

WACO INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING
WISD Conference Center, 115 S 5th Street, Waco, Texas
115 S 5th Street
Waco, Texas 76701

Thursday, February 22, 2018
Closed Session 6:00 P.M.
Open Meeting 7:00 P.M.

AGENDA

- I. CALL TO ORDER
- II. ESTABLISHMENT OF QUORUM
- III. CLOSED MEETING
 - A. Texas Government Code Chapter 551
 - 1. 551.074 Discussion on duties and responsibilities of the Superintendent
 - 2. 551.074 Personnel Matters
- IV. OPEN MEETING
- V. MOMENT OF SILENCE
- VI. PLEDGE OF ALLEGIANCE
- VII. SPECIAL RECOGNITION
- VIII. AUDIENCE FOR GUESTS
- IX. CONSENT AGENDA
 - A. Discussion and possible action to approve Board of Trustees Board Meeting Minutes and Intergovernmental Meeting Summary
 - 1. October 18, 2017, Intergovernmental Meeting Summary Notes 3
 - 2. January 4, 2018, Special Meeting Minutes 5
 - 3. January 18, 2018, TAPR Meeting Minutes 6
 - 4. January 18, 2018, Workshop Minutes 7
 - 5. January 25, 2018, Regular Board Meeting Minutes 10
 - B. Discussion and possible action to approve amendments to the 2018-2018 budget 16
 - C. Discussion and possible action to approve Policy EL (LOCAL) and adopt Local Campus Partnership Application Form 23
 - D. Discussion and possible action to approve TASB Initiated Policy Update 109 60
 - E. Discussion and possible action to approve the bid award for fire escape repairs at the Waco ISD Administration Building 61
 - F. Discussion and possible action to approve the bid award for fiber optic, wide area network services (E-Rate) 67

G. Discussion and possible action to approve the bid award for a multi-tiered student support system	77
H. Discussion and possible action to approve the bid award for temporary labor services	83
I. Discussion and possible action to approve the bid renewal for software, technology equipment, and supplies	88
J. Discussion and possible action to approve the Lone Star Governance Continuous Improvement:	91
1. Board Time Use Tracker	92
2. Advanced placement first-semester grades, goal progress measure 2.1	96
3. Dual credit fall course completion, goal progress measure 2.2	98
K. Discussion and possible action to approve Recommendation to Propose the Non-renewal of Term Chapter 21 Contracts and Give Notice of the Proposed Non-Renewal	99
X. REPORTS AND DISCUSSION	
A. Update on Continuous Improvement Governance Work:	100
1. Mid-year Istation results	101
2. PBMAS CTE	
XI. ANNOUNCEMENTS	
XII. ADJOURNMENT	

If, during the course of the meeting, the Board may lawfully conduct a closed meeting as to all or part of any item on the agenda, then, if the Board choses to conduct a closed meeting on such agenda item, it shall do so in accordance with applicable law, including the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). The Board shall not conduct a closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given. Before any closed meeting is conducted, the presiding officer will publicly identify the section or sections of the Open Meetings Act or other applicable law authorizing the closed meeting. All final votes, actions, or decisions regarding any matter deliberated in a closed meeting shall only be taken in open meeting for which proper notice has been given. [See BEC(LEGAL).]

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on _____, **before** _____.

For the Board of Trustees

**JOINT MEETING OF THE
WACO CITY COUNCIL
AND
WACO INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES**

SUMMARY NOTES

**Wednesday, October 18, 2017
City Hall- 3rd Floor Conference Room
300 Austin Avenue, Waco, Texas 76701**

Present: City of Waco

Mayor Kyle Deaver, Noah Jackson, and John Kinnaird

Present: Waco Independent School District

President Pat Atkins and Stephanie Ybarra

1. Call to Order

The meeting was called to order at 11:59 p.m.

2. Consider and approve meeting summary notes of June 21, 2017

Approved as presented

3. Discussion and update from Prosper Waco

Matthew Polk, Executive Director for Prosper Waco, provided an update on Prosper Waco Initiatives. Discussion included an update on a visit to the City of Buffalo on the Say Yes to Education program. The Waco Foundation is also interested in the initiative. A group from Say Yes to Education has been invited to visit Waco. Marcus Nelson, Waco ISD Superintendent, explained that community meetings have been scheduled to provide input on plans for school improvement to avoid closing schools. Plans are to work with Prosper Waco on a collaborative approach in developing a plan and partnering with the Community.

4. Discussion and update on Venue Tax and potential next steps

Janice Andrews, City of Waco Finance Director, provided an update on the contract with MuniServices for tax collection. The County has provided the collection amounts for August 2017 and plans to sell the bond in March or April of 2018. Discussion also included the plans for the 14 acres around the Extraco Event Center. Marcus Nelson asked for a tour of the property.

5. Discussion on the Sale of Tax Foreclosed Property

Bradley Ford, City of Waco Assistant City Manager, made presentation and provided an overview of the current process and proposed changes to the Memorandum of Agreement (MOA). City staff has been working with Sheryl Davis, Waco ISD Chief Financial Officer. Waco ISD will schedule consideration of the MOA for a future Waco ISD Board of Directors Meeting.

6. Discussion concerning participation in the Tax Increment Finance Zone One (TIF)

Melett Harrison, City of Waco Housing and Economic Development Director, provided an overview of the TIF Board and process and reviewed supported and future projects. The presentation is on file in the City Secretary's Office. Discussion included the purpose of the TIF task force. The Task Force reviews information and presents recommendations to the full Board. Rusty Hill, City of Waco Assistant Finance Director, provided an overview of the TIF Zone projections. Discussion included how to plan for revenues for FY 2022-23. The TIF terminates December 2022. Additional discussion with the Texas Education Agency (TEA) is anticipated to determine how collections for FY 2022-23 will be handled. Pat Atkins, President of Waco ISD School Board, explained that if

Waco ISD participates after the TIF Zone expires TEA will no longer reimburse for funds that are contributed to TIF.

7. Discussion on the City of Waco Youth Council

John Williams, City of Waco Parks and Recreation Director, provided an overview of the Youth Council and selection process. Discussion included how to promote the program and improve the application process. Staff was asked to e-mail information to Marcus Nelson.

8. Request for future agenda items and next meeting date

The next meeting is scheduled for January 10, 2018.

The meeting adjourned at 1:15 p.m.

Esmeralda Hudson, City Secretary

Kyle Deaver, Mayor

Approved:



**Waco Independent School District Special Meeting
Waco ISD Conference Center
115 S 5th Street, Waco, TX
Thursday, January 4, 2018
Closed Session 6:00 p.m.**

Call to Order: President Pat Atkins called the meeting of the Waco Independent School District Board of Trustees to order at 6:00 p.m. He stated that a quorum of board members was present, and notice of the meeting had been posted.

Board Members Present: President Pat Atkins, Vice President Allen Sykes, Secretary Norman Manning, Cary DuPuy, Larry Perez, and Angela Tekell

Board Members Absent: Stephanie Korteweg

III. CLOSED SESSION – President Atkins called the closed meeting to order at 6:00 p.m. pursuant to the following sections of the Texas Government Code:

A. Texas Government Code Section

1. 551.074 Personnel Matters

a. Superintendent Evaluation

b. Discussion on duties and responsibilities of the Superintendent

No action was taken during the closed meeting, President Atkins reconvened the meeting at 7:35 p.m.

IV. ACTION ON SUPERINTENDENT CONTRACT

A. Consideration Approval of Superintendent's Contract

- Allen Sykes moved, Norman Manning seconded, to extend the Superintendent's contract by a period of twelve months. Motion passed 6-0.

V. ADJOURNMENT

- The meeting adjourned at 7:40 p.m.



Waco Independent School District Board of Trustees Special Meeting
Waco ISD Conference Center
115 S 5th Street
Waco, TX, 76701
Thursday, January 18, 2018
5:30 p.m.

Call to Order: President Atkins called the meeting of the Waco Independent School District Board of Trustees called the meeting to order at 5:33 p.m. He stated that a quorum of the board members was present, and that notice of the meeting had been posted.

Board Members Present: President Pat Atkins, Vice President Allen Sykes,
Secretary Norman Manning, Cary DuPuy,
Larry Perez

Board Members Absent: Stephanie Korteweg and Angela Tekell

III. PUBLIC HEARING

A. Presentation and discussion on the Texas Academic Performance Report

- ☐ ☐ Superintendent Dr. A. Marcus Nelson introduced Assistant Superintendent of Secondary Education Dr. Scott McClanahan, who gave an overview of the districts Texas Academic Performance Report. Dr. McClanahan stated that the report would be posted on the district's web site. After a brief discussion President Atkins inquired as to whether there was any comments or questions from the public. Hearing none President Atkins closed the public meeting.

IV. ADJOURNMENT

- ☐ ☐ The meeting adjourned at 5:57 p.m.



Waco Independent School District Board of Trustees Workshop
Waco ISD Conference Center
115 S 5th Street
Waco, TX 76701
Thursday, January 18, 2018
Closed Session 6:00 p.m.

Call to Order: President Atkins called the meeting of the Waco Independent School District Board of Trustees called the meeting to order at 6:00 p.m. He stated that a quorum of the board members was present, and that notice of the meeting had been posted.

Board Members Present: President Pat Atkins, Vice President Allen Sykes, Secretary Norman Manning, Cary DuPuy, Larry Perez, and Angela Tekell

Board Members Absent: Stephanie Korteweg

III. CLOSED MEETING – President Atkins called the closed meeting to order at 6:00 p.m. pursuant to the following sections of the Texas Government Code:

A. Texas Government Code Chapter 551

- 1. 551.074 Discussion on duties and responsibilities of the Superintendent**
- 2. 551.074 Personnel Matters**

No action was taken during the closed meeting, President Atkins reconvened the meeting at 7:15 p.m.

IV. DISCUSSION AND UPDATES

President Atkins inquired as to whether there were any objections to hearing line items out of order. Hearing no objections President Atkins preceded with line item IV-B.

B. Update on Improvement Required (IR) Campuses

- Superintendent Dr. A. Marcus Nelson stated that seven community meetings were held to discuss recommendations that would submitted for approval to the Board of Trustees at the January 25th meeting. Improvements to the instruction system included a focus on early childhood education, comprehensive districtwide literacy plan, enhanced special programs, differentiated instruction through blended learning, and coordinated wrap-around services.

C. Reports and discussion on Board Member Committees

- There was no discussion on the line item.

A. Presentation and discussion on Lone Star Governance Continuous Improvement including:

- 1. Board Self-Evaluation**

- After reviewing the Board Self-Evaluation instrument the Board of Trustees rated themselves accordingly.
- B. Update on Improvement Required (IR) Campuses**
 - The line item was taken out of order.
- C. Reports and discussions on Board Member Committees**
 - The line item was taken out of order.
- D. Presentation and discussion of the monthly financial reports for the period ending December 31, 2017**
 - There was no discussion on the line item.
- E. Report on the election results for the 2018-2019 McLennan County Appraisal District Board of Directors**
 - CFO Sheryl Davis, briefed the Board of Trustees on the McLennan County Appraisal District election of the five-member Board of Directors. Trustee Allen Sykes thanked the Board for their support.

CHARTERED	Division of Finance
2017	Annual Report
Summary of the year's work by the various departments of the Division of Finance, including the results of the various projects and programs, and the financial performance of the Division.	
The following table shows the results of the various projects and programs, and the financial performance of the Division.	
FINANCIAL DATA	
REVENUE	
EXPENSES	
NET INCOME	
ASSETS	
LIABILITIES	
EQUITY	
Notes: 1. All figures are in thousands of dollars. 2. All figures are for the year ended December 31, 2017.	
3. All figures are for the year ended December 31, 2017.	
4. All figures are for the year ended December 31, 2017.	
5. All figures are for the year ended December 31, 2017.	
6. All figures are for the year ended December 31, 2017.	
7. All figures are for the year ended December 31, 2017.	
8. All figures are for the year ended December 31, 2017.	
9. All figures are for the year ended December 31, 2017.	
10. All figures are for the year ended December 31, 2017.	

V. DISCUSSION ON CONSENT AGENDA ITEMS FOR JANUARY 25, 2018, BOARD OF TRUSTEES REGULAR BOARD MEETING

- A. Discussion and possible action to approve Board of Trustees meeting minutes**
 1. November 6, 2017, Special Meeting
 2. November 13, 2017, Special Meeting
 3. November 16, 2017, Workshop
 4. November 30, 2017, Regular Board Meeting
 5. December 7, 2017, Workshop
 6. December 14, 2017, Regular Board Meeting
 - President Atkins stated that if anyone had corrections to the minutes, those corrections should be given to Sandra Gonzales, secretary to the superintendent.
- B. Discussion and possible action to approve amendments to the 2017-2018 budget**
 - CFO Sheryl Davis stated that amendment number 14 were funds committed in last year's 2016-2017 budget.
- C. Discussion and possible action to authorize the Superintendent to negotiate partnership with Prosper Waco regarding the Transformation Zone plan**
 - No discussion on the line item.
- D. Discussion and possible action to approve the Waco ISD Transformation Plan**
 - No discussion on the line item.
- E. Discussion and possible action to approve the Superintendent's Appraisal Calendar**
 - No discussion on the line item.
- F. Discussion and possible action to approve the election order and polling locations for the May 5, 2018, Board of Trustees election (Aprovar el Orden de la Elección)**
 - No discussion on the line item.
- G. Discussion and possible action to approve a contract with the Cities of Bellmead, Crawford, Hewitt, Lacy Lakeview, Lorena, Waco, and Woodway and the Crawford**

ISD, La Vega ISD, Lorena ISD, Midway ISD, Waco ISD, and the McLennan County Elections Administration Department for election services for the May 5, 2018, joint general election

- No discussion on the line item.

H. Discussion and possible action to set a minimum bid price for the real property located at 501 N. 9th St., Waco, Texas, 76701, Lot B26, Block 2, of the Barron Addition, and authorize the administration to list the property and solicit bids for its disposition

- No discussion on the line item.

I. Discussion and possible action to approve School Health Advisory Council (SHAC) parent list

- No discussion on the line item.

J. Discussion and possible action to approve the 2018-2019 instructional calendar

- Superintendent Dr. A. Marcus Nelson stated that Administration and the Quality District Advisory Council (QDAC) reviewed the calendar at two separate meetings before presenting the calendar to the Board for approval.

K. Discussion and possible action to approve the revision of EIC(LOCAL)

- Assistant Superintendent of Curriculum Dr. Scott McClanahan stated he researched neighboring districts policies before making revision to Waco ISD policy. The policy change would be equitable to all students.

VI. DISCUSSION AND POSSIBLE ACTION ON JANUARY 25, 2018

A. Discussion of the 2016-2017 external audit results and possible action to approve the Annual Financial Report for the fiscal year ended August 31, 2017

- CFO Sheryl Davis, informed the Board that a representative from the auditing firm would be in attendance at the January 25th meeting to answer any questions the Board may have regarding the report.

VII. ADJOURNMENT

- Executive Director of Communications Kyle DeBeer, stated that Waco High School theater department would present Xanadu on January 19th, 20th, and 21st at the Performing Arts Center; the University High School boys' and girls' basketball teams won in the 1st round of competition. The meeting adjourned at 7:20.



Waco Independent School District Board of Trustees Regular Meeting
Waco ISD Conference Center
115 S 5th Street
Waco, TX 76701
January 25, 2018
6:00 p.m.

Call to Order: President Pat Atkins called the meeting of the Waco Independent School District to order at 6:00 p.m. He stated that a quorum of Board members was present and that notice of the meeting had been posted.

Board Members Present: President Pat Atkins, Vice President Allen Sykes, Secretary Norman Manning, Cary DuPuy, Larry Perez, and Stephanie Korteweg

Board Members Absent: Angela Tekell, Stephanie Korteweg left at 9 p.m.

III. CLOSED MEETING – President Atkins called the closed meeting to order at 6:00 p.m. pursuant to the following sections of the Texas Government Code:

A. Texas Government Code Chapter 551

- 1. 551.074 Discussion on duties and responsibilities of the Superintendent**
- 2. 551.074 Personnel Matters**

No action was taken during the closed meeting. President Atkins reconvened the meeting at 7:30 p.m.

IV. OPEN MEETING

V. MOMENT OF SILENCE

VI. PLEDGE OF ALLEGIANCE

- The Pledge of Allegiance was led by Mya Veracruz-Riggins and Arturo Ubaldo, students at Cesar Chavez Middle School.

VII. SPECIAL RECOGNITION

- Executive Director of Communications Kyle DeBeer, recognized the following groups/individuals: Pledge leaders Mya Veracruz-Riggins and Arturo Ubaldo.
All District Band: Abilene Rios, Alex Betancourt, Daniel Alarcon, Stephanie Ramirez, and Damien Zuniga. **All Region Band:** Armando Olivas, Loreli Araujo, Zarrio Greer, Samantha Nava, John Puente, Jordan Diaz, Darius McLin, assistant band directors, David Jeansonne, and Macey Lee, director, Kimberly J. Tucker, and principal Ms. Lisa Hall, Tennyson Middle School. **TMEA Region 8, All-Region Choir:** Tyler Mitchell, assistant choir director, Clinton Barrineau, director, Lucy Murphy, and principal, Dr. Ricky Edison, University High School.

