GENERATION

24

RFA#701-18-116 SAS#562-19

OPEN-ENROLLMENT CHARTER APPLICATION

TEXAS EDUCATION AGENCY

1701 North Congress Avenue

Austin, Texas 78701

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| FINANCIAL PERFORMANCE INDICATORS | Click or tap here to enter text. |
| BUDGET | Click or tap here to enter text. |

# **APPLICATION OVERVIEW**

|  |  |
| --- | --- |
| **NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL** | |
| Click or tap here to enter text. | |
| **NAME OF SPONSERING ENTITY** | |
| Click or tap here to enter text. | |
| **The sponsoring entity is a:** | 501(c)(3) Nonprofit Organization  Governmental Entity  College or University |

|  |  |
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| **I. CONTACT INFORMATION** | |
| **Applicant Name:** | Click or tap here to enter text. |
| **Applicant Mailing Address:** | Click or tap here to enter text. |
| **Applicant Email Address:** | Click or tap here to enter text. |
| **Applicant Phone #:** | Click or tap here to enter text. |

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| **II. GEOBOUNDARIES/FACILITIES/OPERATIONS** | |
| **Number of Campuses Being Requested:** | Click or tap here to enter text. |
| **Number of Districts within Geo Boundary:** | Click or tap here to enter text. |
|  |  |
| **Address of Proposed Administrative Offices *(if different from above):*** | |
| Click or tap here to enter text. | |
| **Physical Address of Each Proposed Campus *(please include street address, city, state, zip, and county).* If the specific address is unknown at this time, please provide the county and general location of the proposed campus:** | |
| Click or tap here to enter text. | |

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| **III. GOVERNANCE/LEADERSHIP** | |
| **Number of Board Members:** | Click or tap here to enter text. |
| **Chairperson of the Governing Board:** | Click or tap here to enter text. |
| **Chief Executive Officer of the Sponsoring Entity:** | Click or tap here to enter text. |
| **Superintendent of Proposed Charter School:** | Click or tap here to enter text. |
| **Board Member Who Attended Applicant Conference:** | Click or tap here to enter text. |

Click or tap here to enter text.

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|  | **IV. ENROLLMENT OVERVIEW** | | | | | | | | | | | | | |
|  | State the estimated enrollment and check all grade levels to be served for each school year. *By Year 3, at least one grade in which assessments are administered must be offered.* | | | | | | | | | | | | | |
|  | **Year 1 -** Estimated Enrollment: Click or tap here to enter text. | | | | | | | | | | | | | |
| EE3 | PK 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | **Year 2 -** Estimated Enrollment: Click or tap here to enter text. | | | | | | | | | | | | | |
| EE3 | PK 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | **Year 3 -** Estimated Enrollment: Click or tap here to enter text. | | | | | | | | | | | | | |
| EE3 | PK 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | **Year 4 -** Estimated Enrollment: Click or tap here to enter text. | | | | | | | | | | | | | |
| EE3 | PK 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | **Year 5 -** Estimated Enrollment: Click or tap here to enter text. | | | | | | | | | | | | | |
| EE3 | PK 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  | **At Capacity -** Maximum Enrollment: Click or tap here to enter text. | | | | | | | | | | | | | |
| EE3 | PK 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC 12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Four Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document. | | |
|  | | |
|  | | |
|  | Click or tap here to enter text. | Click or tap here to enter text. |
| Signature of Chief Executive Officer of Sponsoring Entity  *(in blue ink)* | Date | Printed Name |

Attachment(s):

A 1: Applicant Information Session Documentation

# **APPLICANT TEAM OVERVIEW**

|  |  |  |
| --- | --- | --- |
| **I. APPLICATION TEAM MEMBERS** | | |
| Include names, current employment, and position with proposed school | | |
| **Full Name** | **Current Job Title/Employer** | **Position with Proposed School** |
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| **II. Board of Directors** |  | **III. Application Preparation/Support Services** |
| **Include names of all Board members.** |  | **List any individual(s), organization(s), or firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.** |
| Click or tap here to enter text. |  |
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| Click or tap here to enter text. |  | **Were any of the above-mentioned paid?** |
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# **OVERVIEW OF ANTICIPATED NEED**

***GEOGRAPHIC BOUNDARIES***

|  |  |  |
| --- | --- | --- |
| Click or tap here to enter text. |  | Click or tap here to enter text. |
| Proposed Generation Twenty-Four Charter Name |  | Name of Sponsoring Entity |
| State the proposed school’s **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*  A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per *19 Texas Administrative Code (TAC), §100.1207(f)*  If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. *Do not list the charter schools located within the designated geographic boundary.* | | |
| **Attendance Boundary** |  | **Primary Attendance Boundary (if applicable)** |
| Click or tap here to enter text. |  | Click or tap here to enter text. |
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# **OVERVIEW OF ANTICIPATED NEED**

***GEOGRAPHIC BOUNDARIES (CONTINUED)***

|  |  |
| --- | --- |
| **Number of charter school campuses currently operating within the occupied district:** | Click or tap here to enter text. |
| **Number of traditional school campuses currently operating within the occupied district:** | Click or tap here to enter text. |
| **Number of traditional school districts within ten miles of the proposed location:** | Click or tap here to enter text. |

|  |  |
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| **Will the proposed school be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years?** | Yes  No |
| **School Name(s):** | Click or tap here to enter text. |

1. Provide a rationale for the geographic location selected and the process undertaken to select the primary attendance boundary to be served.

