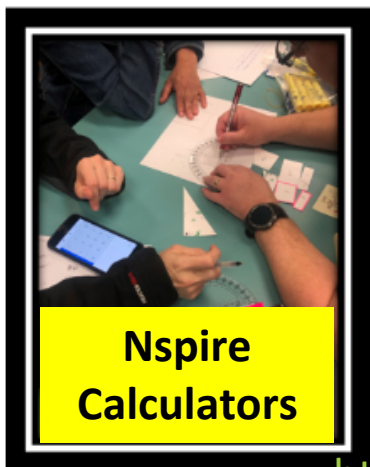
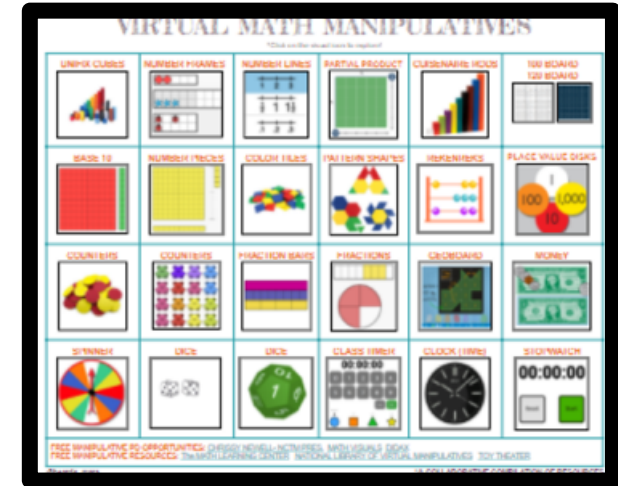
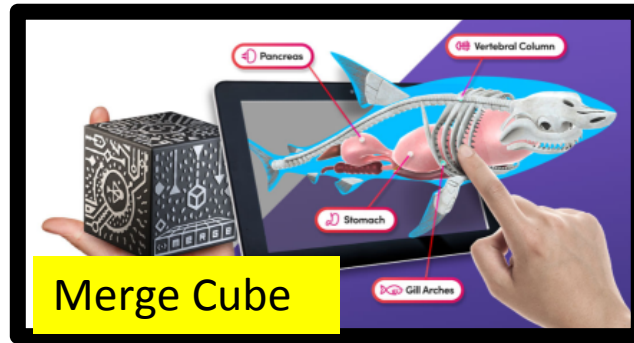
THE C&I CREW

ECISD LESSON PLANNING FRAMEWORK

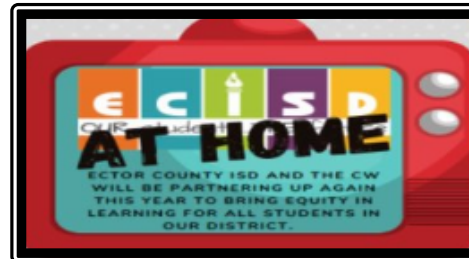
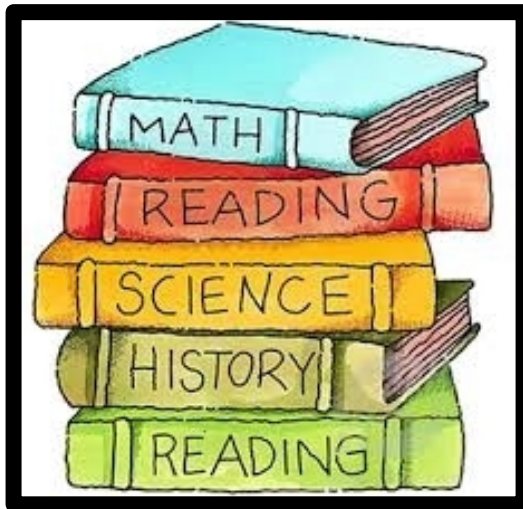
Lesson Component	Planning/Instructional Practices/Asynchronous/Synchronous Learning	Technology Tools
E — Enter the classroom and welcome students	Virtual welcome for all students. Face to face welcome for all students. Set expectations.	District approved adopted core resources (digital and print) TEKS Resource System Discovery Education EdPuzzle
C – Connect to Standard/Lesson Objective	"Do Now" "Hook" the students to objective of the day. Review learning goal.	Flipgrid Google Suite Imagine Learning
I - Instruction	Direct instruction; Video of instruction Provide accommodations	Loom videos Nearpod Pear Deck
S - Student Collaboration and Skill Review	Break out rooms/small groups Skill and Spiral Review	Quizizz Padlet Virtual Science Labs
D - Data Collection and Formative Assessment	Data collection and formative assessment. How do I know the students learned today.	Language Labs for LOTE Virtual math manipulatives

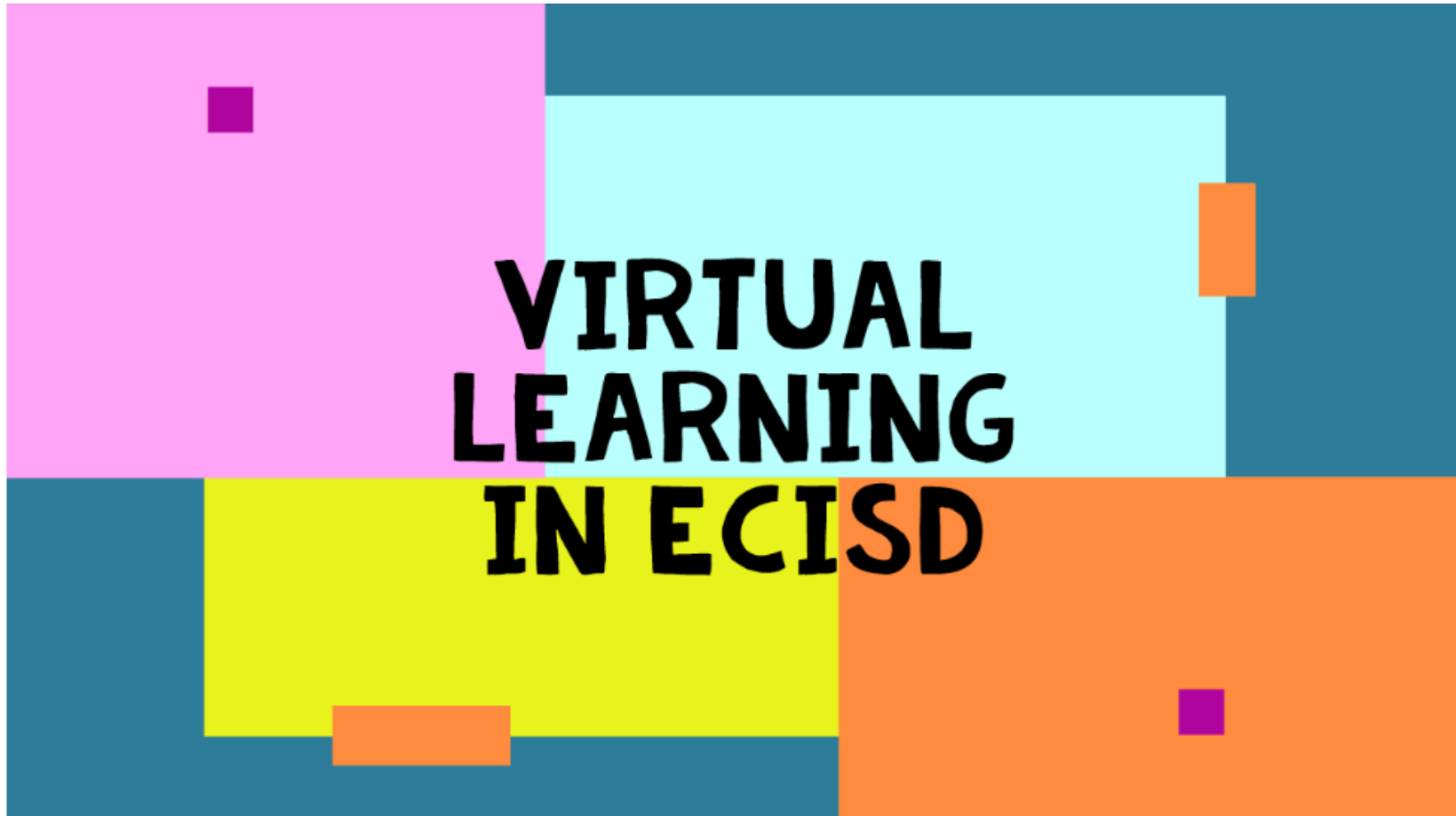


Resources for Virtual Learning



Resources for Virtual Learning

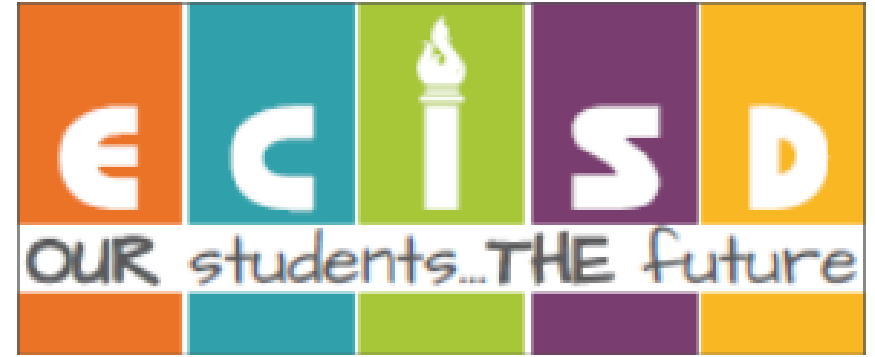




https://drive.google.com/file/d/1Zwpq9-xjz5vHU0X1CePSL7XBgUA0Tx_9/view?usp=sharing



Questions



Thank You!

Dr. Lilia Náñez, Associate Superintendent C&I

Lisa Wills, Executive Director C&I

Jaime Miller, Executive Director C&I





DISCUSSION OF ECISD BOARD GOALS AND MEASURES OF SUCCESS

The District began work on a Strategic Plan in March 2019 to guide the work of the District for the next five years. These yearly measures of the indicators of success will be instrumental in ensuring our school district meets the five-year Strategic Plan Board Goals so that students are prepared for post-secondary opportunities as they graduate from our high schools. We will be looking at the proposed updates to Board Goals 2 and 3, as well as looking at the yearly breakdown of each indicator to reflect progress toward the end goal in 2024.

Board Goals

- 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%³ to 60% by May 2024 across all tested content areas
- 2) The percentage of 3rd grade students reading at or above grade level will increase from 35%³ to 45% by May 2024
- 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56%³ to 65% by May 2024



Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5% ¹	94%	94.5%	94.7%	95%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	61% ¹	63%	66%	69%	75%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	50%	52%	54%	56%	58%
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	35.2% ¹	40%	45%	60%	65%
1,2,3	3 rd Grade Composite (reading and math)	% of 3 rd grade students achieving the meets or exceeds standard in both reading and math on STAAR	24% ³	26%	28%	31%	35%
1,3	6 th grade reading or math on grade level	% of 6 th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 20% ¹ M - 26% ¹	R - 22% M - 28%	R - 25% M - 33%	R - 30% M - 39%	R-37% M-47%
1,3	8 th grade reading or math on grade level	% of 8 th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 34% ¹ M - 24% ¹	R - 36% M - 26%	R - 41% M - 35%	R - 47% M - 45%	R-55% M-57%
1,3	English I and Algebra I college ready	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	Eng I - 36% ¹ Alg I - 42% ¹	Eng I - 38% Alg I - 44%	Eng I - 41% Alg I - 49%	Eng I - 45% Alg I - 55%	Eng I - 50% Alg I - 61%
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	19.6% ⁸	21%	23%	25%	27%
3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	83.7% ¹	84%	86%	88%	90%

3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	54.6% ⁴	56%	59%	62%	65%
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	6.5% ⁴	20% class of 2014	25% class of 2015	30% class of 2016	65% ⁷ class of 2017
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	11 out of 47 (23%) ⁵	13 out of 47 (28%)	16 out of 47 (34%)	20 out of 47 (43%)	24 out of 47 (51%)
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	TBD ⁶	+2% above baseline	+2% above 2021	+2% above 2022	National Avg.

1. 2018-2019 Texas Education Agency TAPR

2. NWEA MAP Score District Report ECISD Department of Accountability

3. 2018-2019 Texas Education Agency HTML TAPR

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1.c.sas&namenum=068901

4. National Clearinghouse District Report ECISD Department of Accountability

5. Txschools.gov

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain3.sas&namenum=068901

6. Panorama District Report ECISD Department of Accountability

7. https://1qyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf

8. 2020 CCMR Tracker TEA TEAL report



OPENING SCHOOL UPDATE

Leadership will provide a report on data points we are monitoring related to the opening of school. We will discuss our current modes of learning, how those are working, adjustments we are making, and next steps as we work through the school year.

2020 – 2021 SCHOOL UPDATE



OUR students...THE future



TEACHER FILL RATES

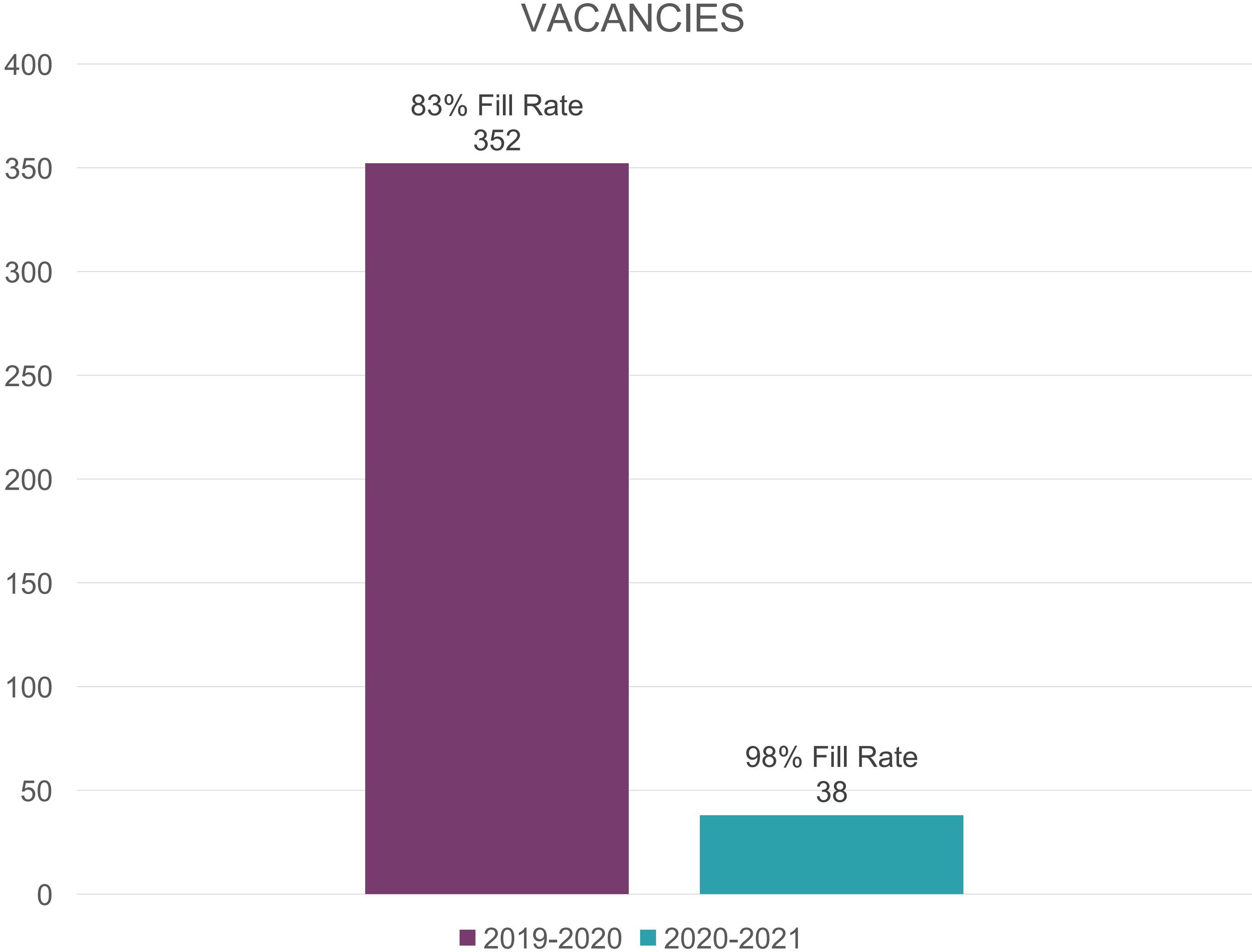
Teacher Fill Rates and Vacancies

Fill Rates

- Elementary fill rate is 98%
- Secondary fill rate is 98%

As of 10/08/2020

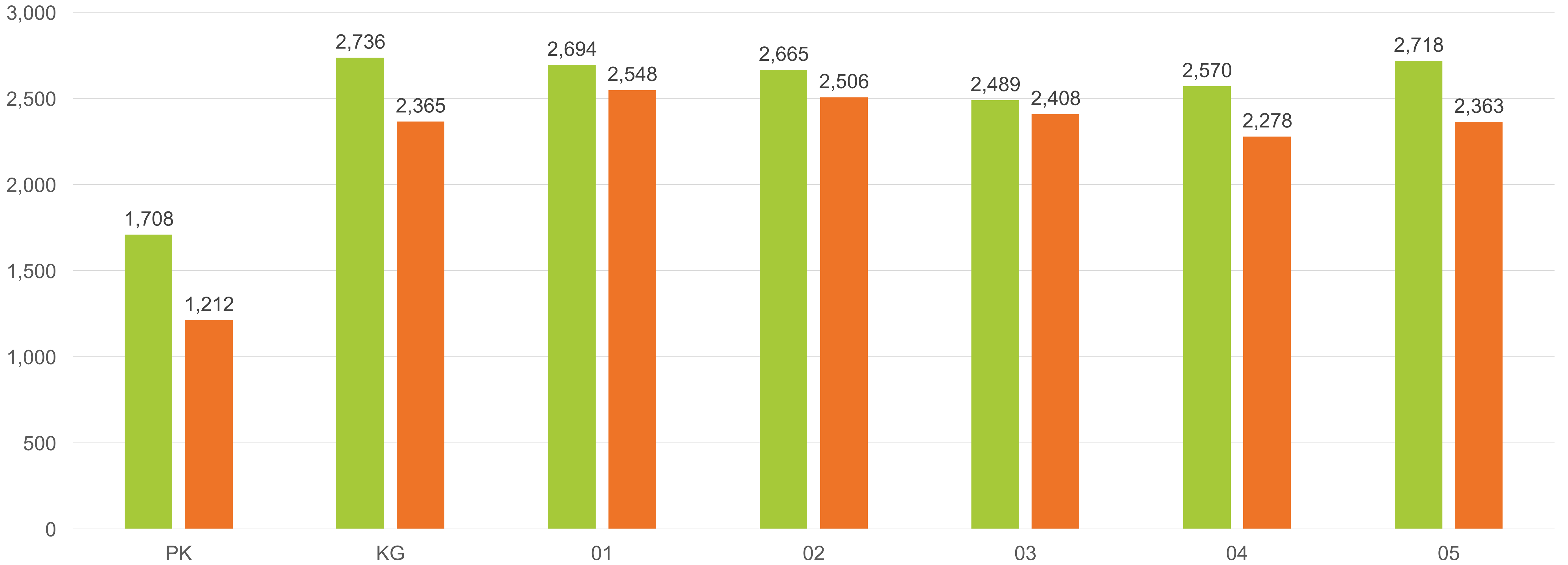
Highest fill rate in 8 years



STUDENT OUTLOOK TODAY

Enrollment

2019-2020 2020-2021

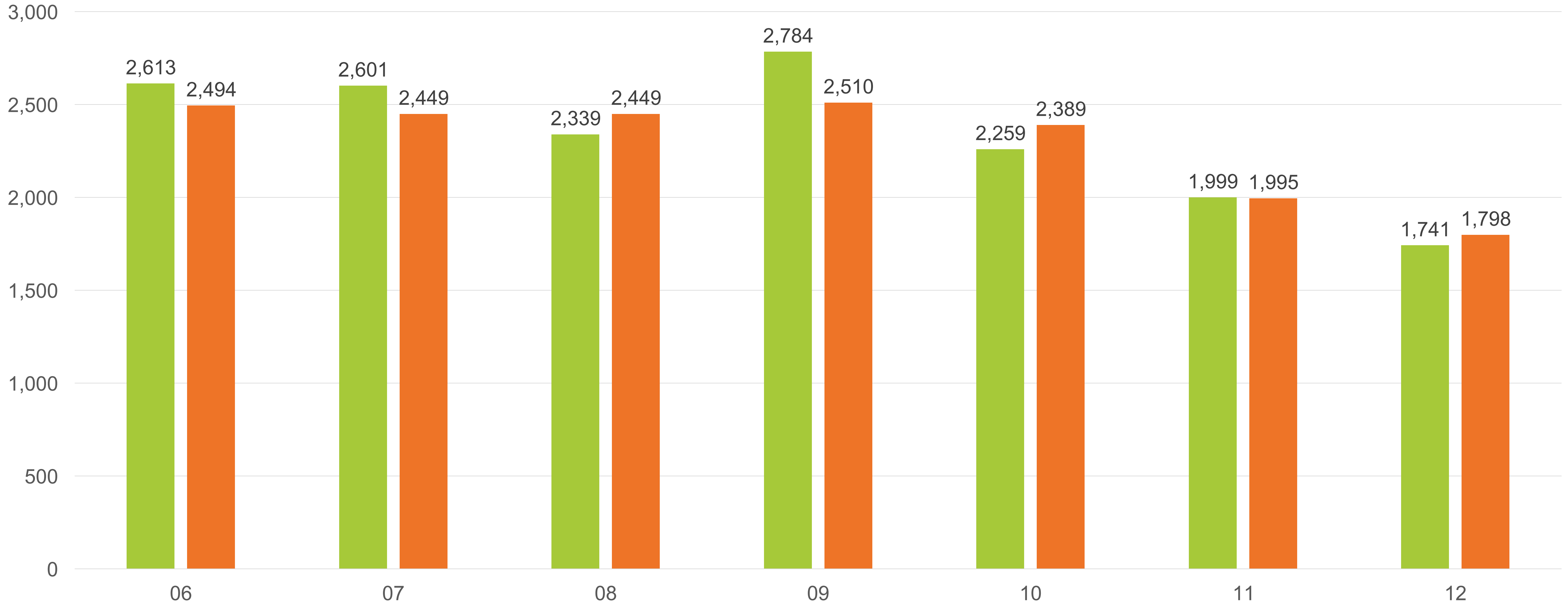


Source: SQL Report: 51 Membership Compare Weeks Historical and Projected. October 9, 2020.

