



Following is the Request for Proposal (“RFP”) for SOLICITATION OF CAMPUS OPERATING PARTNERS for the Longview Independent School District (“LISD” or “District”). Selected entities will be required to enter into a performance contract with the Board prior to operational services commencing.

REQUEST FOR PROPOSAL (RFP)

CALL FOR QUALITY SCHOOLS: SOLICITATION FOR CAMPUS OPERATING PARTNERS

2022-2023 REQUEST FOR APPLICATIONS TIMELINE

KEY DATES

Application

Application Published — February 25, 2022

REVISED ORIENTATION REQUIREMENT: The requirement for participation in a webinar has been eliminated. Instead, applicants must participate in an orientation call prior to submission of an application. Applicants may schedule the required phone conference by emailing John Wink at jwink@lisd.org.

DEADLINE FOR PROPOSAL SUBMISSION — April 29, 2022

All proposals must be submitted in complete and final form by this date. Incomplete proposals, including those that are only partially uploaded, will be disqualified from this cycle.

Independent Review

Independent Evaluation Team Review — May 20, 2022

The Evaluation Team will review each proposal and recommend applicants for participation in capacity interviews.

Capacity Interviews — Week of May 23, 2022

Formal Recommendation from Superintendent to Board — Week of June 13, 2022

Board Vote — Based on Recommendation of Superintendent

SUBMIT THE PROPOSAL ELECTRONICALLY TO JOHN WINK AT THE EMAIL ADDRESS BELOW BY 2:00 P.M. CENTRAL TIME, April 29, 2022: jwink@lisd.org

If you have any questions, please contact Dolly Soule at 903-381-2296.

INTRODUCTION

This Call for Quality Schools, a competitive solicitation, is a Request for Proposals (RFP) advertised under Texas Education Code §44.031. Copies of the Request for Proposal is available on the district's website, in the Superintendent's office or via email subsequent to telephone request.

Longview Independent School District ("LISD" or "District") is soliciting competitive proposals (hereafter called "proposal" or "proposals") for Campus Operating Partners ("Operating Partners").

DESCRIPTION OF SERVICES

The Longview Independent School District (LISD) is seeking proposals from qualified sources to operate one or more campuses under a campus charter and performance contract.

LISD is specifically seeking proposals from school operators offering the following types of school models:

Blended Learning Models

Program Elements

The district is seeking operators to provide blended learning models that provide promising and proven programs, practices, and strategies. The intent is to both meet unique student needs through exposure to diverse learning modalities. Models should meet the following criteria:

- The application proposes a logical and comprehensive plan to orient new students and parents on an ongoing basis to the blended learning environment, including expectations.
- The application outlines a feasible learning environment that is shown with evidence to support student learning, including the teacher: student ratio and structure.
- The application outlines the instructional strategies, methods and techniques to be employed in the school, including:
 - Research or existing models that support the use of these instructional strategies, methods, and/or techniques;
 - An explanation of the alignment to the school's model that will further its specific mission and key design elements; and

- Evidence that they are well suited for the intended student population.
- The application identifies the Learning Management System that will be used and the decision making process implemented to select the final system.
- The application provides a detailed plan that includes the following:
 - A plan to acquire and disseminate technology to students;
 - A plan to ensure internet safety and filtering practices;
 - A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; and
 - A plan to provide training and technical support on the LMS to families, and students.
- The application articulates the approach, resources, and personnel (including qualifications and associated administrative responsibilities), and structures within the virtual setting the school will use to meet the needs of both English Learners as well as Students with Exceptionalities.

Student Outcomes

The performance contract entered into with the selected operator(s) will require that the school achieve an overall rating of B or above in the first two years of operation and an overall performance score of 89 or above in the third year. The district reserves the right to specify higher and/or additional performance goals as a condition of the contract.