Narrative Response:

**Evaluation Criteria-Geographic Boundaries**

A strong response will:

* Offer realistic attendance boundaries;
* Provide a compelling rationale for the geographic location selected; and
* Provide a specific location for the charter school campus and describe a school site that will be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years (FOR ONE PRIORITY POINT).

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# **OVERVIEW OF ANTICIPATED NEED**

***ENROLLMENT AND DEMOGRAPHIC PROJECTIONS***

|  |  |
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| **Projected number of students enrolled in each grade for Year 1:** | |
| **EE3** | Click or tap here to enter text. |
| **PK 4** | Click or tap here to enter text. |
| **Kindergarten** | Click or tap here to enter text. |
| **Grade 1** | Click or tap here to enter text. |
| **Grade 2** | Click or tap here to enter text. |
| **Grade 3** | Click or tap here to enter text. |
| **Grade 4** | Click or tap here to enter text. |
| **Grade 5** | Click or tap here to enter text. |
| **Grade 6** | Click or tap here to enter text. |
| **Grade 7** | Click or tap here to enter text. |
| **Grade 8** | Click or tap here to enter text. |
| **Grade 9** | Click or tap here to enter text. |
| **Grade 10** | Click or tap here to enter text. |
| **Grade 11** | Click or tap here to enter text. |
| **Grade 12** | Click or tap here to enter text. |

# **OVERVIEW OF ANTICIPATED NEED**

***ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Provide the anticipated demographics for the proposed school as well as current demographics for the Occupied District and two Contiguous Districts.**  *NOTE: The term “Occupied District” refers to the traditional school district in which the campus will be located. District 2 and 3 must be contiguous to the school district in which the first campus will be located. The term “First Charter Campus” refers to projected enrollment data for the first specific campus.* | | | | |
|  | **First Charter Campus** | **Occupied District** | **Contiguous District 1** | **Contiguous District 2** |
| **Name** | 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. |
| **African American** | 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. |
| **Hispanic** | 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. |
| **White** | 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. |
| **American Indian** | 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. |
| **Asian** | 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. |
| **Pacific Islander** | 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. |
| **Two or More Races** | 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. |
| **Economically Disadvantaged** | 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. |
| **ELL** | 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. |
| **At-Risk** | 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. |
| **Gifted & Talented** | 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. |
| **Special Education** | 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. |

# **OVERVIEW OF ANTICIPATED NEED**

***ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)***

1. Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities. Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s). *NOTE: Student demographic data can be found by school district on the Texas Academic Performance Report (TAPR), available by right-clicking* [*HERE.*](https://tea.texas.gov/perfreport/tapr/index.html)
2. Provide the proposed teacher to student ratio for each grade level served and provide a description of the process by which this ratio was determined.

Narrative Response:

**Evaluation Criteria-Enrollment and Demographic Projections**

A strong response will:

* Offer realistic enrollment projections in the first year of operation;
* Cite realistic demographic projections and accurate district data;
* Demonstrate a comprehensive understanding of the community/student population with unique historical, cultural, social, or academic factors that drive the school’s mission/vision;
* Identify both common and unique learning needs among the anticipated student population(s) that clearly align with the proposed instructional program; and
* Propose an allowable teacher to student ratio and describe a description of the process by which this ratio was determined and supports the description with research, theory, and/or experience.

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| Click or tap here to enter text. |

# **EXECUTIVE SUMMARY**

PAGE LIMIT: 2 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. Anticipated Need: 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.
2. 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.
3. Education Plan: 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.

# **EDUCATION PLAN**

## ***MISSION AND VISION***

**THIS SECTION IS ONLY TO BE COMPLETED BY A BOARD MEMBER OF THE SPONSORING ENTITY.** If this proposal is invited to participate in a capacity interview, the author(s) of this section should be available to discuss the information provided.

|  |  |
| --- | --- |
| **Authoring Board Member:** | Click or tap here to enter text. |

1. State the mission and vision of the proposed charter school. *NOTE: The application measures innovation across five attributes. An applicant should be able to demonstrate (i) relative advantage(s) over what is currently used; (ii) compatibility with the impacted population; (iii) ideas/innovations that will be learnable among those who will implement the components; (iv) usability among those who will implement; and (v) observable benefits for everyone involved.*
2. Describe the process by which the mission and vision was established. Identify all stakeholders, who contributed to the creation of the mission and vision.
3. Provide a succinct overview of how the school’s mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. Include any innovative attributes to the proposed mission and vision.

Narrative Response:

**Evaluation Criteria-Mission and Vision**

A strong response will:

* Articulate the mission and vision clearly and concisely;
* Demonstrate five attributes of innovation;
* Outline a clear and robust decision-making process for the creation of the mission and vision, identifying a significant contribution and buy-in from Board members; and
* Rationalize the approach that has been proposed for the anticipated student population.