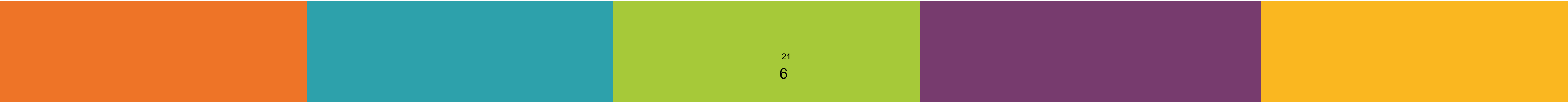


Enrollment

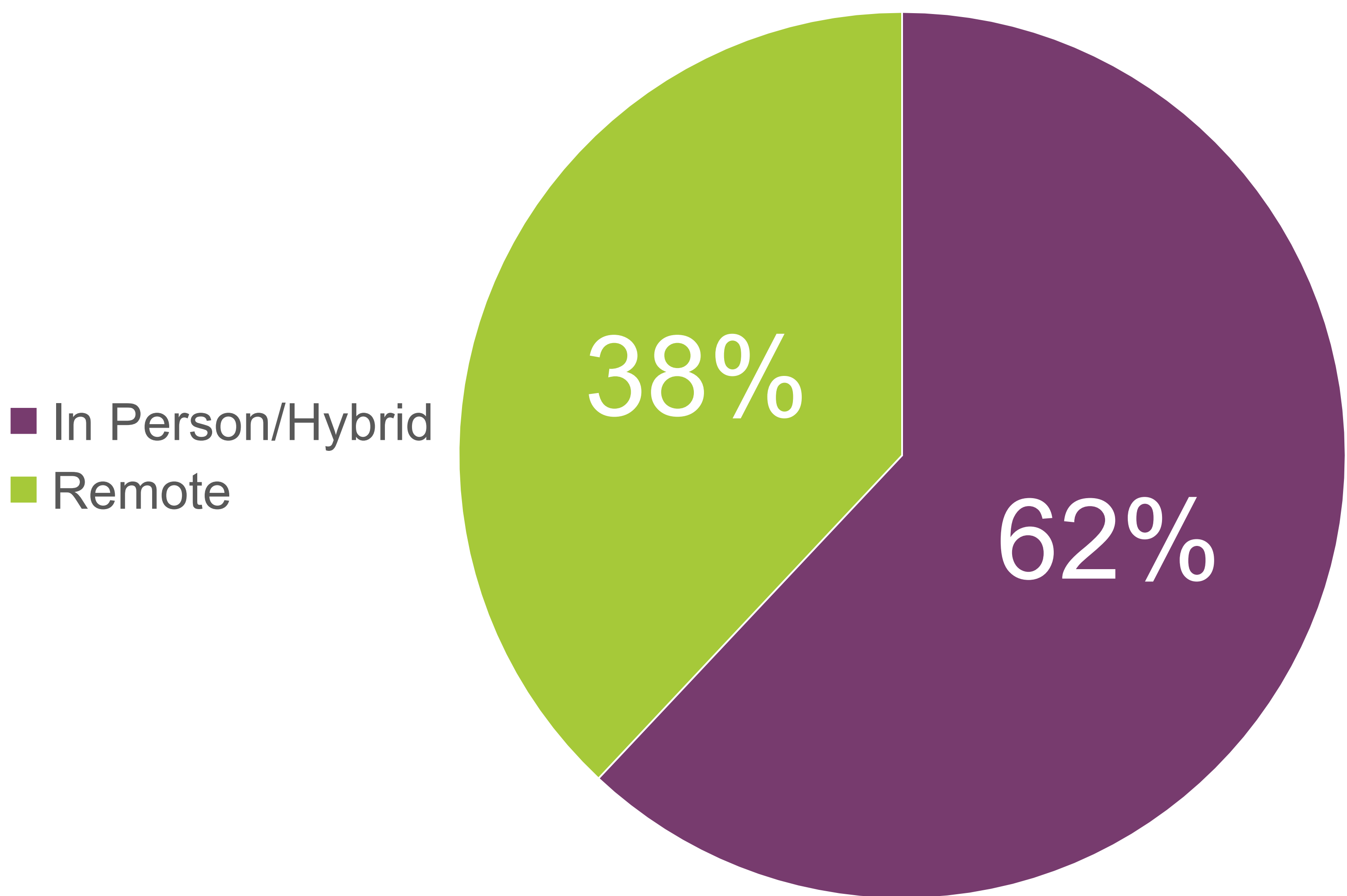
2019-2020 2020-2021



Source: SQL Report: 51 Membership Compare Weeks Historical and Projected. October 9, 2020.



Current Mode of Learning

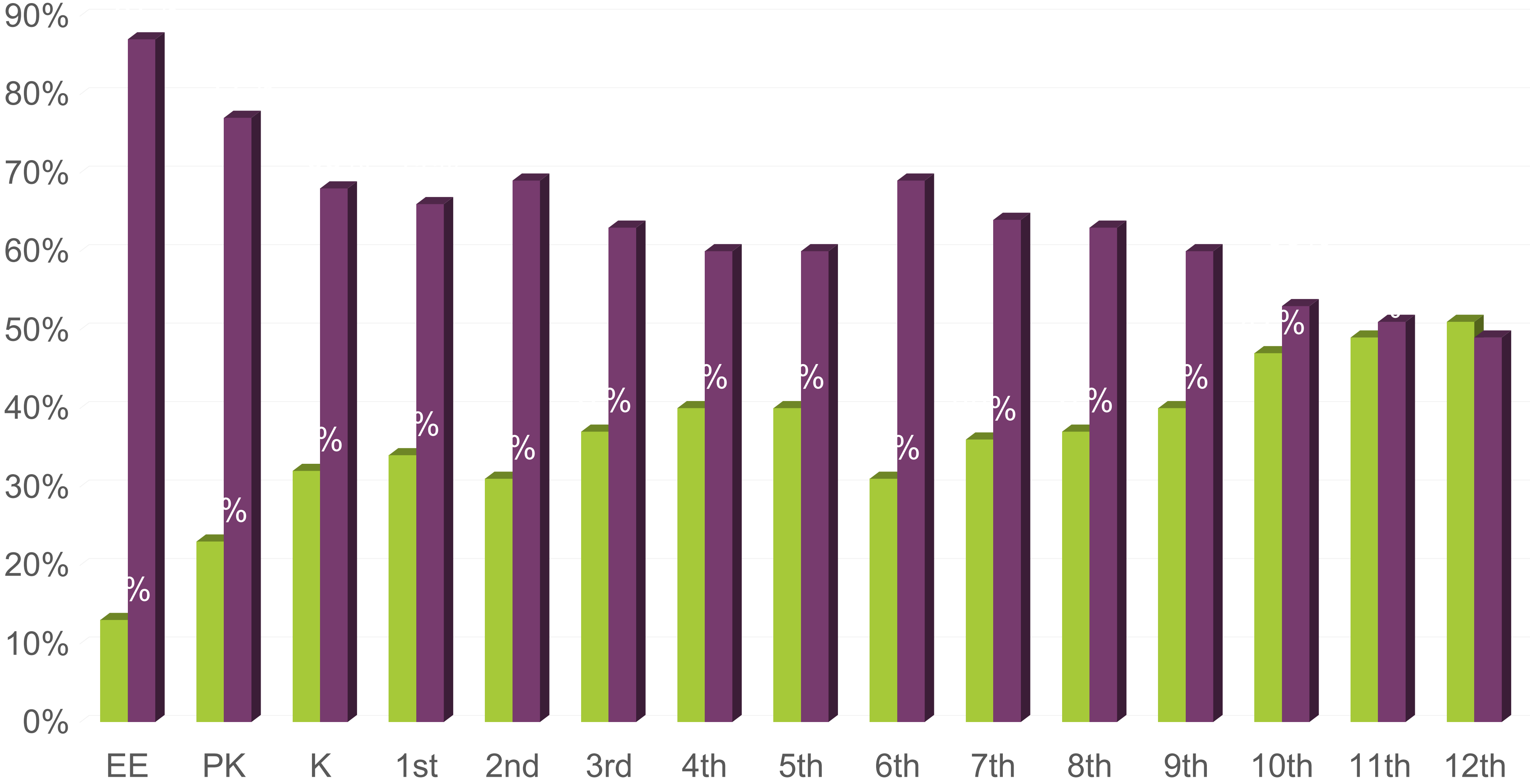


Source: SQL Report 34b Special Pops Gender Ethnicity Percent Location Code, October 2, 2020



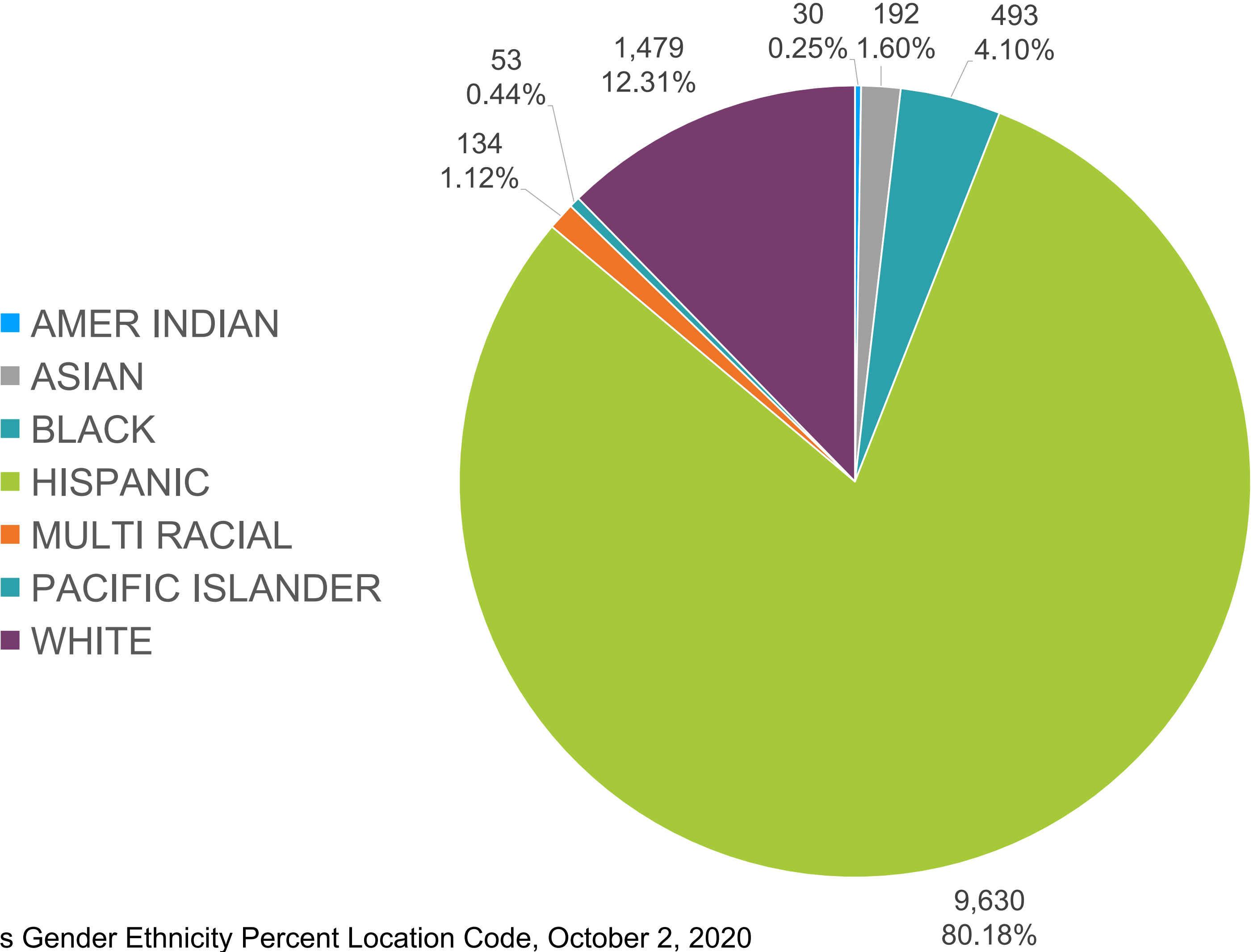
Current Mode of Learning

Remote In Person



Source: SQL Report: Location Code by Grade. October 2, 2020.

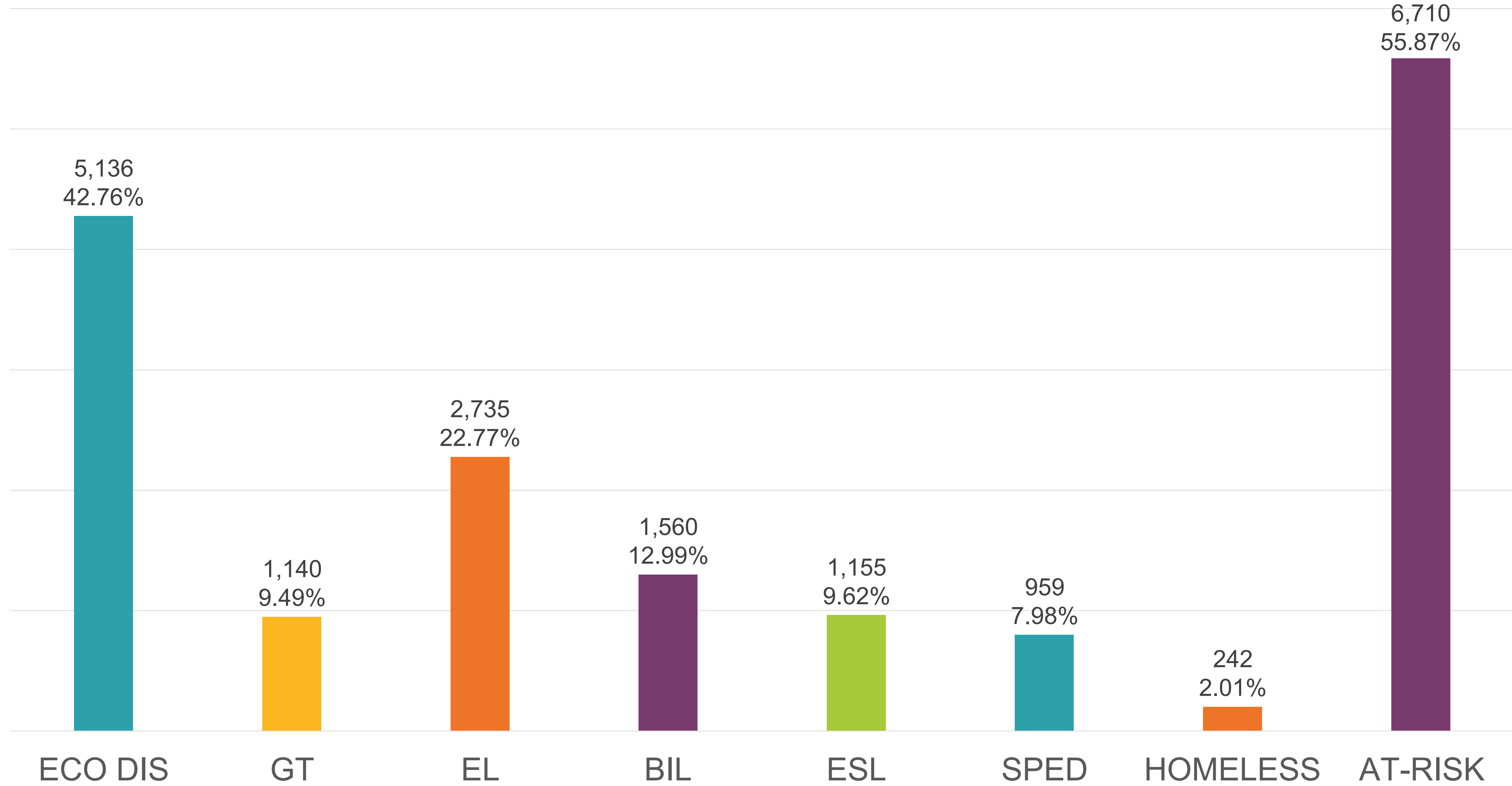
Remote Learners by Ethnicity



Source: SQL Report 34b Special Pops Gender Ethnicity Percent Location Code, October 2, 2020



Remote Learners by Special Programs

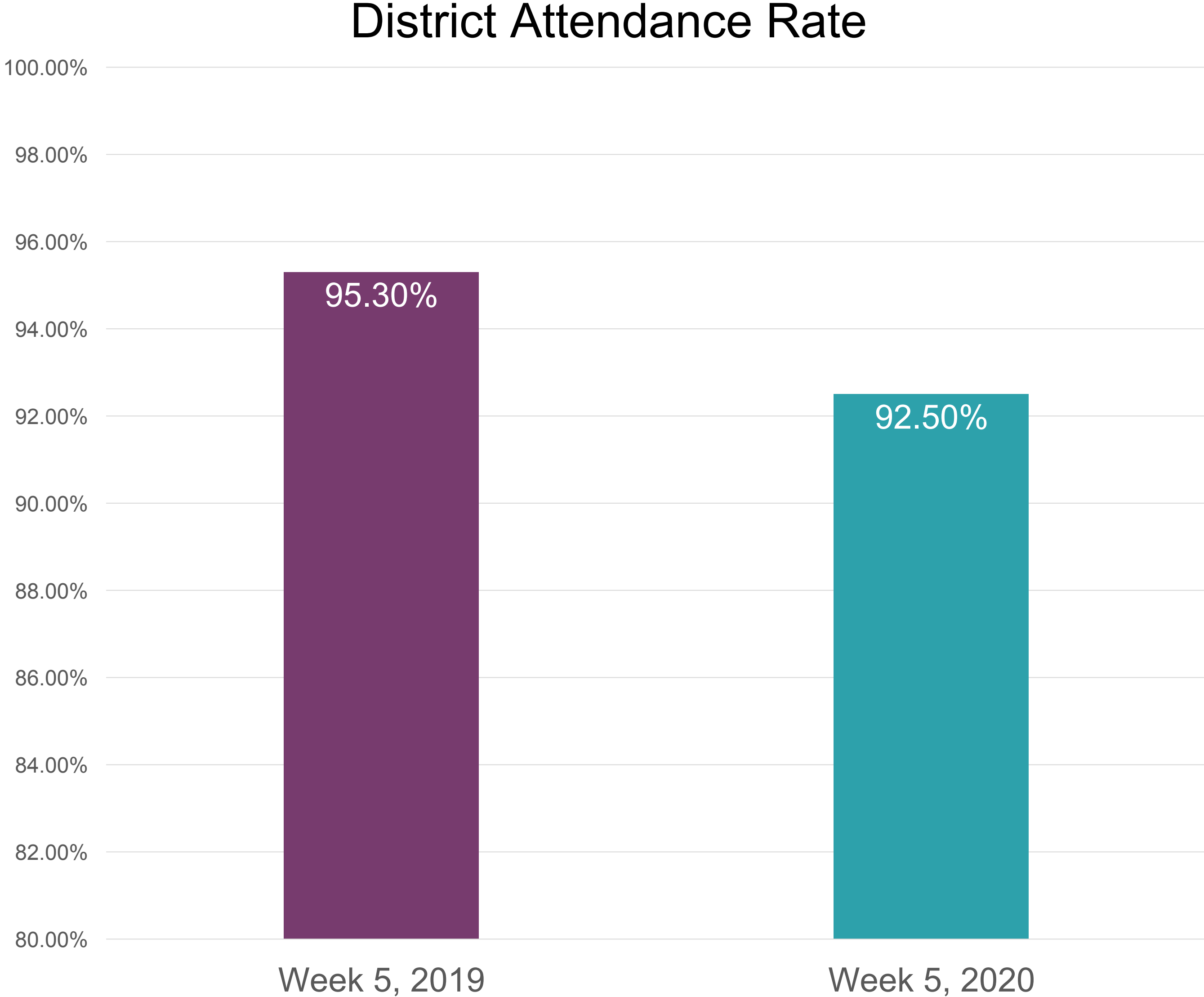


Source: SQL Report 34b Special Pops Gender Ethnicity Percent Location Code, October 2, 2020



Attendance

- At week 5, the year-to-date attendance rate was 92.5%.
- At week 5 last year, the attendance rate was 95.3%. The largest disparity is stemming from our secondary schools.



