

The background features a blue-tinted architectural drawing with various lines, circles, and numbers. A white cylindrical object, possibly a rolled-up document or a container, is positioned in the center. A drafting tool, likely a compass or divider, is visible in the lower-left corner. The overall aesthetic is professional and technical.

2019-2020

Texas Partnership Benefits Application

TEXAS PARTNERSHIP BENEFITS APPLICATION

Application Instructions

This document is the application for Texas Partnership School benefits. For more information about Texas Partnership Schools, including a description of different kinds of partnerships, partnership benefits, eligibility requirements, and how TEA will evaluate applications, please download the Texas Partnership Guide from the [Texas Partnerships website](#).

Districts must submit this completed document along with the corresponding attachments by **March 31, 2020 (5:00 PM)**. Districts may submit applications for partnership school benefits to start in either 2020-2021 or 2021-2022. TEA will notify districts of eligibility for benefits (approval, denial, or request for additional information) by May 1, 2020. Table 1, below, shows the timeline for application package submissions.

Table 1. Application Timeline for Partnership School Benefits

Action	Date
District attends required webinar	December 13, 2019 or January 17, 2020
Proposed operating partner attends required webinar	January 24, 2020 or February 7, 2020
Districts submit completed application packages	by March 31, 2020 (by 5 PM)
Application Review Window	March 31-April 30, 2020
TEA notifies district of eligibility: (approval, denial, or request for additional information)	by May 1, 2020

A complete application includes the following documents.

- Completed Texas Partnership Application Template (this document)
- Attachment A: Local Board-Approved Charter Authorizing Policy
- Attachment B1: Local Campus Partner Application (for each partnership school)
- Attachment B2: Local Campus Partner Application Evidence of Evaluation (for each partnership school)
- Attachment C: Partnership Performance Contract (for each partnership school)

Districts can submit a single application for multiple partnership schools but must submit separate attachments B and C for each school.

Please submit the completed application package to TEA using the following steps:

- Save this Partnership Application template as a PDF document titled with district name and document type (e.g. *DistrictName-Partnership Application*), and

- Please save required attachments as PDF documents. See application instructions for file naming convention.
- Email all files to dssi@tea.texas.gov with the subject line as follows - [*Partnership School Application Package_ Insert District Name*].

Specifications

- Applicants **must** submit proposals electronically and use the template provided.
- Only responses placed within the text boxes provided will be considered for evaluation activities. All elements of the proposal must be presented in 11-point font and single-spaced.
- *Application responses, including the existing questions and content, **must not exceed 30 pages.** This does not include any required attachments.*
- All required documents should be uploaded in the file format specified.
- Late or incorrectly formatted submissions will not be accepted.
- Submissions from districts that did not submit a letter of intent by November 15, 2019 will not be accepted.
- Submissions from districts that did not attend a required TEA webinar will not be accepted.
- Submissions that include an operating partner that did not attend a required TEA webinar will not be accepted
- Submissions that include a partner that does not have a governing board and at least one full time staff at the time the application package is submitted will not be accepted.

Approval Process for Partnership School Benefits

Districts must submit this completed partnership application template and attachments **A, B, and C**. However, TEA will not evaluate all of these documents for all partnership applications. Rather, the review process varies depending on the school- and partner- type. Table 2 describes school and partner types. Table 3 shows the documents TEA will evaluate for each school and partner type.

Table 2. Types of Partners

Partnership School Types	
Innovation	<ul style="list-style-type: none"> Existing schools that received an overall A, B, C, or D in 2018-2019 (2019 ratings). New schools, defined as new schools for state reporting; must receive a new county district campus number (CDCN).
Turnaround	<ul style="list-style-type: none"> Schools that received an overall F rating for the 2018-2019 school year (2019 ratings).
Partner Types	
New	<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
Existing	<ul style="list-style-type: none"> State or district-authorized charter operators Partner must have 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

Table 3. Documents TEA will Evaluate to Determine Eligibility for Partnership School Benefits by School- and Partner- Type

Type of School	Turnaround	Innovation	Turnaround	Innovation
Type of Partner	New	New	Existing	Existing
Authorizing Policies and Practices	Evaluated*	Evaluated*		
Local Campus Partner Application and Evaluation (submitted by partner)	Evaluated	Evaluated		
Partnership Performance Contract	Evaluated	Evaluated	Evaluated	Evaluated

* TEA will only evaluate the responses to the questions regarding charter authorizing policies and practices section within the application template.