VIII. AUDIENCE FOR GUESTS

- The following guests voiced concerns regarding the Waco ISD Transformation Plan. Ben Becker, Houston TX, Sarah Becker, Houston TX, Mindy Wilson, Houston, TX, Karina Quesada-Leon, Houston, TX, Lynn Davenport, Dallas, TX, Meg Branch, Dallas, TX, Steve Swanson, Austin, TX, Aubrey Flaherty, Dallas, TX, Jana McKelvey, Austin, TX, Bonnie Lesley, Waco, TX.

Kyle DeBeer, Executive Director of Communications and Community Engagement, announced that January was School Board appreciation month and acknowledged the Waco ISD Board of Trustees for their continued commitment and contributions to Waco ISD.

IX. DISCUSSION AND POSSIBLE ACTION

A. Discussion and possible action to approve hiring of an administrator

- Line item was pulled from the agenda.

B. Discussion of the 2016-2017 external audit results and possible action to approve the Annual Financial Report for the fiscal year ended August 31, 2017

- Debbie Kirkham-Young, auditor with Weaver and Tidwell, L.L.P., briefed the Board of Trustees on the annual financial report. The summary of the auditor's report is posted below.

Allen Sykes moved, Stephanie Korteweg, seconded to approve the annual financial and compliance report for the year ended August 31, 2017. Motion passed 6-0.

Waco Independent School District Schedule of Findings and Questioned Costs For the Year Ended August 31, 2017		Waco Independent School District Summary Schedule of Prior Audit Findings For the Year Ended August 31, 2017	
Section 1. – Summary Of Auditor's Results		Prior Year Findings	
Financial Statements		None reported	
1. Type of auditor's report issued	Unmodified		
2. Internal Control over Financial Reporting:			
a. Material Weakness(es) identified?	No		
b. Significant Deficiency(ies) identified that are not considered to be material weaknesses?	None reported		
3. Noncompliance material to the financial statements noted?	No		
Federal Awards			
4. Internal control over major programs:			
a. Material Weakness(es) identified?	No		
b. Significant Deficiency(ies) identified that are not considered to be material weaknesses?	None reported		
5. Type of auditor's report issued on compliance with major programs?	Unmodified		
6. Any Audit Findings (Deficiencies) that are material to be reported in accordance with uniform guidance?	No		
7. Identification of Major Programs	Child Nutrition Cluster	10,557,10,555, 10,558	
8. Dollar Threshold Used to Distinguish Between Type A and Type B Federal Programs		5/50,067	
9. Auditee Qualified as a Low-Risk Auditee?	Yes		
Section 2. – Financial Statement Findings			
None reported			
Section 3. Federal Award Findings And Questioned Costs			
None reported			

X. CONSENT AGENDA

A. Discussion and possible action to approve Board of Trustees Meeting Minutes

- November 6, 2017, Special Meeting
- November 13, 2017, Special Meeting
- November 16, 2017, Workshop
- November 30, 2017, Regular Board Meeting
- December 7, 2017 Workshop
- December 14, 2017, Regular Board Meeting

- That the Board of Trustees approve the minutes for November 6th, 13th, 16th, 30th, December 7th, and December 14th, 2017.

B. Discussion and possible action to approve amendments to the 2017-2018 budget

- That the Board of Trustees approve amendments:
#012 Greater Waco Advanced Manufacturing Academy – will reallocate budgeted funds for instructional miscellaneous contracted services to maintenance for contract maintenance and repairs.

#013 Regional Day School Program for Deaf – will amend funds in from deferred revenue Regional Day School Program for Deaf to instruction for other professional services.

#014 Food Service Fund – will amend funds in from unassigned food service fund balance to cover the costs for two new food trucks.

#015 Greater Waco Advanced Manufacturing Academy – will reallocate budgeted funds for instructional textbooks to staff development for employee travel

Amendment #014 decreases food service fund balance by \$390,663.00. The remaining amendments have no effect on fund balance.

C. Discussion and possible action to authorize the Superintendent to negotiate partnership with Prosper Waco regarding the Transformation Zone plan

- That the Board of Trustees approve to authorize the Superintendent to negotiate a partnership with Prosper Waco regarding the Transformation Zone plan.

D. Discussion and possible action to approve the Superintendent's Appraisal Calendar

- That the Board of Trustees approve the superintendent's appraisal calendar.

 <p>WACO INDEPENDENT SCHOOL DISTRICT SUPERINTENDENT 2018 APPRAISAL CALENDAR</p>	
January 2018	Board meeting to approve appraisal calendar.
February - March	Board meeting to establish superintendent performance goals using district goals, data from TAPR report, and results of most recent summative evaluation.
March - May	Board meeting to review instrument and process; revise if needed and adopted. Superintendent incorporates priorities from district goals and superintendent performance goals into district improvement plan and budget being drafted for next year.
July	Formative evaluation, superintendent gives progress report on this year's performance goals.
October	Board reviews superintendent evaluation policy and confirms dates and process for January summative evaluation.
December	Superintendent's "state of the district" report to the board; provide blank evaluation form. Review evaluation process with board members.
January 2019	Summative evaluation meeting (Board reviews individual evaluations, completes a composite evaluation reflecting board consensus on ratings, and meets with the superintendent to discuss the evaluation.)
<p>Board Approval: _____</p> <p>January 21, 2018</p>	

E. Discussion and possible action to approve the election order and polling locations for the May 5, 2018 Board of Trustee election (aprovar el orden de la elección)

- That the Board of Trustees approve the election order calling for the May 5, 2018 election for the Waco ISD Board of Trustees, Position 1, District 1, Position 2, District 2, and Position 6, At-Large; making provisions for the conduct of the election; giving notice of the election; and approving the pooling locations/vote centers.

F. Discussion and possible action to approve a contract with the Cities of Bellmead, Crawford, Hewitt, Lacy Lakeview, Lorena, Waco, and Woodway and the Crawford ISD, La Vega ISD, Lorena ISD, Midway ISD, Waco ISD, and the McLennan County Elections Administration Department for election services for the May 5, 2018, joint general election

- That the Board of Trustees approve the contract with the McLennan County Elections Administration Department for election services in conjunction with the May 5, 2018 joint general election.

G. Discussion and possible action to set a minimum bid price for the real property located at 501 N. 9th St., Waco, Texas, 76701, Lot B26, Block 2, of the Barron Addition, and authorize the administration to list the property and solicit bids for its disposition

- That the Board of Trustees approve a minimum bid price of \$16,000 for the sale of 501 N. 9th Street, designated surplus real property and authorize the administration to list the property with Coldwell Bankers and solicit bids for its disposition.

H. Discussion and possible action to approve School Health Advisory Council (SHAC) parent list

- That the Board of Trustees approve the appointment of the SHAC members as listed. Parents/Grandparents: Lee Allen, Holly Dyer, co-chair, Maria Hernandez, Melissa Talley, Feronica Pablo (Waco ISD employee), Meredith Williams. District Members: Linda King, Child Nutrition Services, Tiffany Sommerfeld, Director of Counseling, Candice Marecle, Health Coordinator, co-chair, Donna Morgan, Secondary ELAR/PE Coordinator.

I. Discussion and possible action to approve the 2018-2019 instructional calendar

- That the Board of Trustees approve calendar Option C for the 2018-2019 instructional year.

Waco ISD 2018-2019 Instructional Calendar
Option C (Revised 12/4/17)

Legend

- Student Holiday/Staff Release or Workday
- Student and Staff Holiday
- Beginning of school
- End of school
- Early Student Release/Staff Inservice
- Bad Weather Day

Bad Weather Make-up Days

- Monday, April 22, 2019
- Monday, April 23, 2019

*Only needed if a second bad weather day occurs. If 2nd bad weather day needed, last day for students would be 4/23/19 and last day for staff would be 4/24/19

J. Discussion and possible action to approve local district update EIC (Local)

- That the Board of Trustees approve the local district revision to EIC(Local).

K. Discussion and possible action to approve the Lone Star Governance Continuous Improvement Board Self-Evaluation

1. Board Time Use Tracker
2. Board Staff Use Tracker
3. Board Quarterly Progress Report - Board Self-Evaluation

- That the Board of Trustees approve the updated Board Time Use Tracker, Board Staff Use Tracker, and the Board Self-Evaluation.

Board Quarterly Progress Report							
Section	Two Quarters Ago (April - June)	One Quarter Ago (July - Sept)	Current Quarter Targets	Current Quarter (Oct - Dec)	Next Quarter Targets	Extra Meetings Needed	Total Points Possible
Vision 1	12	12	12	12	12		11
Vision 2	12	12	12	12	12		11
Vision 3	0	0	9	9	9		20
Vision 4	0	4	4	4	4		5
Accountability 1	0	12	12	12	12		15
Accountability 2	0	3	1	1	1		5
Structure	1	4	4	4	4		15
Advocacy	1	2	9	3	9		10
Unity	0	10	10	10	10		10
Total	26	64.5	73	87	73		100

Affirmations:
 By Signing below, I affirm as a Trustee that this Lone Star Governance Quarterly Report is Complete and Accurate.

Trustees	Initial Here to Affirm Adherence To All Board Operating Procedures	Signature
Board President: Pat Atkins	<i>PA</i>	<i>Pat Atkins</i>
Board Vice-President: Jillett Sykes	<i>JS</i>	<i>Jillett Sykes</i>
Board Secretary: Norman Manning	<i>NM</i>	<i>Norman Manning</i>
Stephanie Korteweg	<i>SK</i>	<i>Stephanie Korteweg</i>
Cary DuPuy	<i>CD</i>	<i>Cary DuPuy</i>
Larry Perez	<i>LP</i>	<i>Larry Perez</i>
Angela Tsalis	<i>AT</i>	<i>Angela Tsalis</i>
Absent for meeting on 1/28/16		

TEA

L. Discussion and possible action to approve grants to Waco ISD

- Waco ISD was awarded two grants from The Texas Education Agency. The Transformation Zone Planning Grant in the amount of \$450,000.00. The second grant was awarded to the Career and Technical Education Department in the amount of \$73,650.00 for the Perkins Reserve Grant. There was an increase in grant awards totaling \$523,650.00.

Cary DuPuy moved, Stephanie Korteweg seconded, to approve the consent agenda with the exception on line item C. Motion passed 6 to 0.

Discussion on line item pulled from the consent agenda.

X-C. Discussion and possible action to authorize the Superintendent to negotiate partnership with Prosper Waco regarding the Transformation Zone plan

- Superintendent Dr. A. Marcus Nelson stated that the Executive Director of Prosper Waco was a former superintendent of schools, he held a Masters of Business and Administration from Baylor University, and PHD from Harvard University. The partnership with Prosper Waco a local non-profit organization would assist with wrap around services for the Transformation Zone campuses. Dr. Nelson stated that the partnership was not a social impact bonds issue, as there would be no transfer of funds.

XI. DISCUSSIONS AND UPDATES

A. Update on Continuous Improvement Governance Work

1. Student outcomes as a result of wrap around services provided by Communities In Schools (CIS)

- Mike Harper, Executive Director and Hannah Kuhl, Chief Operations Officer with Communities in Schools, gave the Board of Trustees an overview of the wrap around services provided to students. The Board requested an update at a future meeting on parental involvement.

XII. ANNOUNCEMENTS

- Superintendent Dr. A. Marcus Nelson recognized Mr. Tom Stanton, Executive Director of the Bernard & Audre Rapoport Foundation, Mayor Kyle Deaver, City of Waco, and Mathew Polk, Executive Director of Prosper Waco were in the audience.

Executive Director of Communications Kyle DeBeer, stated that Let's Talk was available on the District's website for to help open dialogue with parents and community members, the student application window was open for Lake Air Montessori and Hillcrest PDS through January 31st, ribbon cutting for the new science wing at the Greater Waco Advanced Manufacturing Academy to be held on February 9th at 2:00 p.m., Both the Waco High and University High School boys and girls basketball teams will compete against one another on February 6th. The boys will play at University High School and the girls will play at Waco High School.

XIII. ADJOURNMENT

The meeting adjourned at 9:21 p.m.

Waco Independent School District
Board of Trustee Meeting Agenda Item

Date: February 15/22, 2018

Contact Person: David Cartwright

RE: Discussion and possible action to approve amendments to the 2017-2018 budget

=====

Background Information:

The Texas Education Agency has established additional requirements for school district budget preparation. As part of these requirements, a school district must amend the official budget before exceeding a functional expenditure category, i.e., instruction, administration, etc., in the total district budget. Attached are copies of the proposed amendments to the Official Budget identifying details of the requests. The following summarizes the effect of these amendments by functional category.

Summary:

Amendment #016: General Fund - Districtwide

This amendment will reallocate budgeted funds for instructional miscellaneous operating to extracurricular for miscellaneous operating and reclassified transportation costs. The adjustment is required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

		<u>TEA Code Function Description</u>
Source of Funds:	\$10,000.00	Instruction expenditure function
Use of Funds:	\$10,000.00	Extracurricular expenditure function
Fund Balance Effect	None	

Amendment #017: English Language Learners Department

This amendment will reallocate budgeted funds for counseling employee travel costs to instruction for testing materials. The adjustment is required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

		<u>TEA Code Function Description</u>
Source of Funds:	\$3,300.00	Counseling expenditure function
Use of Funds:	\$3,300.00	Instruction expenditure function
Fund Balance Effect	None	

Amendment #018: Special Education Department

This amendment will reallocate budgeted funds for instructional leadership equipment to instruction for equipment. The adjustment is required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

		<u>TEA Code Function Description</u>
Source of Funds:	\$2,855.00	Instructional Leadership expenditure function
Use of Funds:	\$2,855.00	Instructional expenditure function
Fund Balance Effect	None	

Amendment #019: Regional Day School Program for the Deaf

This amendment will reallocate budgeted funds for instructional extra-duty professional to staff development for employee travel. The adjustment is required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

		<u>TEA Code Function Description</u>
Source of Funds:	\$750.00	Instructional expenditure function
Use of Funds:	\$750.00	Staff Development expenditure function
Fund Balance Effect	None	

Amendment #020: Advanced Academics Department

This amendment will reallocate budgeted funds for instructional stipends to staff development for salary and benefits. The adjustment is required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

		<u>TEA Code Function Description</u>
Source of Funds:	\$2,545.00	Instructional expenditure function
Use of Funds:	\$2,545.00	Staff Development expenditure function
Fund Balance Effect	None	

Fiscal Implications:

There is no effect on fund balance.

Administrative Recommendation(s):

The administration recommends that the Board of Trustees approve the budget amendments, as presented.

AMENDMENT # 016

DATE: 2/22/2018

18


BUDGET COORDINATOR


CHIEF FINANCIAL OFFICER

Revised 10/2017

AMENDMENT # 017

DATE: 1/31/2018

0.00

REASON FOR REQUEST: Realignment of budget for purchase of new online testing materials for English Learners.

David Carter
BUDGET COORDINATOR


CHIEF FINANCIAL OFFICER

Revised 10/2017

AMENDMENT # 018

DATE: 1/6/2018

0.00

REASON FOR REQUEST: Realign funds to purchase technology for student per IEP.

Shel Davis
CHIEF FINANCIAL OFFICER

BATCH: JV/BCN: DATE:

AMENDMENT # 019

DATE: 1/9/2018

0.00


CHIEF FINANCIAL OFFICER

BATCH:	JV/BCN:	DATE:
--------	---------	-------

21

AMENDMENT # 020

DATE: 1/9/2018

0.00


CHIEF FINANCIAL OFFICER

Revised 10/2017

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: February 15, 2018

Contact Person: Dr. A. Marcus Nelson

**RE: Discussion and possible action to approve Policy EL (LOCAL) and
 adopt Local Campus Partnership Application Form**

=====

Background Information:

Senate Bill 1882, which was passed during the regular session of the 85th Texas Legislature, provides a two-year exemption from certain accountability interventions when a school district grants an eligible entity a charter to operate one or more campuses. That includes a two-year exemption from the state's requirement that the Commissioner of Education close any school which fails to meet state academic standards for five or more consecutive years or replace the elected school board overseeing such a campus with an appointed board of managers.

While board policy has included a process for authorizing campus charters, that process was adopted prior to the passage of Senate Bill 1882 and does not fully reflect how the Texas Education Agency will evaluate whether a partnership is eligible for the benefits of the law.

The Agency has published a model policy, which implements the legislation and creates a rigorous vetting process for potential partnerships. The attached Board Policy EL (LOCAL) is the application process outlined by that model policy with minor revisions.

The Agency has also published a model application form for potential partners. The attached application is the model application with minor revisions. It includes a timeline for the application process.

Changes to Board Policy EL (LEGAL) to implement Senate Bill 1882 have been proposed as part of Update 109.