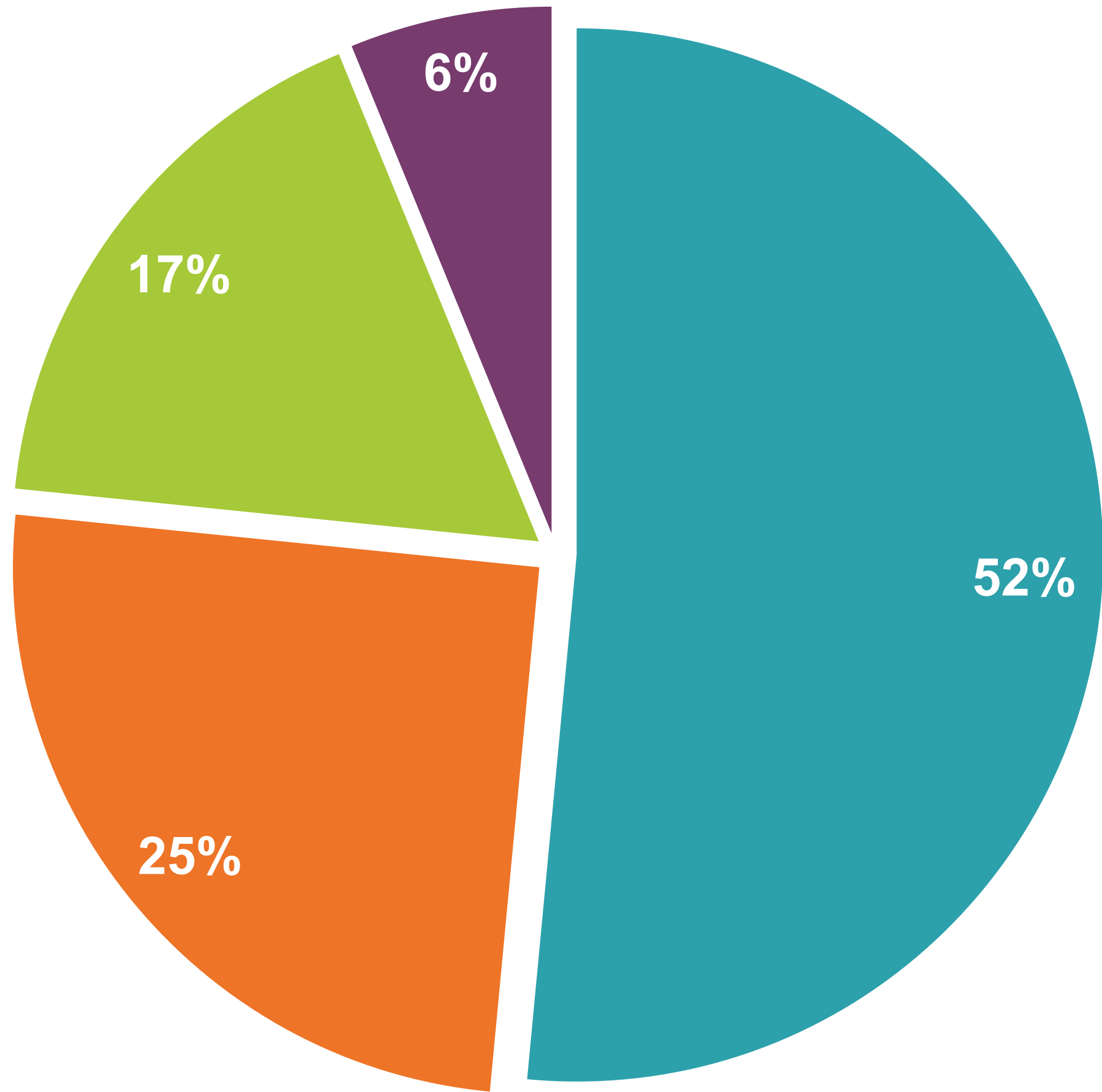
Source: SQL Report: Weekly District PER of Attendance 2019-20 S1. October 9, 2020.
Source: SQL Report: Weekly District PER Attendance 2020-21 S1. October 9, 2020.

STUDENT PERFORMANCE

Secondary Schools- Grade Reporting

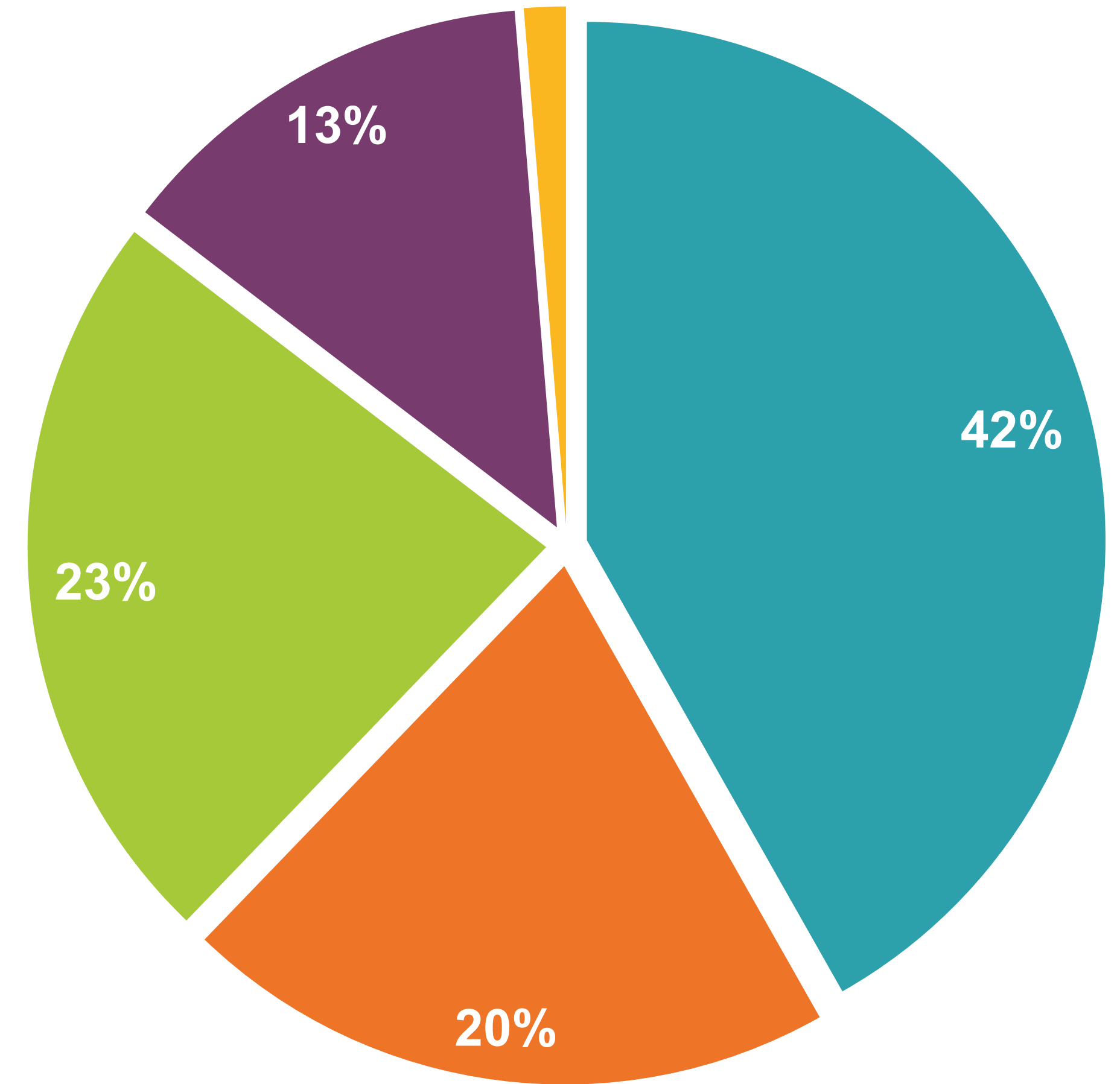
CYCLE ONE GRADE DISTRIBUTION- 2019

A B C F Other



CYCLE ONE GRADE DISTRIBUTION- 2020

A B C F Other



Source: ITCCS: District Cycle Grade Distribution by Grade Level Report. September 22, 2020
Source: SQL Report: 20 Last Year 2020 All Cycle grades. October 9, 2020.



Secondary Schools- Failure Rate

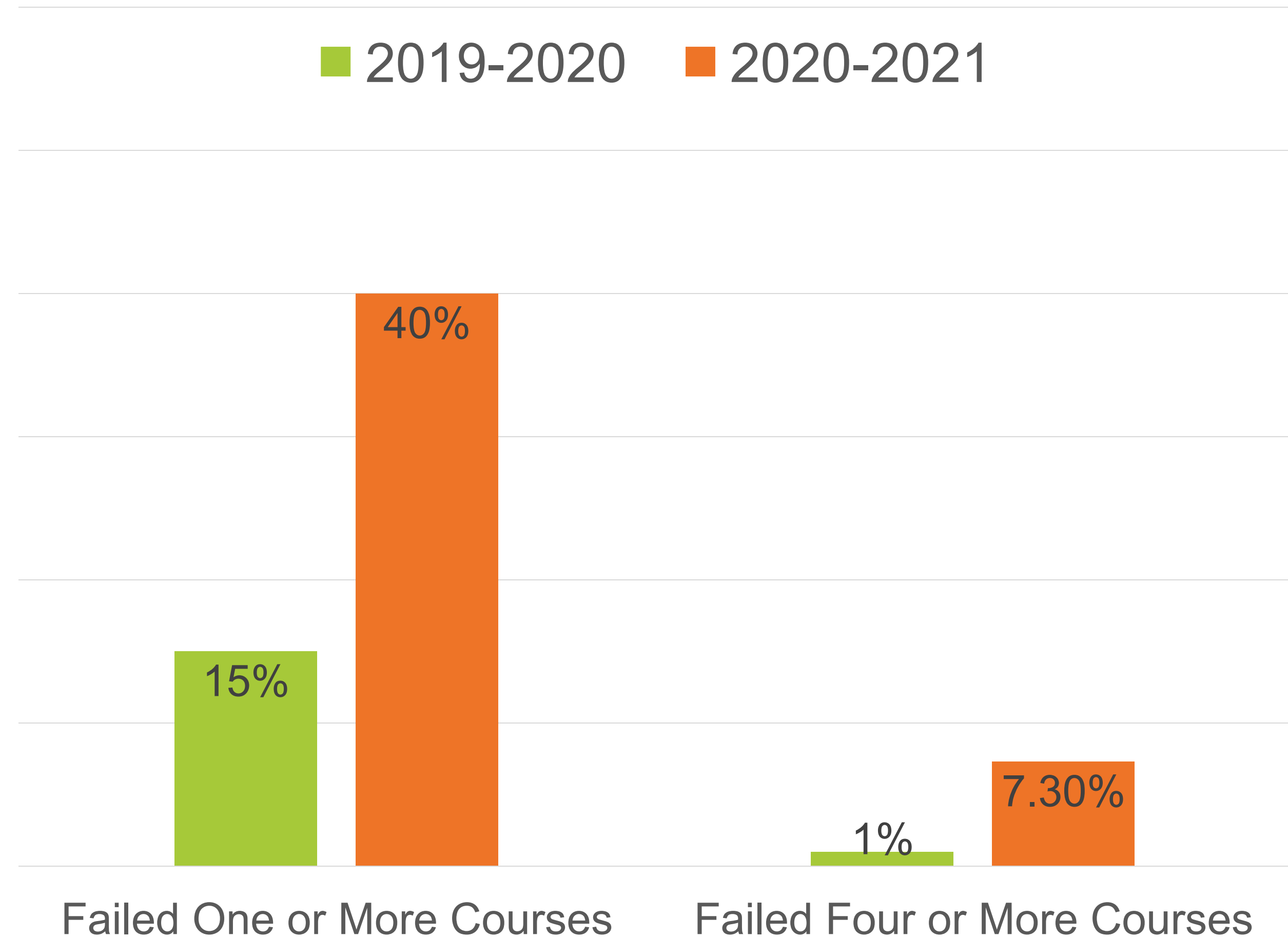
Current Year 1st 6-weeks

- Failed 1 or More Courses: 40%
- Failed 4 or More Courses: 7.3%

Last Year 1st 6-weeks

- Failed 1 or More Courses: 15%
- Failed 4 or More Courses: 1%

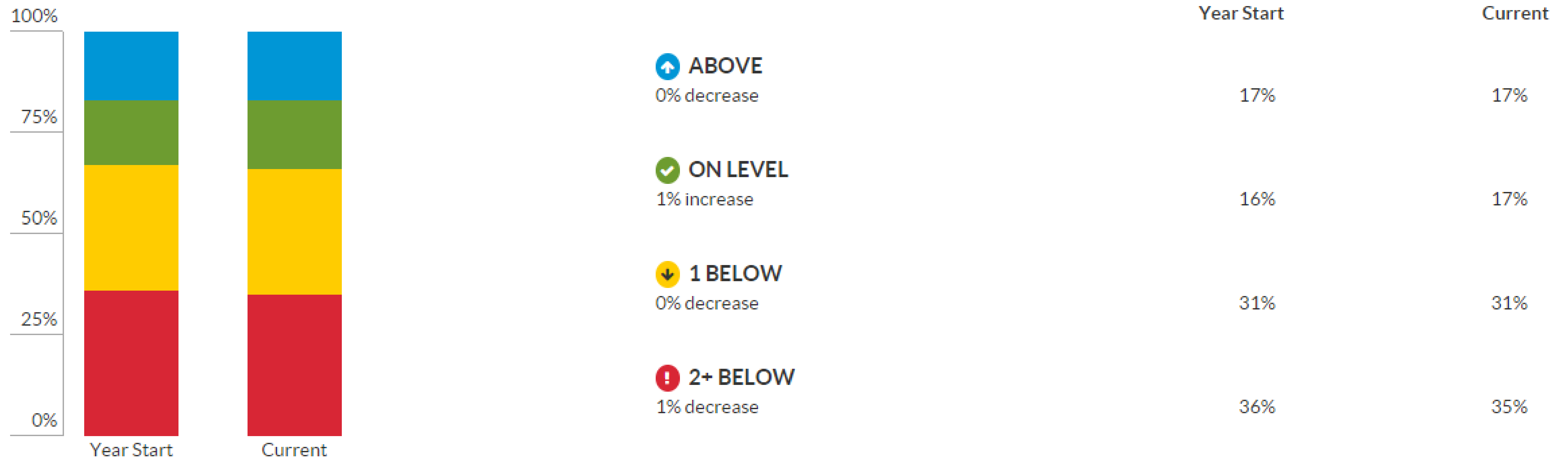
6th-12th Grade Failure Rate- Cycle One



Source: ITCCS: District Cycle Grade Distribution by Grade Level Report. September 22, 2020
Source: ITCCS. CRS FAIL Summary Sec 2019-2020. October 9, 2020.

Imagine Language & Literacy

- 6,286 students use Imagine Literacy.
- Six out of every seven lessons students complete are considered “passed” which equates to an 86% passing rate.

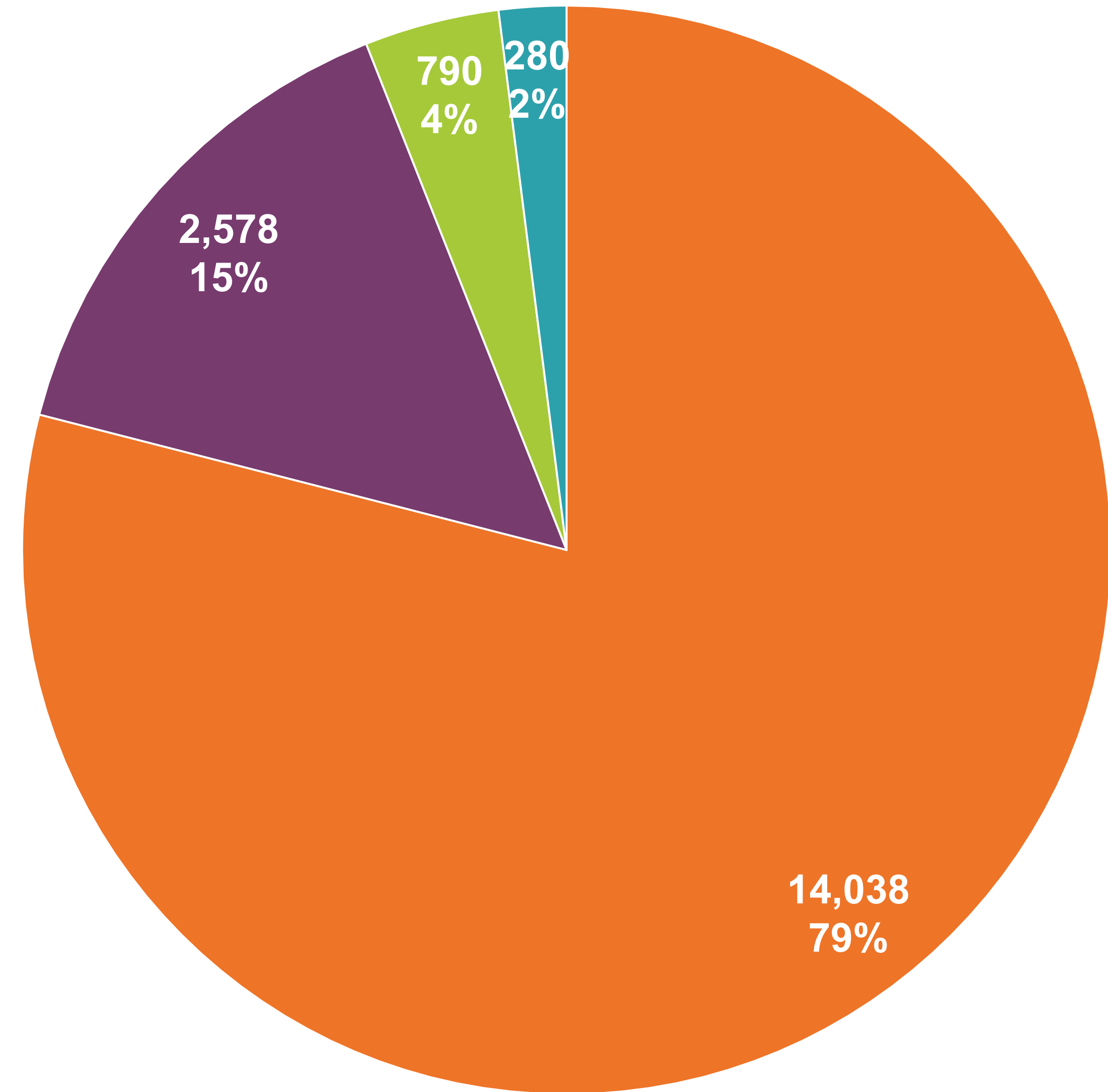


Source: Imagine Language & Literacy. District Dashboard. October 2, 2020.

Imagine Math

- 31,438 active users
- 17,686 students engaged in the Imagine Math Benchmark Assessment (PK-Algebra I)

Imagine Math Benchmark Assessment (PreK-Algebra I)



Did Not Meet Approaches Meets Masters

Source: Imagine Learning, ECISD Combined Export File. October 9, 2020

MAP DATA

NWEA MAP Testing- What is it?

- Northwest Evaluation Association/ Measures of Academic Progress
- Taken three times per year in English I & II, Algebra I, K-8 Reading, K-8 Math, 3-8 Science
- Computer adaptive tests
- Aligned to the TEKS

NWEA MAP Testing- Why Do We Use it in ECISD?

- Measures student growth within a year and across multiple years
- Tracks progress toward college readiness
- Gives STAAR performance predictability
- Compares student performance to students nationally
- Sets student goals based on a tiered growth multiplier
- Offers specific data to help teachers target each student's needs

MAP Testing- How Did We Perform?