The TEA process for reviewing and approving partnership school benefits is further described in the Texas Partnership Guide. Evaluation forms for each district submission (attachments) are available on the [Texas Partnerships website](#).

Partnership Overview

District	Longview ISD
Superintendent	James Wilcox
Superintendent Email/Phone Number	jewilcox@lisd.org
Secondary District Contact	Craig Coleman
Secondary Contact Email/Phone Number	jccoleman@lisd.org
Submission Date	4/27/2020

Provide the following information for each proposed partnership school included in this application.					
Name of Proposed District School	County/District Campus Number <i>(leave blank if a "new" school)</i>	Partnership School Type <i>(Turnaround, Innovation)</i>	Name of Proposed Partner Organization	Partner Type <i>(New or Existing)</i>	Academic Year for Partnership Start <i>(2020-2021 or 2021-2022)</i>
Longview Early Graduation High School (East Texas Advanced Manufacturing Academy and Early Graduation High School)	092903004	Innovation	Longview Educates and Prospers (LEAP)	NEW	2020-2021
Longview High School	092903001	Innovation	Texas Council for International Studies	Existing	2020-2021
Foster Middle School	092903042	Innovation	Texas Council for International Studies	Existing	2020-2021
Hudson PEP Elementary School	092903117	Innovation	Texas Council for International Studies	Existing	2020-2021
Ned E. Williams Elementary School	092903126	Innovation	Texas Council for International Studies	Existing	2020-2021
Judson Middle School	092903044	Innovation	Texas Council for International Studies	Existing	2020-2021
South Ward Elementary	092903124	Innovation	Texas Council for International Studies	Existing	2020-2021

Provide the following information for each proposed partnership organization included in this application.		
Name of Proposed Partner Organization	Names and affiliations of Partner Organization Board Members (at least 3 board members are required)	Name(s) and title(s) of Currently Employed Partner Organization Staff (at least 1 staff is required)
Longview Educates and Prospers (LEAP)	Shawn Hara—Media and Tourism Manager, City of Longview Keith Bonds – City Manager, City of Longview Wayne Mansfield—CEO, LEDCO	Gary Krueger, Executive Director
Texas Council for International Studies	https://texascis.org/board-members	Margaret Davis, CEO
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.

Please respond to the following questions:

Q1. Has TEA approved the district for partnership school benefits in a previous application cycle?

YES

Q2. Did the district use TEA’s Model Local Charter Authorizing Policy?

YES

Q3. Did the district use TEA’s Model Local Campus Partner Application?

YES

Q4. Did the district use TEA’s Model Partnership Performance Contract?

No. District representatives drafted contract using the model as a reference point along with strong contracts approved for other partnerships.

Q5. What percent of the district’s student enrollment (based on 2019-2020 enrollment) will be enrolled in a subchapter C (in-district) charter when the campus(es) in this application are in operation?

100%

Charter Authorizing Policies and Practices

Districts seeking approval for partnership benefits must provide evidence of high-quality district charter authorizing policies and practices. Districts must submit their local, board-approved partnership authorizing policy as attachment A to this application. Districts must also respond to the questions below.

Required:

- **Attachment A:** Local Charter Authorizing Policy (*as currently adopted by local district school board*). Districts are required to adopt TEA's Model Local Partnership Authorizing Policy or a similar policy approved by TEA.
- **Respond to** questions in the Summary of Charter Authorization Policies and Practices below. *Please note that only districts proposing Turnaround or Innovation School Partnerships with a New Partner will undergo an evaluation of responses in this section by TEA. TEA will review responses from districts proposing to partner with an Existing Partner for context only.*

Summary of Charter Authorizing Policies and Practices

All districts must respond to the following questions about their local authorizing policies and practices. All questions under each section must be addressed.