Following the Agency's publication of the final rules implementing Senate Bill 1882, the Administration intends to present a Board Policy ELA (LOCAL) for consideration by the Board of Trustees. This new local policy will address areas of the model policy not included in the proposed EL (LOCAL).

Fiscal Implications:

None

Administration Recommendations:

The Administration recommends that the Board of Trustees adopt the attached Board Policy EL (LOCAL) and the attached Local Campus Partnership Application Form.

SB 1882 Partnerships

CREATION

The District is committed to providing the best appropriate educational settings for all students and, as necessary, shall engage partners to operate campuses and/or programs as described in this policy. An arrangement constitutes a SB 1882 Eligible Partnership if it satisfies all applicable requirements of Texas Education Code Section 11.174 and local criteria specified in the following sections. All SB 1882 Partnership campuses and programs shall continue to be operated under the legal auspices of the Board. Schools, communities, and partners shall have the opportunity to:

1. Demonstrate innovative instructional programming and school restructuring by entering into a performance contract, subject to Board approval; and
2. Request additional school-level autonomy in campus operations and decision making.

DEFINITIONS

The terms used herein are defined as follows:

CAMPUS-
INITIATED
CHARTER

A campus-initiated charter school or program is one in which a campus applies to become a charter school. At least 80 percent of the parents of the school's students and at least 80 percent of the school's classroom teachers must sign the petition submitted to the District.

DISTRICT-
INITIATED
CHARTER

A District-initiated charter school or program is one in which the District creates a charter school or program based on District need (such as improved enrollment or academics, and could include reconfiguration of grade levels). Such a school or program may draw students from a specified geographic area, the entire geographic area of the district, and/or outside District boundaries.

A District-initiated charter school and/or program may involve partnerships with an open-enrollment charter school or other eligible entity. Other eligible entities include non-profits, institutions of higher-education, and governmental entities.

In establishing a District-Initiated Charter, the District may issue one or more requests for applications or other instrument designed to identify operating partners best qualified to meet the needs of the district.

COMPLIANCE WITH LAW

The charters, as defined and described herein, shall comply with all federal laws and with state laws governing such charters and shall be nonsectarian. [See EL(LEGAL)]

SB 1882 Partnerships
APPLICATION PROCESS

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

1. Meets the eligibility requirements for a campus charter or program charter set forth in TEC §12.052, §12.0521, §12.0522, and §12.053;
2. Follows the application process established by the District; and
3. Provides evidence to the Board that the applicant will comply with the statutory and District requirements for a campus charter or program charter.

The Board welcomes charter school pursuant to various paths as set forth in TEC Chapter 12, Subchapter C. The Board specifically invites and encourages applications pursuant to TEC §12.0521. Regardless of authorization path, all groups and entities seeking to create a charter school under Subchapter C shall follow the Charter Application and Review Process set forth in this policy.

The application process shall include:

1. A comprehensive written application submitted by each applicant in accordance with application guidance and requirements provided by the Board;
2. A rigorous review of the written application conducted by a Charter Application Review Committee ("Review Committee") of internal and/or external evaluators that makes recommendations to the Superintendent;
3. A formal recommendation from the Superintendent to the Board for approval or denial of each application, based on and providing evidence from the Review Committee and staff recommendation, public forum, and interview panel; and
4. A formal vote by the Board to approve or deny each application, following deliberation of the Superintendent's recommendations in a public meeting.

The application process may also include:

1. An interview with each applicant whose written application meets threshold standards established and published by the Board, conducted by a Board-designated panel and/or the Review Committee;
2. A public hearing to allow applicants an opportunity to present their application and school plans to the Board and to the community before formal consideration by the Board;

APPLICATION
CONTENT

An application for a Subchapter C charter shall include the following, at a minimum:

SB 1882 Partnerships

1. The purpose and community need for the proposed campus or program;
2. A statement of the school's mission and goals;
3. Identification of the targeted community and students to be served;
4. The academic plan including educational focus, program, curriculum to be offered, and a description of the proposed school day, calendar, and year;
5. The plan for meeting the needs of students with disabilities, English language learners, and other special populations;
6. The plan for measuring and reporting student achievement and increases in student achievement for all student groups;
7. The financial and business plan, including a proposed five-year operating budget and a contingency budget for lower than expected enrollment;
8. Identification and description, including the expertise and professional backgrounds, of the proposed governing body members and school leadership;
9. The governance and decision-making plan including governing board structure, school leadership and management structure, and organization chart;
10. Indications that the proposed governance structure is conducive to sound fiscal and administrative practices and strong, accountable, independent oversight of the school;
11. The roles and responsibilities of school leadership responsible for personnel, the budget, purchasing, program funds, and other areas of management;
12. The school's staffing plan and employment plan consistent with federal and applicable state guidelines, including due process, employment contract nonrenewal, and termination procedures;
13. Information on the qualifications, experience, recruitment, selection, professional development, and ongoing evaluation of teaching staff to be hired for the school;
14. The proposed student recruitment, enrollment, and withdrawal processes, and a plan for ensuring equitable access in accordance with law;
15. The student discipline plan and procedures;
16. The petition indicating evidence of support for the approval of a charter as required by TEC §12.052 or TEC §12.053, if applicable; and
17. A pre-operational start-up plan detailing tasks, responsible parties, and timeline for completion.

SUBSTANTIVE
APPLICATION
REVIEW

The Board, through a Review Committee assembled by the District (described below), shall conduct a substantive, in-depth, and merit-

SB 1882 Partnerships

focused evaluation of each application submitted in accordance with the Board's published application procedures and submission instructions.

The District staff may request additional information or documents from the charter applicant to assist in the review. The Board may impose deadlines for the submission of such additional information or documents, if requested.

The District will establish a Review Committee/Evaluation Team appointed by the Superintendent and composed of at least three internal (district staff) evaluators and/or external (non-district staff) evaluators, each with relevant and diverse educational, financial, operational, governance or legal expertise. The District will provide training to Review Committee members to ensure consistent standards of review and fair treatment of all applicant groups. District staff will coordinate the work of the Review Committee, including compiling the committee's evidence and recommendations into formal District recommendations regarding each application, for presentation to the Superintendent and shall do the same with regard to the Superintendent's recommendation to the Board.

The Board will ensure that the application review process and parties are free of conflicts of interest, and will require full disclosure of any potential or perceived conflicts of interest between Review Committee members and charter school applicants.

The Board may hold a public hearing to allow applicant teams that meet a scoring threshold on the written application an opportunity to present application and school plans to the Board and to the community before formal consideration by the Board. Multiple applications may be scheduled for presentation at the same public hearing.

A Board-designated panel may interview each charter applicant whose written application meets the scoring threshold identified in the application process. Representatives of each applicant participating in interviews may include proposed governing board members and school leadership. The interview panel may include District staff, Board members, Review Committee members, and any other internal or external individuals whose knowledge and expertise would assist the Board in deciding whether to authorize the charter school or program.

The focus of the interview will be the governing board and school/program leadership team's capacity to operate a successful charter school or program consistent with the submitted application and the Standard of Review set forth in this Policy.

SB 1882 Partnerships

All interview attendees (both those representing the charter applicant and those representing the Board) shall attend the interview in person. However, the Board may allow certain attendees to participate remotely in extraordinary circumstances.

DECISION-
MAKING
PRINCIPLES

The Board commits to rigorous decision-making in granting charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the proposed charter school or program.

The Review Committee members will provide evidence-based recommendations addressing established approval criteria to the District staff, who in turn will assemble a formal recommendation for approval or denial of each charter application to the Superintendent. The Superintendent will determine final recommendations to the Board. The Superintendent will use the District staff's formal recommendation as the basis for his or her recommendation to the Board for approval or denial of each application, consistent with the approval criteria and processes set forth in this policy.

Waco ISD

**2017-18 Local Campus Partnership
Application**

Introduction

TEC Chapter 12 establishes charter schools for the following purposes:

- Improve student learning;
- increase the choice of learning opportunities within the public-school system;
- create professional opportunities that will attract new teachers to the public-school system;
- establish a new form of accountability for public schools; and
- encourage different and innovative learning methods.

TEC Chapter 12, Subchapter C states that the board of trustees (the “Board”) may grant a charter to the following:

- A new District Campus or Program—TEC §12.0521(a)(1).
- A new or existing Program operated by an Educational Service Provider (ESP) — TEC §12.0521(a)(2).
- An existing Campus (or campuses) with less than 15 percent of the student population or one entire feeder pattern — TEC §12.0522. Charters granted under this section are subject to Subchapter D and the campus is considered to be an “open-enrollment charter school” but is not subject to the cap.
- An existing Campus (or campuses) or Program that petition for a charter — TEC §§12.052, 12.053. (Charters under this section are granted to “parents and teachers” and require a petition signed by a majority of the parents and teachers at each campus.)

Charter Application Eligibility

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

- Meets the eligibility requirements for a Campus charter or Program charter set forth in TEC §12.052, §12.0521, §12.0522, and §12.053;
- follows the application process established by the District; and
- provides evidence to the Board that the applicant will comply with the statutory and District requirements for a campus charter or program charter.

The Board welcomes applications for a Campus charter or Program charter (“Subchapter C charter”) pursuant to various paths as set forth in TEC Chapter 39, Subchapter C. The Board specifically invites and encourages applications pursuant to TEC §12.0521.

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

Charter Application Process Overview

The application process shall include:

1. A comprehensive written application submitted by each charter school applicant in accordance with application guidance and requirements provided by the Board;

2. a rigorous review of the written application conducted by an independent evaluation team ("Evaluation Team") of at least three internal and/or external evaluators;
3. a capacity interview with the applicant group conducted by the Evaluation Team (optional but recommended);
4. a formal recommendation from the Superintendent to the Board for approval or denial of each application, based on evidence from the Evaluation Team's evaluation of the application; and
5. a formal vote by the Board to approve or deny each application, following deliberation of the Superintendent's recommendation in a public meeting.

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

1. Succeed in meeting academic, financial, operational, and governance standards, thereby meeting both performance and legal compliance expectations for charter schools in the District;
2. serve the best interests of the targeted students and community; and
3. fulfill the purposes and intent of Texas's charter school law.

Evaluation criteria are presented as Exhibit A at the end of this document.

In evaluating the merits of the charter application, the Board shall not consider the potential fiscal impact of the charter on the District.

2017-18 Request for Proposals Timeline

Milestones — Due Dates for 2018
Application
Deadline for Complete Proposals — March 30th All proposals must be submitted in complete and final form by this date. Incomplete proposals, including those that are only partially uploaded, will be disqualified from this cycle.
Independent Evaluation Team Review
Evaluation Team Proposal Review — /April Evaluation Teams will review each proposal.
Capacity Interviews —/April Capacity interviews are conducted at the discretion of the District. They are optional but recommended. They are not open to the public.
Formal Recommendation from Superintendent to Board —/April
Board Vote — April Board Meeting

Applicant Types

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

New Operators, including a university that does not currently hold a charter in good standing or a nonprofit organization, which:

- has been formed by parents, teachers, or community members for the purpose of applying for a campus charter;
- has never operated a charter school; and
- does not intend to employ an ESP or intends to employ an ESP that has not operated a school for more than one year (regardless of location).

Existing Operators, including nonprofit organizations or universities, which:

- have one or more schools in operation nationwide which have been in operation for more than one full school year.

All applicants must complete Sections 1 – 3 of the application. New Operators partnering with an ESP, and Existing Operators must also complete Section 4.

Instructions

The Board is pleased to invite proposals for new quality charter schools seeking to open in Fall 2018 (or thereafter). Prior to developing a proposal, please read this entire RFP.

Components of the Proposal

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

Specifications

- Applicants **must** submit proposals electronically and use the applicable templates:
- All templates are available on the District's website.
- All elements of the proposal must have 1-inch margins in 12-point font, single-spaced.
- Each major section of the proposal (School Summary, Educational Program, etc.) and each attachment must begin on a separate page, as indicated in the template document. Adhere to all page limits as indicated.
- If you believe a particular question does not apply to your team or proposal, respond "Not Applicable" **and** state the reason this question is not applicable to your team or proposal.
- All required documents should be uploaded in the file format specified.
- Late or incorrectly formatted submissions will not be accepted.
- When submitting résumés, label each document with the individual's affiliation with the proposed school (e.g., board member, principal, etc.).

Attachments

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

1. Graduation standards (for high school only)
2. Enrollment policy
3. Discipline policy
4. Organization charts
5. Board documents
6. Board member information
7. Leadership team qualifications
8. School leader qualifications
9. Start-up and five-year operating budget
10. Financial plan narrative

Existing operators and applicants partnering with an ESP, as applicable:

1. Evidence of portfolio performance (for existing operators or applicants proposing to partner with an ESP)
2. Most recent annual report and audit (for existing operators or applicants proposing to partner with an ESP)
3. Proposed management agreement with ESP (for applicants proposing to partner with an ESP)

Applicant Code of Conduct

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

Specifically, charter school applicants shall not:

- initiate, or attempt to initiate, any activity with a member of the Evaluation Team; or
- direct any communications, including proposal documents, to a member of the Evaluation Team.

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

Public Disclosure

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

2017-18 Request for Proposals for Subchapter C Charters

Please submit an application that addresses the following questions / issues. There are no page limits for individual sections except for the School Summary. The total narrative response may not exceed 25 pages (not including the requested attachments).

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

All applicants must complete Sections 1 – 3 of the application. Existing charter operators and New Operators proposing to partner with an ESP are also required to complete Section 4.

Plagiarism

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

The Board understands that to implement an existing curriculum, instructional framework, or educational model (e.g., Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. The Board also understands that existing operators proposing to replicate a model may use their own intellectual property, which is appropriate and acceptable.

Applicant Information

Name of Applicant Organization	
Primary Contact Person	
Mailing Address	
Phone Number	
Email	

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

Full Name	Current Job Title and Employer	Position with Proposed School

We plan to apply as a:

- ☐ New Operator
(includes an ESP with less than one year of experience)
 ☐ Existing Operator
(ESP or open enrollment charter)

Which type of Subchapter C charter best describes this application?

- ☐ A new District Campus or Program
☐ A new or existing Program operated by an ESP (If so, identify the provider here)
☐ An existing Campus (or Campuses) with less than 15% of the student population or one entire feeder pattern
☐ An existing Campus (or Campuses) or Program that petitions for a charter

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

- ☐ Yes
 ☐ No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

- ☐ Yes
 ☐ No

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

Planned School Name	City	State	Opening Date

DRAFT

School Information

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

Proposed School / Campus Name	Opening Year	Grades: Year 1	Grades: At Capacity
Proposed Location			
School District <i>Identify the school district in which the charter school will be located.</i>			
Address of Identified Facility <i>If applicable.</i>			
Projected Demographic Information	% FRL:	% SpEd:	% ELL:
Model / Specialty <i>(Check all that apply)</i>			
☐ Alternative	☐ Career / Technical Ed.	☐ Military	☐ Montessori
☐ Arts	☐ College Prep	☐ Language Immersion	☐ STEM
☐ Blended Learning	☐ Other <i>(list):</i>	☐ Disability <i>(list):</i>	

Name of Proposed Principal	
Current Employment	
Phone Number – Day	
Phone Number – Evening	
Email	

School Overview

Executive Summary (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. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.
2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
3. **Education Plan / School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.
4. **Leadership and Governance.** List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliations.

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

Full Name	Current Job Title and Employer	Position with Proposed School

Enrollment Summary (Limit: 2 Pages)

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2019) for each column.

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

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

Grade Level	Number of Students					
	Year 1 20xx	Year 2 20xx	Year 3 20xx	Year 4 20xx	Year 5 20xx	Capacity 20xx
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
TOTAL						

Texas Subchapter C Charter Proposal

(Limit to 25 pages for narrative, not including attachments)

Section 1 — Educational Program Design

Program Overview

1. Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

Curriculum and Instructional Design

1. Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures that all students will meet or exceed relevant state standards.
2. Describe the primary instructional strategies that the school will expect teachers to use and why those strategies are well-suited for the anticipated student population. Describe the methods and systems teachers will use to provide differentiated instruction to meet the needs of all students.
3. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
4. Describe how the curriculum will comply with the Texas Essential Knowledge and Skills standards.

High School Graduation Requirements

Note: For schools serving grades 9 – 12 only.

1. Provide, as **Attachment 1**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.
2. Explain how the graduation requirements will ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce).
3. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting these requirements.

School Culture

1. Describe the culture or ethos of the proposed school.
2. Explain the plan to create and implement this culture for students, teachers, administrators, and parents, starting from the first day of school.