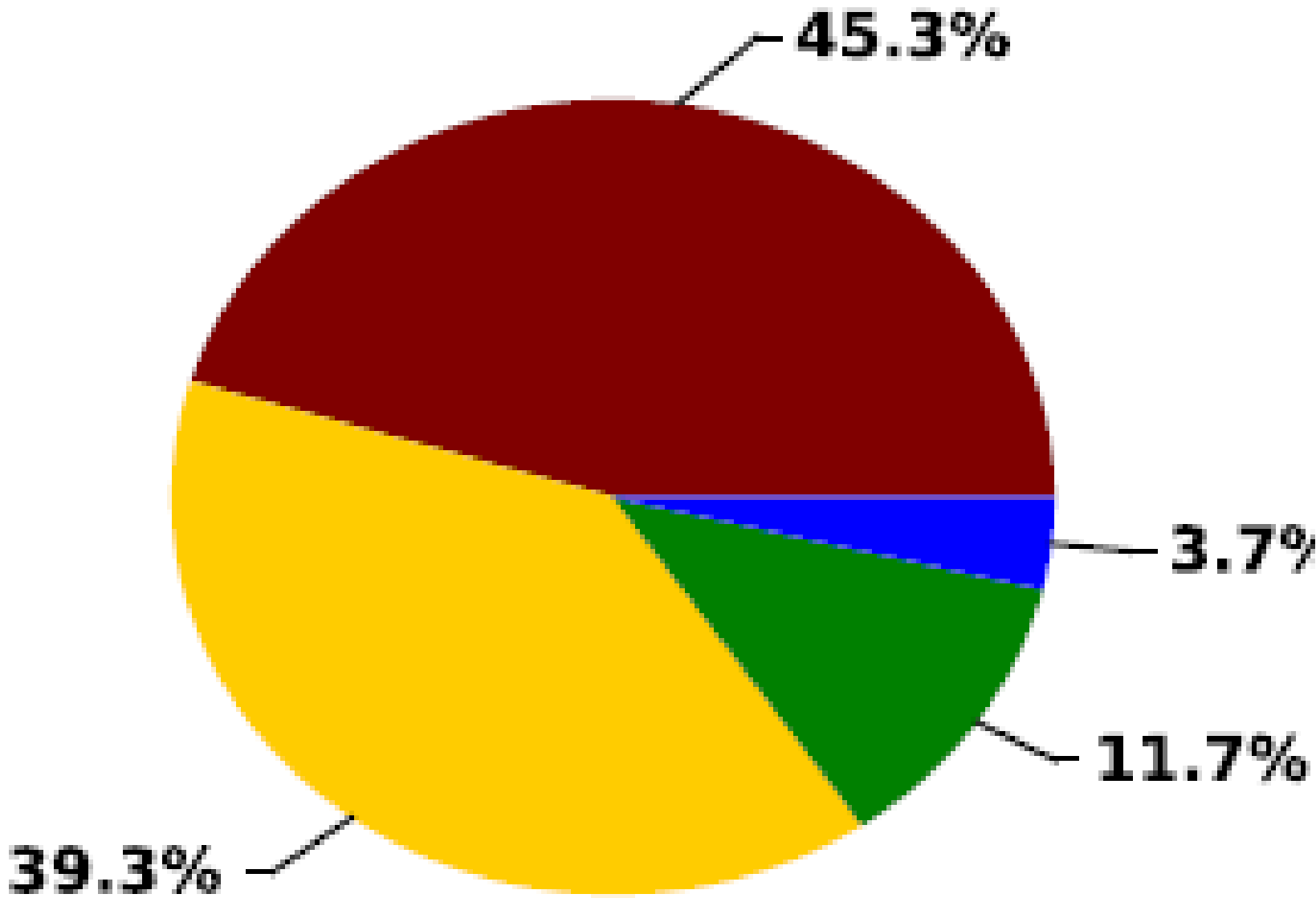
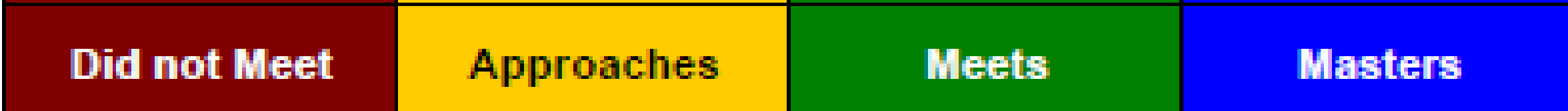
	LOW	LO/AVG	AVG	HI/AVG	HIGH
Language Usage/Reading	5,499	4,282	4,292	4,067	2,531
	26.60%	20.70%	20.70%	19.70%	12.20%
Reading (Spanish)	256	300	313	331	670
	13.70%	16.00%	16.70%	17.70%	35.80%
Mathematics	5,649	4,466	4,116	3,306	2,317
	28.50%	22.50%	20.70%	16.70%	11.70%
Science	2,560	2,057	2,312	2,166	1,698
	23.70%	19.00%	21.40%	20.00%	15.70%

Source: NWEA MAP. Combo Student Assessment (CSV). October 7, 2020

MAP Testing- How Did We Perform?

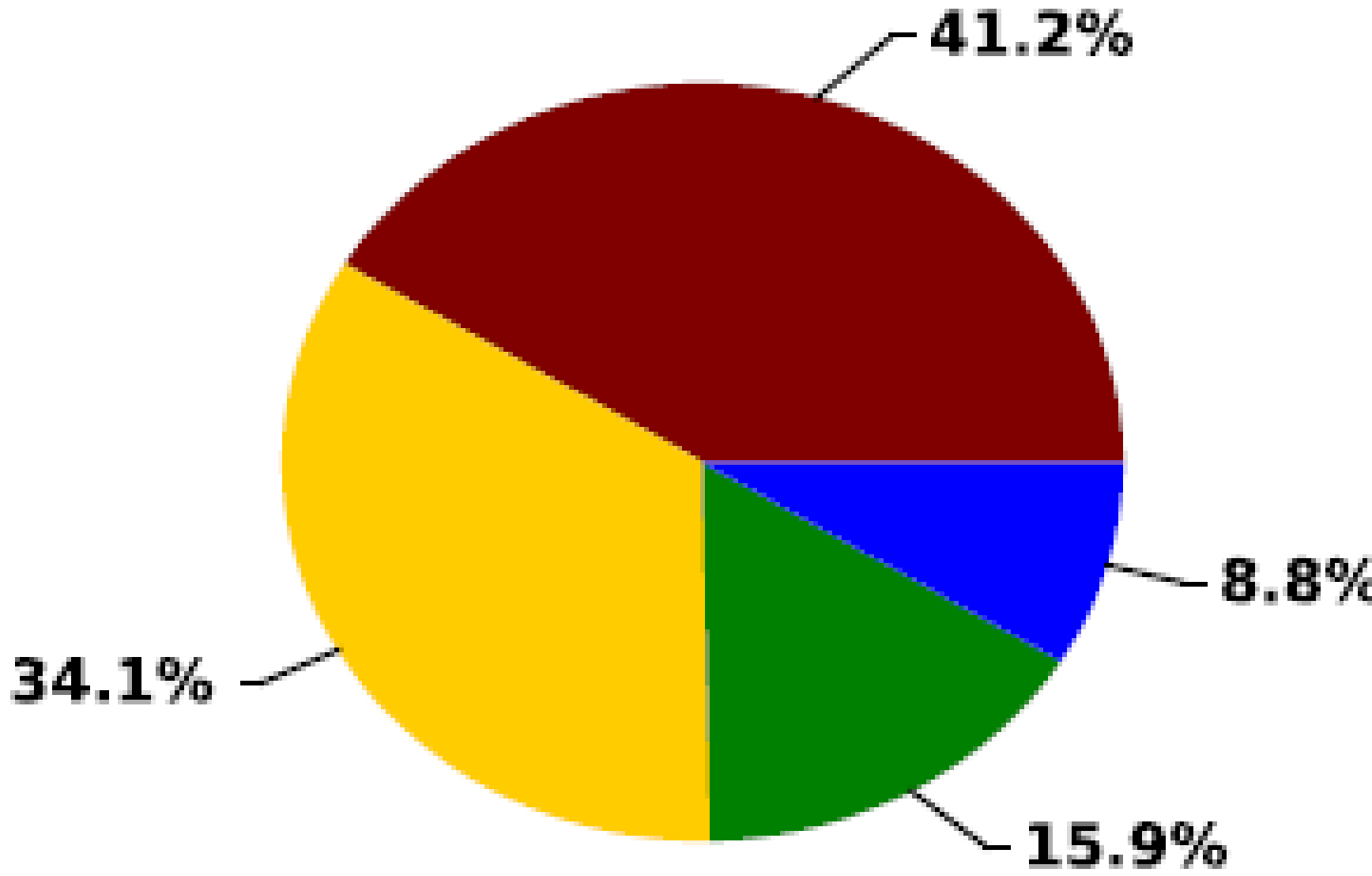
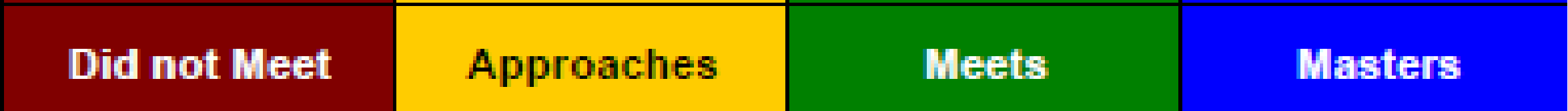
Math

STAAR Projected Proficiency Summary



ELAR

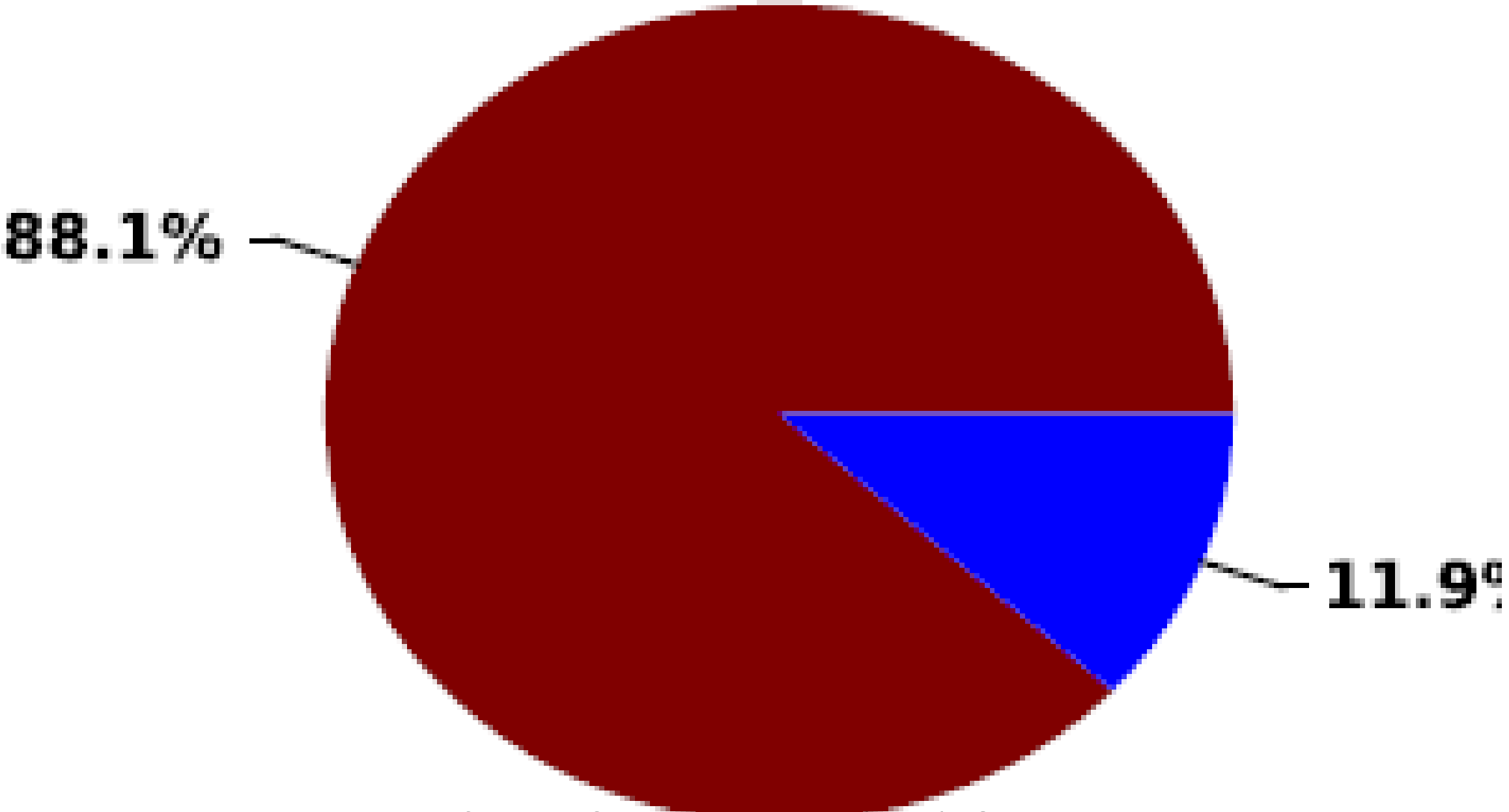
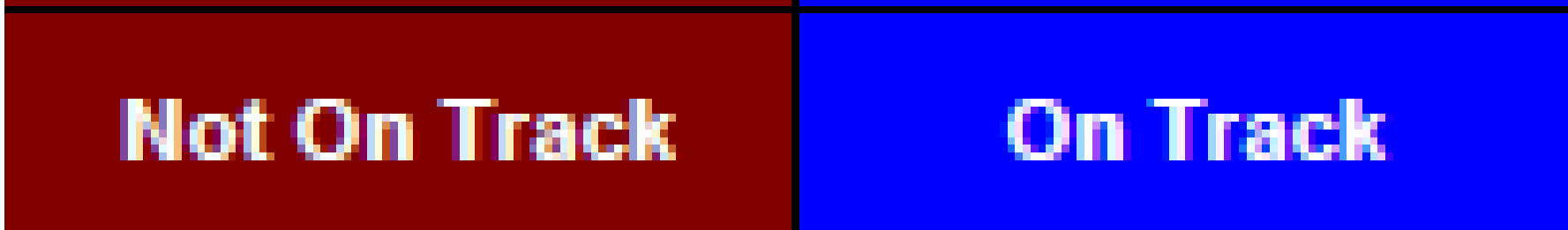
STAAR Projected Proficiency Summary



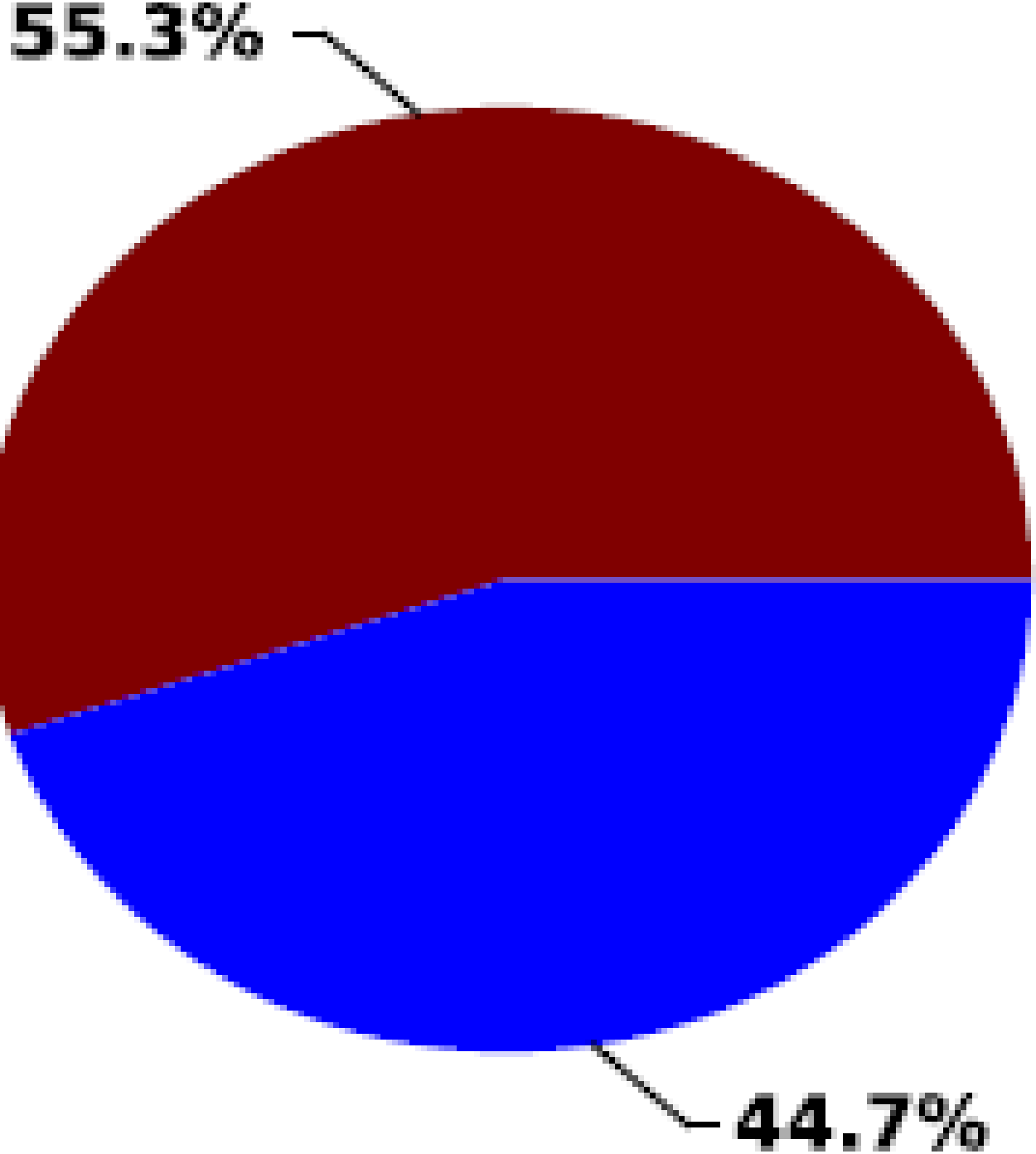
Source: NWEA MAP. Projected Proficiency Summary Report (PDF). October 6, 2020

MAP Testing- How Did We Perform?