Authorizing Mission and Core Vision

1. Describe the mission and vision of the district's efforts to authorize new charter campuses and programs.
2. Explain how work to authorize new charter campuses will focus on improving student learning, increasing choice, creating professional opportunities to attract teachers, establishing new forms of accountability, and encouraging innovative learning methods.
3. Explain how the district's efforts to authorize new charter campuses will support the district's broader strategy to improve student outcomes.

Longview ISD is committed to ensuring that every child has access to a high-performing seat in a high-performing campus. This commitment has led the Board and administration of the district to seek charter partnerships with organizations that can bring high quality educational opportunities to the district's students. The commitment of the district is evident through the district's participation in TEA's System of Great Schools. The district has participated in training and professional development offered through the SGS, including the Texas Authorizer Leadership Academy (TALA) and the Chief Innovation Officer (CIO) Bootcamp.

Through conducting data analysis, community interviews and discussions, and needs assessments, the district has determined the appropriate educational settings and opportunities that should be provided to students. A strong commitment to the International Baccalaureate (IB) program was developed as a result of the district's analysis of data. The Board of Trustees and administration have dedicated the resources of the district to the IB program and have determined that the IB learning philosophy will be the underpinning of the district's educational programs.

After determining the needs of the district, the Call for Quality Schools was developed in order to solicit applications from potential partner organizations that would be a best fit for the district. During the process of conducting the Call for Quality Schools, the district was seeking information from proposed partners that would improve student learning and opportunities, increase choice for students and parents, increase the recruitment and retention of teachers, expressing specific means of holding the proposed partners accountable for performance, and encouraging innovation in teaching and learning.

The authorization process and Call for Quality Schools supports the district's desire to provide high-quality educational opportunities for students and improved student outcomes by taking the evidence collected and analyzed by the district and utilizing that evidence to develop the Call that includes the needs of students and the community. The district is committed to providing educational opportunities and environments.

Commitment and Capacity

1. Describe the capacity and resources dedicated to the district's charter authorizing process, including the evaluation, nomination, and ongoing monitoring of district charter campuses.
2. Identify the key members of the district's leadership team by name and title and describe their individual and collective qualifications for authorizing, monitoring, and evaluating the district charter(s).
3. Identify the district employee(s) that is/are fully dedicated to overseeing the authorizing and ongoing monitoring of in-district charters, including the date the employee(s) began in this role.

Currently, LISD has established an Office of Innovation and employs a Chief Innovation Officer. Throughout the 2019-2020 school year, the district has dedicated resources to the increased capacity and knowledge and skills of the employees responsible for the authorizing of quality charter partners. As the district increases their partnership portfolio, the district plans to increase the capacity of the Office of Innovation, including the addition of personnel, and provide continued training for central office and campus personnel concerning the change of roles and responsibilities. In addition, both the superintendent and the CIO have attended numerous professional development trainings concerning the authorization of partnerships and the role of the CIO.

Key members of Longview ISD's leadership team are:

Dr. James E. Wilcox, Superintendent

Over the past thirteen years, Dr. Wilcox has led Longview ISD in the creation of an environment of continuous improvement throughout the district. With over 40 years of educational experience, Dr. Wilcox has a unique perspective when it comes to the education of children. During the last year, Dr. Wilcox has been involved in the System of Great Schools training, Texas Authorizer Leadership Academy, and Lone Star Governance to prepare for the role of authorizer.

Dr. J. Craig Coleman, Chief Innovation Officer

Having served in education for over 25 years, Dr. Coleman has a vast array of experiences to bring to the role of Chief Innovation Officer. He has served as Superintendent of Schools, university professor of Educational Leadership, central office administrator, campus leadership, and classroom teacher. During the past year, Dr. Coleman has participated in the System of Great Schools training, Chief Innovation Officer Bootcamp, Texas Authorizer Leadership Academy, NACSA, and numerous consultations with advisors to prepare for the implementation and oversight of the district's partnerships.

Dr. James Hockenberry, Assistant Superintendent of Community Relations

Hockenberry is native of the East Texas area and alumnus of Stephen F. Austin State University, He has a Bachelor's in Biology, a Master's in Education, and a Doctorate in Education Administration — all from SFA.