Career and Technology Models

Program Elements

The district is seeking operators to provide innovative high school models that provide promising and proven Career and Technology Education and Work-Based Learning programs, practices, and strategies that prepare individuals for post-secondary learning and fulfilling careers. Models should meet the following criteria:

- Provide that 100% of participating students access to appropriate work-based education at every grade level;
- Address regional workforce needs;
- Engage industry/business partners to provide opportunities for work-based learning, including job-shadowing, apprenticeships, and after-school and summer experiences;
- Ensure that agreements with business and industry partners emphasize that students who complete the program will have priority in interviewing with the applicable employers;

- Develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and to be successful in rigorous academic and work-based educational experiences;
- Provide participating students flexibility in class scheduling and academic mentoring.
- Enable graduates to transition successfully to post-secondary learning and/or a career with opportunities for advancement;
- Establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment.

Student Outcomes

The performance contract entered into with the selected operator(s) will require that the school achieve an overall rating of B or above in the first three years of operation. The contract will further require that the school achieve a CCMR score of 90 or above in the third year of operation. The district reserves the right to specify higher and/or additional performance goals as a condition of the contract.

International Baccalaureate Models

Program Elements

The district is seeking operators to provide school-wide middle school and high school models that enable students from all backgrounds to succeed in an IB pathway. Models should meet the following criteria:

- Ensure that IB the default pathway:
- Actively recruit low-income students with targeted outreach to underrepresented students and their families;
- Engage diverse learners and allow students to demonstrate their understanding in different ways (e.g., projects and varied learning tasks);
- Aim for mastery and deeper learning within the curriculum (e.g., cover fewer topics in more depth);
- Allow for flexible deadlines, increase scaffolding, and rethink homework.

- Examine trends in student performance to identify barriers to success and modify instruction accordingly;
- Emphasize academic and study skills (e.g., text-based analytic writing and time management) to prepare students for college success;
- Institute extensive opportunities for tutoring to ensure that students can access help before, during, and after school;
- Formalize peer supports (e.g., create or facilitate the formation of study groups);
- Establish wraparound services to prevent or respond to factors that might interfere with students' ability to focus on academics (e.g., partner with community-based organizations that offer social, emotional, and other services at the school site);
- Monitor individual student progress (e.g., through advisory classes) and tailor interventions (e.g., develop a tiered system of academic supports);
- Build a culture of high expectations for all students by hiring teachers who believe that diverse learners can succeed in the DP and by consistently reinforcing this belief through school policies and practices;
- Create systematic college planning processes (e.g., all students attend a college-planning event, take the SAT or ACT, complete the Free Application for Federal Student Aid, and apply to at least one broad-access college);
- Identify resources to facilitate college access for low-income students (e.g., scholarship opportunities, university-based outreach programs, local nonprofits that provide college counseling and other related supports);
- Proactively provide information to parents about college options, the college application process, and financial aid options;
- Establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment.

Student Outcomes

The performance contract entered into with the selected operator(s) will require that the school achieve an overall rating of B or above in the first two years of operation and an overall performance score of 89 or above in the third year. The district reserves the right to specify higher and/or additional performance goals as a condition of the contract.

Project-Based Learning Models

Program Elements

The district is seeking operators to provide elementary and middle school models that offer purposeful and authentic project experiences in which rigorous content is complemented by PBL pedagogy. Models should meet the following criteria:

- Ensure that projects are coherent and core to learning and build backwards from significant learning goals and standards;
- Prioritize strong relationships and positive culture;
- Use assessment data to improve instruction and give feedback;
- Provide relevant content that promotes civic engagement;
- Encourage student agency and choice;
- Provide opportunities for presentation of projects to authentic public audiences;
- Support critical thinking, problem solving and construction of content knowledge;
- Build on the diverse strengths, voices, and resources of all learners and their communities;
- Provide regular opportunities for students to self-assess and reflect on learning;
- Orient learning around a challenging driving question or problem;
- Build interdisciplinary connections;
- Support social and emotional learning;
- Cultivate strong facilitation and project management skills;
- Ensure that projects result in meaningful products that answer driving question;
- Promote collaboration and communication;
- Use universally designed scaffolds to support all learners;
- Establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment.

Student Outcomes

The performance contract entered into with the selected operator(s) will require that the school achieve an overall rating of B or above in the first two years of operation and an overall performance score of 89 or above in the third year. The district reserves the right to specify higher and/or additional performance goals as a condition of the contract.