Math SAT taken in spring



ELAR SAT taken in spring



Source: NWEA MAP. Projected Proficiency Summary Report (PDF). October 6, 2020



**ECISD NWEA MAP PERFORMANCE FALL 2020
PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE**

READING ENGLISH		
GRADE	# OF TESTERS	% AT OR ABOVE THE 50TH PERCENTILE
K	1718	62.9
1	1897	49.4
2	1885	38.9
3	2173	41.3
4	2065	37
5	2206	42.1
6	1671	42.1
7	1774	33.2
8	1529	34.3
9	2009	42.9
10	1925	45.8
TOTALS	20852	42.1

Source: NWEA 2020 Combined Data Export 10.7.20



**ECISD NWEA MAP PERFORMANCE FALL 2020
PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE**

GRADE	READING ENGLISH		READING SPANISH	
	# OF TESTERS	% AT OR ABOVE THE 50TH PERCENTILE	# OF TESTERS	% AT OR ABOVE THE 50TH PERCENTILE
K	1718	62.9	526	71.3
1	1897	49.4	535	66.5
2	1885	38.9	519	50.9
3	2173	41.3		
4	2065	37		
5	2206	42.1		
6	1671	42.1		
7	1774	33.2		
8	1529	34.3		
9	2009	42.9		
10	1925	45.8		
TOTALS	20852	42.1	1580	63.0

Source: NWEA 2020 Combined Data Export 10.7.20



ECISD NWEA MAP PERFORMANCE FALL 2020						
PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE						
READING ENGLISH			READING SPANISH		MATH - ENG & SPAN	
GRADE	# OF TESTERS	% AT OR ABOVE THE 50TH PERCENTILE	# OF TESTERS	% AT OR ABOVE THE 50TH PERCENTILE	# OF TESTERS	% AT OR ABOVE THE 50TH PERCENTILE
K	1718	62.9	526	71.3	2253	56.5
1	1897	49.4	535	66.5	2430	49.8
2	1885	38.9	519	50.9	2368	44.6
3	2173	41.3			2253	34.8
4	2065	37			2141	41.1
5	2206	42.1			2268	39.2
6	1671	42.1			1693	35.4
7	1774	33.2			1626	29.6
8	1529	34.3			1351	28.9
9	2009	42.9			1353	23.1
10	1925	45.8			98	30.6
TOTALS	20852	42.1	1580	63.0	19834	39.8

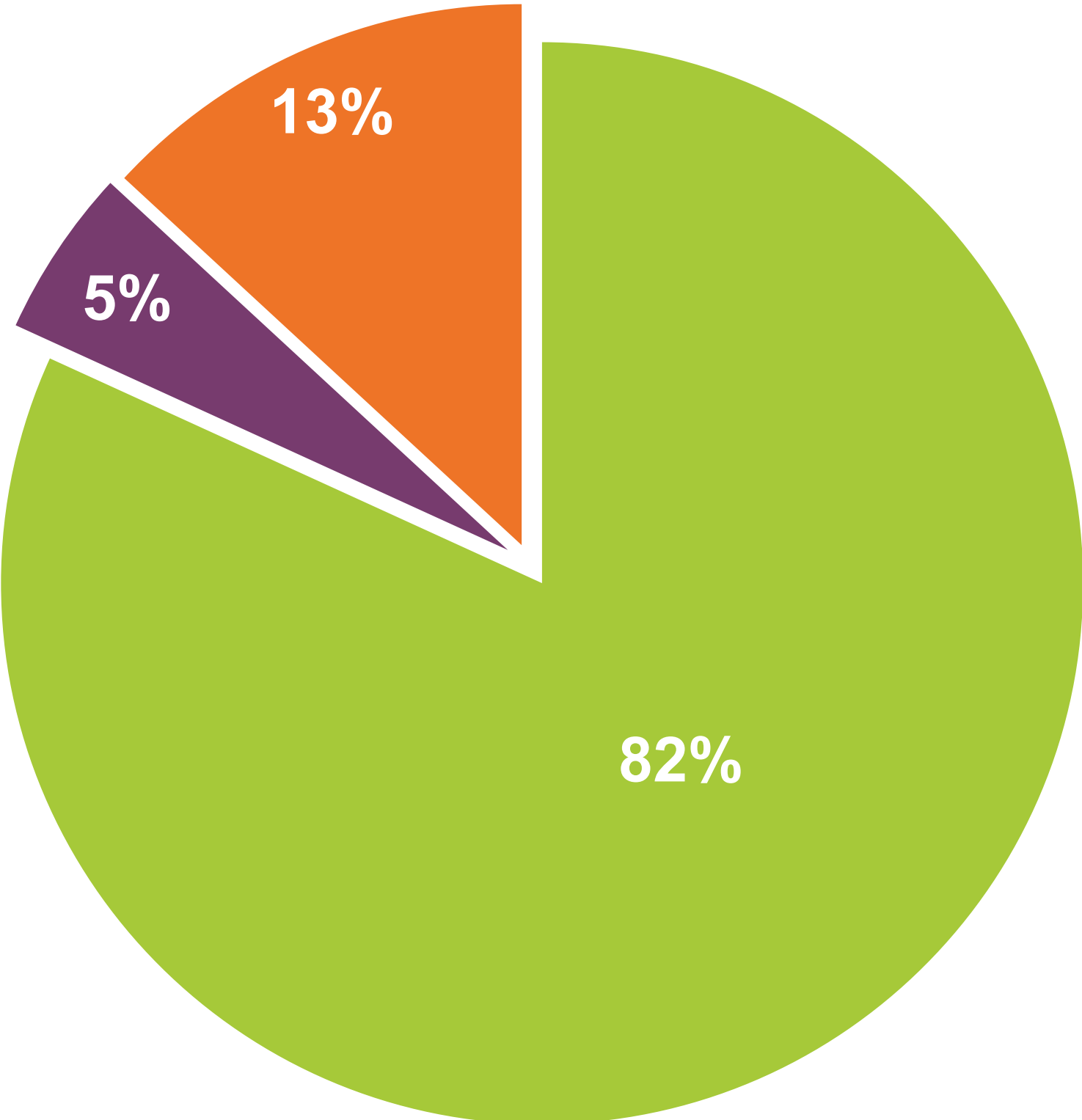
Source: NWEA 2020 Combined Data Export 10.7.20

GRADUATION OUTLOOK

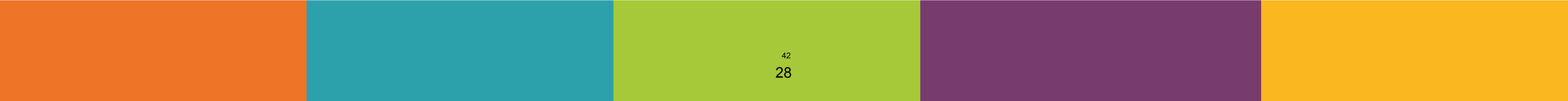
Class of 2021- Credit Completion (26 Credits required for graduation*)

Credit Completion

- Earned 18 or More Credits
- Earned 15-17 Credits
- Earned Less Than 15 Credits

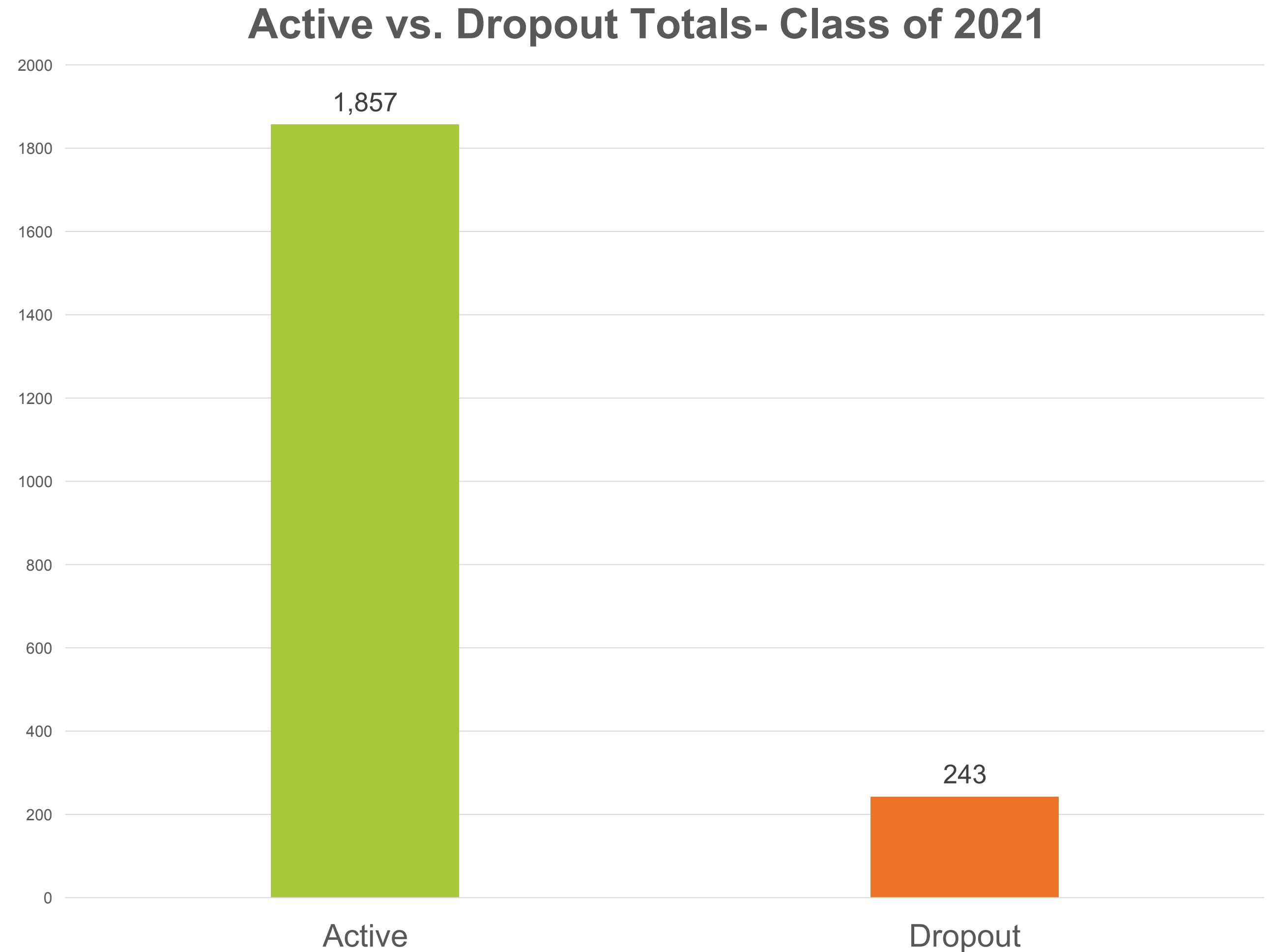


*26 credits are required for Foundation with Endorsement. Optional graduation plans may vary credit requirements.



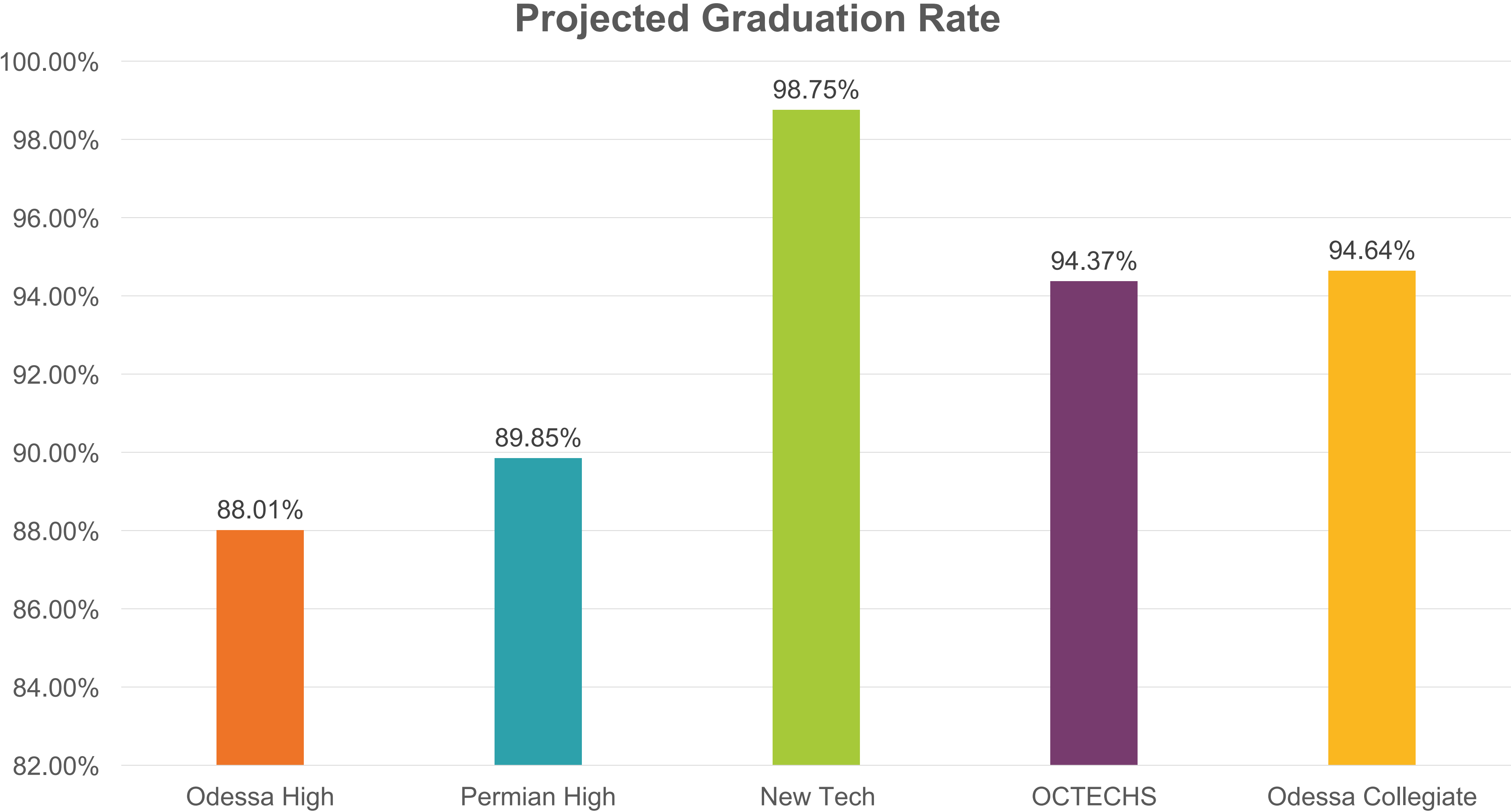
Class of 2021- Projected* Four-Year Graduation Rate

- As a result of students who have already dropped out of school, the highest four-year graduation rate that can be obtained for the Class of 2021 is 88.4%.

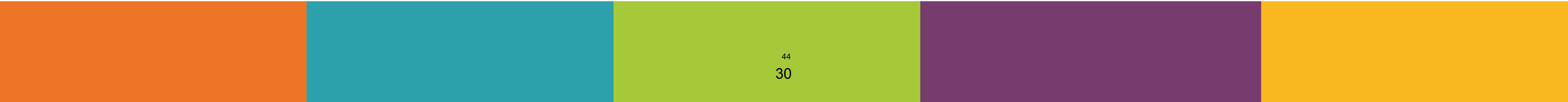


*Projections assume that all currently active students in the Class of 2021 obtain the minimum required credits for graduation

Class of 2021- Projected* Four-Year Graduation Rate by School

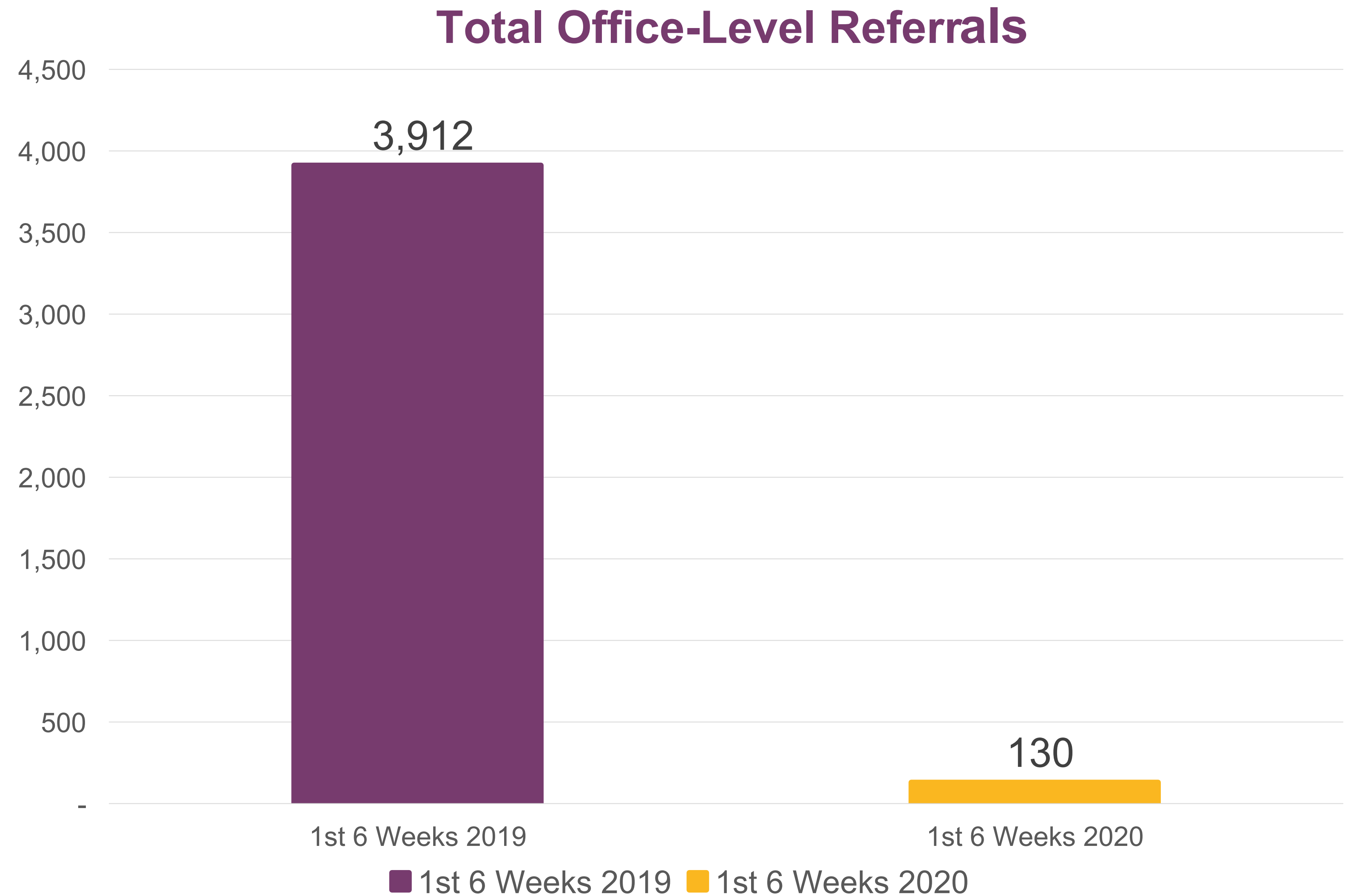


*Projections assume that all currently active students in the Class of 2021 obtain the minimum required credits for graduation



Discipline

- As of September 18, 2020, there have been 130 total discipline referrals. This number is down 3,782 referrals from the close of the 1st 6 week cycle in 2019.

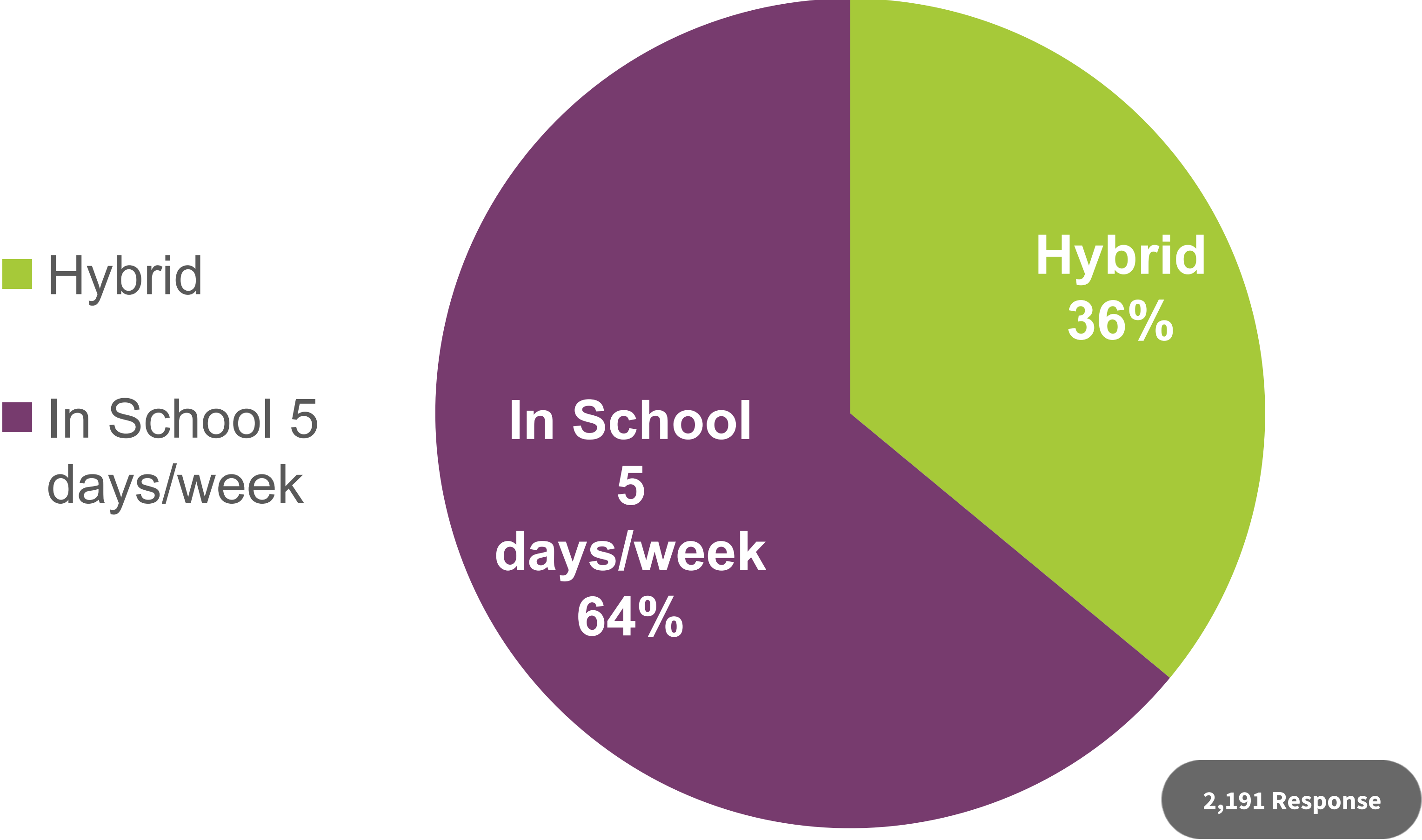


Source: SQL Report: Historical Offense Ethnicity District. October 2, 2020.
Source: SQL Report:44 Discipline Referrals. October 9, 2020



PHASE-IN CONTINUED

Parent Survey of Hybrid to In-Person 5 days/week



Hybrid Transition to Full-time In-Person Learning

PHASE V

Monday, October 19

Students who have been on the hybrid schedule attending in-person on alternating days, will transition to in-person instruction five days per week.

Impacted Grade Levels

3rd, 4th, 5th, 6th and 9th

Students who are currently utilizing the remote option may continue to do so. Any student may change their learning mode by contacting their campus.