Horace Williams, Assistant Superintendent for Campus Accountability

Mr. Williams has served in many educational capacities in Texas and New York. As principal of Wheatley HS in Houston ISD, Mr. Williams led the turnaround of one of the worst performing campuses in the state. His experiences with charter schools and performance monitoring are also a benefit for LISD as they move toward district-wide partnerships.

Dennis Williams, Assistant Superintendent for Student Services

Dennis Williams has over three decades of educational experience, including many years in educational leadership. He has served in a variety of roles, including superintendent, principal, and teacher/coach. The majority of his experience has been in districts with high needs, and he has extensive knowledge and skills about increasing student achievement for challenging environments. Mr. Williams is also very knowledgeable about school safety and security.

James Brewer, Assistant Superintendent of Secondary Education/HS Principal

James Brewer has many years of educational experience in various roles. He has served as superintendent of schools, Assistant Superintendent, Principal, Assistant Principal, teacher and coach. Mr. Brewer has worked diligently over the years to provide students with the opportunities to be successful no matter their chosen pathway.

Joey Jones, CFO

Joey Jones has worked in educational finance since 2011. Prior to that time he was employed in the accounting/finance field for over a decade. He is currently working towards his MBA. The knowledge and skills that Mr. Jones brings to the table will be beneficial for the district as it relates to charter partner organizations.

Each of the above mentioned key members of the district's staff, has been involved in the management of the current partnership with East Texas Advanced Academies (ETAA). Dr. J. Craig Coleman became the district's CIO in February of 2019 and has provided leadership for the district in the expansion of the partnership program for the district. The district has fully dedicated the time of the CIO to the authorizing and monitoring of in-district charters.

Application and Review Process

1. Describe the process for evaluating and awarding proposals submitted under TEC Chapter 12, Subchapter C. Please include a description of:
 - the operator application (if the district used the TEA model application, please indicate in this section),
 - the rubric used by the district's review panel to evaluate partner applications, including how the district evaluated the operating partner's academic model, the operator's strengths and weaknesses and past academic performance, and
 - the process the district used for conducting capacity interviews.
2. Describe the process undertaken to provide opportunities for the public to learn about potential charter applications prior to approval decisions by the local board.
3. Describe the process for communicating application evaluation criteria and approval/denial decisions, including the basis for such decisions, to charter applicants.

The application and review process utilized for Longview ISD's Call for Quality Schools consisted of the publication of the Call, accepting of proposals, review of proposals and the negotiations of performance agreements with the proposed partners prior to the decision by the board of trustees. The district utilized the model application provided by TEA. In addition, the district utilized the rubric provided by TEA for the review and evaluation of the proposed partners. The review included evaluation of the partner's academic model, the operator's strengths and weaknesses, and the past performance of the proposed partners.

From the review and the evaluation of the applications, the review team developed a series of questions for each of the proposed partners. These questions were the basis for the Capacity Interviews that were conducted by the Partnership Review Team. The Capacity Interviews were conducted to clarify areas of question or concern expressed by the Partnership Review Team. For example, questions touched on a variety of topics, including the makeup of the Board of Directors, the qualifications of the proposed Executive Director, the financial and staffing plans, and clarification of the curricular program to be used.

The district conducted a series of Town Hall meetings throughout the district to solicit feedback from the community as to their wants and needs for educational opportunities for students. Throughout these Town Hall meetings information was shared about charter partners, the System of Great Schools, and the possible types of partnerships that could be made available to the district's students, families, and community.

After conducting a thorough review of the applications from the proposed partners, the Partnership Review Team notified the applicants of their recommendations, strengths and weaknesses of their applications, and to schedule the Capacity Interviews. At that time, the Partnership Review Team also requested further clarifications and additions that needed to be included in the applications.

Oversight and Evaluation

1. Describe the relationship and key responsibilities between the school district board of trustees, the district administration, and the charter holder/operating partner.
2. Describe the areas of autonomy and flexibility provided to charter campuses in the district. Specifically, identify district policies that will be identified in the performance contract as being applicable to the charter campus for which the campus could otherwise be exempt under TEC, Chapter 12, Subchapter C.
3. Describe the district's process for routinely monitoring accountability and compliance, as defined in the charter contract. Include the frequency and timeline for all monitoring activities.
4. Outline any district data collection requirements, including a reporting schedule, site-visits, mandated assessments, and any required student-management system.