Educator Preparation Lab Schools

Program Elements

The district is seeking school operators affiliated with a university-based educator preparation program to provide elementary and middle school models that achieve the dual goals of enabling continuous improvement of the preparation program and providing students at the school with excellent learning experiences. The model should meet the following criteria:

- Maximize time for educator learning, planning, and collaboration while ensuring that students are engaged in full-day learning and enrichment;
- Leverage the higher staff-to-student ratios at the school to provide extended day learning for students;
- Provide personalized learning plans and supports for all students;
- Ensure that new teachers enter the classroom able to provide K1-2 students with the kind of education that helps them develop “deeper learning skills, including:
 - Critical thinking
 - Collaboration
 - Communication
 - Ability to apply knowledge in a range of contexts;
- Create a pipeline of teachers fully prepared to excel in Longview ISD school;
- Provide professional development for in-service and pre-service teachers;
- Serve as a site for documentation of protocols and practices for continuous improvement;
- Establish systems to disseminate and support lessons about effective practices throughout the district, region, and state;
- Establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment.

Student Outcomes

The performance contract entered into with the selected operator(s) will require that the school achieve an overall rating of B or above in the first two years of operation and an overall performance score of 89 or above in the third year. The district reserves the right to specify higher and/or additional performance goals as a condition of the contract.

TERMS OF SERVICE

As documented in the foregoing description of service expectations, Operating Partners must demonstrate capacity to operate and improve the student outcomes of Longview ISD campuses.

Operating Partners will enter into a multi-year performance contract that incorporates a campus charter that will be granted under Subchapter C, Chapter 12, Texas Education Code. Continuation of the performance contract and charter will be contingent on achievement of the performance goals specified in the contract.

Once Operating Partners are selected and approved by the LISD board of trustees, the district will seek partnership benefits in accordance with the provisions of Senate Bill 1882.

Operating Partners will have the responsibility to carry out the following functions:

- employ and manage the campus chief operating officer, including initial and final non-delegable authority to hire, supervise, manage, assign, evaluate, develop, advance, compensate, continue employment, and establish any other terms of employment;
- manage all of the operating partner's own administrators, educators, contractors, or other staff;
- approve assignment of and manage district employees or contractors to the campus, including initial and final authority to approve the assignment of all district employees or contractors to the campus;
- directly manage the instructional staff described in subparagraphs (B) and (C) of this paragraph who provide services to at least a majority of the students;
- approve all curriculum decisions beyond the minimum requirements outlined in §74.2 of this title (relating to Description of a Required Elementary Curriculum) or §74.3 of this title (relating to Description of a Required Secondary Curriculum),

lesson plans, instructional strategies, and instructional materials, as defined in TEC, §31.002(1), to be used at that campus;

- manage educational programs for specific, identified student groups, such as gifted and talented students, students of limited English proficiency, students at risk of dropping out of school, special education students, and other statutorily defined populations;
- set the school calendar and the daily schedule, which may differ from those in other district campuses;
- approve all assessments that are not required by the state of Texas;
- adopt and implement the campus budget.

ELIGIBLE ENTITIES

The Board shall consider an application for a campus charter if the applicant:

Meets the eligibility requirements for a campus charter set forth in TEC §12.052, §12.0521, §12.0522, or §12.053;

Follows the application process established by the District; and

Provides evidence to the Board that the applicant will comply with the statutory and District requirements for a campus.

The Board welcomes applications for a campus charter (“Subchapter C charter”) pursuant to TEC Chapter 12, Subchapter C.

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.

COMPOSITION OF GOVERNING BOARD

The governing board of the Operating Partner may not include any members of the Longview ISD board of trustees, the district superintendent, or any school district personnel who are involved in the review, approval, monitoring or renewal of the charter performance contract.

APPLICANT TYPES

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

Current Operators– university, state-authorized, district-authorized, or out-of-state charter school operators which are in good standing, defined as receiving acceptable

academic and financial accountability ratings for the three preceding school years, and never having their charters revoked.

New Operators– nonprofit organizations, institutes of higher education, governmental entities, or school operators that do not meet the qualifications of a current operator.

All applicants must complete Sections 1 – 3 of the application. Current Operators 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 Current Operating Partner Supplement and all related attachments.