Hybrid Transition to Full-time In-Person Learning

PHASE VI

Monday, November 2

Students who have been on the hybrid schedule attending in-person on alternating days, will transition to in-person instruction five days per week.

Impacted Grade Levels

7th and 10th

Students who are currently utilizing the remote option may continue to do so. Any student may change their learning mode by contacting their campus.

Hybrid Transition to Full-time In-Person Learning

PHASE VII

Monday, November 16

Students who have been on the hybrid schedule attending in-person on alternating days, will transition to in-person instruction five days per week.

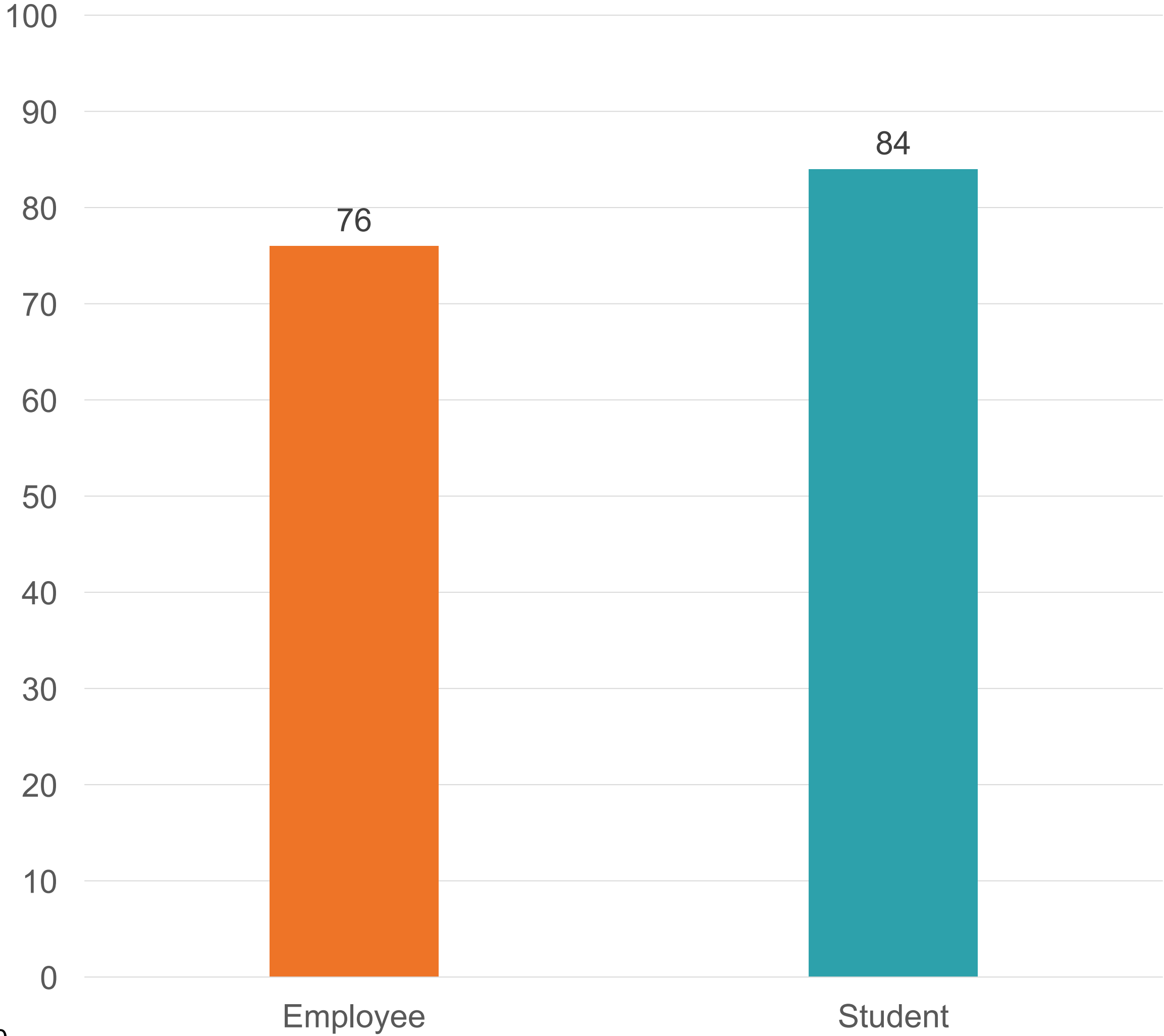
Impacted Grade Levels

8th, 11th, and 12th

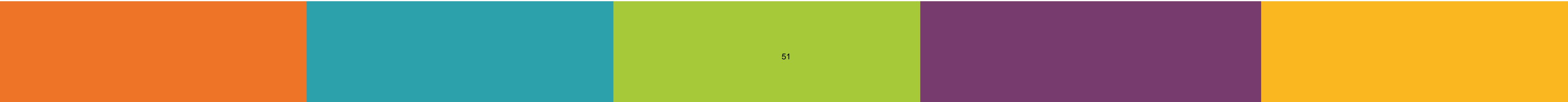
Students who are currently utilizing the remote option may continue to do so. Any student may change their learning mode by contacting their campus.

ECISD COVID-19

ECISD COVID-19 CASES



Source: ECISD COVID-19 Dashboard. October 9, 2020



ACTIVE CASES

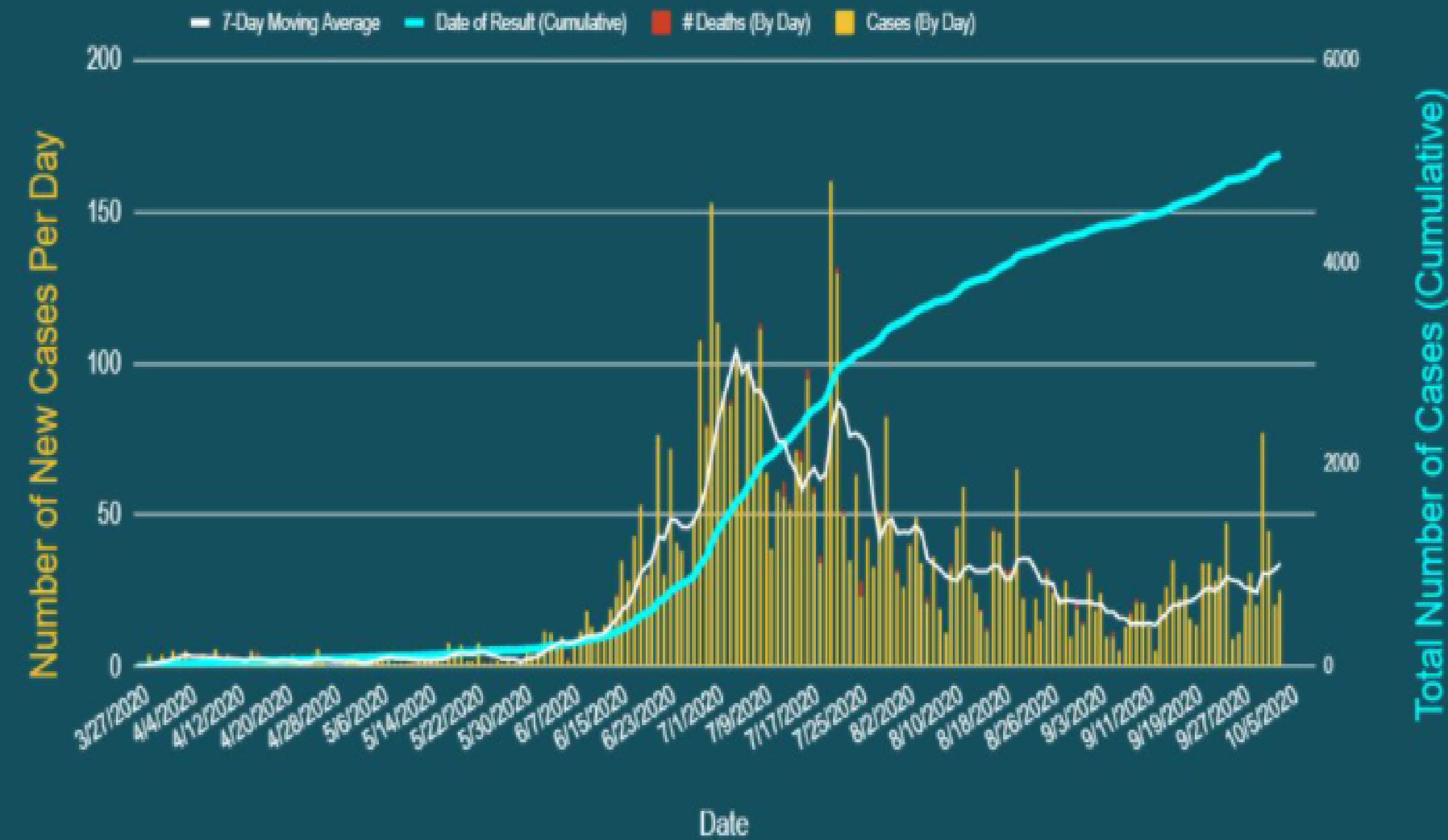
757

(Total Positive Cases *minus* Recovered and Deaths)

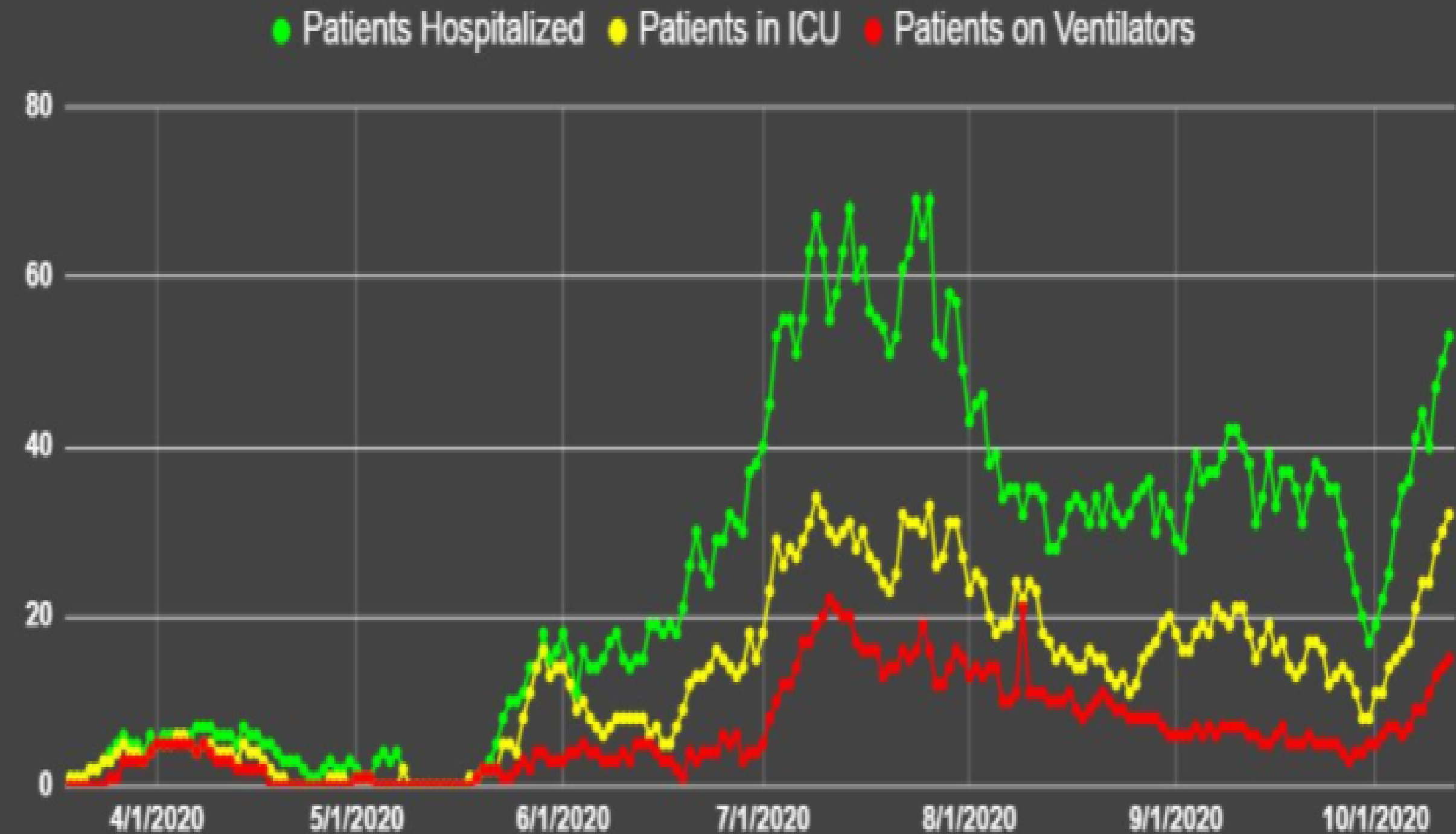
CURRENTLY HOSPITALIZED

53

Epidemiological Curve of Daily new cases - By test result date



Ector County: Day-to-Day COVID-19 Hospitalizations, ICU Patients and Ventilator Patients

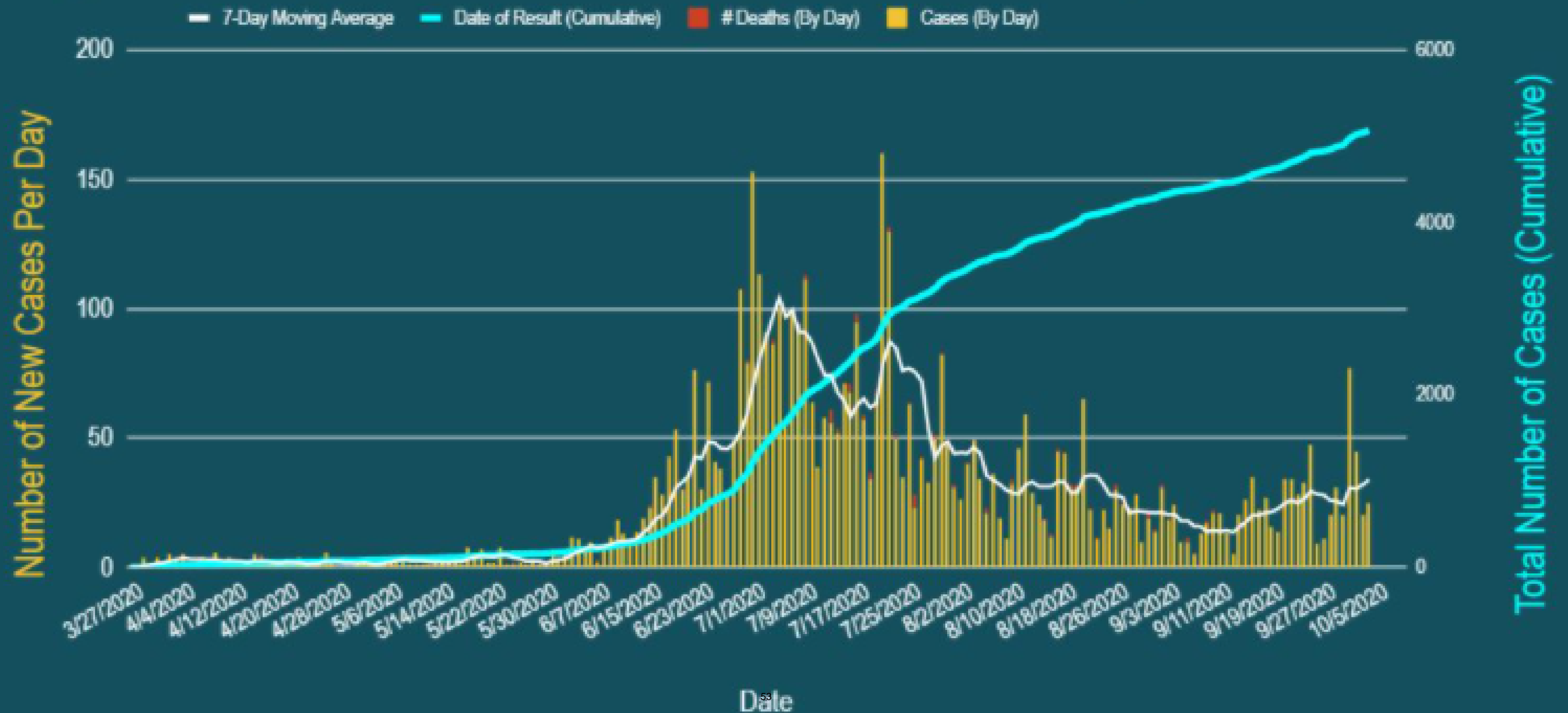


ACTIVE CASES

757

(Total Positive Cases *minus* Recovered and Deaths)

Epidemiological Curve of Daily new cases - By test result date



ACTIVE CASES

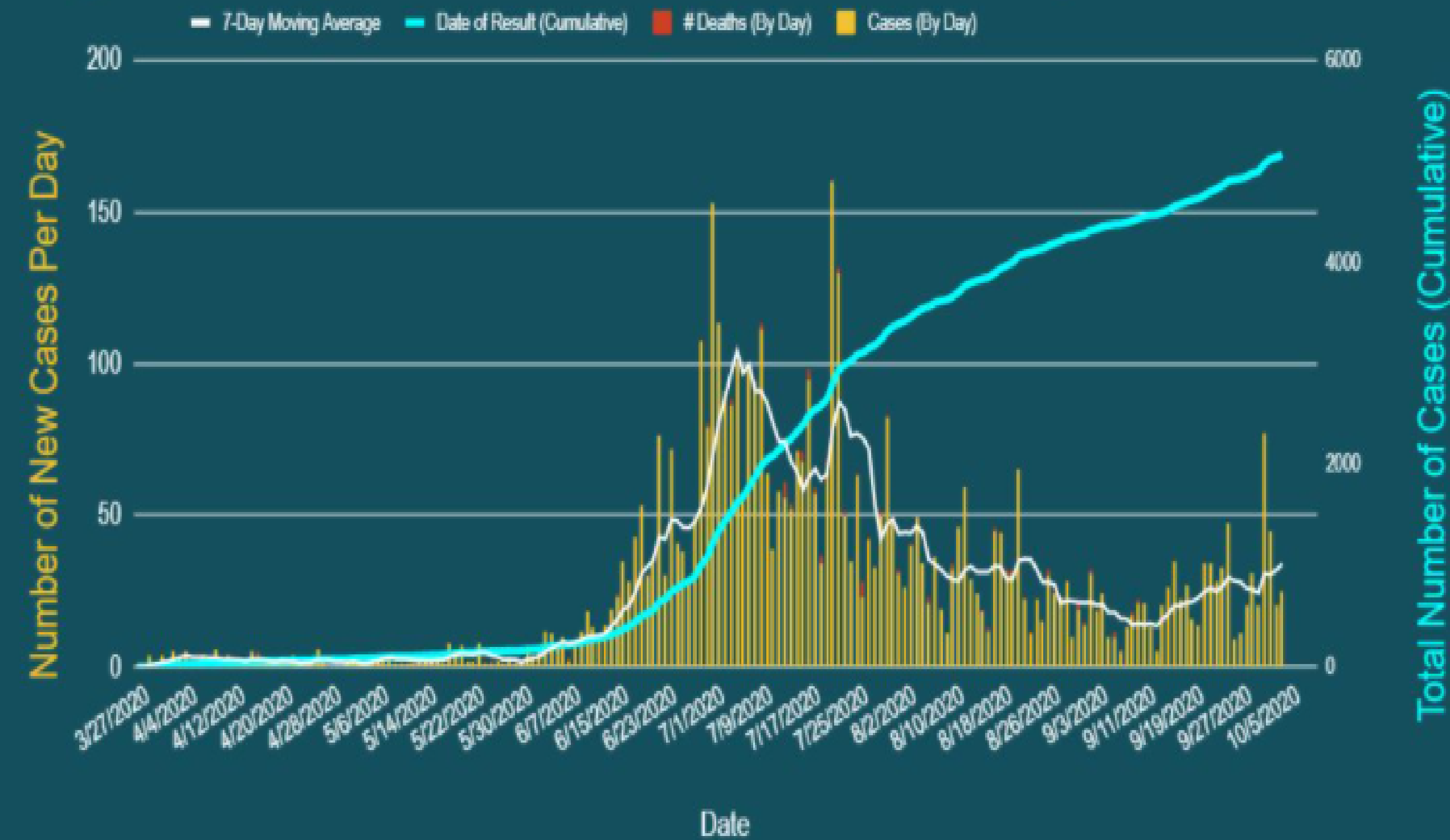
757

(Total Positive Cases *minus* Recovered and Deaths)