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# **EDUCATION PLAN**

## ***CURRICULUM AND INSTRUCTION***

1. Describe the proposed educational program(s), including Special Education and Bilingual Education/English as a second language. Summarize any core elements and/or non-negotiables. Explain the specific curricular programs that the applicant proposes and the ways in which the charter staff, Board members, and others will use these programs to maintain high expectations and continuous improvement. Describe how the proposed curriculum will align with the Texas Essential Knowledge and Skills standards. *NOTE: As stated in TEC 28.002 (b-1) - (b-4), charter schools may not adopt the common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills.*
2. Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.
3. Describe any specific instructional strategies or methodologies to be utilized and rationalize the use of these strategies with the proposed curricular model.
4. Describe the plan and schedule to evaluate the proposed curriculum and instructional strategies.
5. Discuss any plans to offer special programs or extracurricular activities and provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision. *NOTE: Open-Enrollment Charter Schools may not charge “blanket” activity fees. Additional information governing tuition and fee restrictions can be found by right clicking* [*HERE.*](https://statutes.capitol.texas.gov/Docs/ED/htm/ED.12.htm#12.108)

Narrative Response:

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| Click or tap here to enter text. |

**Evaluation Criteria-Curriculum and Instruction**

A strong response will:

* Distinguish itself from educational/ instructional models currently implemented within the geographic boundaries;
* Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills* (TEKS) standards;
* Align the proposed curriculum with the general and unique needs of the target population and community using supportive research, theory and/or experience;
* Describes specific instructional strategies and rationalizes their use with the proposed curricular model, supported by research, theory, an/por experience;
* Describe a consistent and robust plan to evaluate the proposed curriculum and instructional strategies; including but not limited to, time lines, stakeholders, staff positions, and identifiable metrics that will determine success and/ or necessary realignment;
* Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program, with associated budget cost(s); and
* Present well designed extracurricular activities and programs.

# **EDUCATION PLAN**

## ***SPECIAL POPULATIONS***

1. Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. *NOTE: Federal IDEA law requires that all children with disabilities residing in the state, who need special education and related services, must be identified, located, and evaluated (Child Find) and that charter schools provide a continuum of alternative placements to students with identified disabilities. Additional information about IDEA requirements is available by right-clicking* [*HERE*](https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Programs_and_Services/Special_Education_Rules_and_Regulations/)*.*
2. Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and will be assessed to measure progress in learning the English language. Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS).
3. Discuss plans to provide any screenings, accommodations, instruction, and/or placements for Gifted and Talented students. Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.
4. Identify the person(s), position(s), and/or entities that will be responsible for implementing services for Special Education students, English Language Learners, and Gifted and Talented students with fidelity and describe education and experience requirements for these roles.

Narrative Response:

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| Click or tap here to enter text. |

**Evaluation Criteria-Special Populations**

A strong response will:

* Present detailed plan to implement all required screenings, accommodations, instruction, and placements for students requiring special education and provides clear evidence to support the proposed plan;
* Demonstrate thorough understanding of state and federal requirements for the identification, instruction, and placements for students requiring special education;
* Present detailed plan to ensure that English Language Learners will be taught the academic English that they will need for school purposes, and assessed to measure progress in learning the English Language and provides clear evidence to support the proposed plan;
* Demonstrate thorough understanding of the English Language Proficiency Standards [ELPS] and Texas Essential Language Proficiency Assessment System [TELPAS];
* Present detailed plans to provide screenings, accommodations, instruction, and/or placements for gifted and talented students or provides a clear rationale for the exclusion of such services; and
* Describe sufficient staffing to oversee supports for Special Education students, English Language Learners, and Gifted and Talented students with fidelity.

# **EDUCATION PLAN**

## ***ASSESSMENT AND ACADEMIC PROGRESS MONITORING***

1. Detail all plans to track the academic performance of individual students and student cohorts. *NOTE: Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operation, so that the charter school receives an accountability rating at the end of its third year. Also, the charter school must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operation.*
2. Specifically outline how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.
3. Describe roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.
4. What common assessments (formative and/or summative) will be used to measure student progress and achievement, including for students in early education grades and those in grades 3 and above? *NOTE: As of June 19, 2017, specific Early Childhood Education progress monitoring tools have been approved for the period from 2017-2021. Additional information about the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments is available by right clicking* [*HERE*](https://tea.texas.gov/interiorpage_wide.aspx?id=51539615359)*.*
5. Provide a rationale for the use and applicability of the proposed assessment model(s).
6. List theperson(s), position(s), and/or entities that will be responsible for collecting and analyzing assessment/evaluation data and describe educational or experience requirements for these roles.

Narrative Response:

**Evaluation Criteria-Assessment and Academic Progress Monitoring**

A strong response will:

* Propose specific and comprehensive assessment models to promote student achievement; and demonstrate a clear understanding of the proposed assessment model(s);
* Rationalize the use and applicability of the proposed assessment model(s) and discuss foreseeable strengths and/or weaknesses where applied to the anticipated student population;
* Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data and supports roles with sufficient educational and/or experience requirements;
* Detail specific assessment schedules, all necessary sources of data, and discuss any associated data collections; and
* Outline a robust plan to use assessment data for the improvement of campus teaching and learning.

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# **EDUCATION PLAN**

## ***SCHOOL CULTURE***

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school’s success in creating a positive culture.

Narrative Response:

|  |
| --- |
| Click or tap here to enter text. |

**Evaluation Criteria-School Culture**

A strong response will:

* Contain appropriate and effective strategies to support a school climate that will allow for fulfillment of educational goals and supports the approach with research, theory, and/or experience;
* Offer a concrete plan for norming social/cultural expectations at the start of each semester as well as for students who enter mid-semester and supports the plan with research, theory, and/or experience; and
* Establish well-defined goals around school culture and plans to monitor progress.