2021-2022

Local Campus Partner Application



Application Process Overview

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; and
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; and
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; and
3. Fulfill the purposes and intent of Texas's charter school law.

Instructions

The 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.

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) (at the discretion of the District and Review Committee): 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 any applicable template provided.
- 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 1-3 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 in the file format specified.
- 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.).

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. Graduation standards (*high school applicants only*)
2. Enrollment policy
3. Discipline policy
4. Organization charts
5. Board documents
6. Board Member Information Form
7. Leadership team qualifications or role description
8. School leader qualifications or role description
9. Financial Plan Workbook
10. Financial plan narrative

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; or
- 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.

2022 Request for Applications for Subchapter C Charters

Please submit an application that addresses the following questions. There are no page limits for individual topics, however overall page limits are noted for the Executive Summary, the Enrollment Summary, and each of Sections 1-4. Attachments are not included in these page limits.

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on an evaluator.

Plagiarism

The Texas State University Student Handbook defines plagiarism as “the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work” (Texas State University Student Handbook). Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. The Board considers plagiarism, including the copying of language from any other charter application without proper attribution, as grounds for immediate denial.

The Board understands that to implement an existing curriculum, instructional framework, or educational model (e.g., Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description 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. The Board also understands that existing operators proposing to replicate a model may use their own intellectual property, which is appropriate and acceptable.

Applicant Information

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:

☐ New Partner

☐ Current Operating Partner

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.

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 Demographic Information	% FRL: Click or tap here to enter text.	% SpEd: Click or tap here to enter text.	% ELL: Click or tap here to enter text.	
Model / Specialty (Check all that apply)				
<input type="checkbox"/> IB <input type="checkbox"/> Career / Technical Ed. <input type="checkbox"/> Educator Preparatory Residency and Demonstration School				
<input type="checkbox"/> Project-Based Learning				

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.

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 5 (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 look like.
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.
3. **Education Plan / School Design.** 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.

Enrollment Summary

(Limit: 2 Pages)

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year for each column.

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

Grade Level	Number of Students					
	Year 1 20xx	Year 2 20xx	Year 3 20xx	Year 4 20xx	Year 5 20xx	At Capacity 20xx
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. Then, 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 overall and aligned internally with the school's mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

1. Provide evidence of the following:
 - a. A framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of Texas state standards;
 - b. Sound instructional strategies that incorporate rigorous, high-quality experiences that promote critical-thinking skills and an explanation of why they are well-suited for the targeted student population;
 - c. Effective methods and systems for providing differentiated instruction to meet the needs of all students and plans to utilize an RTI model to identify and serve students with learning gaps;
 - d. A plan to maximize instructional time through consistent, efficient, and visible structures; and
 - e. A sound base for the proposed educational program in research, theory, and/or experience, including that it is likely to be rigorous, engaging, and effective for the anticipated student population.

Click or tap here to enter text.

High School Graduation Requirements (*High Schools Only*)

2. Provide evidence of the following:
 - a. As **Attachment 1**, exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do and ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce); and
 - b. Systems and structures the school will implement for students at risk of dropping out or not meeting exit standards.

Click or tap here to enter text.

Special Populations and At-Risk Students

3. Provide evidence of the following:
 - a. A sound explanation of evidence from which the projection of anticipated special populations was derived;

- b. A comprehensive and compelling plan for appropriate identification of students with special needs and to ensure they 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 IEPs and 504 plans, and participate in standardized testing;
- c. A comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification of ELLs, 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 ELLs and for exiting them from services, and plan for including ELLs in standardized testing and schoolwide educational, extra-curricular, and culture-building activities;
- d. A comprehensive and compelling plan for providing services to students identified as intellectually gifted, including methods for appropriate identification of students, specific instructional programs, practices, and strategies the school will employ; and
- e. Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, ELLs, and students identified as intellectually gifted.

Click or tap here to enter text.

Student Recruitment and Enrollment

- 4. Provide evidence of the following:
 - a. A sound and thoughtful student recruitment and marketing plan and timeline that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure; and
 - b. As **Attachment 2**, an Enrollment Policy that complies with state law and that ensures the school will be open to all eligible students.