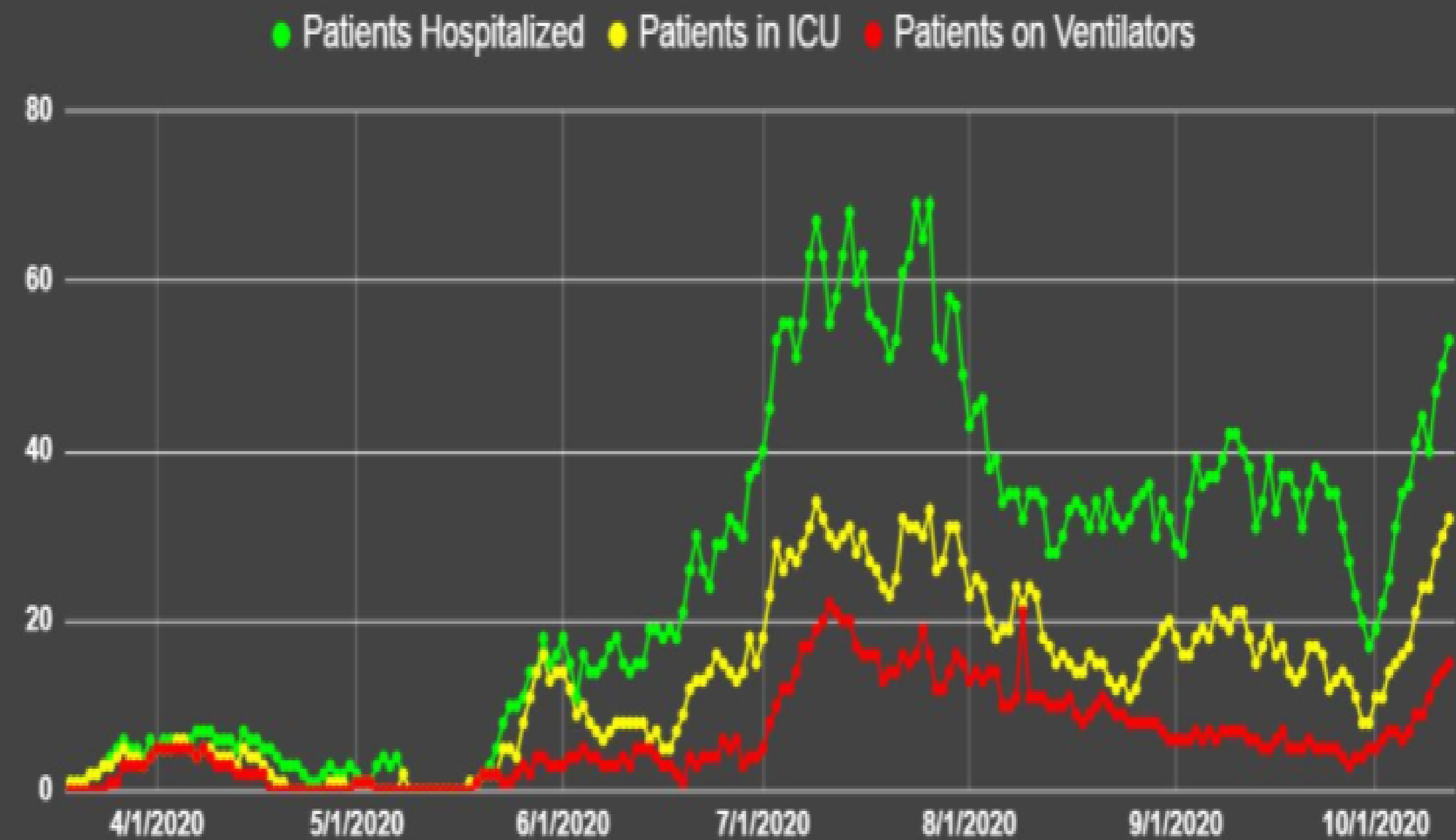
CURRENTLY HOSPITALIZED

53

Epidemiological Curve of Daily new cases - By test result date



Ector County: Day-to-Day COVID-19 Hospitalizations, ICU Patients and Ventilator Patients

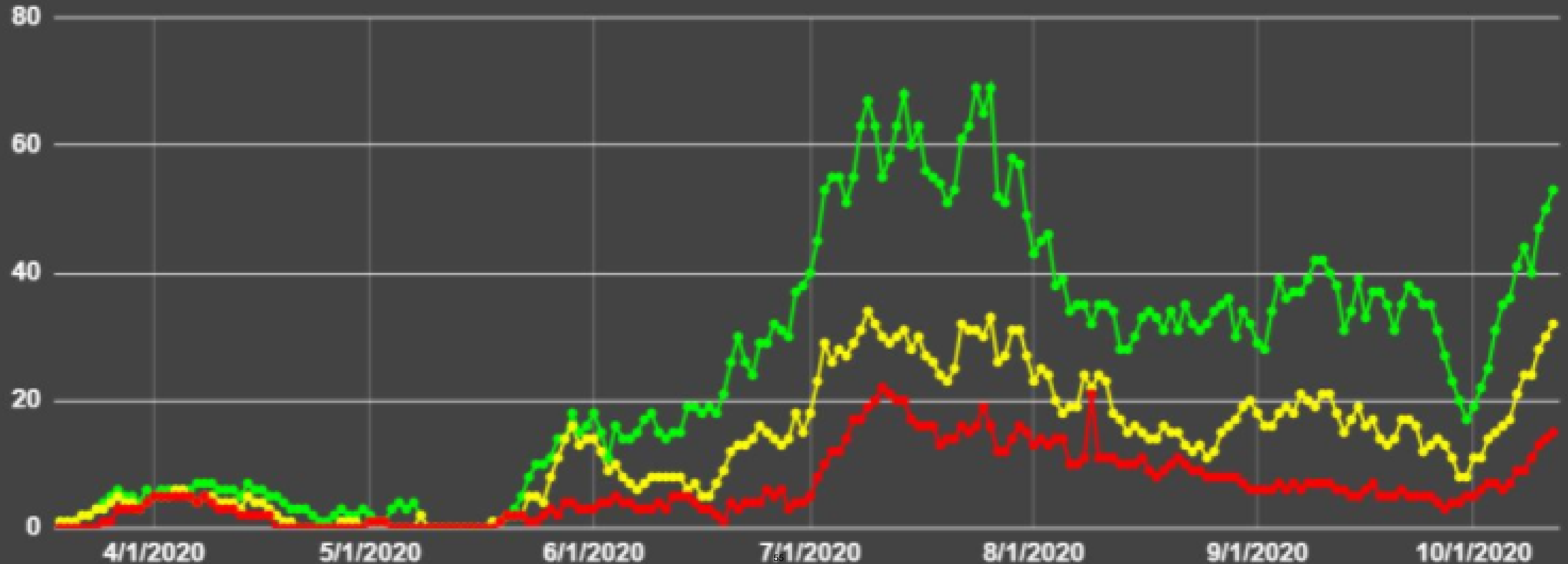


CURRENTLY HOSPITALIZED

53

Ector County: Day-to-Day COVID-19 Hospitalizations, ICU Patients and Ventilator Patients

● Patients Hospitalized ● Patients in ICU ● Patients on Ventilators



STRATEGIC PLAN

THE
FUTURE
IS

NOW

Foundations • Talent • Learning



Vision:

OUR Students...THE Future

Mission:

Believing OUR students are THE future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.



ECISD Board Goals

1

The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%³ to 60% by May 2024 across all tested content areas

2

The percentage of 3rd grade students reading at or above grade level will increase from 35%³ to 45% by May 2024

3

The percentage of high school graduates considered College, Career or Military Ready will increase from 56%³ to 65% by May 2024



Foundational Excellence



Home Internet
Connectivity



Mobile Devices for All
Students



Learning Management System
(LMS)



Equity Based Funding



Free-Feeding District
Wide

Talent Development



Job Embedded, Personalized Learning



Teacher Incentive Allotment



Cultivate Current & Potential Pipelines

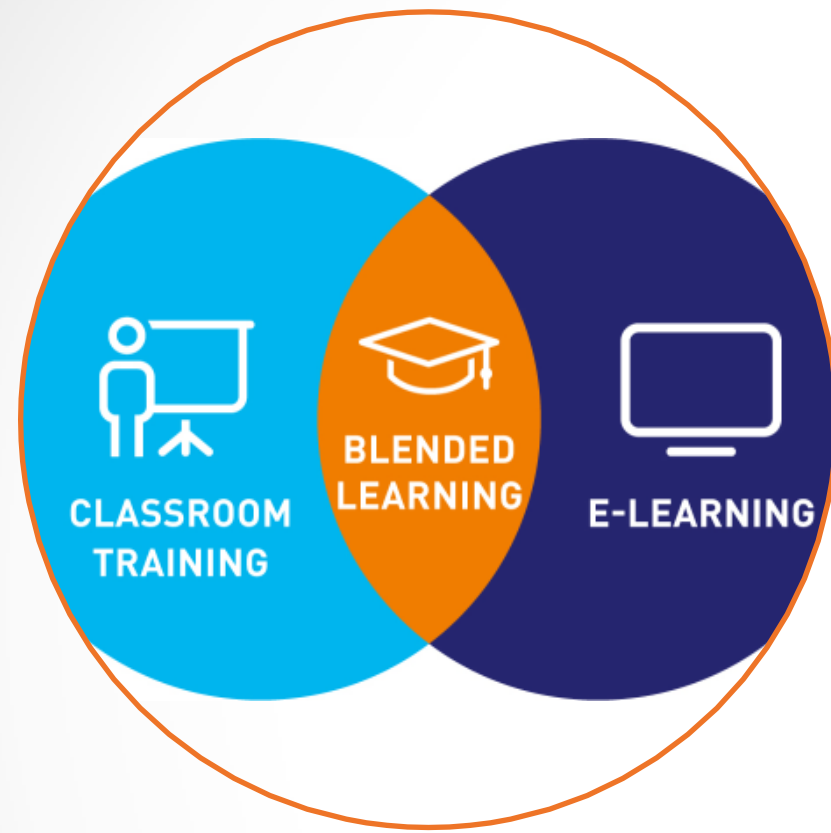


Professional Learning Communities



Opportunity Culture

Learning Journey



Blended Learning



Redesign of Learning Environments



MAP Growth



Social and Emotional Learning

THE
FUTURE
IS
NOW

The logo consists of the words 'THE FUTURE IS NOW' in a stylized, bold font. 'THE' is in a small purple font above 'FUTURE'. 'FUTURE' is in a large purple font. 'IS' is in a small purple font below 'FUTURE'. 'NOW' is in a large green font with a yellow-to-green gradient. The letter 'O' in 'NOW' is replaced by a green wireframe globe.

Foundations • Talent • Learning

THANK YOU



DISCUSSION OF THE CALL FOR QUALITY SCHOOLS

“Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.” Through the Call for Quality Schools, ECISD is seeking to identify high-capacity partner organizations for middle school turnaround to improve student outcomes, as well as partners with experience operating high-quality PK3 models to serve 3-year-old students in ECISD for the 21-22 school year.

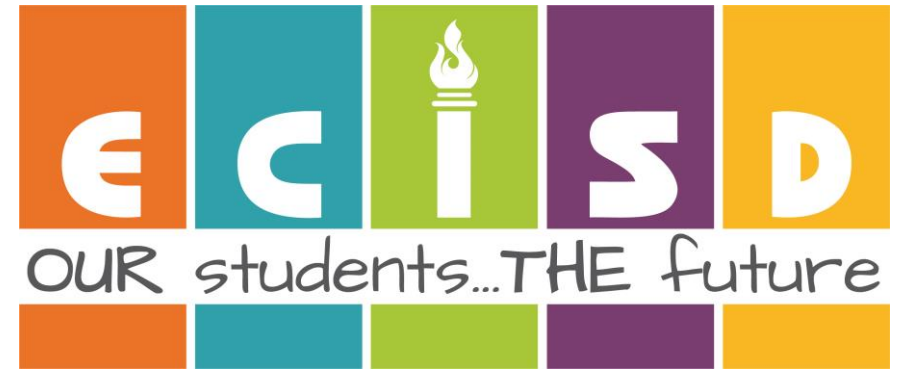
The Texas Legislature signed Senate Bill 1882 into effect during 2017 to encourage districts to use partnerships to improve student outcomes by offering two new benefits: 1.) approved partnerships may receive additional state funding for the partnership school, and 2.) schools with an unacceptable accountability rating are eligible to receive a two-year exemption from specific accountability interventions.

A Call for Quality Schools is a requirement in the application to receive SB1882 funds.

Call for Quality Schools

October 13, 2020

Board Workshop





Call for Quality Schools

Texas Partnership Law (SB 1882)

- The Texas Legislature signed Senate Bill 1882 into effect during 2017 to encourage districts to use partnerships to improve student outcomes by offering two new benefits:
 - 1) approved partnerships may receive additional state funding for the partnership school
 - 2) schools with an unacceptable accountability rating are eligible to receive a **two-year exemption from specific accountability interventions.**

Innovation Schools

- Existing schools that received an overall A, B, C or D
- New schools, defined as new schools for state reporting; must receive a new county district campus number (including early childhood programs serving PK3)

Turnaround Schools

- The school received an overall F rating for the school year before operation of the district campus under the contract begins

Call for Quality Schools

- Ector County ISD's mission is *“Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.”*
- Through the Call for Quality Schools, ECISD is seeking to identify high-capacity partner organizations for:
 - **Middle school turnaround (Bonham MS)**
 - **Partners with experience operating high-quality PK3 model**

2021-22 Launch for PK3 (3 year olds)

PreK3 Innovation

- Limited campus capacity to serve PK3 students
- Through SB 1882, ECISD could partner with high quality childcare already in operation to serve our PK3
- Benefits the operation through additional funding; benefits ECISD by expanding early education in Ector County
- Goal is to provide early education to 1000 students who are 3 years old
- Fill ECISD seats at our Early Education Centers first

2021-22 Turnaround Schools for Bonham Middle School

Turnaround Schools ~ Bonham Middle School

- F Rating since 2015-16 school year
- 2019-20 “Not Rated” a pause was placed on sanctions required by the Commissioner of Education
- If IR (F) this year 2020-21
 - Appointment of board of Managers provided by TEC 39A.2020 OR
 - School Closure
- Options:
 - Wait and see this year's accountability rating
 - Take advantage of SB 1882 to find Middle School Turnaround Partner with a proven track record. This will afford us a 2 year pause on sanctions

Qualified Partner Application Timeline

Dates and Process	
Phase I	
October 13, 2020	Board Workshop to discuss the Call for Quality Schools
October 14, 2020 to November 11, 2020	Partner Application Window All proposals must use the documents provided. Deadline: November 11, 2020 – No applications will be accepted past this deadline
November 12-15, 2020 November 16-19, 2020	Individual Application Review Evaluation Team will review each application and score
December 1, 2020 to December 15, 2020	Capacity Interviews for Qualified Partners All interested applicants, including governing boards, should be available for interviews via video conferences.

Qualified Partner Application Timeline

Dates and Process	
Phase I (Continued)	
December 16, 2020	Application Review Committee selects finalists
December 17, 2020	Share qualified partner lone finalists with Superintendent (Bonham and PK3)
January 5, 2021	Lone finalists submits presentation for Board workshop
January 12, 2021	Board discussion of potential SB1882 partnership
January 19, 2021	Lone finalists recommendation submitted to Board for approval

Qualified Partner Application Timeline

Dates and Process

Phase II

January 19, 2021 to February 24, 2021

Negotiate Partner Performance Agreement Contract

March 23, 2021

Performance Agreements approved by the School Board

March 24, 2021 to March 31, 2021

Submission of SB 1882 application to TEA



Questions or Comments...

75



Call for Quality Schools

2020 Call for Quality Schools Qualified Partner Application

For Schools in 2021-2022

Due: November 11, 2020

Introduction

TEC Chapter 12 establishes charter schools to achieve the following purposes:

- Improve student learning
- Increase the choice of learning opportunities within the public-school system
- Create professional opportunities that will attract new teachers to the public-school system
- Establish a new form of accountability for public schools
- Encourage different and innovative learning methods

Charter Application Eligibility

The Board shall consider an application for a Campus charter or Program charter if the applicant:

- Meets the eligibility requirements for a Campus charter or Program charter set forth in TEC §12.0522
- Follows the application process established by the District
- Provides evidence to the Board that the applicant will comply with the statutory and District requirements for a campus charter or program charter
- High-quality content to support and develop the implementation of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Innovation-PK3 only)
- Texas Infant, Toddler, and Three-Year-Old Early Learning Guideline training for teachers to execute a remote learning model (PK3 only)
- Texas Infant, Toddler, and Three-Year-Old Early Learning Guideline training for teachers to execute a remote learning model (Innovation-PK3 only)
- Goals must align with the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (PK3 only)
- Partner must provide facility or facilities within Ector County, meeting PK3 guidelines (PK3 only)
- Goals must align with the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Innovation-PK3 only)
- Partner must provide facility/facilities within Ector County, meeting PK3 guidelines (Innovation-PK3 only)

The Board welcomes applications for a Campus charter or Program charter (“Subchapter C charter”) pursuant to various paths as set forth in TEC Chapter 39, Subchapter C. The Board specifically invites and encourages applications pursuant to TEC §12.0522

Regardless of authorization path, all groups and entities seeking to create a Subchapter C charter shall follow the Charter Application and Review Process set forth in this document.

Charter Application Process Overview

Ector County ISD’s mission is *“Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.”*

Through the Call for Quality Schools, ECISD is seeking partners inside and outside the district to design new and re-imagine existing district programs and identify high-capacity partner organizations. [School Partnerships](#) provide turnaround support, while empowering school leaders as collaboration partners to improve student outcomes.

Turnaround Schools	Innovation Schools
The ECISD school received an overall F rating for the school year before operation of the district campus under the contract begins	Existing ECISD schools that received an overall A, B, C, or D
	New ECISD schools, defined as new schools for state reporting; must receive a new county district campus number (including early childhood programs serving PK3)

Texas Partnership Law (SB 1882)

The Texas Legislature signed Senate Bill 1882 into effect during 2017 to encourage districts to use partnerships to improve student outcomes by offering two new benefits: 1) approved partnerships may receive additional state funding for the partnership school, and 2) schools with an unacceptable accountability rating are eligible to receive a two-year exemption from specific accountability interventions.

The application process shall include:

1. A comprehensive written application submitted by each applicant in accordance with application guidance and requirements provided by the Board
2. A rigorous review of the written application conducted by a review committee (“Review Committee”) of at least three members, including at least one district staff member and one external evaluator, with relevant and diverse expertise
3. A formal recommendation from the Review Committee to the Superintendent for approval or denial of each application, based on evidence from the Review Committee’s evaluation of the application
4. A formal recommendation from the Superintendent to the Board for approval or denial of each application, based on evidence from the Review Committee’s evaluation of the application
5. A formal vote by the Board to approve or deny each application

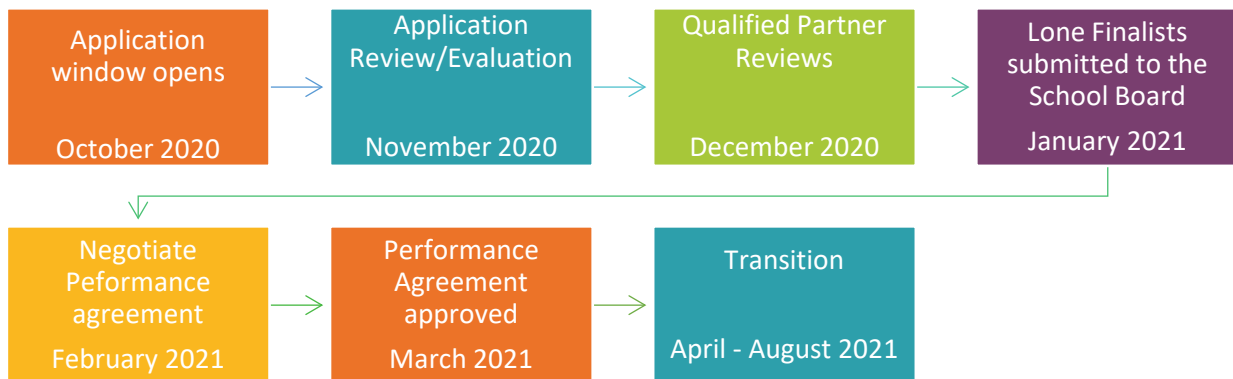
Standard of Review. The Review Committee shall conduct a rigorous, evidence-based, and merit-focused evaluation of applications, including evaluating the proposed partner’s capacity to meet the Board’s established academic, financial, operational, and governance standards for charter schools. The Board shall grant a charter only in cases in which the Board determines that the proposed school is likely to:

1. Succeed in meeting academic, financial, operational, and governance standards, thereby meeting both performance and legal compliance expectations for campus charters in the District
2. Serve the best interests of the targeted students and community
3. Fulfill the purposes and intent of Texas’s charter school law

Why Partner with ECISD?

Our new strategic plan is not just a long list of boxes to check. It is a theory of action, if implemented well, it will forever influence and change the paths of our students. Their future is in our hands, and ***The Future is Now.***

The Ector County ISD 2020 Call for Quality Schools calendar for the partnership process is described below:



Identified Priorities for 2020

ECISD will only accept proposals designed to fill the following priorities:

- (1) Turnaround partnership to assist a low-performing school within Bonham Middle School or other middle school campuses with an accountability rating of F. <https://tinyurl.com/yykq2has>
- (2) Partnership to launch a great new Pre-Kindergarten for three-year old children.