# **EDUCATION PLAN**

## ***PROMOTION AND GRADUATION***

1. Discuss promotion and retention requirements for all proposed grades.
2. Identify and discuss additional features of the educational model and/or course offerings, outside of the required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.
3. Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.
4. Describe strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.
5. Define and discuss metrics that will be used to assess successful transition between grade level, school type (e.g., elementary to middle to high school), and/or post-graduation. If applicable, indicate whether GPA class ranks will be listed on all student transcripts in grades 11 and 12.
6. Describe the proposed matriculation rate in each year of operation and provide a justification for all assumptions.

Narrative Response:

**Evaluation Criteria-Promotion and Graduation**

A strong response will:

* Present promotion and retention requirements that are congruent with the proposed mission and vision;
* Discuss additional features of the educational model and/or courses, outside of the required curriculum, that will help students promote to the next grade level and support features with research, theory, and/or experience;
* Identify specific external (and confirmed) resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation;
* Provide specific strategies (and metrics of success) that will assist students to transition between elementary, middle, high school, and/or post-graduation; and
* Describes and provides justification for the proposed matriculation rate in each year of operation.

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## 

# **EDUCATION PLAN**

## ***TEACHER RECRUITMENT***

1. Describe the process to be used to identify, recruit, and hire instructional staff with the expertise necessary to facilitate the school’s mission and educational goals. *NOTE: All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.*
2. Provide information on the person(s), position(s), and/or entities that will plan, implement, and evaluate recruitment activities, including educational or experience requirements.
3. Discuss strategies that will be utilized in the event of unforeseen staff shortages of instructional staff.

Narrative Response:

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Attachment(s):

* E 1: Organizational Chart
* E 2: Staffing Chart
* E 3: Supplemental Human Resources Information Form

**Evaluation Criteria-Teacher Recruitment**

A strong response will:

* Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers;
* Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
* Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and clearly describes educational and/or experience requirements;
* Present specific strategies, activities, and schedules that will gauge recruitment effectiveness and identifies sufficient metrics that will determine success;
* Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
* Present specific strategies to support unforeseen staff shortages of instructional staff.

## 

# **EDUCATION PLAN**

## ***TEACHER DEVELOPMENT***

1. Discuss all core components of the professional development plan, including embedded coaching and support, and how these components will support effective implementation of the educational program.
2. Describe the roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities. Include a description of any educational or experience requirements for these roles.
3. Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct observations and promote the professional growth of teachers. Describe any professional development that will be required prior to the start of the school year.
4. Describe the process for evaluating teachers, including the frequency of evaluation activities and any instruments or protocols that will be used.

Narrative Response:

**Evaluation Criteria-Teacher Development**

A strong response will:

* Describe the proposed professional development plan and discusses how these components align with the mission, vision, and proposed educational program;
* Support the proposed professional development activities with research, theory, and/or experience;
* Provide specific examples of embedded professional development activities (e.g., modeling, co-teaching);
* Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities and provide a description of desired educational and/or experience requirements;
* Explain how the school calendar, daily schedule, and staffing structure will help facilitate the professional development plan;
* Outline evaluation processes, including instruments and protocols and substantiates their use with supportive research, theory and/or experience; and
* Reference budget amounts that are congruent with the financial workbook.

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# **EDUCATION PLAN**

## ***PARENT ENGAGEMENT***

1. Describe how you will engage parents from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
2. Outline specific strategies to be employed to engage parent as partners in promoting student academic achievement.
3. Describe any additional work to involve parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
4. Discuss any community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.

Narrative Response:

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**Evaluation Criteria-Parent Engagement**

A strong response will:

* Outline plan to effectively engage parents, community members, and other neighborhood partners from the time that the operator is approved and supports the plan with research, theory, and/or experience;
* Incorporates a feedback loop to surface the priorities and concerns of parents and the broader school community; and
* Include a plan to incorporate parents into the life of the school, once open, including to promote student academic achievement.

# **EDUCATION PLAN**

## ***A DAY IN THE LIFE***

1. Provide a description of an average school day for Madison, a student enrolled in the proposed school in its first year of operation. Provide *allotted time, time of day, name, and description of each program/activity* that guide Madison’s school day and describe how this experience sets itself apart from the average school day at another school in the surrounding area. Additionally, provide a description of how the school day might look different for each of the following students:
   1. Steven, a student with an identified learning disability; and
   2. Maria, a newly arrived English language learner.

Narrative Response:

**Evaluation Criteria-A Day in the Life**

A strong response will:

* Provide a clear sequence of events throughout each student's school day;
* Establish clear and reasonable support for each students' experience, instruction, and/or accommodations;
* Provide an evidence base for the proposed approach with research, theory, and/or experience; and
* Cite specific individual(s) and/or position(s) that will facilitate each proposed school day activity.