Special Populations and At-Risk Students

1. Describe the plan to serve students with special needs, including but not limited to: students with Individualized Education Programs (IEPs) or Section 504 plans, English Language Learners (ELLs), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations that the school expects to serve, and the basis for these assumptions, whether through data related to a specific

school or district, or a more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Specifically describe the plan to identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a. Methods for identifying students with special education needs (and avoiding misidentification);
 - b. specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure access to the general education curriculum, and ensure academic success for students with special education needs;
 - c. plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP; and
 - d. plans for promoting graduation for students with special education needs (*high schools only*).
3. Explain how the school will meet the needs of ELL students, including the following:
 - a. Methods for identifying ELL students (and avoiding misidentification);
 - b. specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students; and
 - c. plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.
4. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a. Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their experience; and
 - b. plans for monitoring and evaluating the progress and success of these students.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe the plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
2. Provide, as **Attachment 2**, the school's Enrollment Policy, which should include the following:
 - a. A statement that admission will not be based on national origin, ethnicity, race, or disability;
 - b. tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process applications;
 - c. description of how the school will comply with TEC §12.065 which states that the school must give priority on the basis of geographical and residency considerations, then, if there is still available space, consider age, grade level, or academic credentials, generally or specifically depending on the type of program offered;
 - d. description of how the school will comply with TEC §12.0521 which states that

- enrollment in a Subchapter C charter school must be voluntary; and
- e. policies and procedures for waiting lists, withdrawals, re-enrollment, and transfers.

Student Discipline

1. If already developed, provide the proposed discipline policy as **Attachment 3**. If a proposed discipline policy is not available, describe in detail the school's approach to student discipline. Taken together, the narrative description and/or discipline policy should:
 - a. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
 - b. list and define the offenses for which students must (where non-discretionary) and may (where discretionary) be suspended or expelled;
 - c. explain how the school will take into account the rights of students with disabilities, including students with Behavior Support Plans in disciplinary actions and proceedings; and
 - d. explain procedures for due process when a student is suspended or expelled as a result of a violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than 10 days.

Performance Measures

1. Describe the annual performance goals for which the school will be held accountable, such as student progress and achievement levels, closing achievement gaps, post-secondary readiness, and community/student engagement.

Assessment & Evaluation

1. Explain the plan for using internal and external assessments to measure and report student progress on performance measures.
2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
3. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
4. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Section 2 — Governance, Operations Plan & Capacity

Organization Chart

1. Submit, as **Attachment 4**, an organization chart that shows the school governance, management, and staffing structure in the first year of school operations. The organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization chart should also specifically document lines of authority and reporting within the school.

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.
2. Provide, if applicable, as **Attachment 5**:
 - a. The bylaws of the governing board, including any amendments;
 - b. the code of ethics and conflict of interest policies; and
 - c. the completed and signed statement of assurances (prepared using the template provided by the Board).

Governing Board

1. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with the principal/head of school and its independence from the Board (authorizer) and other entities.
2. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are and/or will be represented on the governing board.
3. List all current and prospective governing board members and their intended roles. For each individual identified, summarize interest in and qualifications to serve on the board. Provide, as **Attachment 6**, the following documents for each individual identified here: a completed and signed Board Member Information Sheet, résumé, and proof of U.S. citizenship. (If a board member's documentation is attached elsewhere in this proposal or was submitted with the LOI, state so on the Information Sheet.)
4. If this proposal is being submitted by a pre-existing non-profit organization respond to the following:
 - a. Was the pre-existing non-profit formed for a purpose other than operating schools? If so, please provide the mission of the organization and explain how operating charter schools serves that mission.
 - b. Will the pre-existing non-profit board govern the new school, or will a new non-profit corporation governed by a separate board hold the charter?
 - c. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - d. If a new board has been or will be formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

Application Team Capacity

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development and/or management, and will thus share responsibility for the school's educational success. These may include governing board members, volunteers, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
2. Describe the other team members' individual and collective qualifications for implementing the school design successfully, including capacity in areas such as: administration, financial management, governance, curriculum, instruction, and assessment; performance management; and parent and community engagement. If known, identify the individuals who will fill these positions, explain why each is well-qualified for a specific role, and summarize their relevant track record of success. Provide, as **Attachment 7**, the qualifications, résumés, and proof of U.S. citizenship for each identified individual.
3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. Discuss the evidence of the leader's ability to effectively serve the anticipated population. This evidence may include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of the leader or other administrator. Also provide, as **Attachment 8**, the qualifications, résumé, and proof of U.S. Citizenship for this individual.

– OR –

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader and, instead, provide as **Attachment 8** a complete job description and required qualifications.

4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles, and any resources they have contributed or plan to contribute to the school's development.

Staffing Plans, Hiring, Management, and Evaluation

1. Describe the employment status of school personnel, including the principal, teachers, and other instructional and non-instructional school-based staff. The response should clarify if school staff will be employees of the District or the applicant organization.
2. Describe the strategy, plans, and timeline for recruiting and hiring teaching staff. Explain required qualifications for instructional staff, key selection criteria, and any special considerations relevant to your school design.
3. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
4. Explain how teachers will be supported, developed, and evaluated. Will the school use the T-TESS framework? If you intend to supplement or use an alternative to T-TESS, outline the tools and key inputs. *If you intend to use only T-TESS, **do not** include the mandated assessment tools. Likewise, **do not** include copied and pasted materials from online*

resources, such as copies of the Danielson framework.

5. Explain how the school leader will be supported, developed, and evaluated each school year. Will the school use the T-PESS framework? If you intend to supplement or use an alternative to T-PESS, outline the tools and key inputs. *If you intend to use only T-PESS, **do not** include the mandated assessment tools. Likewise, **do not** include copied and pasted materials from online resources, such as copies of the Danielson framework.*
6. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Professional Development

1. Identify the person(s) or position(s) responsible for overseeing professional development (PD).
2. Discuss the core components of the school's PD plan and how they will support effective implementation of the educational program. Discuss the extent to which PD will be individualized or uniform. Who will be responsive for administering PD programs (e.g., a staff member, consultant, etc.)?
3. Provide an explanation of PD that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for PD throughout the school year and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and discuss how such time will typically be used.

Facilities

1. If you are seeking an existing public school facility, please identify the school name and address.
2. If you plan on opening a school in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Include in this discussion the plan for ensuring that identified facilities will comply with applicable state and local health and safety requirements and applicable planning review procedures.

Start-Up & Ongoing Operations

1. Describe the plan for managing the transition and/or start-up of the charter school, including who will be responsible.
2. Does the school intend to purchase any services, such as transportation, food service, or janitorial service from the District? If so, please specify. If not certain, briefly describe process for finalizing plans with the District. *Note that Subchapter C charters are not required to purchase services from the District. This decision shall not influence charter decisions.*

Section 3 — Financial Plan

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
4. Submit a completed start-up and five-year operating budget as **Attachment 9**
5. As **Attachment 10**, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.

Section 4 — Existing Charter Operator & ESP Information (if applicable)

This section is required of every operator, new and existing, that proposes school operation or management via contract with a third-party ESP, **and** existing charter operators applying to operate a district campus. Complete each section as applicable. All applicable sections of this section **must** be completed for the proposal as a whole to be deemed complete. If an applicant believes that a question in this section is not applicable to their proposal, the applicant should so state **and** explain why the applicant believes the particular question does not apply. If a question has been thoroughly answered earlier in the narrative proposal, the applicant should so state **and** reference the section, question number, and page number. If an applicant is unsure as to whether a particular section is required, it is the responsibility of the applicant to contact the Board for guidance.

Existing Charter Operator Information Performance Track Record

1. Provide, as **Attachment 11**, information on the performance of all schools operated by the applicant using the template provided.
2. Provide evidence of the financial health of the charter applicant. Provide as **Attachment 12** the most recent independent financial audit report of the charter applicant and its most recent annual report.
3. List and explain any management contract terminations, as well as any charter revocations, non-renewals, or withdrawals/non-openings that the proposed charter applicant has experienced in the past five (5) years.

Note: End of section for existing charter operators.

ESP Information

*An ESP is any third-party entity that provides comprehensive education management services to a school **via contract** with the governing board. (In essence, an ESP does not propose to hold the charter but rather to contract with the charter holder.)*

Performance Track Record

1. Provide, as **Attachment 11**, information on the performance of all schools operated by the ESP using the template provided.
2. Provide summary information from reference checks conducted by the applicant regarding the third-party ESP, identifying each reference.
3. Provide evidence of the financial health of the ESP. Attach as **Attachment 12** the most recent independent financial audit report of the ESP and its most recent annual report.
4. List and explain any management contract terminations, as well as any charter revocations, non-renewals, or withdrawals/non-openings that the proposed ESP has experienced in the past five (5) years.

ESP Selection

1. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.
2. Explain how and why the ESP was selected, including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

Legal Relationship with ESP

1. Provide evidence that the governing board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.
2. Describe any existing or potential conflicts of interest between the governing board, proposed school employees, proposed ESP, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP and identify the nature of those entities' business activities.
4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.
5. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the governing board will oversee the ESP's supervisory responsibilities.
6. If the governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
7. Describe and provide documentation of any loans, grants, or investments made

between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

ESP Management Plan

1. Provide a detailed description of the roles and responsibilities of the ESP.
2. Describe the scope of services and costs of all resources to be provided by the ESP.
3. Describe the oversight and evaluation methods that the governing board will use to oversee the ESP. What are the schoolwide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the governing board review and evaluate the ESP's progress toward achieving agreed-upon goals? Will an external evaluator assess the ESP's performance? What are the conditions, standards, and procedures for governing board intervention if the ESP's performance is deemed unsatisfactory?
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.
5. Describe the respective financial responsibilities of the governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the ESP make without obtaining board approval? What reports must the ESP submit to the governing board on financial performance and on what schedule? How will the governing board provide financial oversight?
6. What is the term (duration) of the management agreement? Explain the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause and without cause? List any indemnification provisions in the event of default or breach by either party.
7. Describe the plan for the operation of the school in the event of termination of the management agreement.
8. Provide, as **Attachment 13**, a draft of the proposed management agreement with the ESP.

List of Attachments

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

1. Graduation standards (for high school only)
2. Enrollment policy
3. Discipline policy
4. Organization charts
5. Board documents
6. Board member information
7. Leadership team qualifications
8. School leader qualifications
9. Start-up and five-year operating budget
10. Financial plan narrative

Existing operators and applicants partnering with an ESP, as applicable:

11. Evidence of portfolio performance (for existing operators or applicants proposing to partner with an ESP)
12. Most recent annual report and audit (for existing operators or applicants proposing to partner with an ESP)
13. Proposed management agreement with ESP (for applicants proposing to partner with an ESP)

Exhibit A: Evaluation Criteria

Introduction

The evaluation criteria are the essential tools for proposal reviewers, used in both their individual and team assessments of each proposal. The evaluators present both ratings on a scale and narrative analysis of each section of the proposal as compared to the evaluation criteria. Throughout the evaluation process, the reviewers will update their analysis to include additional information (due diligence, capacity interview, etc.) as it is presented. Within each section, specific criteria define the expectations for a response that “Meets the Standard.”

A proposal that merits a recommendation for approval should present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant’s capacity to successfully implement the proposed academic and operational plans. **To be recommended for approval, all sections of the application must be rated as “Meets the Standard.”**

In general, the following definitions guide reviewer ratings:

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant’s capacity to carry out the plan effectively.
Partially Meets the Standard	The response meets the criteria in many respects but lacks detail and/or requires additional information in one or more areas.
Does Not Meet the Standard	The response has gaps in a number of areas that raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out.
Falls Far Below the Standard	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out.

Evaluation Criteria

School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview.

Section 1 — Educational Program Design

A strong Educational Program Design is coherent overall and aligned internally with the school's mission and vision, Operations Plan, and Financial Plan. A strong plan will have the following characteristics:

Program Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other subsections of the Educational Program, which will be assessed, in part, for the quality of alignment.

Curriculum and Instructional Design

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of Texas state standards.
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reasonable evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well-suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.

High School Graduation Requirements

- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

School Culture

- Vision for school culture or ethos that will promote high expectations, a positive academic environment, and intellectual and social development for all students, including those with special needs, ELLs, and students at risk of academic failure.
- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year.
- Articulate, compelling descriptions of the typical daily experiences of a student and a

teacher in grades served in Year 1. Descriptions demonstrate a well-thought-out school design that reflects the vision and will support student intellectual and social development.

Special Populations and At-Risk Students

- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and ELLs, including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out, and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs and to ensure they are served in the least-restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification of ELLs, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELLs and for exiting them from services, and plan for including ELLs in standardized testing and schoolwide educational, extra-curricular, and culture-building activities.
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

Student Recruitment and Enrollment

- Enrollment Policy complies with state law and that ensures the school will be open to all eligible students.
- Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

Student Discipline

- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights.
- Legally sound policies for student discipline, suspension, and expulsion that do not indicate students will be removed in an inappropriate manner, as well as appeals, including proper processes for students with disabilities.
- Appropriate plan for disseminating the discipline policy to teachers, parents, and students.

Performance Measures

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

Assessment & Evaluation

- *(Optional)* Meaningful mission-specific educational and/or organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments.
- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.
- Comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of the goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

Section 2 — Governance, Operations Plan & Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan. A strong plan will have the following characteristics:

Organization Chart

- Clearly indicates all positions.
- Delineates appropriate board and management roles and lines of authority.

Legal Status and Governing Documents

- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.

Governing Board

- Explains how the board will accomplish its core duties of setting vision, providing accountability, creating structure for effective governance, acting in unity, and providing advocacy to achieve the vision.

- Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate *(as documented by résumés, bios, and Board Information sheets for all currently identified proposed members)*: (a) will, capacity, and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes, and expectations for the school(s)/network.
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including educational, financial, legal, and community experience and expertise.
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.

Application Team Capacity

- Evidence that the school leadership and management team have the collective qualifications (documented by résumés and bios for all members) to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to having an ongoing role with the school.
- *(If School Leader candidate(s) is identified)* Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well-qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program.
- *(If School Leader candidate(s) is not yet identified)* Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- *(If members of the leadership team are identified)* Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- *(If leadership team is not yet identified)* Sound timeline, criteria, and process for recruiting and hiring the leadership team.
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

Staffing Plans, Hiring, Management, and Evaluation

- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that is well-suited to the school.
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Leadership and teacher evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

Professional Development

- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of, and preparation for, professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, and leadership that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

Facilities

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

Start-Up & Ongoing Operations

- A start-up plan that will promote a successful school opening that specifies tasks, timelines, and responsible individuals.

Section 3 — Financial Plan

A strong Financial Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Organization Plan. A strong plan will have the following characteristics:

Financial Plan

- Reasonable assurance that the operator will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an

annual report.

- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Section 4 — Existing Charter Operator & ESP Information

A strong proposal using an Education Service Provider (ESP), regardless of the composition of the applicant team/organizations, is coherent overall and aligned internally with the school's mission and vision, Education Program, Organization Plan, Financial Plan, and any other applicable attachments. A strong plan will have the following characteristics:

Existing Charter Operator Track Record

- Evidence of the applicant's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs).
- Evidence of the financial health of the applicant as demonstrated through an independent financial audit report and its most recent annual report.
- No evidence of any charter revocations, non-renewals, withdrawals, or failures to open.

ESP Track Record

- Evidence of the ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs).
- Evidence that the applicant conducted reference checks on the ESP.
- Evidence of the financial health of the ESP as demonstrated through an independent financial audit report and its most recent annual report.
- No evidence of any management contract terminations or charter revocations, non-renewals, withdrawals, or failures to open.

ESP Selection

- Compelling justification for the applicant organization's decision to contract with an ESP rather than operate the school(s) directly.
- Compelling explanation of how and why this specific ESP was selected including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

Legal Relationship with ESP

- Evidence that the board is independent from the ESP and self-governing, including separate legal representation of each and arm's-length negotiating.
- No existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities.
- No unexplained or unjustified relationships between the school and any subsidiary or related entities of the ESP.
- Clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities.
- Detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP, including evidence that such agreements are separately documented and not part of or incorporated in the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.
- Detailed explanation and compelling justification of any loans, grants, or investments made between the ESP and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

ESP Management Plan

- Detailed description of the roles and responsibilities of the ESP.
- Detailed explanation of the scope of services and costs of all resources to be provided by the ESP.
- Detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals.
- Detailed explanation of the conditions, standards, and procedures for board intervention if the management organization's performance is deemed unsatisfactory.
- Detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation.
- Detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance and on what schedule.
- Detailed description of the duration, renewal and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed.

- Detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause.
- Explanation and justification of any indemnification provisions in the event of default or breach by either party.
- A compelling plan for the operation of the school in the case that the management agreement is terminated.

ESP Management Agreement

In reviewing the draft management agreement presented as an attachment to the application, evaluators will look for provisions that align with the descriptions and explanations evaluated under the Legal Relationships and Organizational Structure sections above. A sound management agreement also will have the following characteristics:

- Clearly defined terms.
- Fairly and reasonably distributed rights and responsibilities.
- Evidence of equitable bargaining power and balanced contractual authority.
- Does not include financial transactions (loans/grants/leases).
- Includes the following key areas: Roles and Responsibilities; Contract Duration, Renewal, and Termination; Performance Oversight and Evaluation; Compensation and Finances; Intellectual and Physical Property; Contingency Planning for Terminated Contracts.