As the district moves to a district consisting of 100% charter partnerships, there is a realization that the roles and responsibilities of all parties will change to some degree. Although ultimately responsible for the performance of students, the district's Board of Trustees will now become authorizers focused on the outputs of the partners instead of the inputs. The district's administration will transition from operators of schools to that of monitors and evaluators of performance. The operating partners will receive autonomies in exchange for increased transparencies and accountability.

The operating partners will receive autonomies from the district in areas, including staffing, curriculum, finances, and scheduling. The district has made changes to its local Board policies to reflect the needed autonomies for the new charter partner arrangements, and the district will continue to evaluate and revise its local policies as situations and needs arise requiring changes in policy. The desire is to provide any and all exemptions possible to the charter partners in order to allow them to meet the needs of the district's students without the "red tape" that impacts traditional systems.

The district will formally monitor and evaluate the outcomes and performances of the partner organizations on a yearly basis. In addition to these summative evaluations, the partner will provide informal formative assessment results throughout the year as available. The Performance Agreement provides guidance on the monitoring expectations of the district for its charter partners (see Addendum 5).

Data collection, according to the Performance Agreement, will be handled by the partner organization and maintained in a method that will be compatible for the reporting that is required of the district. Much of the information for reporting is included in the Performance Agreement; however, there will be situations that will require the district and the partner to work collaboratively in the best interest of the students of the district. The district currently uses Skyward as its SMS. Site visits will formally be conducted each year. The partner and the district will coordinate these visits by mutual consent. Although the partner organization will have autonomies over which assessments that they require for their campuses, the district has included that the partners will administer the ITBS assessment in grades K-8. This assessment is a requirement due to the fact that the results are used in order to identify students who qualify for the district's gifted and talented program.

The following are more specific requirements from the performance contract:

- 15.01 Records Management System. The District and the OP shall maintain a records management system that conforms to the system required of school district under the Local Government Records Act, Section 201.001 et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of this Agreement.
- 15.02 State and Federal Reporting. OP shall report timely and accurate information to the District as necessary for the District to comply with all applicable state and federal requirements. OP shall report information in the manner requested by the District and correct any demonstrable errors as requested by the District, provided that the manner of reporting or correction requested is not unduly burdensome to OP. The parties shall work cooperatively to develop an efficient system of data collection and reporting process that eliminates duplication of effort to the largest extent possible.

Revocation and Renewal

1. Describe the charter terms and evidence required for renewal of a charter agreement.
2. Describe the criteria and a specific timeline for non-renewal of a charter agreement.
3. Describe the process for establishment of a closure protocol to be used in the event of non-renewal of a charter agreement.
4. Describe the criteria for revocation of a charter agreement.
5. Describe the procedure and a specific timeline for revocation of a charter agreement.

1.If the charter agreement remains in effect at the end of the Initial Term, it will renew automatically for successive three-year terms, or for longer terms if the Parties agree, if the specified performance goals set forth in the performance contract are substantially met.

The performance goals are set forth in Addendum 3 to the attached Performance Contract.

2. **Non-Renewal.** If the School successfully achieves the student outcome goals specified in Addendum A-3, attached, the District must hold two public hearings at least one week apart and at least sixty (60) days prior to any District action to terminate or non-renew the Agreement. At least one of the two public hearings shall be held at the operator's campus between 6PM and 8PM Central Standard Time on a weeknight with at least five (5) days' notice to the operator and the public. If the School fails to achieve the student outcome goals specified in Addendum A-3, the District shall not extend this Agreement without a public hearing at least sixty (60) days prior to any District action to extend or renew this Agreement. Only after conducting the above required public hearing(s), may the District's Board of Trustees schedule a meeting to take possible action on termination. The Board must conduct at least two readings of this action as described below in this section. Any deliberations among and action taken by the Board of Trustees shall be conducted in open session with specific notice on the Agenda(s) that the Board is considering and may take action to terminate this Agreement with the operator.