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# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***OUTREACH AND PUBLIC MEETINGS***

1. Provide a synopsis of any outreach held to discuss the proposed charter school plan. *NOTE: Applicants must prepare a Meeting Question Protocol for all public meetings. A question protocol is a document, script, or outline of topics, questions, and/or solicited community input that will be explored in each meeting. An applicant should carefully consider specific area(s) of stakeholder input that will help guide the final proposal.*
2. Discuss specific outreach strategies that were or will be taken. Include:
   1. Board Member input as to the specifics of outreach planning, protocols for the meeting(s), and any community engagement;
   2. Selection process/rationale for all strategies used for community outreach/advertisement; and
   3. Considerations for any barriers to engagement for parents and families.
3. List and describe all public meetings held to date. *NOTE: Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least one year prior to opening any campus. See Letter of Special Assurances (available to download on the Subchapter D Charter Applicant page which can be accessed* [*HERE*](https://tea.texas.gov/charterapp.aspx)*) if proposing to open more than one campus.* Include:
   1. Date and location of each meeting;
   2. The number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location;
   3. Outreach efforts to promote each meeting; and
   4. Board Member(s) in attendance at each meeting.
4. Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.
5. Describe any communications with Texas State Board of Education Representatives and/or elected officials to date.

Narrative Response:

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| Click or tap here to enter text. |

Attachment(s):

* FOG 1: Published Notice(s) of Public Meetings
* FOG 2: Certified Mail Receipt Cards
* FOG 3: Community Efforts and Support

**Evaluation Criteria-Outreach and Public Meetings**

A strong response will:

* Discuss method(s) of outreach used to engage potential students, parents, and families implementing robust and/or innovative strategies;
* Present a clear rationale for all strategies used for community outreach and/or advertising;
* Demonstrate significant Board involvement with the planning and implementation of outreach activities;
* Present evidence that the majority of attendees at public meetings reside within five miles of the public meetings; and
* Describe outreach to both Texas State Board of Education Representatives and elected officials.

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***CAMPUS REQUEST AND GROWTH PLAN***

|  |  |
| --- | --- |
| **Applicant proposes to open ONE campus by Year 5?** | Yes  No |
| **Applicant proposes to open MULTIPLE campus by Year 5?** | Yes  No |

1. If requesting more than one campus, describe the step-by-step process(es) involved in determining the number of campuses requested. If proposing only one campus, include discussion about the factors that contributed to limiting the number of proposed campuses.
2. Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Narrative Response:

**Evaluation Criteria-Campus Request and Growth Plan**

A strong response will:

* Establish measurable need(s) for the number of campuses requested with supportive research, theory and/or experience;
* Illustrate clear processes for determining the number of campuses requested with supportive research, theory and/or experience;
* Demonstrate a thorough understanding of the proposed geographic area(s) and/or community(s) in relation to the number of requested campuses; and
* Identify specific strategic choice areas that will be used to facilitate initial and primary campus development citing supportive research, theory and/or experience.

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| **Has the applicant identified a specific location for at least one campus in Year 1?** | Yes  No |

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***CAMPUS FACILITY IDENTIFIED***

**THIS SECTION IS ONLY TO BE COMPLETED if** you indicated **“yes”** above to indicate that you have already identified a specific facility. This means that you know the physical address for at least one of the proposed campus(es) in Year 1. **If you indicated “no” above, do not complete and proceed to the next section.**

|  |  |
| --- | --- |
| **Physical Address of Facility:** | Click or tap here to enter text. |

|  |
| --- |
| **Does the applicant intend to lease or purchase the property?** |
| Currently Own  Lease  Purchase |

|  |  |
| --- | --- |
| **Has the building been issued a certificate of occupancy for educational use?** | Yes  No |

1. Describe the process used to identify and select the proposed facility. Identify individuals/organizations that had a significant role in the selection and/or procurement process.
2. Describe the facility and community and how they will be ideal for the proposed charter school’s mission, vision, educational model, and scope of operation. If any, detail all construction and/or renovations that must take place before serving students. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA). *NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an “E” or Education rating for the facility. The certificate must be issued by the appropriate local authority.*
3. Detail the proposed acquisition process to account for any lease or purchase agreements. Include projected acquisition timeline(s) and associate cost(s) and fee(s). If leasing, provide evidence that the applicant will be within the 2nd or 3rd degree of consanguinity or affinity to the lessor.

Narrative Response:

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| Click or tap here to enter text. |

**Evaluation Criteria-Campus Facility Identified**

A strong response will:

* Provide a clear description of the facility and explain how it will be an ideal setting to serve the needs of the target population;
* Describe how the facility aligns to the mission, vision, educational model, and enrollment growth and rollout;
* Describes a clear process that was used to identify and select the proposed facility, including market research, factors/ considerations, timelines, relevant individuals/organizations that had a significant role in the process;
* Provide a specific description of the purchase or leasing arrangements, including timeline(s), cost(s), and fee(s);
* Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities, including timeline(s), costs(s), and fee(s); and
* Present budget costs and financing arrangements that are congruent with the financial workbook.

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***CAMPUS FACILITY NOT IDENTIFIED***

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| **Does the applicant intend to lease or purchase a property?** |
| Lease  Purchase |

1. Describe the desired facility and community and how the facility will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.
2. Describe the process for identifying and securing a facility. Include:
   1. Results from market research and analysis;
   2. Plans for modification, building, and/or renovation including any work with a Charter Support/Development Company for facility build-out, modification, renovation, etc.;
   3. Time lines;
   4. Financing; and
   5. Relevant individuals/organizations that will have a significant role in the selection and/or procurement process.
3. If any, detail all anticipated construction and/or renovations that must take place before serving students. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA). *NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an “E” or Education rating for the facility. The certificate must be issued by the appropriate local authority.*

Narrative Response:

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| Click or tap here to enter text. |

**Evaluation Criteria-Campus Facility Not Identified**

A strong response will:

* Provides a clear description of the desired facility and community and how it will be the ideal setting to serve the needs of the target population;
* Describes how a potential facility would align with the mission, vision, educational model, and enrollment growth and rollout;
* Provide a clear process for identifying and securing a facility with support from market research and analysis;
* Identify relevant individuals that will have significant roles in the facility selection and procurement process, including clear qualifications and/or experience;
* Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities; and
* Present budget figures that are congruent with the financial workbook.