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: February 15, 2018

Contact Person: Dr. A. Marcus Nelson

**RE: Discussion and possible action to approve TASB initiated Policy
Update 109 affecting (LOCAL) policies listed below**

=====

Background Information:

The Texas Association of School Boards (TASB) has prepared Update 109 to align legal and local board policies with legislation passed during the regular session of the 85th Texas Legislature. The document will be available for Board and community members to view on February 12, 2018 by following <http://www.wacoisd.org/botmeetings> URL.

BBE (LOCAL), Board Members Authority, **Replace policy**
CDA (LOCAL), Other Revenues Investments, **Replace policy**
CKC (LOCAL), Safety Program/Risk Management Emergency Plans, **Replace policy**
CNA (LOCAL), Transportation Management/Student Transportation, **Replace policy**
CO (LOCAL), Food Services Management, **Replace policy**
DF (LOCAL), Termination of Employment, **Add policy**
DH, (LOCAL), Employee Standards of Conduct, **Replace policy**
EHBAF (LOCAL), Special Education Video/Audio Monitoring, **Replace policy**
EJ (LOCAL), Academic Guidance Program, **Delete policy**
FEA (LOCAL), Attendance Compulsory/Attendance, **Replace policy**
FFAA (LOCAL), Wellness and Health Services/Physical Examinations, **Replace policy**
FFF (LOCAL), Student Welfare/Student Safety, **Add policy**
FFI (LOCAL), Student Welfare/Freedom from Bullying, **Replace policy**
GBAA (LOCAL), Information Access/Request for Information, **Replace policy**
GKA (LOCAL), Community Relations/Conduct on School Premises, **Replace policy**
GKC (LOCAL), Community Relations/Visitors, **Replace policy**
GKE (LOCAL), Community Relations/Business/Civic/and Youth Groups, **Replace policy**

Fiscal Implications:

None

Administration Recommendations:

The Administration recommends that the Board of Trustees approve the addition, revision, or deletion of (LOCAL) policies as recommended by TASB Policy Service and according to the instruction sheet for TASB localized Policy Manual Update 109.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: February 15/22, 2018 **Contact Person:** S. Trotts/R. Gomez

RE: Discussion and possible action to approve the bid award for fire escape repairs at the Waco ISD administration building

=====

Background Information:

Competitive Sealed Proposals, CSP # 17-1094, have been issued and opened for the purpose of soliciting a qualified contractor to perform repairs for the administration building fire escape stairs. These work will include any necessary repairs to ensure the stair system is in compliances with all City of Waco fire codes.

We received three (3) proposals for these services. After the Facilities and Maintenance Department evaluated the proposals, it was determined that HCS, Inc. offered the best value to the District and as such be recommended for this bid award.

A pricing worksheet and evaluation scoresheets are attached for your review.

Fiscal Implications:

The budget for this project is \$249,500 and will come from funds committed by the Board of Trustees for this project.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve HCS, Inc. as the awarded contractor for fire escape repairs at the Waco ISD administration building, as presented.

17-1094
Admin Building Fire Escape Repairs
Pricing Worksheet

<i>Proposer</i>	Option 1	Option 2	Option 3
HCS, Inc Commercial General Contractor	\$ 281,800.00	\$ 247,800.00	\$ 157,800.00
Mitchell Construction	\$ 380,727.00	\$ 319,177.00	\$ 173,292.00
Tom Wright Construction, LLC	\$ 309,005.00	\$ 272,702.00	\$ 196,484.00

Scoresheet points based on Option 2

HCS, Inc. - \$247,800 = 35 points

Mitchell - $\$ 319,177 / 247,800 = 77/64\% = 27.17$ points

Tom Wright Construction - $\$ 272,702 / 247,800 = 90.87\% = 31.80$ points

The Evaluation Team has concurred that Option 2 will meet the needs of the District in this project

CSP 17-1094
Admin Building Fire Escape Stair Repairs
Combined Scoresheet

Evaluator's Name	Built Wright	HCS, Inc.	Mitchell Construction
Raul Gomez	84.80	98.00	85.17
Mike Tyra	79.80	95.00	82.17
Alexander Villanueva	75.80	94.00	73.17
Total # of Points	240.40	287.00	240.51
Average Score	80.13	95.67	80.17
Rank	2	1	3

Admin Building Fire Escape Repairs - Evaluation Scoresheet

CRITERIA:	Max Score	Built Wright	HCS Inc	Mitchell Construction
Price (low proposer receives maximum points; remaining vendors receive a percentage of the maximum based on ratio to low bid)	35	31.80	35.00	27.17
Financial Capacity in Relation to Size and Scope of Project	5	5.00	5.00	5.00
Experience and Reputation				
► Experience doing business with Waco ISD	2	0	2	2
► Experience doing this type of work	20	15	20	15
► Experience doing business with other school districts	3	3	3	3
Quality of Goods or Services				
► Based on external references	20	15	18	18
Safety Record	3	3.00	3.00	3.00
Adequacy of Staffing	5	5	5	5
Other Relevant Factors Specifically Listed in the Request for Bids, Proposals, or Qualifications (list, if applicable)				
► Provide requested number of copies of response	2	2.00	2.00	2.00
► Attendance at Pre-Bid Meeting	5	5.00	5.00	5.00
Total	100	84.80	98.00	85.17
Evaluator: R. Rolando Gomez				

Admin Building Fire Escape Repairs - Evaluation Scoresheet

CRITERIA:	Max Score	Built Wright	HCS Inc	Mitchell Construction
Price <i>(low proposer receives maximum points; remaining vendors receive a percentage of the maximum based on ratio to low bid)</i>	35	31.80	35.00	27.17
Financial Capacity in Relation to Size and Scope of Project	5	5.00	5.00	5.00
Experience and Reputation				
► Experience doing business with Waco ISD	2	0.00	2.00	2.00
► Experience doing this type of work	20	15.00	20.00	15.00
► Experience doing business with other school districts	3	3.00	3.00	3.00
Quality of Goods or Services				
► Based on external references	20	10.00	15.00	15.00
Safety Record	3	3.00	3.00	3.00
Adequacy of Staffing	5	5.00	5.00	5.00
Other Relevant Factors Specifically Listed in the Request for Bids, Proposals, or Qualifications <i>(list, if applicable)</i>				
► Provide requested number of copies of response	2	2.00	2.00	2.00
► Attendance at Pre-Bid Meeting	5	5.00	5.00	5.00
Total	100	79.80	95.00	82.17
Evaluator: Mike Tyra 1/31/18				

CSP # 17-1094
Admin Building Fire Escape Repairs - Evaluation Scoresheet

CRITERIA:	Max Score	Built Wright	HCS Inc	Mitchell Construction
Price <i>(low proposer receives maximum points; remaining vendors receive a percentage of the maximum based on ratio to low bid)</i>	35	31.80	35.00	27.17
Financial Capacity in Relation to Size and Scope of Project	5	5.00	5.00	5.00
Experience and Reputation				
▶ Experience doing business with Waco ISD	2	0.00	2.00	2.00
▶ Experience doing this type of work	20	9.00	20.00	9.00
▶ Experience doing business with other school districts	3	3.00	3.00	3.00
Quality of Goods or Services				
▶ Based on external references	20	12.00	14.00	12.00
Safety Record	3	3.00	3.00	3.00
Adequacy of Staffing	5	5.00	5.00	5.00
Other Relevant Factors Specifically Listed in the Request for Bids, Proposals, or Qualifications <i>(list, if applicable)</i>				
▶ Provide requested number of copies of response	2	2.00	2.00	2.00
▶ Attendance at Pre-Bid Meeting	5	5.00	5.00	5.00
Total	100	75.80	94.00	73.17
Evaluator: Alexander Villanueva				

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: February 15, 2018 **Contact Person:** S. Trotts/D. Griffin

RE: Discussion and possible action to approve the bid award for the fiber optic wide area network services (E-Rate)

=====

Background Information:

Request for Proposal, RFP # 17-1095, have been issued and opened for the purpose of soliciting a qualified vendor to provide the District with high-speed bandwidth connectivity to all locations.

The district has two options for Fiber Optic Wide Area Network (WAN) service to provide high-speed bandwidth connectivity (minimum 10Gb) to all of our district locations. Because all of our locations currently lack the networking equipment to support this high bandwidth, the district will have to procure network equipment regardless of which route we take. The estimated cost for this networking equipment is \$650,000.

Option 1:

The Dark Fiber option provides us the ability to request network equipment under Category 1 Modulating Electronics to light the fiber. If approved by through the Universal Service Administrative Company Schools and Libraries (USAC) E-Rate program, the district would be responsible for only 10% of the network costs, estimated at \$65,000. We would own this equipment and have full control of its use.

Option 2:

The Lit Fiber option does not include any method to purchase network equipment as part of the Category 1 service since the fiber is lit by the Service Provider. We are responsible for the connectivity to the rest of campus beyond that. We would not own the Service Providers equipment and would not be allow to make configuration changes to this equipment for use with our campus LAN.

We would have the option to request the \$650,000 of networking equipment through E-Rate, Category 2, Internal Connections funding. Not all campuses have Category 2 budget available and non-instructional locations are not eligible to receive Category 2 funding. Assuming E-Rate approved the full request for eligible Category 2 funding, the district would be responsible for approximately \$279,000 of the total cost.

It is obvious the dark fiber option is more cost effective option for the District. However, the Universal Service Administrative Company (USAC) requires that the cost for modulating electronics (network equipment) to light the Dark Fiber option be including in its overall price while being compared to a Lit Fiber option. We have added the \$650K estimate to each of the dark fiber proposals price to account for this and it is reflected in the E-Rate Eligible Goods and Services score for the Dark Fiber proposals.

The Technology Department staff evaluated each proposal, weighing the advantages and disadvantages of moving forward with lit over dark fiber optics and have determined that the best and most cost effective offer to the District was received from Unite's dark fiber service 10-year proposal and as such recommend this vendor for the bid award.

A Bid Tabulation and Evaluation Scoresheets are attached for your review.

Fiscal Implications:

The cost for fiber optic wide area network service will come from both E-Rate (if approved) and regular technology departmental funds. Award of the contract is contingent on approval of funding through the Universal Service Administrative Company Schools and Libraries Program (E-Rate).

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve Unite as the awarded vendor for the fiber optic wide area network services, as presented.

RFP # 17-1095
Fiber Optic Wide Area Network Services - Pricing Worksheet

Proposal Options	5YR Section A Lease Lit Fiber Services	10YR Section A Lease Lit Fiber Services	5YR Section B Lease Dark Fiber Services	10YR Section B Lease Dark Fiber Services
Responding Vendors:				
AT & T	\$ 11,850,016.22	\$ 14,930,148.38	No Bid	No Bid
Grande Communications	\$ 3,060,000.00	\$ 5,508,000.00	No Bid	No Bid
Unite	\$ 2,691,000.00	\$ 3,762,000.00	\$ 2,601,000.00	\$ 3,582,000.00
WANRack	\$ 2,931,423.00	\$ 3,795,000.00	\$ 2,931,423.00	\$ 3,795,000.00
Zayo	No Bid	No Bid	\$ 3,814,814.05	\$ 3,814,814.05

RFP # 17-1095
Fiber Optic Wide Area
Network Services
Combined Scoresheet

	Lit Fiber WAN Service					Dark Fiber WAN Service				
Evaluators:	AT&T	Grande	Unite	WANRack	Zayo	AT&T	Grande	Unite	WANRack	Zayo
Daniel Castillo	54.30	70.08	94.00	88.78	No Bid	No Bid	No Bid	96.22	89.16	90.06
Brandon Fisher	58.30	74.08	93.00	90.78	No Bid	No Bid	No Bid	94.22	87.16	85.06
William Haas	52.30	71.08	92.00	88.78	No Bid	No Bid	No Bid	93.22	89.16	78.06
Andrea Lively	57.30	73.08	90.00	85.78	No Bid	No Bid	No Bid	94.22	92.16	89.06
Vickie Payne	58.30	69.08	93.00	87.78	No Bid	No Bid	No Bid	93.22	87.16	89.06
Shane Snider	56.30	73.08	90.00	86.78	No Bid	No Bid	No Bid	92.22	87.16	87.06
Total:	336.80	430.48	552.00	528.68	-	-	-	563.32	531.96	518.36
Average:	56.13	71.75	92.00	88.11	-	-	-	93.89	88.66	86.39
Ranking:	7	6	2	4				1	3	5

RFP # 17-1095
Fiber Optic Wide Area
Network Services

10 Year Evaluation Scoresheet	Max Points	Lit Fiber WAN Service					Dark Fiber WAN Service				
		AT&T	Grande	Unite	WANRack	Zayo	AT&T	Grande	Unite	WANRack	Zayo
Price:											
➤ E-Rate Eligible Goods and Services	25	6.30	17.08	25.00	24.78	NO BID	NO BID	NO BID	22.22	21.16	21.06
➤ Non E-Rate Eligible Goods and Services	10	10.00	10.00	10.00	10.00				10.00	10.00	10.00
➤ Long term Cost to the district to acquire the vendors goods and services	10	2.00	3.00	5.00	6.00				9.00	9.00	9.00
Experience and Reputation:											
➤ Reputation of the Vendors goods/services	10	8.00	10.00	10.00	10.00				10.00	10.00	9.00
➤ Experience doing business with Waco ISD & other Districts	10	8.00	10.00	10.00	9.00				10.00	9.00	8.00
Quality of Goods and Services:											
➤ Based on physical design of network	20	10.00	10.00	20.00	15.00				20.00	15.00	18.00
➤ Extent on which the goods and services meet the district's needs	15	10.00	10.00	14.00	14.00				15.00	15.00	15.00
Total: Daniel Castillo	100	54.30	70.08	94.00	88.78	0.00	0.00	0.00	96.22	89.16	90.06

RFP # 17-1095
Fiber Optic Wide Area
Network Services

10 Year Evaluation Scoresheet	Max Points	Lit Fiber WAN Service					Dark Fiber WAN Service **				
		AT&T	Grande	Unite	WANRack	Zayo	AT&T	Grande	Unite	WANRack	Zayo
Price:											
➤ E-Rate Eligible Goods and Services	25	6.30	17.08	25.00	24.78	NO BID	NO BID	NO BID	22.22	21.16	21.06
➤ Non E-Rate Eligible Goods and Services	10	10.00	10.00	10.00	10.00				10.00	10.00	10.00
➤ Long term Cost to the district to acquire the vendors goods and services	10	4.00	4.00	4.00	6.00				8.00	9.00	7.00
Experience and Reputation:											
➤ Reputation of the Vendors goods/services	10	7.00	9.00	9.00	8.00				9.00	8.00	7.00
➤ Experience doing business with Waco ISD & other Districts	10	10.00	10.00	10.00	9.00				10.00	9.00	9.00
Quality of Goods and Services:											
➤ Based on physical design of network	20	10.00	10.00	20.00	18.00				20.00	15.00	16.00
➤ Extent on which the goods and services meet the district's needs	15	11.00	14.00	15.00	15.00				15.00	15.00	15.00
Total: Brandon Fisher	100	58.30	74.08	93.00	90.78	0.00	0.00	0.00	94.22	87.16	85.06

RFP # 17-1095
Fiber Optic Wide Area
Network Services

10 Year Evaluation Scoresheet	Max Points	Lit Fiber WAN Service					Dark Fiber WAN Service **				
		AT&T	Grande	Unite	WANRack	Zayo	AT&T	Grande	Unite	WANRack	Zayo
Price:											
➤ E-Rate Eligible Goods and Services	25	6.30	17.08	25.00	24.78	NO BID	NO BID	NO BID	22.22	21.16	21.06
➤ Non E-Rate Eligible Goods and Services	10	10.00	10.00	10.00	10.00				10.00	10.00	10.00
➤ Long term Cost to the district to acquire the vendors goods and services	10	1.00	4.00	7.00	8.00				9.00	10.00	9.00
Experience and Reputation:											
➤ Reputation of the Vendors goods/services	10	5.00	10.00	9.00	8.00				9.00	8.00	5.00
➤ Experience doing business with Waco ISD & other Districts	10	10.00	10.00	8.00	8.00				8.00	8.00	8.00
Quality of Goods and Services:											
➤ Based on physical design of network	20	10.00	10.00	20.00	18.00				20.00	18.00	10.00
➤ Extent on which the goods and services meet the district's needs	15	10.00	10.00	13.00	12.00				15.00	14.00	15.00
Total: William Haas	100	52.30	71.08	92.00	88.78	0.00	0.00	0.00	93.22	89.16	78.06