Termination Right to a Public Hearing. If the School successfully achieves the student outcome goals specified in Addendum A-3 of the Performance Contract, the District must hold two public hearings at least one week apart and at least sixty (60) days prior to any District action to terminate or non-renew the Agreement. At least one of the two public hearings shall be held at the operator's campus between 6PM and 8PM Central Standard Time on a weeknight with at least five (5) days' notice to the operator and the public. If the School fails to achieve the student outcome goals specified in Addendum A-3, the District shall not extend this Agreement without a public hearing at least sixty (60) days prior to any District action to extend or renew this Agreement. Only after conducting the above required public hearing(s), may the District's Board of Trustees schedule a meeting to take possible action on termination. The Board must conduct at least two readings of this action as described below in this section. Any deliberations among and action taken by the Board of Trustees shall be conducted in open session with specific notice on the Agenda(s) that the Board is considering and may take action to terminate this Agreement with the operator.

3. In the event of a non-renewal of a charter agreement, Longview ISD would plan to return the school to its prior status as a district-managed campus. The Board will develop a detailed school closure protocol before the non-renewal of a charter contract. The protocol shall ensure timely notification to parents including assistance in finding new placements; orderly transition of student records to the district; and disposition of school funds, property, and assets in accordance with law. In the event of closing any charter school, the District will oversee and work with the school's governing board and leadership to carry out the closure protocol.

4. Termination Related to Performance. The District may terminate this Agreement or take another action, including increased monitoring and/or probation, if the School does not meet required performance standards. Termination under this Section shall be effective at the end of the then current school year so long as written notice of such termination is provided February 1. The District may terminate this Agreement at the end of the then-current school year if the Commissioner of Education orders closure of the school based on academic performance.

Termination for Cause. Either Party may terminate this Agreement prior to the end of the then-current term if the other Party fails to remedy a Material Breach of this Agreement within sixty (60) days after written notice by the non-breaching Party of such Material Breach; provided, however, that if the breach involves failure to protect the health, safety, or welfare of students enrolled at the school within the meaning of Education Code Section 12.115(a)(3), then no such notice and opportunity to cure shall be required. The termination of the Agreement shall be effective as of the end of the then-current school year unless it is manifestly unsafe for students to remain at School under the direction of the operator for the remainder of the school year. If the operator terminates this Agreement during the term of the Agreement because of the District's Material Breach that is not cured, then the District shall pay the operator a transition fee that equals the sum of four monthly disbursements under the common schedule of accrual as liquidated damages. If the District terminates this Agreement during the term of the Agreement because of a Material Breach by the operator that is not cured, then the operator shall pay the District the sum of four monthly disbursements under the schedule of accrual under the contract as liquidated damages.

5. In the event of any indication or allegation that a charter has committed a violation or underperformed to a degree that may warrant charter revocation, the Superintendent or designated staff will take the following steps:

1. The Superintendent or designated staff will notify the school leadership in writing of the indication(s) or allegation(s), stating that the charter may be in jeopardy, and shall meet with the principal or equivalent chief operating officer and the president or chair of the governing board of the charter school to discuss the matter;
2. If the Superintendent or designated staff determines that a violation or mismanagement has occurred, the principal or equivalent officer of the charter school shall respond to the matter at the next regularly scheduled Board meeting. The Superintendent shall ensure that the issue is on the agenda. The Board shall hear the presentation, and if the Board decides to consider revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located.

The Board's decision regarding whether to revoke a charter shall be based on the best interests of the students, the severity of the violation, applicable law, and any previous violation committed by the school.

In the event of a health or safety concern, the Board reserves the right to immediately suspend school operations before revocation takes effect. In the event of a decision to revoke a charter contract, the Board shall notify the school of the proposed action immediately in writing. The notice shall include the reasons for the proposed revocation in detail, and the effective date of the revocation, which may be effective immediately in the event of a health or safety concern.

Charter Revocation Timeline. Parents and students shall have ample time and information to make informed choices for the coming school year when a school's contract is revoked or not renewed. Children attending a charter school whose contract has been revoked, not renewed, or that closes for any reason shall be admitted to District schools if the children are entitled to attend under state law, and admission deadlines shall be waived for such students. Any charter school whose contract is revoked shall close permanently at the end of the current school year or on a date specified in the notification of revocation.