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***TRANSPORTATION***

1. Provide an overview of how students will be transported to and from the proposed school. If the proposed school will be a “neighborhood campus”, outline the factors, experience, and/or community outreach efforts that substantiate that designation. *NOTE: A “neighborhood campus” is one in which it is foreseeable that at least 50% of the enrolled student body resides will reside within five miles of the campus.*
2. If student transportation will be provided, detail any student transportation plans, including:
   1. Whether daily bus transportation will be offered to all students;
   2. Whether the school will provide public transportation vouchers (e.g., bus passes);
   3. What year bus services will begin; and
   4. The dollar amount budgeted for transportation services.

*NOTE: All references to “daily bus transportation” should reflect any transportation services (provided by the school) that will facilitate student pick-up and drop-off. More information on transportation funding can be found by right-clicking* [HERE](https://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/School__Transportation_Funding/).

1. If student transportation will not be offered, articulate the reasoning that contributed to this decision.
2. Outline transportation plans for students with Individualized Education Plans (IEP) that designate required transportation. *NOTE: Charter schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).*

Narrative Response:

**Evaluation Criteria-Transportation**

A strong response will:

* Present a detailed transportation plan, or travel voucher program, and robust reasons to believe the charter school will establish neighborhood campus(es) or articulate compelling reasons why transportation will not be provided;
* Present a clear transportation plan for students with IEPs; and
* Present budget costs and financing arrangement(s) that align with the financial workbook.

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| Click or tap here to enter text. |

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# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***STUDENT RECRUITMENT***

1. Identify any groups targeted for student recruitment (e.g., charter school wait lists, low-income families, Gifted and Talented students, students with special needs, students at-risk, students in need of drop-out recovery, etc.).
2. Discuss recruitment strategies (with associated timelines) that will effectively reach the anticipated community. If the applicant has identified "charter school wait lists" as a targeted need, provide specific reasoning to validate the belief that prospective parents will choose the proposed program over other existing school options.
3. Describe the roles and responsibilities for anyone involved in planning, implementing, or evaluating recruitment activities as well the experience and expertise of any person(s) doing this work, if known.
4. Provide metric(s) that will determine effectiveness of recruitment strategies in Year 0 (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

Narrative Response:

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| Click or tap here to enter text. |

**Evaluation Criteria-Student Recruitment**

A strong response will:

* Identify any groups to be targeted for student recruitment and describes why targeted groups will be best served by the proposed mission, vision, and educational program;
* Present specific strategies that will effectively reach the community, citing research, theory and/or experience;
* Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and outline sufficient education and/or experience requirements;
* Presents specific strategies, activities, schedules, and metrics that will measure recruitment effectiveness and outline contingency plans if enrollment numbers are lower than expected; and
* Reference budget amounts that are congruent with the financial workbook.

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***ADMISSION AND ENROLLMENT***

1. Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment, including:
   1. The Admission Period (including start and end dates);
   2. The date of the Enrollment Lottery, if needed; and
   3. Any classes of students exempted from the lottery (e.g., returning students, siblings of enrolled students, children of founders and staff, others) and the anticipated percentage of exempt students in Year 1.

Narrative Response:

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| Click or tap here to enter text. |

Attachment(s):

* FOG 4: Admission and Enrollment Policy

**Evaluation Criteria-Admission and Enrollment**

A strong response will:

* Present an application period and application process that clearly supports fair and equitable opportunity for all students;
* Describe a fair and equitable selection process in the event of oversubscription;
* Demonstrate alignment with any enrollment requirements described in Texas Education Code (TEC) §12.111(a)(6) and §12.1171; and
* Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

## 

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***SCHOOL CALENDAR AND SCHEDULE***

1. Describe the proposed school calendar, including the first and last day of school, any planned breaks, and the total number of instructional minutes in the school year. Compare the proposed calendar to the calendar in the geographic district. *NOTE: To receive full funding, a charter school must now offer 75,600 minutes of instruction (including intermissions and recess) minus any minutes waived by the TEA in writing.*
2. Describe the schedule for the school day and week, including how the proposed school week/day structure will help facilitate the applicant’s vision and educational plan. Include:
   1. Start and dismissal time, including any variations by grade level; and
   2. The number of instructional hours per day, including any variations by grade level.

Narrative Response:

**Evaluation Criteria-School Calendar and Schedule**

A strong response will:

* Present a clear alignment with between the school calendar and student needs and school goals; and
* Provide a clear description and rationale for the proposed school schedule.