RFP # 17-1095
Fiber Optic Wide Area
Network Services

10 Year Evaluation Scoresheet	Max Points	Lit Fiber WAN Service					Dark Fiber WAN Service **				
		AT&T	Grande	Unite	WANRack	Zayo	AT&T	Grande	Unite	WANRack	Zayo
Price:											
➤ E-Rate Eligible Goods and Services	25	6.30	17.08	25.00	24.78	NO BID	NO BID	NO BID	22.22	21.16	21.06
➤ Non E-Rate Eligible Goods and Services	10	10.00	10.00	10.00	10.00	0.00	0.00	0.00	10.00	10.00	10.00
➤ Long term Cost to the district to acquire the vendors goods and services	10	6.00	6.00	6.00	6.00	0.00	0.00	0.00	8.00	10.00	8.00
Experience and Reputation:											
➤ Reputation of the Vendors goods/services	10	10.00	10.00	10.00	9.00	0.00	0.00	0.00	10.00	10.00	7.00
➤ Experience doing business with Waco ISD & other Districts	10	5.00	10.00	10.00	9.00	0.00	0.00	0.00	10.00	9.00	9.00
Quality of Goods and Services:											
➤ Based on physical design of network	20	10.00	10.00	19.00	17.00	0.00	0.00	0.00	19.00	17.00	19.00
➤ Extent on which the goods and services meet the district's needs	15	10.00	10.00	10.00	10.00	0.00	0.00	0.00	15.00	15.00	15.00
Total: Andrea Lively	100	57.30	73.08	90.00	85.78	0.00	0.00	0.00	94.22	92.16	89.06

RFP # 17-1095
Fiber Optic Wide Area
Network Services

10 Year Evaluation Scoresheet	Max Points	Lit Fiber WAN Service					Dark Fiber WAN Service **				
		AT&T	Grande	Unite	WANRack	Zayo	AT&T	Grande	Unite	WANRack	Zayo
Price:											
➤ E-Rate Eligible Goods and Services	25	6.30	17.08	25.00	24.78	NO BID	NO BID	NO BID	22.22	21.16	21.06
➤ Non E-Rate Eligible Goods and Services	10	10.00	10.00	10.00	10.00				10.00	10.00	10.00
➤ Long term Cost to the district to acquire the vendors goods and services	10	6.00	6.00	6.00	7.00				8.00	9.00	8.00
Experience and Reputation:											
➤ Reputation of the Vendors goods/services	10	8.00	8.00	9.00	8.00				9.00	8.00	8.00
➤ Experience doing business with Waco ISD & other Districts	10	10.00	10.00	9.50	7.00				9.50	7.00	8.00
Quality of Goods and Services:											
➤ Based on physical design of network	20	11.00	11.00	19.50	17.00				19.50	17.00	19.00
➤ Extent on which the goods and services meet the district's needs	15	7.00	7.00	14.00	14.00				15.00	15.00	15.00
Total: Vickie Payne	100	58.30	69.08	93.00	87.78	0.00	0.00	0.00	93.22	87.16	89.06

RFP # 17-1095
Fiber Optic Wide Area
Network Services

10 Year Evaluation Scoresheet	Max Points	Lit Fiber WAN Service					Dark Fiber WAN Service **				
		AT&T	Grande	Unite	WANRack	Zayo	AT&T	Grande	Unite	WANRack	Zayo
Price:											
➤ E-Rate Eligible Goods and Services	25	6.30	17.08	25.00	24.78	NO BID	NO BID	NO BID	22.22	21.16	21.06
➤ Non E-Rate Eligible Goods and Services	10	10.00	10.00	10.00	10.00	0.00	0.00	0.00	10.00	10.00	10.00
➤ Long term Cost to the district to acquire the vendors goods and services	10	5.00	6.00	8.00	7.00	0.00	0.00	0.00	9.00	10.00	9.00
Experience and Reputation:											
➤ Reputation of the Vendors goods/services	10	5.00	10.00	8.00	8.00	0.00	0.00	0.00	8.00	8.00	8.00
➤ Experience doing business with Waco ISD & other Districts	10	10.00	10.00	8.00	8.00	0.00	0.00	0.00	8.00	8.00	8.00
Quality of Goods and Services:											
➤ Based on physical design of network	20	10.00	10.00	18.00	16.00	0.00	0.00	0.00	20.00	15.00	16.00
➤ Extent on which the goods and services meet the district's needs	15	10.00	10.00	13.00	13.00	0.00	0.00	0.00	15.00	15.00	15.00
Total:	100	56.30	73.08	90.00	86.78	0.00	0.00	0.00	92.22	87.16	87.06

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: February 15/22, 2018 **Contact Person: S. Trotts/T. Bender**

RE: Discussion and possible action to approve bid award for multi-tiered student support system (RTI-MTSS)

=====

Background Information:

A Request for Proposals, RFP # 17-1096, has been issued and opened for the purpose of selecting a vendor to provide a multi-tiered student support system (Response to Intervention – Multi-Tiered Systems of Support, or RTI-MTSS) for academic and behavioral interventions. The online platform will allow Waco ISD staff members to screen students for needs in academics and behavior, individualize interventions for at-risk students, and collect meaningful data regarding student progress. The goal is to obtain a user-friendly system that will improve RTI implementation, improve desktop access to data, reduce the time needed for record-keeping, track student progress from year to year and school to school, facilitate campus and home communication, and provide RTI documentation that meets State and Federal guidelines.

We received six (6) proposals for this bid. The proposals were evaluated by the district RTI Coordinator and Behavior Intervention Coordinator and the top three (3) proposers were invited to demonstrate their software. In addition to the district RTI and Behavior Coordinators, the committee attending the demonstrations included district leadership in curriculum, technology, and professional development, campus principals, and campus RTI coordinators. A rubric was utilized by the attendees to evaluate the demonstrated systems.

Based on the evaluations of the initial proposal response as well as the software demonstrations, the committee has determined that the product offered by Branching Minds best suits the needs of the district.

A pricing worksheet and evaluation scoresheets are attached for your review.

Fiscal Implications:

The initial budget for this project will come from Title I, Part A funds. In subsequent years, the funding will be allocated from the district's State Compensatory Education allotment.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve Branching Minds as the awarded vendor for the multi-tiered student support system (RTI-MTSS), as presented.

Bid Tabulation
RFP#17-1096 Multi-Tiered Student Support System (RTI-MTSS)

Vendor	Prorated Cost per student March - August 2018	Total Prorated Cost	Cost per student 2018-19	Total Annual Cost	Notes
Hoonuit	\$9.02	This amount includes a prorated amount for subscription costs of \$12,465.33; a prorated amount for hosting of \$4,867.85; and implementation services of \$117,800. Total Prorated Cost: \$135,300 + Training	\$3.47	Includes subscription costs of \$37,396 and hosting costs of \$14,603.55. Cost 2018-19: \$52,050 Ongoing Annual Cost: \$52,050	
Illuminate education	\$0.00	Total Prorated Cost: \$0 + Training	\$6.50	Includes \$7,500 setup fee and a \$1.00 per student for the Parent Portal Access. Cost 2018-19: \$97,500 Ongoing Annual Cost: \$90,000	
Branching Minds	\$2.05	This amount includes \$5,280 for data and technology services prorated 50% for 17-18 Total Prorated Cost: \$30,765 + Training*	\$4.10	\$4.50 K-8, \$2.25 9-12 plus \$5,280 annual fee for data and technology services Cost 2018-19: \$61,530* Ongoing Annual Cost: \$61,530*	*See Training Note below for training/coaching costs with recommended vendor
PCG Education	\$3.00	Plus \$15,000 for project startup costs	\$3.00		Product does not meet requirements
Project RTI	\$1.50	Plus an implementation fee of \$10,000	\$3.00		Product does not meet requirements
Panorama Education	\$3.25	\$10,000 minimum	\$6.50		Product does not meet requirements

***Training Note for recommended vendor, Branching Minds. Draft of training plan attached.**

Estimated Initial Training for March-August 2018: \$39,700 TOTAL COST Platform+Training: **\$ 70,465**

Estimated Implementation Training for 2018-19: \$25,650 TOTAL COST Platform+Training: **\$ 87,180**

Estimated Annual Training, Ongoing: \$13,600 TOTAL COST Platform+Training: **\$ 75,130**

DRAFT March-Aug 2018 Branching Minds Roll-Out and Initial Training

March-May 2018: All principals and RTI coordinators receive 3-hour Admin workshop.

Three pilot campus SAT Teams (Elem, MS, and HS) receive 6-hour RTI/MTSS workshop and one onsite coaching session.

Aug 2018: NEW principals and RTI coordinators receive 3-hour workshop.

All campus SAT Teams receive 6-hour RTI/MTSS training and one remote check-in session.

	Timeline	Hours	Participants	QTY	Cost	Total
Admin Workshop	Mar/Apr	3	3 sessions: Principals, RTI Coordinators, and district staff	3	\$ 1,500.00	\$ 4,500.00
RTI/MTSS Team Workshop	Mar/Apr	6	3 pilot campuses, ~7 staff per campus	1	\$ 2,800.00	\$ 2,800.00
Pilot coaching sessions - onsite	May	2	3 pilot campuses	3	\$ 1,250.00	\$ 3,750.00
Admin Workshop	Early Aug	3	NEW principals, RTI Coordinators, district staff	2	\$ 1,500.00	\$ 3,000.00
RTI/MTSS Team Workshop	Early Aug	6	All campuses, ~7 staff per campus	7	\$ 2,800.00	\$ 19,600.00
Administrator check-in - remote	Late Aug	1	All campuses	22	\$ 275.00	\$ 6,050.00
TOTAL March-Aug 2018:						\$ 39,700.00

DRAFT 2018-19 Branching Minds Implementation Training

Sept 2018-May 2019: NEW principals and RTI coordinators receive 3-hour Admin workshop.

All campus SAT teams receive 6-hour RTI/MTSS training, two remote coaching sessions, and one remote admin check-in.

Pilot campuses plus three additional campuses host onsite coaching sessions for guest leaders from additional schools.

	Timeline	Hours	Participants	QTY	Cost	Total
Coaching session - Remote	Sept/Oct	1	All campuses	22	\$ 275.00	\$ 6,050.00
Coaching sessions - Onsite	Nov	2	6 host campuses (3 elem, 2 MS, 1 HS) + guest leaders from additional schools	6	\$ 1,250.00	\$ 7,500.00
Admin check-in - Remote	Jan	1	All campuses	22	\$ 275.00	\$ 6,050.00
Coaching session - Remote	March/April	1	All campuses	22	\$ 275.00	\$ 6,050.00
TOTAL Sept 2018 -May 2019:						\$ 25,650.00

DRAFT Ongoing Annual Branching Minds Training

NEW principals and RTI Coordinators receive 3-hour Admin workshop.

All campuses receive one remote coaching and one remote admin check-in session.

Training 2019-2020 and ongoing	Timeline	Hours	Participants	QTY	Cost	Total
Admin Workshop	Early Aug	3	NEW principals, RTI Coordinators, district staff	2	\$ 1,500.00	\$ 3,000.00
Coaching session - Remote	Sept	1	All campuses	22	\$ 275.00	\$ 6,050.00
Admin check-in - Remote	Jan	1	All campuses	22	\$ 275.00	\$ 6,050.00
TOTAL Ongoing Annual:						\$ 15,100.00

Combinded Evaluation Scoresheet
RFP # 17-1096
Multi-tiered Student Support System
(RTI-MTSS)

Evaluator's Name	Illuminate Education	Branching Minds	Panorama Education	Eduproject ELL	Public Consulting Group	Hoonuit
Trudy Bender	68.36	83.95	48.86	61.00	63.00	78.44
Pennie Graeber	67.86	82.95	59.86	68.00	68.00	63.94
Total # of Points	136.22	166.90	108.72	129.00	131.00	142.38
Average Score	68.11	83.45	54.36	64.50	65.50	71.19
Rank	3	1	6	5	4	2

RFP # 17-1096
Multi-tiered Student Support System (RTI-MTSS)
Evaluation Scoresheet

Evaluation Criteria:	Max Points	Illuminate Education	Branching Minds	Panorama Education, Inc.	Eduproject ELL, LLC	Public Consulting Group	Hoonuit I, LLC
Price:	30	13.86	21.95	13.86	30.00	30.00	25.94
Experience and Reputation:							
➤ Experience doing this type of business	5	5.00	4.00	5.00	3.00	5.00	3.00
➤ Experience doing business with other Texas school districts	10	0.00	5.00	10.00	10.00	10.00	0.00
Quality of Goods and Services:							
➤ Based on external references	5	4.50	5.00	2.00	0.00	0.00	4.50
➤ Extent on which the goods and services meet the district's needs	20	15.00	18.00	5.00	5.00	5.00	15.00
Ability of vendor to be able to provide both an academic and behavior system within one platform (as opposed to two separate programs)	27	27.00	27.00	10.00	10.00	10.00	27.00
Required number of copies of the proposal submitted	3	3.00	3.00	3.00	3.00	3.00	3.00
Total:	100	68.36	83.95	48.86	61.00	63.00	78.44

Evaluator's Name: Trudy Bender

RFP # 17-1096
Multi-tiered Student Support System (RTI-MTSS)
Evaluation Scoresheet

Evaluation Criteria:	Max Points	Illuminate Education	Branching Minds	Panorama Education, Inc.	Eduproject ELL, LLC	Public Consulting Group	Hoonuit I, LLC
Price:	30	13.86	21.95	13.86	30.00	30.00	25.94
Experience and Reputation:							
➤ Experience doing this type of business	5	3.00	4.00	3.00	3.00	3.00	2.00
➤ Experience doing business with other Texas school districts	10	0.00	4.00	10.00	10.00	10.00	0.00
Quality of Goods and Services:							
➤ Based on external references	5	4.00	3.00	3.00	0.00	0.00	0.00
➤ Extent on which the goods and services meet the district's needs	20	20.00	20.00	10.00	5.00	5.00	15.00
Ability of vendor to be able to provide both an academic and behavior system within one platform (as opposed to two separate programs)	27	24.00	27.00	17.00	17.00	17.00	18.00
Required number of copies of the proposal submitted	3	3.00	3.00	3.00	3.00	3.00	3.00
Total:	100	67.86	82.95	59.86	68.00	68.00	63.94

Evaluator's Name: Pennie Graeber

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: February 15/22, 2018 **Contact Person:** S. Trotts/C. Reece

RE: Discussion and possible action to approve the bid award for temporary labor services

=====

Background Information:

Request for Proposals, RFP # 17-1093, have been opened and evaluated for the purpose of awarding a vendor to provide temporary labor services in the areas of food services/kitchen workers and custodial workers for the District on an as needed basis. We received five (5) bids for this service. After evaluating each response, the Child Nutrition Department recommends Jack of All Trades and Diskriters be awarded to provide these services to the District.

This bid will expire January 30, 2019, with three (3) additional one (1) year renewal options.

A pricing worksheet and evaluation scoresheets are attached for your review

Fiscal Implications:

The cost of this service will be charged to the appropriate departmental contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the bid award for temporary labor services to Jack of All Trades and Diskriters, as presented.

RFP 17-1093
Temporary Labor Services
Pricing Worksheet

Proposers	All-N-One	Appleton Plus People	Diskriter, Inc	Jack of all Trades	VTEMP
Status:	SBE, DBE		SBE, DBE		SBE
Hourly Labor Rate - Food Service/Kitchen Workers	\$ 15.05	\$ 15.19	\$ 14.15	\$ 10.02	\$ 12.80
Points Awarded					
Hourly Labor Rate - Custodial Workers	\$ 15.55	\$ 14.92	\$ 17.41	\$ 12.51	\$ 13.45

RFP # 17-1093
Temporary Labor Services
Combined Scoresheet

Evaluator's Name	All-N-One	Appleton Plus People	Diskriters	Jack of all Trades	VTEMP
Cliff Reece	64.39	69.93	73.55	92.00	67.33
Linda King	62.39	68.93	71.55	90.00	65.33
Total Points	126.78	138.86	145.1	182.00	132.66
Average	63.39	69.43	72.55	91.00	66.33
Ranking	5	3	2	1	4

RFP # 17-1093
Temporary Labor Services
Evaluation Scoresheet

Evaluation Criteria:	Max Points	All-N-One	Appleton Plus People	Diskriters	Jack of all Trades	VTEMP
Price:	40	29.39	29.93	28.55	40.00	34.33
Experience and Reputation:						
Ø Experience doing business with Waco ISD	5	0.00	0.00	0.00	5.00	0.00
Ø Experience doing this type of business	25	25	25	25	25	25
Ø Experience doing business with other school districts	10	0.00	10.00	0.00	10.00	0.00
Quality of Goods and Services:						
Ø Based on external references	20	10.00	5.00	20.00	12.00	8.00
Total:	100	64.39	69.93	73.55	92.00	67.33

Evaluated by: Cliff Reece

RFP # 17-1093
Temporary Labor Services
Evaluation Scoresheet

Evaluation Criteria:	Max Points	All-N-One	Appleton Plus People	Diskriters	Jack of all Trades	VTEMP
Price:	40	29.39	29.93	28.55	40.00	34.33
Experience and Reputation:						
➤ Experience doing business with Waco ISD	5	N/A	N/A	N/A	5.00	N/A
➤ Experience doing this type of business	25	25.00	25.00	25.00	25.00	25.00
➤ Experience doing business with other school districts	10	0.00	10.00		10.00	
Quality of Goods and Services:						
➤ Based on external references	20	8.00	4.00	18.00	10.00	6.00
Total:	100	62.39	68.93	71.55	90.00	65.33
Evaluated by: Linda King						

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: February 15/22, 2018

Contact Person: S. Trotts

RE: Discussion and possible action to approve the bid renewal for software, technology equipment, and supplies

=====

Background Information:

Sealed bids, RFP # 16-1066, software, technology equipment and supplies, was previously received and awarded for the purpose of creating a new bid in which the District campuses can utilize such vendors specifically designed to offer a wide selection of software and technology peripherals to enhance teaching in the classrooms. We received sixty-two vendor responses for this bid. The vendor list is attached for your review. All valid responses were accepted, therefore, no evaluation score sheets are attached.