Partners who apply must submit a proposal for one or both models. Applicants applying for both models should respond to all sections of the application.

Please contact Robin Garcia at robin.garcia@ectorcountyisd.org if you have questions regarding your application submission.

Proposal will fill the following need:	
<input type="checkbox"/> Turnaround Partnership (Middle Schools)	<input type="checkbox"/> PK3 (3-year-old) Partnership

Qualified Partner Application Timeline

Dates and Process	
Phase I	
October 13, 2020	Board Workshop to discuss the Call for Quality Schools
October 14, 2020 to November 11, 2020	Partner Application Window All proposals must use the documents provided. Deadline: November 11, 2020 – No applications will be accepted past this deadline
November 12-15, 2020 November 16-19, 2020	Review Committee Proposal Review Evaluation Team will review each application and score
December 1-15, 2020	Required Capacity Interviews for Qualified Partners All interested applicants, including governing boards, should be available for interviews via video conferences.
December 16, 2020	Application Review Committee selects finalists
December 17, 2020	Share qualified partner lone finalists with Superintendent (Bonham and PK3)
January 5, 2021	Lone finalists submit presentation for Board workshop
January 12, 2021	Board discussion of potential (SB 1882) partnership
January 19, 2021	Lone finalists recommendation submitted to Board for approval
Phase II	
January 19, 2021 to February 24, 2021	Negotiate Partner Performance Agreement Contract
March 23, 2021	Performance Agreements approved by the School Board
March 24, 2021 to March 31, 2021	Submission of SB 1882 application to TEA
Phase III	
April 2021 to August 2021	Transition of Partner schools, upon awarded grant from TEA.

Mandatory Training Webinars Date & Time

- Proposed or Potential Operating Partner Training #1 Friday, January 22, 2021, at 10:00 a.m.

OR

- Proposed or Potential Operating Partner Training #2 Friday, January 29, 2021, at 10:00 a.m.
- Performance Contract Training #1 Friday, February 5, 2021, at 10:00 a.m.
- Performance Contract Training #2 Friday, February 12, 2021, at 10:00 a.m.

Applicant Types

Partner Types
<ul style="list-style-type: none">• Existing state or district-authorized charter operators with less than a three-year track record• Out-of-state charter operators• Institutes of higher education• Governmental entities• Other non-profits
<ul style="list-style-type: none">• State or district-authorized charter operators with at least three years of experience operating a charter school in Texas• Partner must have acceptable academic and financial performance in each of the three preceding school years• Neither the partner organization, nor the key individuals involved, may be associated with a revoked charter

Applicant types include: Non-profits, Institutes of Higher Education, Existing Charter Operators, and Governmental Entities

In this application cycle, two types of applicants will be considered, each with specific requirements.

Existing Partners – Partners that have operated at least one campus prior to submitting this application

New Partners – Partners that have not previously operated campuses

All applicants must complete Sections 1 – 4 of the application. Existing Partners and any applicant proposing to contract with an entity that has previously operated schools (often referred to as an Education Service Provider or ESP) must also complete the Existing/Experienced Partner Section (Section 5) and all related attachment

Instructions

The ECISD Board is pleased to invite proposals for new quality partners seeking to open a partnership school in current or subsequent school years. Prior to developing a proposal, please read this entire document.

Please read the entire document.

Components of the Proposal

- Narrative Proposal: The proposal is the formal application to the Board and is a comprehensive description of the school's educational, operational, and financial plans
- Attachments: Throughout the proposal, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specified. A comprehensive list of the attachments is provided in these instructions
- Capacity Interview(s): Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their proposal

Specifications

- Applicants **must** submit proposals electronically and use this application
- Only responses placed within the text boxes provided will be considered in evaluation activities. All elements of the proposal must be presented in 11-point font and single-spaced
- Each major section of the proposal (School Overview, Educational Program, etc.) and each attachment must begin on a separate page. *Application responses, including the existing questions and content, for sections 1-4 must not exceed 30 pages. This does not include attachments*
- If you believe a particular question does not apply to your team or proposal, respond "Not Applicable" **and** state the reason this question is not applicable to your team or proposal
- All required documents should be uploaded as PDF.
- Late or incorrectly formatted submissions will not be accepted
- When submitting résumés, label each document with the individual's affiliation with the proposed school (e.g., board member, principal, etc.)
- Plagiarism, including the copying of language from any other charter application without proper attribution, is grounds for immediate denial of the proposal. It is not acceptable to copy and paste a discussion or description of an existing curriculum, instructional framework, or educational model (e.g., Montessori, arts integration, project-based learning, blended learning, etc.) from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. Existing operators proposing to replicate a model may use their own intellectual property, which is appropriate and acceptable
- Submit the application via email to robin.garcia@ectorcountyisd.org by the detailed timelines.

Attachments

The following is a list of attachments to accompany the proposal. Note that not all attachments will be applicable for all applicants. It is the responsibility of the applicant to ensure they submit all attachments required for their proposal. Do not upload documents for any attachment that is not applicable.

1. Enrollment policy
2. Discipline policy
3. Organization charts
4. Board documents
5. Board Member Information Form
6. Leadership team qualifications or role description
7. Staff Recruitment and Hiring Plan
8. Staff Development Plan
9. Financial Plan

Applicant Code of Conduct

Members of the Board are obligated to make decisions in the best interests of children, free from personal or political influences. Similarly, charter school applicants have the responsibility of respecting and upholding the integrity of the charter school proposal process.

Specifically, charter school applicants shall not:

- Initiate, or attempt to initiate, any activity with a Trustee
- Initiate, or attempt to initiate, any activity with a member of the Evaluation Team
- Direct any communications, including proposal documents, to a Trustee or to a member of the Evaluation Team

Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration in future proposal processes.

Public Disclosure

All charter school proposal materials submitted to the Board become public records.

(Insert Operating Partner Name)

2020-2021 Request for Applications for Subchapter C Charters

Partnership School Application

Name of Applicant Organization	Click or tap here to enter text.
Primary Contact Person	Click or tap here to enter text.
Mailing Address	Click or tap here to enter text.
Phone Number	Click or tap here to enter text.
Email	Click or tap here to enter text.

**Names, current jobs and employers, and proposed roles of all persons on applicant team
(Add lines as needed)**

Full Name	Current Job Title and Employer	Position with Proposed School
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

We plan to apply as a(n):

New Partner (complete sections 1-4)

Existing Partner (complete sections 1-5)

Does this organization operate any other campuses in the United States?

Yes

No

If Yes, complete the table below (Add lines as needed) and complete section 5

State	Authorizer	School Name	Year Operation Began	Most Recent School Rating
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?

Yes

No

If Yes, complete the table below (Add lines as needed)

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Does this applicant team have new schools or campuses scheduled to open in the United States in the next five years?

Yes

No

If Yes, complete the table below (Add lines as needed)

Planned School Name	City	State	Opening Date
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Was this application completed by the operating partner and without assistance from the district or a district assigned vendor?

Yes

No

School Information

**NOTE: Complete this part for each school / campus included in this proposal.
Duplicate as needed.**

Proposed School / Campus Name		Opening Year	Grades: Year 1	Grades: At Capacity
Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Proposed Location				
School District <i>Identify the school district in which the charter school will be located.</i>		Click or tap here to enter text.		
Address of Identified Facility <i>If applicable.</i>		Click or tap here to enter text.		
Projected Student Enrollment Number				Click or tap here to enter text.
Projected Demographic Information	% EcoDis: Click or tap here to enter text.	% SpEd: Click or tap here to enter text.	% EL: Click or tap here to enter text.	
Model / Specialty (Check all that apply)				
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career / Technical Ed.	<input type="checkbox"/> Military	<input type="checkbox"/> Montessori	
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input type="checkbox"/> STEM	
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other (<i>list</i>):	<input type="checkbox"/> Disability (<i>list</i>):		

Name of Proposed Principal	Click or tap here to enter text.
Current Employment	Click or tap here to enter text.
Phone Number – Day	Click or tap here to enter text.
Phone Number – Evening	Click or tap here to enter text.
Email	Click or tap here to enter text.

Bonham Middle School (Texas Academic Performance Report, 2018-19)
<https://tinyurl.com/yykq2has>

Section 1 - School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview. Please reference page limit requirements on page 7 (Specifications).

Executive Summary (Limit: 4 Pages)

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team’s capacity to successfully open and operate a high-quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will looklike.

Click or tap here to enter text.

2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.

Click or tap here to enter text.

3. **Education Plan / Academic Model.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Click or tap here to enter text.

4. **Leadership and Governance.** List the current members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliations.

Add lines to the following table, as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	Current Job Title and Employer	Position with Proposed School
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Enrollment Summary

(Limit: 2 Pages)

- Complete the table below, illustrating the growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2021) for each column.

Note: Remove any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025	At Capacity 2026
Pre-K	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
K	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
6	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
7	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
8	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
9	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
10	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
11	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
12	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
TOTAL	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

2. Briefly describe the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan as outlined in the table.

Click or tap here to enter text.

Section 2 – Educational Program

A strong Educational Program is coherent and aligned with the school’s mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

1. Provide the following:

- a. A guaranteed and viable curriculum aligned to state standards (when applicable) that includes a scope and sequence for each grade level and/or content area to be used at the school(s)

Click or tap here to enter text.

- b. A plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials

Click or tap here to enter text.

c. A framework for instructional design and strategies that:

- reflect the needs of the school’s target population
- ensure all students meet or exceed the expectations of Texas state standards
- promote critical-thinking skills
- High-quality content to support and develop the implementation of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Innovation-PK3 only)

Click or tap here to enter text.

d. A plan to identify and serve students with learning gaps

Click or tap here to enter text.

e. A plan to maximize instructional time

Click or tap here to enter text.

- f. A justification for the proposed educational program based in research, theory, and/or experience, including why it is likely to be effective for the anticipated student population

Click or tap here to enter text.

Plan for Remote Learning

- g. Processes and descriptions of educational programs and modifications in the event of extended school closures.

Click or tap here to enter text.

- h. Texas Essential Knowledge and Skills training for teachers to execute a remote learning model including accommodations for special populations and students with disabilities.

Click or tap here to enter text.

- i. Texas Infant, Toddler, and Three-Year-Old Early Learning Guideline training for teachers to execute a remote learning model (Innovation-PK3 only).

Click or tap here to enter text.

- j. Effective models for tracking individual student achievement as well as planning outreach to high-risk populations while tracking the effectiveness for remote learning support.

Click or tap here to enter text.

- k. The implementation of equipment and supplies for remote learning to be utilized quickly and effectively in the event of school closure.

Click or tap here to enter text.

I. What is your academic plan/model for PreK 3? (Innovation-PK3 only)

Click or tap here to enter text.

Special Populations and At-Risk Students

2. Provide the following:

- a. An explanation of evidence from which the projection of anticipated special populations was derived

Click or tap here to enter text.

- b. An explanation of the organization's experience in, understanding of, and capacity to fulfill state and federal obligations and requirements pertaining to students with disabilities, ELs, and students identified as intellectually gifted

Click or tap here to enter text.

- c. A plan for providing services to students with special needs, including how you ensure these students:

- are appropriately identified
- are served in the least-restrictive environment possible
- have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development
- receive required and appropriate support services as outlined in their Individualized Education Plans and 504 plans
- participate in standardized testing

Click or tap here to enter text.

d. A plan for providing services to English Learners (ELs), including:

- methods for appropriate identification of ELs
- specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students
- plans for monitoring and evaluating student progress and success of ELs and for exiting them from services
- a plan for including ELs in standardized testing and schoolwide educational, extra-curricular, and culture-building activities

Click or tap here to enter text.

e. A plan for providing services to students identified as intellectually gifted, including:

- methods for appropriate identification of students
- the specific instructional programs, practices, and strategies the school will employ

Click or tap here to enter text.

Student Recruitment and Enrollment

3. Provide the following:

a. A student recruitment and marketing plan.

- What is the timeline for implementation of this plan?
- How will you ensure all interested students and families, including those in poverty, students who have struggled academically, students with disabilities, and other youth at risk of academic failure, are equally included in this plan?

Click or tap here to enter text.

- b. As **Attachment 2**, an Enrollment Policy that complies with state law and that ensures the school will be open to all eligible students.

Attachment 2 included? YES NO

School Culture and Discipline

4. Provide the following:

- a. A vision for school culture or ethos that will promote high expectations, a positive and safe academic environment, and shared ownership of intellectual and social development for all students, including those with special needs, ELs, and students at risk of academic failure

Click or tap here to enter text.

- b. A plan for establishing the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year and proposed mechanisms for monitoring and maintaining campus climate

Click or tap here to enter text.

- c. A plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways.

Click or tap here to enter text.

- d. A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs

Click or tap here to enter text.

- e. As **Attachment 3**, a student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights

Click or tap here to enter text.

Provide your student discipline policy/code of conduct as **Attachment 3**.

Attachment 3 included? YES NO

- f. Legally sound policies for student discipline, suspension, and expulsion, including how these policies protect students' rights to due process

Click or tap here to enter text.

- g. Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly

Click or tap here to enter text.

Assessment and Evaluation

5. Provide the following:

- a. Annual student performance goals that include targets aligned with the state accountability system.

Click or tap here to enter text.

- b. A plan to implement and interpret interim assessments that measure academic progress – of individual students and student cohorts – throughout the school year throughout the school year

Click or tap here to enter text.

- c. A plan and system for collecting and analyzing student academic achievement data, reporting the data to the school community, and using the data to refine and improve instruction (including dedicated time for providing training and support to school leadership and teachers)

Click or tap here to enter text.

- d. The corrective actions that the school and network (if applicable) will take if either falls short of the goals at any level, including explanation of what would trigger such actions and who would implement them

Click or tap here to enter text.

- e. Goals must align with the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Innovation, PK3 only).

Click or tap here to enter text.

Section 3 – Governance, Operating Plan, and Capacity

A strong Operations Plan is coherent overall and aligned internally with the school’s mission and vision, Educational Program, and Financial Plan.

Organizational Structure

6. Provide the following:

- a. As **Attachment 4**, an organizational chart that indicates all positions and lines of authority.

Attachment 4 included? YES NO

- b. The name(s), title(s), and a description of the daily responsibilities of the person(s) employed by the operating partner that will be responsible for the management of each campus:

Name	Title	Date Started with Organization	Campus to be Managed	Description of Daily Responsibilities <i>(indicate the person who will be the principal’s direct supervisor here)</i>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

- c. The proposed school’s legal status (e.g., non-profit and federal tax exempt) and structure that comply with TEC 12.101(a).

Click or tap here to enter text.

Governing Board

7. Provide evidence of the following:

- a. The independence of the board as it relates to the authorizer
- b. Plans for the board(s) to evaluate the success of the school(s) and school leader(s), including planned frequency of meetings and standing committees
- c. As **attachment 5**, appropriate bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances that will minimize real or perceived conflicts

Attachment 5 included? YES NO

- d. As **Attachment 6**, a Board Member Information Sheet and resume for each proposed Board

Member.

Attachment 6 included? YES NO

- e. A description of how the proposed governing board members' knowledge and skills make them qualified to oversee a successful charter school, including educational, financial, legal, and community experience and expertise

Click or tap here to enter text.

- f. A plan and timeline for board recruitment (including the desired experience and qualifications of future board members), initial board training, expansion, orientation of new members, and ongoing training for members

Click or tap here to enter text.

- g. Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board

Click or tap here to enter text.

Application Team Capacity

8. Provide the following:

- a. Describe the collective qualifications of the applicant team to implement the school design successfully, including each team member's experience and evidence of measurable success in:

- In school leadership, administration, and governance
- Implementing systems for curriculum, instruction, and assessment
- Performance management

- b. As **Attachment 7**, include the résumés and bios for all members of the applicant team.

Attachment 7 included? YES NO

- c. Describe the proposed School Leader's experience in and ability to design, launch, and lead a school and implement the specific educational program being proposed, OR describe the board's plan to recruit and retain a leader with the ability to implement the specific educational program being proposed (*If School Leader candidate(s) is not yet identified*)

Note: If this is a turnaround partnership, at least one partner staff member is required to have at least 3 years of managing a campus with academic success

Click or tap here to enter text.

d. Describe the work of the school leader(s), including:

- the measurable performance expectations for the school leader that are aligned to the mission of the school
- how these expectations will shift from school launch in the first year of operation to sustainability in future years

Click or tap here to enter text.

e. Describe the work of the leader dedicated to overseeing the operations of the campus (principal supervisor) including:

- Day to day interaction with campus leadership
- School management routines

Click or tap here to enter text.

Staffing Plans

9. Provide the following:

a. As **Attachment 8**, a recruitment and hiring strategy for all campus roles, including:

- selection criteria that demonstrate high standards and mission alignment for all candidates
- a hiring protocol, and timeline that ensure the school is fully staffed by July 1 of each year

Attachment 8 included? YES NO

b. As **Attachment 9**, a plan to develop staff and retain high-performing staff, including:

- an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program
- evaluation tools and processes that will capture trends and track and promote teacher progress over time
- The process for providing targeted and personalized support for school staff that includes:

- The allocation of resources to support and provide professional development
- The qualifications of personnel to provide professional development and facilitate adult learning
- Professional development methods and calendar

Attachment 9 included? YES NO

- c. Describe your process for identifying and remedying unsatisfactory leadership and/or teacher performance.

Click or tap here to enter text.

Facilities

10. Provide the following:

- a. Identification of an appropriate proposed school facility OR
- b. A plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population

Click or tap here to enter text.

Section 4 – Financial Plan

A strong Financial Plan is coherent overall and aligned internally with the school’s mission and vision, Educational Program, and Organization Plan.

Financial Plan

11. Provide the following:

a. A description of the organization’s systems, policies, and processes for:

- Financial planning
- Accounting
- Purchasing
- Payroll

Click or tap here to enter text.

b. A description of the organization’s internal controls, financial reporting requirements, and process for conducting independent annual financial and administrative audits

Click or tap here to enter text.

b. The roles and responsibilities among the administration and governing board regarding school finance

Click or tap here to enter text.

c. How the organization ensures financial transparency, including:

- plans for public adoption of the school’s budget
- public dissemination of its annual audit and an annual report

Click or tap here to enter text.

d. As **Attachment 10**, an operating budget and narrative that explains revenue and cost assumptions, including:

- grant/fundraising assumptions
- the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable)
- the projected cost to implement the academic model described in this application

Attachment 10 included? YES NO

e. Describe the organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

Click or tap here to enter text.

Section 5 – Existing Partner/Experienced Partner Supplement

A strong proposal from a partner that has previously operated schools, or a partner proposing to contract with an entity that has previously operated schools (often referred to as an Education Service Provider or ESP), is coherent overall and aligned internally with the school’s mission and vision, Educational Program, Operational Plan, Financial Plan, and any other applicable attachments.

- Experienced Partners should complete only Question 14
- Any applicant proposing to contract with an Education Service Provider (ESP) should complete Questions 14 and 15

Existing Partner Track Record

12. Provide the following:

- a. As **Supplemental Attachment 1**, the experienced partner applicant or ESP’s success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs)

Supplemental Attachment 1 included? YES NO

- b. As **Supplemental Attachment 2**, an independent financial audit report and its most recent annual report of the experienced partner applicant or ESP that demonstrated the financial health of the organization

Supplemental Attachment 2 included? YES NO

- c. A description of any history of charter revocations, non-renewals, withdrawals, or failures to open for the experienced partner applicant or ESP

Click or tap here to enter text.

ESP Management Plan and Legal Relationship

13. Provide the following:

- a. As **Supplemental Attachment 3**, the Management Agreement between the ESP and the applicant organization that includes:
- ✓ A detailed description of the roles and responsibilities of the ESP
 - ✓ A detailed explanation of the scope of services and costs of all resources to be provided by the ESP
 - ✓ A detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP’s progress toward

- achieving agreed-upon goals
- ✓ A detailed explanation of the conditions, standards, and procedures for board intervention if the management organization’s performance is deemed unsatisfactory
- ✓ A detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation
- ✓ A detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance and on what schedule
- ✓ A detailed description of the duration, renewal, and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed
- ✓ A detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause
- ✓ An explanation and justification of any indemnification provisions in the event of default or breach by either party
- ✓ If existing partner, a detailed description with a track record of success, operating A/B campuses over a three-year period.

Supplemental Attachment 3 included? YES NO check boxes

- b. An enforceable plan for the operation of the school in the case that the management agreement is terminated

Click or tap here to enter text.

- c. Assurance and evidence that the board is independent from the ESP and self-governing, including separate legal representation of each and arm’s-length negotiating and no existing or potential conflicts of interest between the school’s governing board and proposed ESP or any affiliated business entities

Click or tap here to enter text.

- d. A clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including

Click or tap here to enter text.

which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities

- e. A detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP, including evidence that such agreements are separately documented and not part of or incorporated in the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school

Click or tap here to enter text.

- f. A detailed explanation and compelling justification of any loans, grants or investments made between the ESP and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused

Click or tap here to enter text.