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# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***START-UP PLAN***

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| **Identify the fiscal year for the sponsoring entity.** |
| July 1-June 30  September 1-August 31 |
| **Identify the fiscal year for the proposed charter school.** |
| July 1-June 30  September 1-August 31 |

1. Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals that will take place between charter approval (June 2019) and school opening (August 2020). The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.
2. Describe the costs anticipated during the start-up year. Include:
   1. Personnel
   2. Service Costs
   3. School Operation
   4. Facility Operation and Maintenance
3. Describe how the Board will monitor the creation, adoption, and implementation of the start-up plan and associated budget.
4. Present a description of how the charter school operations will mitigate waste, fraud, and abuse. *NOTE: Applicants must select financial accounting software that enables compliance with the requirements discussed in the Special Supplement to the Financial Accounting System and Resource Guide, available by right clicking* [*HERE*](https://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/)*.*

Narrative Response:

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| Click or tap here to enter text. |

**Evaluation Criteria-Start-Up Plan**

A strong response will:

* Outline a detailed and comprehensive start-up plan that will promote a successful school opening, including specific contingencies in the event of a budget shortfall;
* Describes how the Board will monitor the creation, adoption, and implementation of the start-up plan and budget;
* Outline the costs associated with all start-up activities;
* Present expenses and revenues that are congruent with the financial workbook; and
* Describes clear and appropriate strategies to mitigate fraud, waste, and abuse.

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***CONTRACTED SERVICES***

1. Describe any services that will be outsourced and the year in which these contracted services will begin. Provide a discussion of costs, timelines, and the selection process for each vendor. Include:
   1. Back Office Services
   2. Food Services
   3. Transportation
   4. Janitorial and Grounds
   5. Other
2. Describe the applicant’s plan to negotiate service agreements with any organization(s) and/or individual(s) that will provide any form of financial accounting, payroll, and or tax/accounting services. Include a discussion of costs, timelines, and the selection process for each vendor.
3. If using a Charter Management Organization (CMO), describe the services to be provided and the fee structure of the contract. Include discussion of costs, timelines, and the selection process of the CMO.
4. If applicable, indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Narrative Response:

**Evaluation Criteria-Contracted Services**

A strong response will:

* Rationalize the need for each proposed service, including an extensive decision-making process;
* Discuss the professional qualifications that will be required and expected of those to be retained for each service proposed;
* Detail specific costs, timelines, and selection processes of all types of prospective vendors; and
* Present costs that are congruent with the financial workbook.

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# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)***

1. If a PEIMS coordinator will be employed, provide the following:
   1. The education and experience requirements for the PEIMS coordinator;
   2. The year in which the PEIMS coordinator will be first employed; and
   3. The starting salary range for the PEIMS coordinator.
2. If a PEIMS coordinator will not be employed, outline the positions that will facilitate all applicable duties associated with PEIMS collection and reporting and the rationale for this decision.
3. Describe plans to provide training(s) for the PEIMS coordinator or individuals charged with PEIMS-related duties, including timelines and budgeted funds. *NOTE: The Public Education Information Management System [PEIMS] encompass all data requested and received by TEA about public education; including student demographic and academic performance, personnel, financial, and organizational information. More importantly, open-enrollment charter schools receive their Foundational School Program (FSP) funds based on average student daily attendance, of which is collected, approved, and uploaded (submitted) directly by the charter school superintendent. A failure, on the part of the charter school, to report accurate PEIMS data can result in the recapture of FSP funds.*

Narrative Response:

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| Click or tap here to enter text. |

**Evaluation Criteria-Public Education Information Management System (PEIMS)**

A strong response will:

* Provide clear education and experience requirements for the PEIMS coordinator;
* Describe a process for filling the role;
* Provide salary information aligned to budget documents; and
* Describe a comprehensive plan to train any individuals who will fulfill PEIMS-related duties.

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***SUPERINTENDENT/CEO***

1. If the Board has already identified an individual to serve as superintendent, provide a justification for the selection of this individual as the best candidate for the position. *NOTE: The superintendent must reside in the State of Texas at the time of employment.*
2. If the Board has not identified an individual to serve as superintendent, detail the process (and considerations) by which the ideal candidate will be selected.
3. Provide specific metrics that will be used to evaluate the performance of the superintendent. Metrics must be provided to measure performance in the following areas:
   1. Governance and Board Relations
   2. Community Relations
   3. Staff Relations
   4. Business and Finance
   5. Instructional Leadership
4. Outline the starting salary of the superintendent and provide a description of how this amount was calculated. *NOTE: Open-Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual’s education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i).*

Narrative Response:

**Evaluation Criteria-Superintendent/CEO**

A strong response will:

* Provide a justification for the selection of a specific individual (as superintendent) as the best candidate for the position or identify rigorous criteria (and process) for the recruitment and selection of the superintendent position;
* Present specific and applicable metrics that will evaluate and assess superintendent performance;
* Propose a starting salary range that is reasonable with respect to estimated student enrollment; and
* Reference budget amount(s) that are congruent with the financial plan workbook.

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# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***STAFF RECRUITMENT***

1. Describe the process to be used to identify, recruit, and hire individuals to support operation of the proposed school (e.g., para-professionals, office staff, custodial and food service staff).
2. Discuss strategies that will be utilized in the event of unforeseen support staff shortages.

Narrative Response:

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| Click or tap here to enter text. |

**Evaluation Criteria-Staff Recruitment**

A strong response will:

* Present a clear process for using the proposed methods to identify, recruit, and hire qualified support staff;
* Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
* Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, and evaluation of recruitment activities and supports the description with sufficient educational and/or experience requirements;
* Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
* Present specific strategies to deal with unforeseen staff shortages.