Local Campus Partner Application and Evaluation

Districts must submit this attachment for **each partnership school** under consideration for Partnership School benefits.

Districts must submit two items:

Attachment B1: Local Campus Partner Application: The application that the partner organization completed and submitted to the district review panel for evaluation.

Attachment B2: Local Campus Partner Application Evidence of Evaluation: Documents that demonstrate how the application was evaluated/scored, what areas needed to be addressed in the capacity interview, and notes from the capacity interview.

Attachments should be titled and ordered by partnership school/campus name. For example, a district submitting two partnerships for approval would title attachments as follows:

- Campus 1_Attachment B1_Local Campus Partner Application
- Campus 2_Attachment B1_Local Campus Partner Application
- Campus 1_Attachment B2_Local Campus Partner Application Evidence of Evaluation
- Campus 2_Attachment B2_Local Campus Partner Application Evidence of Evaluation

Partnership Performance Contract

Districts must submit this attachment for **each partnership school** under consideration for Partnership School benefits.

Attachment C: Partnership Performance Contract: the board-approved contract between school district and partner organization to operate the partnership school.

Attachments should be titled and ordered by partnership school/campus name. For example, a district submitting two partnerships for approval would title attachments as follows:

- Campus 1_Attachment C_Partnership Performance Contract
- Campus 2_Attachment C_Partnership Performance Contract

Partnership Assurances Documentation

The partnership assurances document serves as a commitment from the district superintendent and board of trustees that all proposed partnerships do not present a conflict of interest with the district and that the district has done its due diligence to ensure that each partner is capable of the work it has agreed to perform in the performance contract.

The Superintendent of the district shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Governance

SW The district assures that the governing body of each operating partner is not and shall not be comprised of any members of the independent school district's board of trustees, the superintendent, or staff responsible for evaluating the partnership application or overseeing the performance contract.

SW The district assures that the majority of the governing body of each partner is not and shall not be comprised of district staff.

SW The district assures that no member of the governing body of each partner will be related within the first degree of affinity or consanguinity with any members of the independent school district's board of trustees, the superintendent, or staff responsible for granting the charter or contract to partner to operate or overseeing the performance contract.

SW The district assures that all members of the governing body of each operating partner have passed and will continually pass the district's conflict of interest checks.

SW The district assures that the district has not appointed a majority of the members of the governing board of each operating partner.

SW The district assures that the governing body of the operating partner will participate in board governance training provided by TEA or a vendor recommended by TEA.

SW The district assures that it will submit the names and background information for all partner board members to the agency annually.

II. Performance Contract

SW The district assures that the district and each proposed operating partner meet the requirements to contract to partner to operate, as outlined in TAC §97.1075 (relating to Contracting to Partner to Operate a Campus under Texas Education Code, §11.174, as amended).

SW The district assures that the district is aware that to maintain benefits eligibility, the performance contract must meet the eligibility requirements described in this application and all statutory requirements for the duration of the partnership, and that all performance contract amendments must be submitted to the agency within 30 days.

III. Authorizing Policies and Practices

SW The district assures that the authorized performance contract(s) for "new Texas partners" will have a term of at least three years.

_____ The district assures that it will continuously meet the requirements to authorize an operating partner, as outlined in TAC §97.1079 (relating to Determination Processes and Criteria for Eligible Entity Approval under Texas Education Code §11.174, as amended).

SW The district assures that it will not authorize performance contracts to partner to operate a campus that are contingent upon overall campus academic performance ratings or the receipt of additional funding relate to TEC §11.174.

IV. Operating Partner Capacity

SW The district assures that each operating partner has reasonable staff capacity, including at least one full-time equivalent employee in place at the time this application is submitted, necessary to oversee the operation of the campus.

I, the undersigned, hereby certify that the district has authorized me to provide these assurances as noted by my initials on this and all previous pages.

James E. Wilcox

Printed Name of District Superintendent

JEWilcox
Signature of District Superintendent

4/29/20
Date

Printed Name of President (Board of Trustees)

Virginia Northcutt

Virginia Northcutt
Signature of President (Board of Trustees)

April 29, 2020
Date