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School Culture and Discipline

- 5. Provide evidence of the following:
 - a. A vision for school culture or ethos that will promote high expectations, a positive academic environment, and shared ownership of intellectual and

social development for all students, including those with special needs, ELLs, and students at risk of academic failure;

- b. A coherent plan for establishing and maintaining 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 campus climate;
- c. A clear plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways that meaningfully contribute to the school culture;
- d. A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs;
- 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;
- f. Legally sound policies for student discipline, suspension, and expulsion that do not indicate students will be removed in an inappropriate manner, as well as appeals, including proper processes for students with disabilities; and
- g. Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly.

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Assessment and Evaluation

- 6. Provide evidence of the following:
 - a. Annual student performance goals that include targets aligned with the state accountability system;
 - b. An effective plan (including qualified personnel) and system to implement and interpret interim assessments that will measure academic progress – of individual students and student cohorts – throughout the school year and strategies to employ corrective actions when needed;
 - c. A comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development; and

- d. Thoughtful, appropriate 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.

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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

7. Provide evidence of the following:

- a. As **Attachment 4**, an organizational chart that clearly indicates all positions and delineates appropriate lines of authority; and
- b. The proposed school's legal status (e.g., non-profit and federal tax exempt) and structure that are in compliance with state law.

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Governing Board

8. Provide evidence of the following:

- a. The independence of the board as it relates to the authorizer;
- b. Clear, appropriate 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;
- d. As **Attachment 6**, a Board Member Information Sheet, resume, and proof of U.S. citizenship for each proposed Board Member to demonstrate that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including educational, financial, legal, and community experience and expertise;
- e. A sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and qualifications; and
- f. Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board.

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Application Team Capacity

9. Provide evidence of the following:

- a. As **Attachment 7**, the collective qualifications (documented by résumés and bios for all members) to implement the school design successfully, including

capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement; and

- b. As **Attachment 8**, the proposed School Leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well-qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program (*if the School Leader candidate(s) is identified*); or
- c. As **Attachment 8**, the board and/or network's (if applicable) preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population (*If School Leader candidate(s) is not yet identified*); and
- d. Describe the plan to structure the work of the school leaders in the first year of operation and beyond, including how performance expectations will be clear, written, measurable, and aligned to the mission of the school.

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Staffing Plans, Hiring, Management, and Evaluation

10. Provide evidence of the following:

- a. A recruitment and hiring strategy, including selection criteria, protocol, and timeline, that are likely to result in a strong staff that is well-suited to the school;
- b. A plan for providing targeted and personalized support and development to retain a high-performing staff;
- c. Identification of evaluation tools and processes that will capture trends and track and promote teacher progress over time; and
- d. Effective planning for unsatisfactory leadership/teacher performance and turnover.

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Professional Development

11. Provide evidence of the following:

- a. Sensible allocation of responsibilities for professional development, including demonstrated understanding of, and preparation for, professional development needs; and
- b. Professional development methods, calendar, and staffing that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will

prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

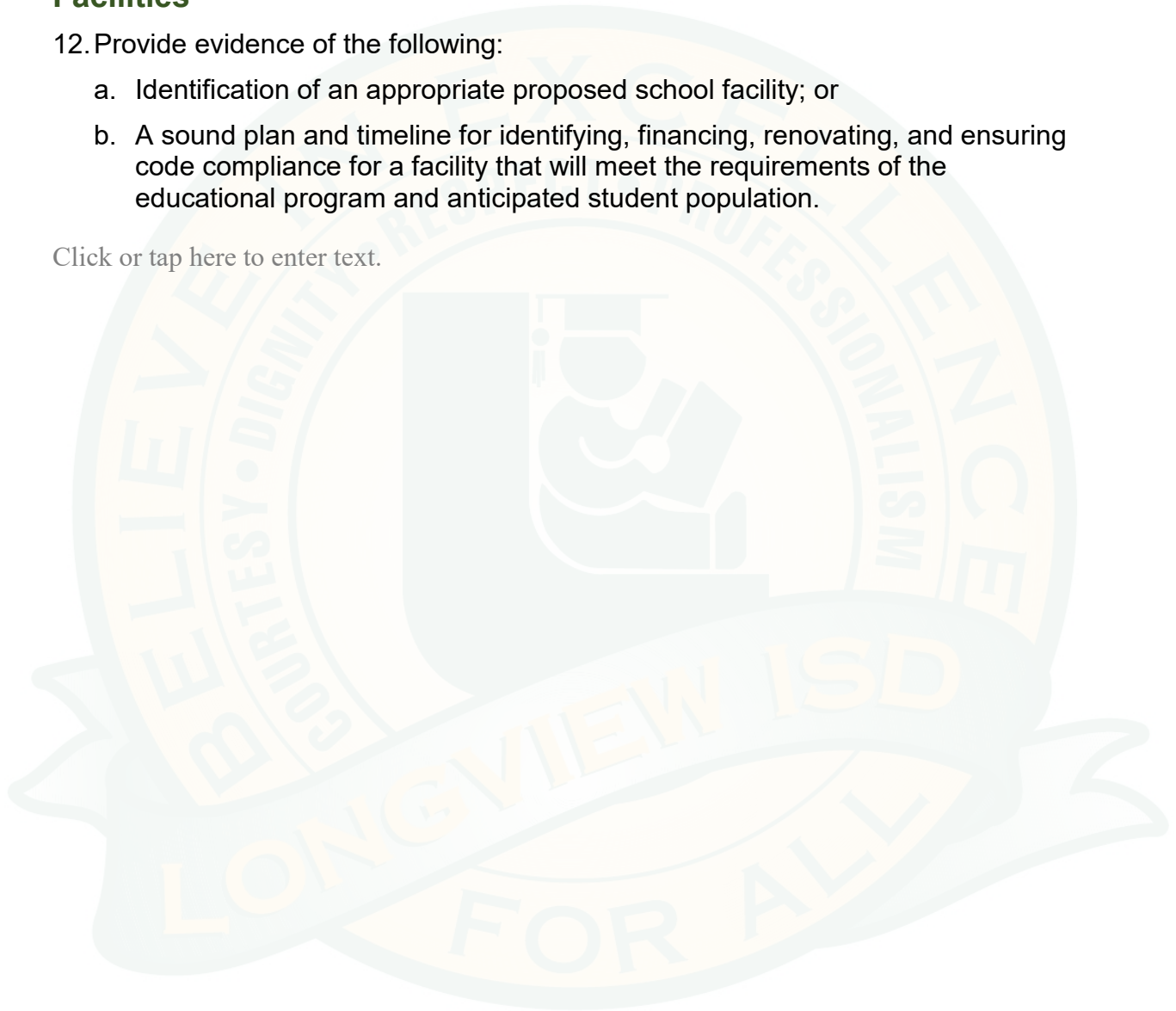
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Facilities

12. Provide evidence of the following:

- a. Identification of an appropriate proposed school facility; or
- b. A sound 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.

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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

13. Provide evidence of the following:

- a. Reasonable assurances that the partner will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits;
- b. That the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance;
- c. That the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report;
- d. As **Attachment 9**, a complete, realistic, and viable operating budget within the Financial Plan Workbook provided;
- e. As **Attachment 10**, a detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying 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); and
- f. Sound contingency planning to meet financial needs if anticipated revenues are not received or are lower than estimated.

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2021-2022

Local Campus Partnership Application

Existing Partner/Experienced Partner Supplement



Existing Partner/Experienced Partner Supplement

(Limit: 5 Pages)

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 Charter Partners should complete only Section 1, below. Any applicant proposing to contract with an Education Service Provider (ESP) should complete Sections 1 and 2.

Existing Charter Partner Track Record

1. Provide evidence of 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);
 - b. As **Supplemental Attachment 2**, the financial health of the experienced partner applicant or ESP as demonstrated through an independent financial audit report and its most recent annual report; and
 - c. A clear description of any history of charter revocations, non-renewals, withdrawals, or failures to open for the experienced partner applicant or ESP.

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ESP Management Plan and Legal Relationship

1. Provide evidence of the following:
 - a. As **Supplemental Attachment 13**, a clear and appropriate Management Agreement 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;
- b. A compelling plan for the operation of the school in the case that the management agreement is terminated;
- c. 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;
- d. A clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including 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; and
- 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 by the school.

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