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***BOARD OF DIRECTORS***

1. Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing Board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. The response must align with superintendent performance evaluation as discussed in the Superintendent/CEO narrative.
2. Describe the composition of the governing Board. *NOTE: Family members who are related within the third degree of consanguinity or third of affinity are prohibited from serving on a charter school Board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder Board member, charter school Board member, or school officer shall receive compensation in any form from the charter school, charter holder, or any management company that operated the charter school unless exempted by TEC 12.1054 (a)(1).* Include:
   1. The number of Board members and the number domiciled in Texas;
   2. Whether any current Board members intend to apply for an employed position with the proposed charter school; and
   3. How each Board member will contribute to effective governance of the proposed school(s).
3. Describe the relationship between the governing Board and the proposed charter school. How often will the superintendent report to the Board? How often will the Board review financial reporting data?
4. If the governing Board is an existing entity, indicate whether the entity is a current grantee or subgrantee of a state and/or federal grant and whether the entity has been investigated for grant mismanagement within the past 5 years.
5. Discuss the system/tools/metrics that will be used to assess and promote Board effectiveness, including self-evaluation, training, and school involvement.

Narrative Response:

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| Click or tap here to enter text. |

Attachment(s):

* FOG 5: 501(c)(3) Determination Letter
* FOG 6: Articles of Incorporation
* FOG 7: Organization Bylaws
* FOG 8: Board Member Biographical Affidavit
* FOG 9: Code of Ethics and Conflict of Interest Policy

**Evaluation Criteria-Board of Directors**

A strong response will:

* Provide a clear list of roles and responsibilities of the governing Board;
* Discusses the composition of the governing Board, including how it will promote effective governance of the proposed school(s);
* Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity;
* Provide strong evidence that the propose governance structure will be effective and that the structure will be supported by a significant number of Board members with administrative and/or leadership roles in charter school operations;
* Describe the relationship between the governing Board and the charter school, including reporting schedules; and
* Demonstrates a consistent and sufficient evaluation schedule and metrics to determine Board effectiveness.

# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***ACADEMIC PERFORMANCE INDICATORS***

1. Discuss the Board's plan to assess academic performance indicators, including:
   1. Specific indicators and metrics to be monitored;
   2. How often the Board will assess each indicator; and
   3. Thresholds that will determine success or failure.
2. List the Board members with demonstrable experience to lead the review of academic performance indicators and provide a brief description of each individual’s specific areas of expertise.

Narrative Response:

**Evaluation Criteria-Academic Performance Indicators**

A strong response will:

* Present specific and applicable metrics that will evaluate and assess academic performance indicators;
* Demonstrate a consistent and sufficient evaluation schedule;
* Identify specific thresholds/performance levels that will determine success or need for intervention; and
* Identify multiple Board members that have demonstrable experience and competency to assess academic performance.

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# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

## ***FINANCIAL PERFORMANCE INDICATORS***

1. Discuss the Board's plan to assess financial performance indicators, including
   1. Specific indicators and metrics to be monitored;
   2. How often the Board will assess each indicator; and
   3. Thresholds that will determine success or failure.
2. List the Board members with demonstrable experience to lead the review of financial performance indicators and provide a brief description of each individual’s specific areas of expertise.

Narrative Response:

**Evaluation Criteria-Financial Performance Indicators**

A strong response will:

* Present specific applicable metrics that will evaluate and assess financial performance indicators;
* Demonstrate a consistent and sufficient evaluation schedule;
* Identify specific thresholds/performance levels that will determine success or need for intervention; and
* Identify multiple Board members that have demonstrable experience and competency to assess financial performance.

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# **FINANCE/OPERATIONS/GOVERNANCE PLANS**

***BUDGET***

1. Provide a detailed budget narrative and sources of funding, which must include a description of assumptions and revenue estimates (including but not limited to) the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g. grants, donations, fundraising). *NOTE: A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, Free Prekindergarten for Certain Children, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than Foundation School Program (FSP) funding is used to offer a full-day PK program.*
2. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secure and which are anticipated, and include evidence of commitment for any funds as Attachment F5. Explain the basis for assumptions around unsecured/anticipated funding sources.
3. Provide the cumulative total amount for each of the following and the number of donors included in each amount:
   1. Donations collected;
   2. Donations with a firm commitment;
   3. Additional donations anticipated; and
   4. Donations contingent upon charter.
4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

Narrative Response:

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Attachment(s):

* FOG 10: Financial Plan Workbook
* FOG 11: Audit Report
* FOG 12: Credit Report
* FOG 13: [IRS] Form 990, Form 990-N, or Form 990-EZ
* FOG 14: Evidence of Other Financial Support

**Evaluation Criteria-Budget**

A strong response will:

* Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application;
* Provide a clear description of assumptions and revenue estimates (including but not limited to) the basis of calculations for revenue projections, staffing levels, and expenditures;
* Present Average Daily Attendance (ADA) estimates that are congruent with the estimated student demographics, count, and grade level;
* Address the source of all anticipated income and make reasonable assumptions around the level of commitment and availability of variable funds;
* Describe all repayment terms for borrowed funds; and
* Outlines strong contingency planning to be implemented in the event that anticipated revenues are not received or are lower than estimated.