This bid will expire January 31, 2020.

Fiscal Implications:

The cost of these supplies will be charged to the appropriate campus/department budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the renewal of the list of previously awarded vendors for software, technology equipment and supplies bid, as presented.

RFP # 16-1066
Software, Technology Equipment
and Supplies

Name	City	State	Status
806 Technologies, Inc	Plano	TX	
Alexandria -COMPanion Corporation	Salt Lake City	UT	
Altex Computers and Electronics	Austin	TX	
Audio Optical Systems of Austin	Austin	TX	
AVES AUDIO VISUAL SYSTEMS, INC	SUGAR LAND	TX	SBE
B.E. Publishing	Warwick	RI	
BNB Technology	Norman	OK	
BrainPOP LLC	New York	NY	
Brooks Duplicator Company	Houston	TX	DBE
CDW Government, LLC	Vernon Hills	IL	
CompassLearning	Austin	TX	
Computer Solutions, Inc.	Waxahachie	TX	SBE, DBE
COPY TECHNOLOGIES, INC.	ATLANTA	GA	
Cosenza & Associates, LLC	Dallas	TX	
Don Johnston Incorporated	Volo	IL	
Edgenuity Inc.	Scottsdale	AZ	
Edmentum	Dallas	TX	
Education 2000 (Douglas Pennekamp)	Houston	TX	
Follett School Solutions, Inc.	McHenry	IL	
Gray Technologies	austin	TX	SBE, DBE
IdentiSys Inc	Eden Prairie	MN	
InSync Education (Parents K-12, LLC)	Clarksville	MD	SBE
KAMICO Instructional Media, Inc.	Salado	TX	SBE, DBE
KeepnTrack - COMPanion Corporation	Salt Lake City	UT	
Learn by Doing - Albert.io Guide to AP's, SAT's, ACT's	Chicago	IL	
Lexia Learning Systems, LLC	Concord	MA	
Lone Star Learning (Lone Star Learning Sales & Marketing, Inc.)	Lubbock	TX	SBE, DBE
Master Audio Visuals Inc.	Longview	TX	
Mastery Education (Peoples Education Inc.)	Saddle Brook	NJ	
Maxiaids Inc	Farmingdale	NY	SBE
Netsync Network Solutions	Houston	TX	SBE
NoodleTools, Inc.	Palo Alto	CA	
NRSI (National Reading Styles Institute)	Syosset	NY	SBE, DBE
Nystrom Education	Culver City	CA	

SBE=Small Business Enterprise, DBE=Disadvantage Business Enterprise, LOC= Local Business residing withing the Waco ISD taxing base

RFP # 16-1066
Software, Technology Equipment
and Supplies

Name	City	State	Status
Office Depot	Boca Raton	FL	LOC
OverDrive, Inc.	Cleveland	OH	
Pearson (NCS Pearson, Inc.)	Iowa City	IA	
Pearson Education	New York	NY	
Piraino Consulting, Inc.	College Station	TX	
Positive Proof, Inc.	Southlake	TX	DBE
Precision Business Machines	Desoto	TX	SBE, DBE
Realityworks, Inc	Eau Claire	WI	
Romeo Music	Coppell	TX	DBE
SafeSchools (Scenario Learning)	Cincinnati	OH	
ScholasticInc.	Danbury	CT	
Scientific Learning Corporation	Oakland	CA	
SHI Government Solutions	Austin	TX	DBE
Social Studies School Service	Culver City	CA	
Southern Computer Warehouse, Inc	Marietta	GA	
Sumdog Inc	New York	NY	
Sweetwater Sound Inc	Fort Wayne	IN	
Teacher Synergy, LLC (TeacherPayTeacher)	New York	NY	
TEACHERS DISCOVERY (AMERICAN EAGLE CO INC)	AUBURN HILLS	MI	
Tech4Learning, Inc.	San Diego	CA	
The Conover Company (Oakwood Solutions LLC)	Appleton	WI	SBE
TM Television (Halbrook and Miller, Inc.)	Carrollton	TX	SBE
Triumph Learning, LLC	New York	NY	
Troxell Communications, Inc.	Phoenix	AZ	
Valian National AV Supply	Fairfield	NJ	
Vernier Software & Technology LLC	Beaverton	OR	
Virtucom	Norcross	GA	
VSA Inc.	Lincoln	NE	SBE, DBE

SBE=Small Business Enterprise, DBE=Disadvantage Business Enterprise, LOC= Local Business residing withing the Waco ISD taxing base

Waco Independent School District
Board of Trustees Meeting Agenda Item

Date: February 22, 2018

Contact Person: Dr. A. Marcus Nelson

RE: Discussion and possible action to approve the Continuous Lone Star Governance

=====

Background Information:

The next steps the Board needs to take in implementation of the Lone Star Governance model are to:

1. Approve the updated Board Time Use Tracker.
2. Advanced placement first-semester grades, goal progress measure 2.1
3. Dual credit fall course completion, goal progress measure 2.2.

Fiscal Implications:

None

Administration Recommendations:

The Administration recommends that the Board of Trustees approve the updated Board Time Use Tracker, Advanced placement first-semester grades, goal progress measure 2.1, and Dual credit fall course completion, goal progress measure 2.2.

Board Time Use Tracker
(LSG Framework Accountability 1)

Meeting Date	% Time Spent on S Outcome Goals
05-18-17	31%
05-25-17	3%
06-15-17	3%
06-22-17	23%
07-20-17	7%
08-24-17	68%
08-31-17	14%
09-21-17	75%
09-26-17	56%
9-28-17	38%
10-19-17	70%
10-26-17	55%
11-16-17	77%
11-30-17	53%
12-7-17	67%
12-14-17	65%
1-18-18	54%
1-25-18	28%
2-15-18	57%

Does Not Meet Focus:

Of total minutes spent in Board-authorized public meetings, fewer than **25 percent** are invested in progress monitoring of the Board's student outcome goals

Meets Focus:

Of total minutes spent in Board-authorized public meetings, no fewer than **25 percent** are invested in progress monitoring of the Board's student outcome goals

Masters Focus:

Of total minutes spent in Board-authorized public meetings, no fewer than **50 percent** are invested in progress monitoring of the Board's student outcome goals

Board Time Use Tracker - Identification Chart

Date of meeting: January 18, 2018

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
Vision 1	Student Outcome Goal Setting			
Vision 2	Student Outcome Goal Monitoring			
Vision 3	Constraints Setting			
Vision 4	Constraints Monitoring			
Accountability 1	Superintendent Evaluation			
Accountability 2	Board Self-Evaluation	25	31%	
Structure	Voting			Consent items, any "approve" item, SPARK update, ISMS gym
Advocacy 1	Community Engagement	21	26%	
Advocacy 2	Student/Family Engagement			
Advocacy 3	Community Training			
Other	Other	38	48%	Board Cmt Rpts, Demographer study, financial reports, employee survey, ISMS pavilion, "discussed" items, Board Mtg Calendar
Total Vision-focused Minutes		42	57%	
Total Minutes		80	100%	

From: "Crabill, A.J." <<mailto:A.J.Crabill@tea.texas.gov> >A.J.Crabill@tea.texas.gov>

Subject: Re: Time tracker

If the workshop is to provide background on a specific board item, I'd associate it with **voting**. If it's to inform/educate about a broader area, I would use **other**. If it is to set goals/GPMs I'd associate it with **goal setting** and so forth.

In short: it can go whichever way the content of the session determines. But if the session is to add context for a specific board item that's up for a vote, I'd count it as an extension of voting.

Time Tracker: does not include closed session.

Board Time Use Tracker - Identification Chart

Date of meeting: January 25, 2018

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
Vision 1	Student Outcome Goal Setting			
Vision 2	Student Outcome Goal Monitoring	25	28%	Student outcomes related to wrap around services provided by CIS
Vision 3	Constraints Setting			
Vision 4	Constraints Monitoring			
Accountability 1	Superintendent Evaluation			
Accountability 2	Board Self-Evaluation			
Structure	Voting			Consent items, any "approve" item, SPARK update, ISMS gym
Advocacy 1	Community Engagement	28	31%	Audience for guest
Advocacy 2	Student/Family Engagement			
Advocacy 3	Community Training			
Other	Other	35	41%	Fiscal Audit results; voting
Total Vision-focused Minutes		25	28%	
Total Minutes		88	100%	

From: "Crabill, A.J." <[mailto:A.J.Crabill@tea.texas.gov]A.J.Crabill@tea.texas.gov>

Subject: Re: Time tracker

If the workshop is to provide background on a specific board item, I'd associate it with **voting**. If it's to inform/educate about a broader area, I would use **other**. If it is to set goals/GPMs I'd associate it with **goal setting** and so forth.

In short: it can go whichever way the content of the session determines. But if the session is to add context for a specific board item that's up for a vote, I'd count it as an extension of voting.

Time Tracker: does not include closed session.

Board Time Use Tracker - Identification Chart

Date of meeting: February 15, 2018

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
Vision 1	Student Outcome Goal Setting			
Vision 2	Student Outcome Goal Monitoring	38	54%	GPM 2.1, GPM 2.2 Student outcomes related to Bilingual Education through PBMAS
Vision 3	Constraints Setting			
Vision 4	Constraints Monitoring			
Accountability 1	Superintendent Evaluation			
Accountability 2	Board Self-Evaluation			
Structure	Voting			
Advocacy 1	Community Engagement	16		Board committee reports
Advocacy 2	Student/Family Engagement			
Advocacy 3	Community Training			
Other	Other	16		Budget; EL local; Zone Application; Consent
Total Vision-focused Minutes				
Total Minutes		70	100%	

From: "Crabill, A.J." <[mailto:A.J.Crabill@tea.texas.gov]A.J.Crabill@tea.texas.gov>

Subject: Re: Time tracker

If the workshop is to provide background on a specific board item, I'd associate it with **voting**. If it's to inform/educate about a broader area, I would use **other**. If it is to set goals/GPMs I'd associate it with **goal setting** and so forth.

In short: it can go whichever way the content of the session determines. But if the session is to add context for a specific board item that's up for a vote, I'd count it as an extension of voting.

Time Tracker: does not include closed session.

Goal Progress Measure Report

Board Goal Two: Increase the percent of graduates displaying college readiness by earning at least 12 hours of post-secondary credit from 5.9% in 2014-2015 to 20% by 2020.

Progress Measure 1: Increase the percentage of students passing an AP exam from 28.1% in 2015-2016 to 40% by 2020.

Date Presented to Board: February 15, 2018

2017-18 checkpoint: Monitor the percent of students passing AP classes at the end of the first semester to ensure alignment between course grades and test performance.

2017-18 Progress Measure Results: Passing rate = 94.3%

Explanation of Results:

- The total percent of students receiving As and those receiving Bs for the first semester differed by only a .10%. Those classes with the highest percentage of As were those courses that had the largest passing percentages in 2017.
- The number of students receiving Cs for the first semester showed that some students are struggling to keep above the passing level in their Advanced Placement courses.
- Students who failed at the highest rates were consistent between the two high schools—World History, Statistics, and English Literature. These courses are predominantly taken as either the first AP course or during the senior year. Waco High students failed Human Geography and English Language, while students at University High failed Calculus and Chemistry.

Adjustments made following Results to meet Progress Measure and Goal:

- Apparent misalignment between first semester grades and historical AP passing rates of students exists in some courses. This data was distributed to all teachers, directing them to verify their levels of rigor are correct to ensure that at least students who receive As in the classes will definitely pass the Advanced Placement examinations. Teachers were also asked to examine their data if their numbers did not show enough students succeeding in the class to ensure that the level of rigor was not greater than what the College Board requires.
- Teachers with high numbers of students in the C range will encourage their students to attend tutorials during the spring semester prior to the AP examinations.
- Teachers can access two electronic platforms – Albert.io and Schmoop – with AP course material and preparation programs to assist students in preparing for the exams.

Additional Information:

Below is the breakdown of grades assigned by campus, teacher, and course.

Campus		Number of Students Receiving Grades					% receiving A's in course	District 2017 AP Passing Rate
		A	B	C	F	Total		
Cesar Chavez		8	9			17		
	Gobea - Spanish Language	8	9			17	47%	76%
Tennyson			8	3		11		
	York - Spanish Language		8	3		11	0%	76%
Waco High		172	114	102	26	414		
	Colosimo - Studio Art	16	7			23	70%	67%
	Lujan - Music Theory		1	2		3	0%	44% ('16)
	Williams - Human Geo	9	11	14	2	36	25%	9%
	Wells - World History	44	47	33	11	135	33%	15%
	Yasko - US History	7	10	17		34	21%	13%
	Hopkins - Biology	6	4	2		12	50%	50% ('16)
	Ilapogu - Calculus AB	3	3			6	50%	35%
	Murphy - Statistics	13	6	12	5	36	36%	19%
	Castillo - English Language	51	14	15	6	86	59%	25%
	Hadley - English Literature	10	9	7	2	28	36%	11%
	Salazar - Spanish Language	7	2			9	78%	76%
	Salazar - Spanish Literature	6				6	100%	14%
University High		88	136	91	18	333		
	Baker - English Language	10	29	13		52	19%	25%
	Baker - English Literature	12	34	9	2	57	21%	11%
	Lopez - Spanish Language	24	13	2		39	62%	76%
	Lopez - Spanish Literature	12				12	100%	14%
	Layman - Calculus AB	4	8	4	1	17	24%	35%
	Layman - Statistics	3	1	3	4	11	27%	19%
	Salodkar - Chemistry	4	2	1	2	9	44%	
	Ebeling - Studio Art	2	3	2		7	29%	67%
	Nelson - World History	17	46	57	9	129	13%	15%
		268	267	196	44	775		
		34.60%	34.50%	25.30%	5.70%	94.30%	35.00%	26.00%

KEY:

Percentage of students receiving A's is greater than 10% above or 10% below the passing rate for 2017 (or 2016, as noted).

Percentage of students receiving A's is greater than 30% above or 30% below the passing rate for 2017 (or 2016, as noted).

Goal Progress Measure Report

Board Goal Two: Increase the percent of graduates displaying college readiness by earning at least 12 hours of post-secondary credit from 5.9% in 2014-2015 to 20% by 2020.

Progress Measure Two: Increase the percentage of students completing two or more dual credit courses from 6.5% in 2015-2016 to 15% by 2020.

Date Presented to Board: February 15, 2018

2017-18 Checkpoint: Fall Dual Credit Completion

2017-18 GPM Results: The number of students successfully completing dual credit courses for the Fall 2017 semester was 447, as compared to 384 in the Fall of 2016. This represents a 16% increase in participation.

Superintendent's evaluation of goal progress measure achievement:

- ☐ Does Not Meet Goal
- ☐ Approaching Goal Attainment
- ☒ Met Goal
- ☐ Mastery of Goal

Explanation/Elaboration for Outcome:

For the Fall 2017 term, Waco ISD students completed 727 courses with a 96% pass rate, 44% of those grades being As.

The dual credit performance of all students with grades reported in the Fall of 2017 is as follows:

319	A	44%
204	B	28%
136	C	19%
40	D	6%
28	F	4%
727		96%
34	W	

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: February 22, 2018

Contact Person: Elaine Botello

**RE: Discussion and possible action to approve Recommendation to Propose the
Non-renewal of Term Chapter 21 Contracts and Give Notice of the Proposed
Non-Renewal**

=====

Background Information:

According to the Texas Education Code Subchapter E 21.206, the Board of Trustees shall notify in writing each teacher whose contract is about to expire whether the Board proposes to renew or non-renew a contract.

The list of proposed non-renewals will be presented at the Board of Trustees' meeting on February 22, 2018 under separate cover.

Fiscal Implications:

None

Administrative Recommendation(s):

The administration recommends the Board approve administration's recommendation to propose the non-renewal of term Chapter 21 contracts and give notice of the proposed non-renewal as required by law to employee(s) listed and provided to the Board under separate cover.

Waco Independent School District
Board of Trustees Meeting Agenda Item

Date: February 22, 2018

Contact Person: Dr. A. Marcus Nelson

RE: Discussion and presentation on Lone Star Governance Continuous Improvement: Mid-year Istation results; PBMAS CTE

=====

The Board needs updates of items listed below for implementation of the Lone Star Governance Model. Appropriate administrators will provide respective update(s):

1. CTE PBMAS update
2. Mid-year Istation results

Fiscal Implications:

None

Administration Recommendation(s):

Report only

Goal Progress Measure Report

Board Goal 1: Increase the Percentage of Third Grade Students Reading on Grade Level as Measured by STAAR from 54% to 83% by 2020.

Progress Measure 1: Increase the percentage of Kindergarten students reading on grade level as measured by ISIP¹ scores from 45% to 75% by 2020.

Annual Growth in Kindergarten:
45% in 2017
55% in 2018
65% in 2019
75% in 2020

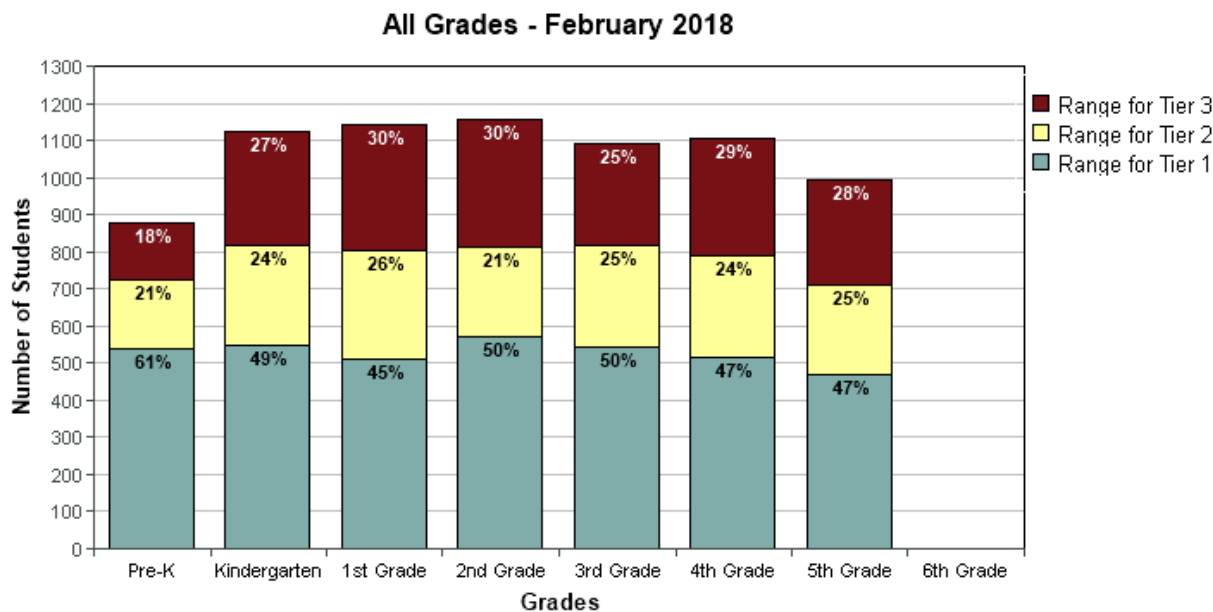
Progress Measure 2: Increase the percentage of First Grade students reading on grade level as measured by ISIP scores from 45% to 80% by 2020.

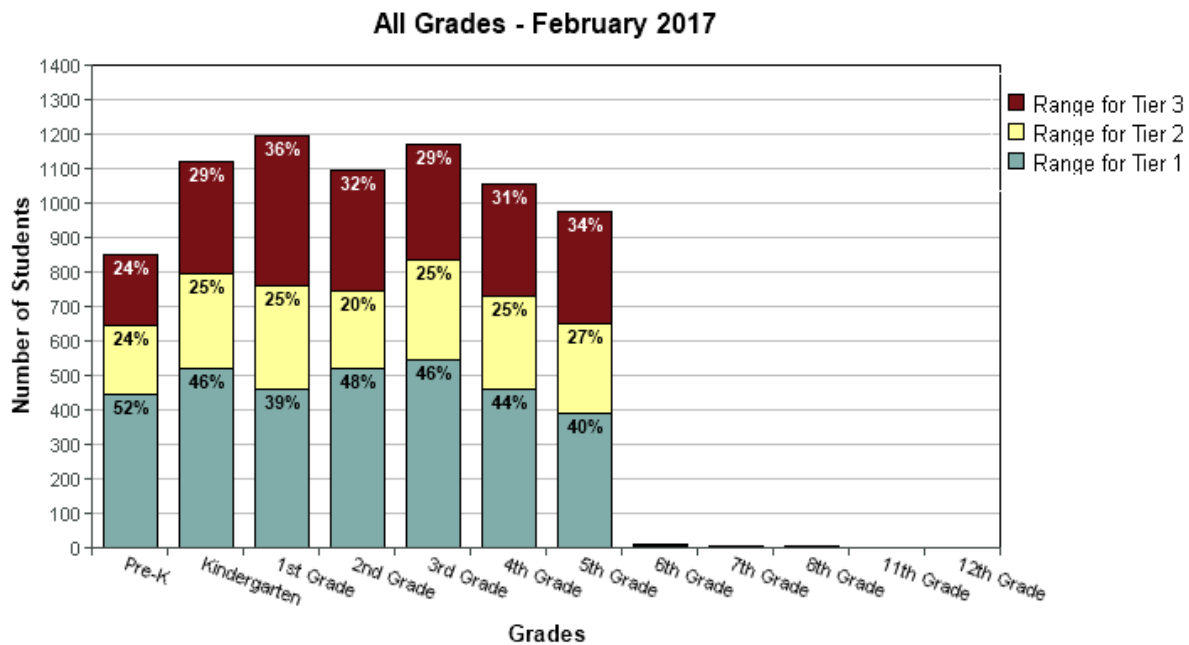
Annual Growth in First Grade:
50% in 2017
60% in 2018
70% in 2019
80% in 2020

Progress Measure 3: Increase the percentage of Second Grade students reading on grade level as measured by ISIP scores from 60% to 80% by 2020.

Annual Growth in Second Grade:
60% in 2017
70% in 2018
75% in 2019
80% in 2020

Date Presented to Board: February 22, 2018





2017-2018 checkpoint: Increase the percentage of Kindergarten students reading on grade level to 45% by 2017.

2017-18 Progress Measure Results: During February of 2018, 49% of students were at Tier 1² in comparison to 46% in 2017.

2017-2018 checkpoint: Increase the percentage of First Grade students reading on grade level to 50% by 2017.

2017-18 Progress Measure Results: During February of 2018, 45% of students were at Tier 1 in comparison to 39% in 2017.

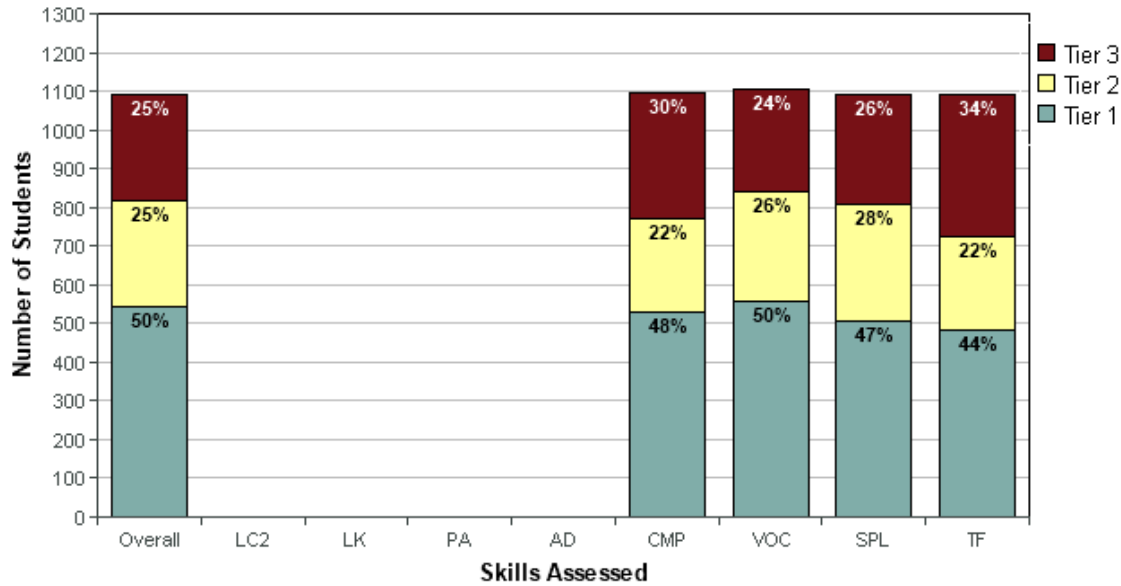
2017-2018 checkpoint: Increase the percentage of Second Grade students reading on grade level to 60% by 2017.

2017-18 Progress Measure Results: During February of 2018, 50% of students were at Tier 1, in comparison with 48% in 2017.

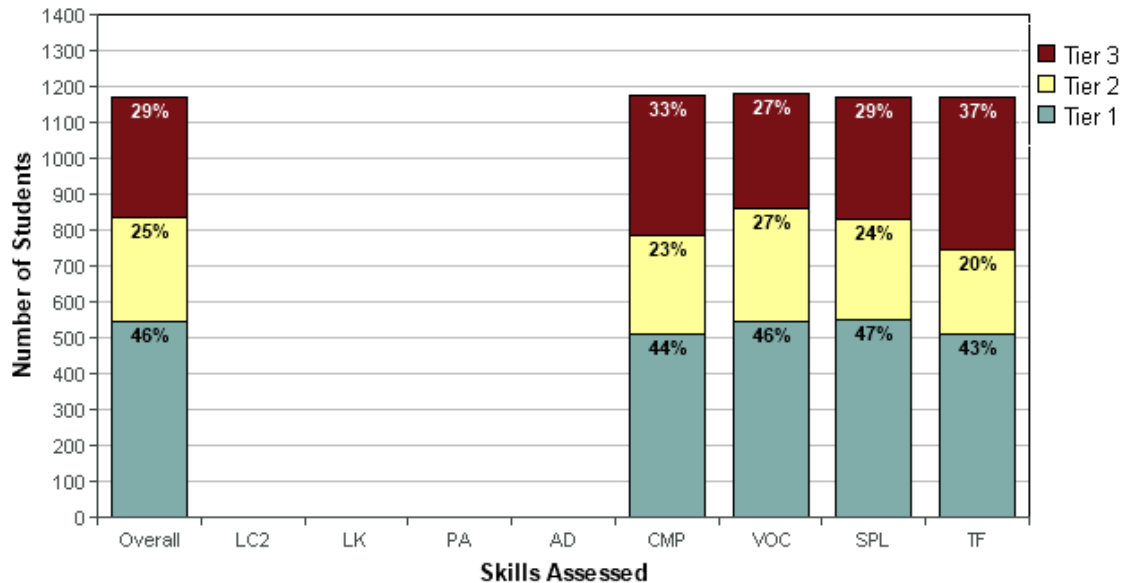
Board Goal 1: Increase the Percentage of Third Grade Students Reading on Grade Level as Measured by STAAR from 54% to 83% by 2020.

Tier Analysis

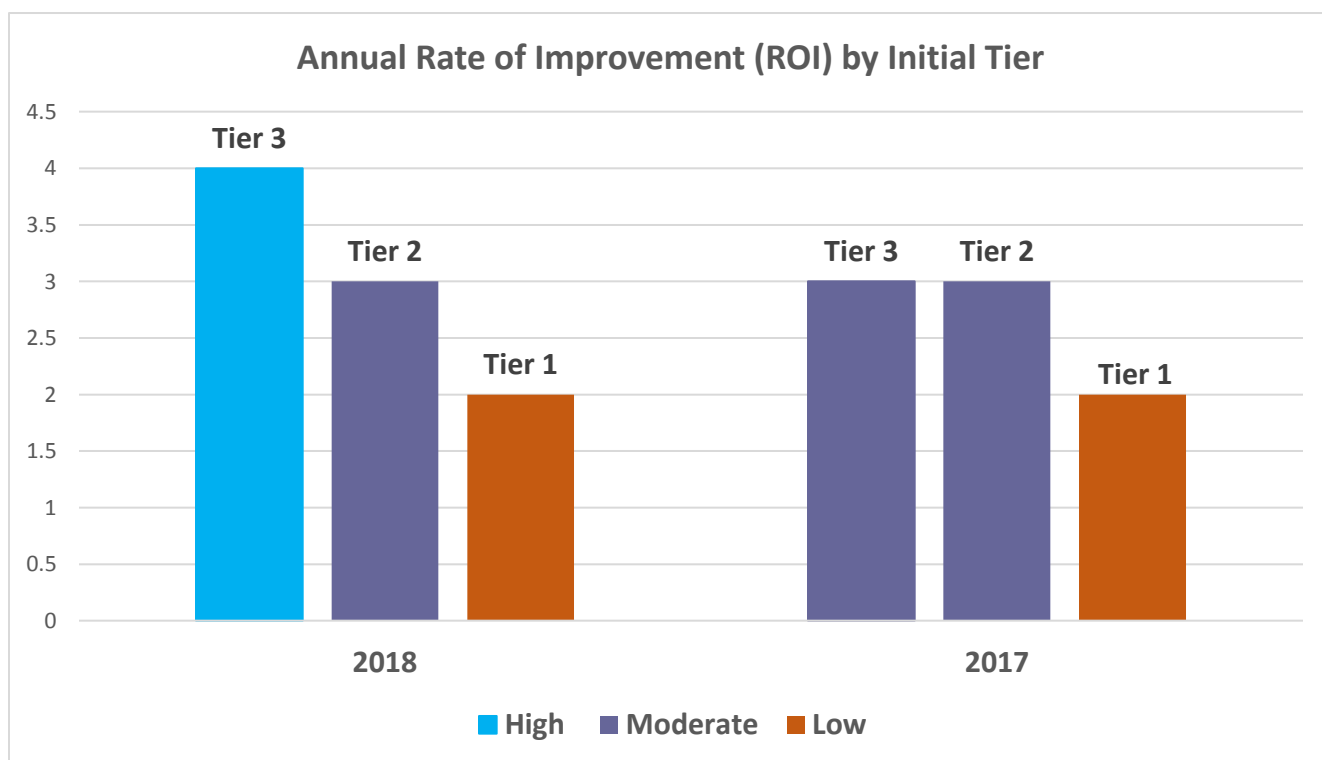
3rd Grade - February 2018



3rd Grade - February 2017



During February of 2018, 50% of students were at Tier 1, in comparison with 46% in 2017. All areas assessed (e.g. comprehension, vocabulary, spelling, and text fluency) showed growth in February of 2018, with the exception of spelling which remained the same at 47% for both 2017 and 2018. Less students were also at Tier 3 in February of 2018 when compared with 2017.



ROI is calculated by gauging the change in a student's percentile rank over time, i.e. comparing a student's past ISIP performance to that of their peers across multiple months. Only the last assessment score for each month is used in this calculation.

A student must be assessed in three distinct months before ROI can be calculated

Retrieved on 2/19/18 from <https://secure.istation.com/report/ROI>

Explanation of Results: Board Goal 1 focuses on increasing the percentage of third grade students reading on grade level as measured by STAAR from 54% to 83% by 2020. Tier analysis results indicate steady growth when comparing the mid-year performance of students on ISIP in 2018 and 2017.



During February of 2018, 50% of students were at Tier 1, in comparison with 46% in 2017. All areas assessed (e.g. comprehension, vocabulary, spelling, and text fluency) showed growth in February of 2018, with the exception of spelling which remained the same at 47% for both 2017 and 2018. Less students were also at Tier 3 in February of 2018 (25% or 274 students) when compared with 2017 (29% or 339 students) which demonstrates our efforts to address the literacy needs of our students with the most significant needs are beginning to show promise. This is also supported by ISIP's ROI report which indicates students at Tier 3 are demonstrating "a high rate of improvement, and are greatly exceeding that of their peers" (Retrieved on 2/19/18 from <https://secure.istation.com/report/ROI>).

Assessment results for February of 2018 also indicate increases in the areas of comprehension and vocabulary when compared with 2017. Both areas grew by 4% in February of 2018 when compared with 2017.

Additional Information: ISIP is a computer adaptive testing system that adjusts the difficulty level of each question based on the response provided by the student. This allows the program to identify the individual student's reading ability and skill development.

“The objective of ISIP™ is to identify the students potentially at risk of reading failure. Estimated ability level indices are used from each subtest to determine a student's overall estimated reading ability index. The student's overall reading ability index is used as the dividing line to determine students potentially at risk. Skill goals and criteria become progressively more difficult with each assessment period.”

Retrieved on 10/4/17 from <https://secure.istation.com/ReportToolbox/TierGoals>

¹ **ISIP** Istation's Indicators of Progress

² **Tier 1** denotes students performing at grade level

³ **Tier 2** denotes students performing moderately below grade level and in need of intervention

⁴ **Tier 3** denotes students performing seriously below grade level and in need of intensive intervention